



Evan-Moor®
EMC 3613

New Edition
with
Visual Aids

Daily

Reading

Comprehension

GRADE
3

Correlated to
Current Standards

- 150 fiction and nonfiction passages
- 30 weekly units include:
–teacher lesson plan
–5 reproducible student pages
- Direct instruction of reading strategies & skills
- Perfect for test prep
- Supports any reading program

WEEK
12

Nonfiction Text Features

Students look at text features, such as headings and captions, to better understand what they read.

Visual Information

Students discover how pictures, charts, graphs, and other visual elements can explain more about a topic.

DAY
1

Explain to students what nonfiction text features are. Show them features such as bold print, lists, and headings in a textbook, or point out the nonfiction text features in the passage. Say: **Remember that it is important to look at all the features on the page, not just the words in the story.** Read the instructions at the top of the page aloud. Then remind students of the *Determine Important Information* strategy, which was taught during Week 4. Say: **We want to look at all the features on the page, but we need to pay attention to the features that help us best understand what the author wants us to know or that help us best understand what we are reading.** Have students read the passage. When they have finished, direct them to complete the skill and strategy practice and review the answers together.

Name: _____

Visual Information

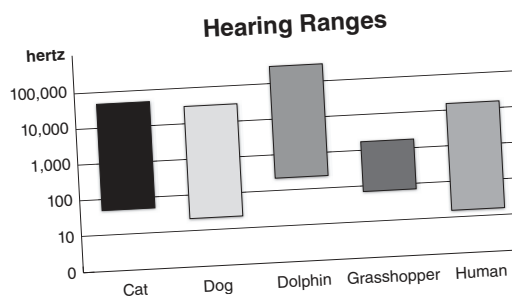
WEEK 12
DAY 3

READ THE PASSAGE

Use the information to help you understand the graph.

Hearing Highs and Lows

Every sound has a **pitch**. The pitch of a sound is how high or how low the sound is. Study the graph. Each bar shows the lowest pitch to the highest pitch heard. The numbers are given in a measurement called hertz. Pitches over 20,000 hertz are too high for humans to hear.



SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of this graph?

2. Which animal on the graph can hear the smallest range of pitches? How can you tell?

M

T

W

T

F

Enhanced
E-book

Daily Reading Comprehension

You May Also Like...

Student Practice Books



Student books contain the same pages as the reproducibles in this teacher's edition.

Student books:

- Save time and money on photocopying
- Make it easy to assign classwork and homework
- Provide an organized portfolio of student work

Teacher's Edition E-book



The **teacher's edition e-book** is the same as the print version but provides you additional features to customize the pages:

- Copy and paste text
- Extract pages
- Mark up pages with advanced editing and drawing tools

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What's New in the Revised Edition?

New visual aid pages: These reproducible pages provide students with a visual tool to help them apply reading skills and strategies to daily passages.

New constructed response questions: Every daily comprehension activity now provides standards-aligned practice in constructed responses, replacing the multiple choice format questions.

The reading selections, skills, and strategies are the same.

Correlations

Go to **www.teaching-standards.com** to see correlations for *Daily Reading Comprehension*.



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Daily

GRADE 3

Reading

Comprehension

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Contents

Week	Strategies and Skills	Page
1	Comprehension Strategy: Make Connections	16
2	Comprehension Strategy: Visualization	22
3	Comprehension Strategy: Organization	28
4	Comprehension Strategy: Determine Important Information	34
5	Comprehension Strategy: Ask Questions	40
6	Comprehension Strategy: Monitor Comprehension	46
7	Comprehension Skills: Main Idea and Details, Sequence Comprehension Strategies: Monitor Comprehension, Determine Important Information	52
8	Comprehension Skills: Cause and Effect, Fact and Opinion Comprehension Strategies: Visualization, Organization	58
9	Comprehension Skills: Compare and Contrast, Make Inferences Comprehension Strategies: Ask Questions, Monitor Comprehension	64
10	Comprehension Skills: Character and Setting, Fantasy vs. Reality Comprehension Strategies: Make Connections, Visualization	70
11	Comprehension Skills: Author's Purpose, Prediction Comprehension Strategies: Ask Questions, Make Connections	76
12	Comprehension Skills: Nonfiction Text Features, Visual Information Comprehension Strategies: Determine Important Information, Organization	82
13	Comprehension Skills: Main Idea and Details, Sequence Comprehension Strategies: Monitor Comprehension, Determine Important Information	88
14	Comprehension Skills: Cause and Effect, Fact and Opinion Comprehension Strategies: Visualization, Organization	94
15	Comprehension Skills: Compare and Contrast, Make Inferences Comprehension Strategies: Ask Questions, Monitor Comprehension	100

Week	Strategies and Skills	Page
16	Comprehension Skills: Character and Setting, Fantasy vs. Reality Comprehension Strategies: Make Connections, Visualization	106
17	Comprehension Skills: Author's Purpose, Prediction Comprehension Strategies: Ask Questions, Make Connections	112
18	Comprehension Skills: Nonfiction Text Features, Visual Information Comprehension Strategies: Determine Important Information, Organization	118
19	Comprehension Skills: Main Idea and Details, Sequence Comprehension Strategies: Monitor Comprehension, Determine Important Information	124
20	Comprehension Skills: Cause and Effect, Fact and Opinion Comprehension Strategies: Visualization, Organization	130
21	Comprehension Skills: Compare and Contrast, Make Inferences Comprehension Strategies: Ask Questions, Monitor Comprehension	136
22	Comprehension Skills: Character and Setting, Fantasy vs. Reality Comprehension Strategies: Make Connections, Visualization	142
23	Comprehension Skills: Author's Purpose, Prediction Comprehension Strategies: Ask Questions, Make Connections	148
24	Comprehension Skills: Nonfiction Text Features, Visual Information Comprehension Strategies: Determine Important Information, Organization	154
25	Comprehension Skills: Main Idea and Details, Sequence Comprehension Strategies: Monitor Comprehension, Determine Important Information	160
26	Comprehension Skills: Cause and Effect, Fact and Opinion Comprehension Strategies: Visualization, Organization	166
27	Comprehension Skills: Compare and Contrast, Make Inferences Comprehension Strategies: Ask Questions, Monitor Comprehension	172
28	Comprehension Skills: Character and Setting, Fantasy vs. Reality Comprehension Strategies: Make Connections, Visualization	178
29	Comprehension Skills: Author's Purpose, Prediction Comprehension Strategies: Ask Questions, Make Connections	184
30	Comprehension Skills: Nonfiction Text Features, Visual Information Comprehension Strategies: Determine Important Information, Organization	190

How to Use *Daily Reading Comprehension*

Daily Reading Comprehension provides a unique integration of instruction and practice in both comprehension strategies and comprehension skills.

Strategies—such as visualizing or asking questions—are general, meta-cognitive techniques that a reader uses to better understand and engage with the text. **Skills**—such as finding a main idea or identifying a sequence of events—focus on particular text elements that aid comprehension. See page 6 for a complete list of strategies and skills covered in *Daily Reading Comprehension*.

The first six weeks of *Daily Reading Comprehension* introduce students to comprehension strategies they will apply throughout the year. Weeks 7–30 focus on specific skill instruction and practice. All 30 weeks follow the same five-day format, making the teaching and learning process simpler. Follow these steps to conduct the weekly lessons and activities:

- STEP 1** The weekly teacher page lists the strategy or skills that students will focus on during that week and provides a brief definition of the strategy or the skills. Read the definition(s) aloud to students each day before they complete the activities, or prompt students to define the skills themselves. You may also wish to reproduce the comprehension skill definitions on page 8 as a poster for your classroom. Then reproduce the strategy visual aids on pages 9–14 and distribute them to students.
- STEP 2** The teacher page provides an instructional path for conducting each day's lesson and activities. Use the tips and suggestions in each day's lesson to present the skills and introduce the passage.
- STEP 3** Each student page begins with directions for reading the passage. These directions also serve as a way to establish a purpose for reading. Help students see the connection between setting a purpose for reading and improving comprehension.
- STEP 4** Because much of reading comprehension stems from a reader's background knowledge about a subject, take a moment to discuss the topic with students before they read a passage. Introduce unfamiliar phrases or concepts, and encourage students to ask questions about the topic.
- STEP 5** After students have read a passage, two comprehension activities give students an opportunity to practice the strategies and skills. In weeks 1–6, the first activity is an open-ended writing or partner activity that encourages students to reflect on the reading process, applying the weekly strategy. The second activity provides three constructed response items that practice the week's skills in a test-taking format.

In weeks 7–30, students complete the constructed response activity before practicing the strategy activity. The teacher page for these weeks offers suggestions for teaching the skills and gives tips for reminding students of the strategy(ies). Throughout the week, encourage students to refer to the strategy visual aids. Use the Student Record Sheet on page 15 to track student progress and to note which skills or strategies a student may need additional practice with.

Weekly Teacher Page

WEEK 3

Organization
When students use this strategy, they recognize the organizational pattern of what they are reading. This helps students anticipate how the author will organize the information in the text. Common organizational patterns are main idea and details, compare and contrast, cause and effect, and sequence.

Reproduce the Organization visual and distribute it to students. Then introduce the Organization strategy to students. Say, This week I'll practice figuring out how an author organizes a passage. This means we'll look for a pattern that the author uses to tell us the information. One way an author can organize a passage is by sequence. This means the author tells us the events in the order that they happened. Read about the interactions at the top of the page. Prompt students to list words that describe sequence, and list them on the board (first, then, I then, finally). Direct students to look for those words as they read. When students have finished reading, direct them to complete the strategy practice activity. Have students share the signal words they found in the passage. Then direct students to complete the skill practice activity.

DAY 1

Reinforce students of the strategy, and read the instructions at the top of the page aloud. Then read about the role and first paragraph. Ask, What do you think the next paragraph will be about? (The reason why the author thinks earthworms are a farmer's best friend.) Say, The author organized this passage by giving us the role and then telling more about the role. As you read the rest of the passage, look for reasons why the author thinks earthworms are a farmer's best friend. Have students finish reading the rest of the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 2

Reinforce students of the strategy. Say, Sometimes authors tell us what happens and the reasons why it happens. What happens is the effect, and the reasons why it happens is the cause. Authors can organize the things they write by cause and effect. Read the instructions at the top of the page aloud. Then read the role and first paragraph and look for words that show cause and effect (because, so, since, as, if, when, after, before, once, until, as soon as, because, so, since, as, if, when, after, before, once, until, as soon as). Ask, What are some words you would look for to show sequence? (first, next, then, last, and.) Direct students to look for signal words as they finish reading the passage. Then direct students to complete the strategy and skill practice activities. Review the answers together.

DAY 3

Reinforce students of the strategy, and prompt them to recall the words a passage can be organized by sequence, by giving us the role and then telling more about the role, and by cause and effect. Say, Sometimes an author might organize each paragraph a little differently. As we read, let's make sure we look for words that tell us how each paragraph is organized. These are called signal words. Direct students to read the first paragraph and look for words that show cause and effect (because, so, since, as, if, when, after, before, once, until, as soon as). Ask, What are some words you would look for to show sequence? (first, next, then, last, and.) Direct students to look for signal words as they finish reading the passage. Then direct students to complete the strategy and skill practice activities. Review the answers together.

DAY 4

Reinforce students of the strategy, and read the instructions at the top of the page aloud. Say, The author has organized this passage by telling us the role and then telling more about the role. Have students read the passage. When students have finished, ask, Why do you think the author waited until the end of the first paragraph to tell that Cause is a result to surprise the reader, to keep the reader interested, etc. Say, Sometimes authors organize a passage to make it interesting to the reader. But if something is not clear when you read the first time, you should read it again to make sure you understand it. Direct students to complete the strategy and skill practice activities. Then review the answers together.

DAY 5

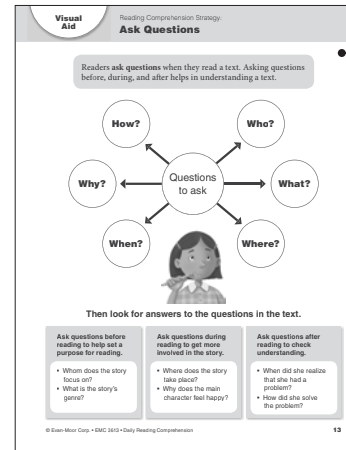
Reinforce students of the strategy, and read the instructions at the top of the page aloud. Say, The author has organized this passage by telling us the role and then telling more about the role. Have students read the passage. When students have finished, ask, Why do you think the author waited until the end of the first paragraph to tell that Cause is a result to surprise the reader, to keep the reader interested, etc. Say, Sometimes authors organize a passage to make it interesting to the reader. But if something is not clear when you read the first time, you should read it again to make sure you understand it. Direct students to complete the strategy and skill practice activities. Then review the answers together.

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Weekly skills are explained at the top of each teacher page.

The daily instruction path provides suggestions for modeling the skill and guiding students through the passage and activities.

Strategy Visual Aid



A definition and graphic image for each strategy help students to understand the concept and provide a reference as they complete the activities.

Daily Student Pages

Name: _____

Organization WEEK 3 DAY 3

Organization
Notice words that help you understand when things happen.

Ready, Aim, Split!
An archerfish can get its food in two ways. It can leap out of the water to snag a bug. Or it can stay in the water and shoot down its food by spitting a jet of water. The fish begins the attack by first swimming near a low branch. It stays underwater but close to the surface. Only the tip of its mouth sticks out of the water. Next, the fish waits for a bug to land on the branch. When the bug lands, the archerfish acts quickly. First, the fish presses its tongue against a groove on the roof of its mouth. This makes a narrow tube. Then, it snaps its gills shut. This action forces water into its mouth and out the tube. Zap! The jet of water hits the bug, which falls into the water. With a gulp, the archerfish finally eats its meal.

STRATEGY PRACTICE: Circle the signal words that helped you understand how the passage was organized.

SKILL PRACTICE: Read the item. Write your response.

- When an archerfish is hungry, where does it go?

- Why does the archerfish press its tongue against the roof of its mouth?

- What happens if the archerfish misses the bug?

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Name: _____

Organization WEEK 3 DAY 3

Organization
Notice how the author feels about earthworms.

Wiggly Workers
A people think earthworms are yucky. I think earthworms are a farmer's best friend. Healthy plants, a farmer needs healthy soil. Earthworms help make the soil healthy. These wiggly critters live in the ground where it is moist and they move by digging tunnels. Each time earthworms wiggle, they mix and aerate the soil. This loosens the dirt so that plants can spread their roots. The worms' actions also bring air into the soil, which plants need to live. Earthworms eat plants and dead bugs. The droppings that earthworms deposit are called castings. They make the soil rich for growing fruits and vegetables. Farmers will agree with me. Earthworms are amazing creatures!

STRATEGY PRACTICE: Underline two sentences that tell why earthworms are good for farmers.

SKILL PRACTICE: Read the item. Write your response.

What crops do if planted in a field with very few earthworms? Why?

Why do people probably think about earthworms? Explain.

What ways in which earthworms affect the soil.

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Name: _____

Organization WEEK 3 DAY 3

Organization
Think about reasons why travel to the West was uncomfortable.

Rugged Roads
In the 1800s, people moved to the West in covered wagons. Mules or oxen pulled the wagons. Families piled their furniture and belongings inside. Because the wagons were so full, there was no room in the wagon for sleeping. Traveling was an adventure. The wagons were not comfortable to ride in because the wagon wheels were covered in iron, not rubber. Roads made wagons more uncomfortable because they were bumpy and not paved. People who did not drive the wagon walked beside it. The roads were rugged, but they did help with one daily chore. Women or children milked their cows in the morning. Then they poured some fresh milk into a wooden butter churn. They hung the container on the wagon. The wagon bounced so much that by night, the churn held a lump of butter.

STRATEGY PRACTICE: Look back at the second paragraph. Write a C above each cause. Write an E above each effect.

SKILL PRACTICE: Read the item. Write your response.

What was the effect of the unpaved road?

Why did people walk beside the wagons rather than ride in them?

Why didn't families sleep in their covered wagons?

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Activity directions help students establish a purpose for reading.

Grade-appropriate text supports comprehension.

Each passage is followed by three constructed response items, practicing specific comprehension skills, as well as an open-ended strategy-based activity. In weeks 1–6, the strategy activity precedes the skill activity.

Student Record Sheet

Student Record Sheet

Student: _____

	Day 1	Day 2	Day 3	Day 4	Day 5	Mean
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						
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Week 27						
Week 28						
Week 29						
Week 30						

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The record sheet allows you to record students' progress and identify areas in which individuals need improvement.



Comprehension Strategies and Skills

In *Daily Reading Comprehension*, students learn and practice the following commonly tested comprehension strategies and skills, all proven to increase students' abilities to read and understand a wide range of text types. Reproduce and post the strategy visual aids on pages 9–14. You may also wish to post or distribute copies of page 8, which provides a student-friendly list of skills and helpful questions that students can ask themselves as they read.

Strategies

Make Connections

Students make connections to the text to aid their comprehension. Connections can be made to personal experiences or to things the students have seen or read.

Visualization

Students make mental images of what they are reading. They learn to look for vivid language, including concrete nouns, active verbs, and strong adjectives.

Organization

Students learn to find the organizational pattern of a text. This allows them to anticipate what they are reading and helps them focus on the author's central message or important ideas.

Determine Important Information

Students learn to categorize information based on whether or not it supports an author's central message or is important for a specific purpose.

Ask Questions

Students learn to ask questions before reading to set a purpose for reading, during reading to identify when their comprehension breaks down, or after reading as a way to check their understanding of a passage.

Monitor Comprehension

Students learn to pay attention to their own reading process and notice when they are losing focus or when comprehension is breaking down. They then can employ another strategy to help them overcome their difficulty.

Skills

Main Idea and Details

Students identify what a passage is mostly about and find important details that support the main idea.

Sequence

Students look for the order in which things happen or identify the steps in a process.

Cause and Effect

Students identify what happens (effect) and why it happens (cause).

Fact and Opinion

Students determine which statements can be proved true (fact) and which statements tell what someone thinks or believes (opinion).

Compare and Contrast

Students note how two or more people or things are alike and different.

Make Inferences

Students use their background knowledge and clues from the text to infer information.

Prediction

Students use their background knowledge and clues from the text to figure out what will happen next.

Character and Setting

Students identify who or what a story is about and where and when the story takes place.

Fantasy vs. Reality

Students determine whether something in a story could or could not happen in real life.

Author's Purpose

Students determine why an author wrote a passage and whether the purpose is: to entertain, to inform, to persuade, or to teach.

Nonfiction Text Features

Students study features that are not part of the main body of text, including subheadings, captions, entry words, and titles.

Visual Information

Students study pictures, charts, graphs, and other forms of visual information.

Scope and Sequence

Comprehension Strategies							Comprehension Skills											
	Make Connections	Visualization	Organization	Determine Important Information	Ask Questions	Monitor Comprehension	Main Idea and Details	Sequence	Cause and Effect	Fact and Opinion	Compare and Contrast	Make Inferences	Prediction	Character and Setting	Fantasy vs. Reality	Author's Purpose	Nonfiction Text Features	Visual Information
Week 1	•																	
Week 2		•					•					•						
Week 3			•					•	•									
Week 4				•														
Week 5					•						•				•	•	•	
Week 6						•												
Week 7				•				•										
Week 8		•							•	•								
Week 9					•						•	•						
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Week 29	•				•								•			•		
Week 30			•	•													•	•

How to Be a Good Reader

Ask yourself these questions to help you understand what you read:

Main Idea and Details

What is the story mostly about?
What tells me more about the main idea?

Sequence

What happens first, next, and last?
What are the steps to do something?

Cause and Effect

What happens? (the effect)
Why did it happen? (the cause)

Fact and Opinion

Can this be proved true?
Is it what someone thinks or believes?

Compare and Contrast

How are these people or things the same?
How are these people or things different?

Make Inferences

What clues does the story give?
What do I know already that will help?

Prediction

What clues does the story give?
What do I know already that will help?
What will happen next?

Character and Setting

Who or what is the story about?
Where and when does the story take place?

Fantasy vs. Reality

Is it make-believe?
Could it happen in real life?

Author's Purpose

Does the story entertain, inform, try to persuade me, or teach me how to do something?

Nonfiction Text Features

What kind of text am I reading?
What does it tell me?

Visual Information

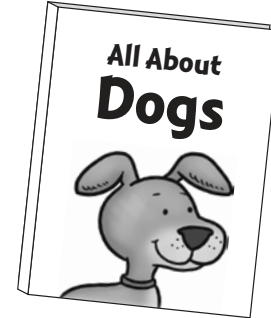
Is there a picture, chart, or graph?
What does it tell me?

Readers **make connections** between the text and themselves, the world around them, or other things they have read and seen.



The Best Vacations TV show advertised a water park with 1,000 slides!

That reminds me of what happened to me last summer at the water park.



I read something about dogs' behaviors at the pet store last week.

Mr. Grober's dog acts that way when it's scared, too...



Visualization

Readers use **visualization** to better understand a text. When you use visualization, you use details to create pictures in your mind. You imagine what is happening in the text.

When you read...

Once upon a time, the Rat family lived near a field of rice. The rats had a good life there. One day, a little daughter was born to Mother and Father Rat. The baby was so special that they treated her like a princess. Her mother and father would not let the Rat Princess play with the other rats in the rice field. Their daughter was too special!

To use visualization, look for words that **describe**, such as adjectives, action verbs, adverbs, and concrete nouns.

**You may picture...**

Authors put their ideas in a special order. This is called **organization**. Some writers tell how things are alike or different. Some ask questions. Good readers figure out how the author organized the text.



To know a text's **organization**, pay attention to the words the author uses.

This text has a question-and-answer organization. →

TECHNICAL
Help Wanted:
Earth Engineer


Name: _____

Help Wanted: Earth Engineer

Who likes to look at rocks? Engineers. You might already know that Earth is a big ball of rock. The study of Earth and its rocks is called *geology*. You can go to college to study geology. Then you can be an earth engineer. An earth engineer also learns how to make plans for building things. The plans must take care of the earth and keep people safe.

What jobs do earth engineers do? They might help plan and build dams. A dam has to hold back water. It must stay strong so the people who live near it are safe. Earth engineers might plan a tunnel through a mountain. The tunnel must stay strong because cars, trucks, and trains go through it. Engineers make sure the earth will not slide away under new roads. They plan ways to keep buildings safe in earthquakes and floods and near volcanoes. Earth engineers might find where to dig for rocks such as copper, gold, salt, coal, and diamonds.

Earth engineers work outdoors to study the earth, measure, and gather facts. Next, they study the facts.



Organization of Text	Key Words and Phrases to Look for
Cause and Effect	because, so, if, then, before, after
Sequence	first, second, third, next, then, after, before, last, finally
Compare and Contrast	like, alike, both, but, different, however, too
Main Idea and Details	for example, also, one reason is, for instance, most likely
Question and Answer	who, what, where, when, why, how

Determine Important Information

Good readers look for the most **important information** in a text in order to understand the author's main message. For example, details that support the main idea of a story or the topic of a chart are important information.



Look for the most important things the author is trying to say. Then you will better understand the text.

Why are you reading?

Are you trying to get information to answer a question? To write a report?

Look for words that are big or in bold type.

Do you see words that are larger than the others?
Are some words repeated?

What information are you looking for?

Find information that answers a question.

Look for the main topic of the text.

Read the topic sentence.
Read sentences that tell about the pictures.

Find things that are about the main topic.

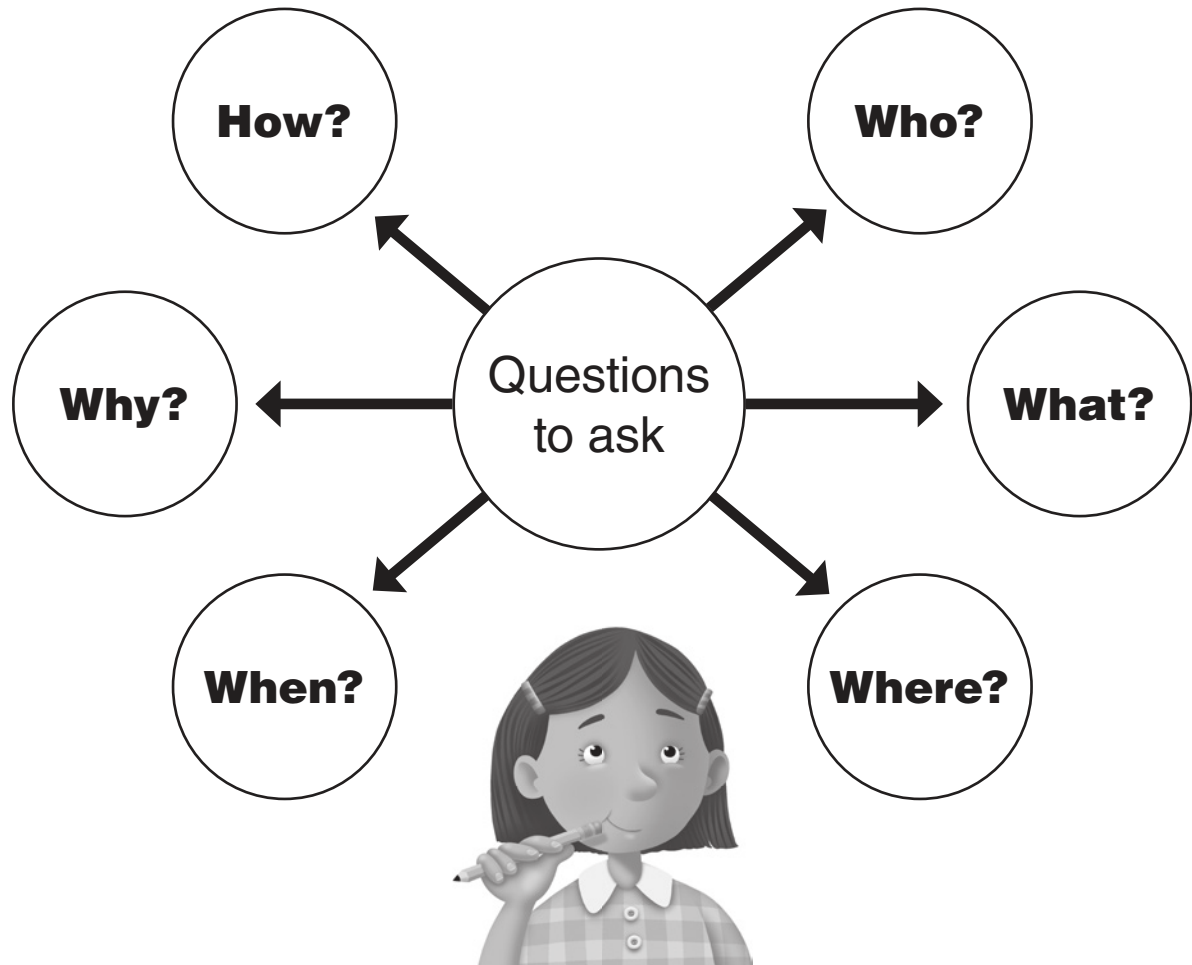
Do you see key words about the topic?

Identify details that are not as important for understanding the main topic.

Do not focus on sentences that are not about the main idea.

Ask Questions

Readers **ask questions** when they read a text. Asking questions before, during, and after helps in understanding a text.



Then look for answers to the questions in the text.

Ask questions before reading to help set a purpose for reading.

- Whom does the story focus on?
- What is the story's genre?

Ask questions during reading to get more involved in the story.

- Where does the story take place?
- Why does the main character feel happy?

Ask questions after reading to check understanding.

- When did she realize that she had a problem?
- How did she solve the problem?

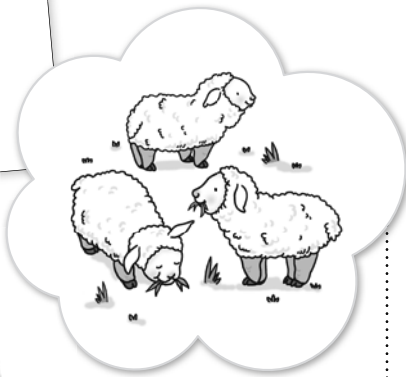
Monitor Comprehension

Readers **monitor comprehension** when they read a text. Readers who monitor comprehension keep track of how well they understand the text.


To **monitor comprehension**, think about the text while you read it.



Many kinds of farm animals like to stay in a herd. Many farm animals eat grasses.



Use visualization. Create mental pictures and imagine what is happening in the text.

Spiders are not insects.  Insects have six legs. Spiders have eight legs.

spiders = 8



Make notes about the text. Use the margin of the text, a sheet of paper, or a device to write details that you think are important.

Break the text into chunks. Pause after every paragraph and think about what the paragraph is saying.

TIP: Compare reading a text to eating an apple. We don't eat a whole apple at once. We take one bite at a time and chew it before taking another bite. Monitoring comprehension is like taking one bite at a time.



Student Record Sheet

Student: _____

Number of Questions Answered Correctly

	Day 1	Day 2	Day 3	Day 4	Day 5	Notes:
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						
Week 13						
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Week 19						
Week 20						
Week 21						
Week 22						
Week 23						
Week 24						
Week 25						
Week 26						
Week 27						
Week 28						
Week 29						
Week 30						

Make Connections

This strategy helps students put what they are reading into context by allowing them to recognize the connections between the text and themselves, the world around them, and other things they have read or seen.

DAY 1

Reproduce the *Make Connections* visual aid and distribute it to students. Then explain to students: **This week we will learn to make connections. When good readers read, they connect what they are reading to things they have read, seen, or done. This helps them to better understand the passage. It is important, though, to stay focused on what we are reading and not let the connections we make distract us.** Read the passage title aloud and ask students to share connections they make to dogs (e.g., they own a dog; they have read about dogs.). Have students read the passage independently and then complete the strategy practice activity. Allow volunteers to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the strategy, and then explain that they will read a passage about a boy named Evan who is from the city and rides a horse for the first time. Ask students to predict how Evan might feel (scared, nervous, excited, etc.). Point out that students make these predictions based on how they might feel or what they know about doing something such as riding a horse for the first time. Say: **You made a connection in order to better understand how Evan might feel.** Have students read the passage and then complete the strategy practice activity. Invite volunteers to share their answers. Then direct students to complete the skill practice activity. Review the answers together.

DAY 3

Remind students of the strategy, and have them read the passage. When students have finished, explain that it is possible to make different kinds of connections to a passage. Model: **I don't know much about chimpanzees, Jane Goodall, or Africa, so it was hard for me to make a connection to the first paragraph. I was able to make a connection to the second paragraph, because I know how people share their feelings. This connection allowed me to better understand how chimpanzees behave.** Direct students to complete the activities. Review the answers together.

DAY 4

Remind students of the strategy, and read the instructions at the top of the page aloud. Ask students to share experiences they may have had with someone who was always grouchy or grumpy. Have students read the passage. When students have finished, direct them to complete the activities. Review the answers together.

DAY 5

Remind students of the strategy, and read the instructions at the top of the page aloud. Explain to students that they will read about a type of bird called a waxwing. After students have finished reading the passage, pair students for the strategy practice activity. Then direct students to complete the skill practice activity. Review the answers together.

READ THE PASSAGE Think about what a real dog can do.**Sparky the Wonder Dog**

Bella's dog Sparky likes to run and explore. Bella thinks that Sparky is like a magician. One moment Sparky is in the backyard and then, all of a sudden, he's gone!

Sparky escaped again last week, so Bella set out to find him. She called out Sparky's name as she walked. Bella even shook Sparky's bag of dog chow. "Treats! Treats!" yelled Bella. Sparky loved his treats, but he did not appear.

Then Bella stopped. She smelled some meat grilling. She spotted a cloud of smoke from behind a house. Bella headed there and peeked in the yard. Sure enough, there was Sparky. He stood on his hind legs in front of a grill. Sparky was whistling and flipping burgers. Bella could see Sparky's mouth drool. Bella wondered where Sparky got the apron he was wearing.

STRATEGY PRACTICE Circle the word or words and complete the sentence.

I (would would not) like to have Sparky as a pet because _____

_____.

SKILL PRACTICE Read the item. Write your response.

1. Did this story really happen? How do you know?

2. Why was drool coming from Sparky's mouth?

3. After Bella found Sparky, do you think he rushed to get the dog chow she had? Tell why or why not.

READ THE PASSAGE Think about a time when you learned something new.**Whoa, Boy!**

Evan lived in the city. More than anything, he wanted to ride a horse. He could hardly wait to gallop as fast as the wind. Evan visited Uncle Pete at his farm. His uncle was ready to show Evan how to ride.

Evan sat on a fence as his uncle walked a horse toward him. The ground seemed to shake with every step the horse took. Evan dug his fingernails into the fence. He stared at the huge beast. "Were all horses this big?" he wondered.

Uncle Pete helped Evan onto the horse's back. Then Evan tapped the horse's sides with his heels. The horse began to trot. Evan bounced up and down like a jumping frog.

"Riding a horse hurts," said Evan. He decided to forget about galloping. For now, the speed of a merry-go-round seemed just right.

STRATEGY PRACTICE Circle the word or words and complete the sentence.

When I learned something new, I (felt did not feel) like Evan because _____

SKILL PRACTICE Read the item. Write your response.

1. How did Evan feel before he arrived at the farm? Which sentence lets you know?

2. Why did Evan dig his fingernails into the fence when he saw the horse?

3. Did Evan enjoy his ride? How do you know?

READ THE PASSAGE Look for how chimpanzees' behavior is like human behavior.

Learning About Chimpanzees

We know a lot about chimpanzees because of Jane Goodall. She studied the apes for over 30 years. She crawled through thick forests in Africa to sit still and watch them. During that time, Jane wrote down what she saw and heard.

We now know that chimpanzees live in friendly groups. They greet each other with a hug and a kiss. Mother chimps tickle their babies and make them laugh. Chimpanzees play games together, and they clean each other. They show their feelings, too. Worried chimpanzees pucker their lips. Scared chimpanzees bare their teeth. Calm and happy chimpanzees smile. And each sound a chimpanzee makes means something. For example, chimpanzees bark when they find food.

Chimpanzees also solve problems. They use sticks as tools to get food they cannot reach. They chew leaves and use them as sponges to sop up water.

STRATEGY PRACTICE Complete the sentence.

I was surprised to read that chimpanzees _____.

SKILL PRACTICE Read the item. Write your response.

1. Why was Jane Goodall able to learn so much about chimpanzees?

2. Where do chimpanzees live? How do you know?

3. Name three ways in which chimpanzees act like humans.

READ THE PASSAGE Think about what makes people grouchy or grumpy.**Charles the Grouch**

Charles did not care to smile, but he did like to complain. When the day was sunny, Charles said it was too hot. When the birds sang, he said they were too loud. Charles said parties were too crowded and rainbows were too colorful.

One day, Charles was in his garden grumbling that the carrots were too orange. And he thought the trees were too tall. Suddenly, an elf appeared. The elf spoke slowly, as he tried to control his anger. The elf said, "I have heard enough of your complaining. You grumble all day. You fuss all night. I am going to grant you three wishes. Then perhaps you will stop being such a grouch!"

"Only three wishes? Why can't I have more than three?" whined Charles.

"Forget it! No wishes for you!" yelled the elf. The elf disappeared.

"They were probably crummy wishes anyway," Charles complained.

STRATEGY PRACTICE Answer the question.

How do you act around grumpy people? _____

SKILL PRACTICE Read the item. Write your response.

1. If you met Charles, what expression would you expect to see on his face? Why?

2. Why do you think Charles was always complaining?

3. If you were the elf, would you have disappeared? Explain.

READ THE PASSAGE Think about the colors of birds you have seen.**Odd Baby Birds**

Waxwings are small songbirds. They have pale yellow bellies and yellow tips on their tail feathers. Some young waxwings are odd because they look different from their parents. Those young birds have tail feathers with orange tips. Scientists have discovered why. The answer has to do with food.

Waxwings mostly eat berries. One kind of honeysuckle plant grows in some places. The plant's berries grow for just a short time. The berries have a strong red color. Some waxwings feed a lot of those red berries to their babies. Their babies might be growing tail feathers at that time. If they are, the red color settles in their tail feathers. Instead of having yellow tips like their parents, their feathers are tipped in orange.

STRATEGY PRACTICE Tell a partner about the strangest bird you have ever seen.**SKILL PRACTICE** Read the item. Write your response.

1. Name three ways in which waxwings are similar to other birds.

2. What would happen if a baby bird did not eat red berries while growing its tail feathers?

3. Compare the appearance of your favorite bird with the adult waxwing.

Visualization

This strategy helps students visualize, or create a mental picture of, what they are reading. Students learn to identify good adjectives, nouns, and verbs to help them “see” the details in a passage. Students also learn to adjust their mental images as they read.

DAY 1

Reproduce the *Visualization* visual aid and distribute it to students. Then introduce the strategy to students. Say: **When good readers read, they often visualize, or make pictures in their mind of, what they are reading. Good readers look for words that describe what something looks like or what it does. Good readers also change their mental picture as they read new details.** Next, read the instructions at the top of the passage aloud. Then read the title and ask students what mental picture they get from it (e.g., a picture of a dog talking like a human with its mouth). Say: **Make sure you adjust your mental picture as you read new details.** Have students read the passage. When students have finished, pair them for the strategy practice activity or complete it as a group. Allow volunteers to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the strategy. Explain that good readers often use good describing words (adjectives) or good action words (verbs) from the passage to help them visualize. Tell students they are going to read a story about a boy named Fabio. Then read aloud the instructions at the top of the page. After students have finished reading the passage, direct them to complete the strategy practice activity. Invite volunteers to share what words they circled in the passage. Record students' responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY 3

Remind students of the strategy. Explain that students will read about two seabirds—penguins and puffins. Read aloud the instructions at the top of the page. Remind students to pay attention to good descriptive words, such as names of colors. Then have students read the passage. When students have finished, distribute crayons or colored pencils and direct students to complete the strategy practice activity. Then direct students to complete the skill practice activity. Review the answers together.

DAY 4

Remind students of the strategy. Explain that good readers change their mental pictures as they read. Read aloud the instructions at the top of the page. Then read the first paragraph aloud. Model using the strategy: **When I read the first two sentences, “fuzzy creature” made me think of a cat. But when I read the last sentence, I knew the author was talking about puffins. I changed my mental picture to be a little bird, not a kitten.** Have students finish reading the passage. Then pair students or act out the strategy practice activity as a group. Direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the strategy. Tell students they are going to read a funny story about different animals and a mitten. Read aloud the instructions at the top of the page. Have students read the passage. When students have finished, direct them to complete the activities. Review the answers for the skill practice activity together.

READ THE PASSAGE Visualize a dog doing each action described in the passage.

Ways Dogs Talk

Dogs use their voices and bodies to talk to people. Watch a dog's actions. You can learn to tell what it is trying to say.

A dog shows when it is happy to see you. It looks at you and wags its tail, or it runs around quickly in circles. Some happy dogs will jump up on you. A scared dog acts differently than a happy dog. A frightened dog puts its tail down between its legs. Some scared dogs growl. Others try to hide.

Dogs like being with people, so they try to get your attention. They tap you with a paw or place their head in your lap. They also might look at you and bark or howl.

Dogs show when they want to be left alone, too. A dog that is upset will bare its teeth, or it will growl. Both are signs to stay away!

STRATEGY PRACTICE Think back to the dog's actions you pictured while you read. With a partner, describe a dog doing two of those actions.**SKILL PRACTICE** Read the item. Write your response.

1. What are two reasons that a dog might growl?

2. Picture an unfamiliar dog running toward you with a wagging tail. What can you assume?

3. You see your friend's dog hiding behind a chair. Should you try to touch it? Explain.

READ THE PASSAGE Visualize Fabio's first two days at camp.**No Camp for Me!**

Fabio was new at summer camp, and he did not like it at all. In fact, he hated every minute of it.

On his first day, he and the other campers swam in a lake. The bottom of the lake felt like muddy slime creeping between Fabio's toes. He dashed out of the water when a fish nibbled at his knee.

Fabio's second day started badly. The campers hiked through some woods. Dry twigs scratched Fabio's legs, and black bugs bit his arms. The stinky smell of a skunk made his eyes water. Fabio walked behind the others. He wished he were at home. Then a boy named Cody started talking to Fabio. It turned out that they liked playing the same games. They made a deal to try out for the camp softball team. Fabio thought the next day at camp would be fun.

STRATEGY PRACTICE Look back at the story. Circle four describing words that helped you picture Fabio at camp.**SKILL PRACTICE** Read the item. Write your response.

1. Picture the lake that Fabio swam in. Describe what it looks like.

2. Imagine Fabio and Cody on the third day of camp. What are they doing?

3. Which of Fabio's bad camp experiences was the worst? Why?

READ THE PASSAGE Visualize what is the same and what is different about the two seabirds.

Puffins and Penguins

Penguins and puffins are two kinds of seabirds. They both are black and white. And they both have webbed feet. However, puffins are much smaller than penguins. Puffins are more colorful, too. Puffins have bright orange beaks, legs, and feet. Penguins have black beaks, and their feet are often black, too.

You won't find puffins and penguins living together. Penguins live far south, and puffins live far north. But they both depend on the sea for their food. Both birds have sharp spikes in their mouths. The spikes hold on to the fish they catch.

Although penguins and puffins are birds, penguins cannot fly. Their wings are too stiff. Penguins' wings, however, work as flippers. They allow penguins to dive deep into the sea. Puffins use their wings for flying and for diving. But they cannot dive as deep as penguins.

STRATEGY PRACTICE Draw and then color a puffin's feet and a penguin's feet.

SKILL PRACTICE Read the item. Write your response.

1. Which bird eats larger fish? How do you know?

2. Which bird can you picture soaring above the ocean? Why?

3. What can a penguin do with its wings?

READ THE PASSAGE Visualize the work the kids do.**Puffin Patrol**

The flashlight's beam lights up a frightened face. Small hands grab the fuzzy creature. Then it is stowed in a box. Children work through the night to capture baby puffins. The kids are part of the Puffin Patrol.

The kids live on an island off the coast of Iceland. In the spring, puffins roost on the island's cliffs. Each female lays one egg. By the middle of August, the baby seabirds are ready to leave their nests. They know to head toward the ocean. Lights from the night sky reflect on the sea. Most of the birds go toward those lights. But some babies fly toward the lights of the town. They crash-land in yards, parking lots, and streets.

Cats, dogs, and cars might harm the baby birds. So kids gather them up. In the morning, they carry their boxes of puffins to the sea. The kids toss the birds high into the air. The young seabirds glide on the wind and then land on the water. They are safe at home.

STRATEGY PRACTICE With a partner, act out the finding and saving of baby puffins.**SKILL PRACTICE** Read the item. Write your response.

1. Reread the first sentence. Explain whose face is frightened and why.

2. Picture the baby puffins as they hatch. Describe where they are.

3. Why is there a Puffin Patrol on the island?

READ THE PASSAGE Visualize each animal as it enters the mitten.**Achoooooo!**

One cold day, a squirrel saw a mitten lying on the snow. The squirrel crawled inside where it was warm and cozy. Soon after, a rabbit joined the squirrel. The two animals fit just right until a skunk peeked in. Not wanting to anger the skunk, the rabbit invited it to stay. A fox then followed the skunk. All of the animals were very snug indeed. Before long, a bear came by. The bear insisted on using the mitten for his long winter nap. The bear squeezed in and a mouse did, too. It sat on the only space left—the top of the bear’s nose. The mouse’s tail swished back and forth, back and forth. The bear sneezed like a roll of thunder. Out flew the animals! Never again did they try to turn a mitten into a home.

STRATEGY PRACTICE Draw the mitten before the squirrel crawls in. Then draw the mitten after the bear enters it.**SKILL PRACTICE** Read the item. Write your response.

1. Why did the animals move into the mitten?

2. What caused the bear to sneeze?

3. Could this story happen? How do you know?

Organization

When students use this strategy, they recognize the organizational pattern of what they are reading. This helps students anticipate how the author will organize the information in the text. Common organizational patterns are main idea and details, compare and contrast, cause and effect, and sequence.

DAY 1

Reproduce the *Organization* visual aid and distribute it to students. Then introduce the strategy to students. Say: **This week we'll practice figuring out how an author organizes a passage. This means we'll look for a pattern that the author uses to tell us the information. One way an author can organize a passage is by sequence. This means the author tells us the events in the order that they happened.** Next, read aloud the instructions at the top of the passage. Prompt students to list words that describe sequence, and list them on the board (*first, Next, Then, finally*). Direct students to look for those words as they read. When students have finished reading, direct them to complete the strategy practice activity. Invite volunteers to share the signal words they found in the passage. Then direct students to complete the skill practice activity.

DAY 2

Remind students of the strategy, and read the instructions at the top of the page aloud. Then read aloud the title and first paragraph. Ask: **What do you think the next paragraph will be about?** (the reasons why the author thinks earthworms are a farmer's best friend) Say: **The author organized this passage by giving an idea and then telling more about the idea. As you read the rest of the passage, look for reasons why the author thinks earthworms are a farmer's best friend.** Have students finish reading the rest of the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 3

Remind students of the strategy. Say: **Sometimes authors tell us what happens and the reason why it happens. What happens is the effect, and the reason why it happens is the cause. Authors can organize the things they write by cause and effect.** Read the instructions at the top of the page aloud. Then read the title and first paragraph aloud. Say: **The last sentence tells me what happens—there was no room to sleep in the wagon—and why it happens—the wagon was too full. Because the passage is organized this way, I will look for more causes and effects as I read.** Direct students to finish reading the passage and to complete the strategy practice activity. Review the answers together before having students complete the skill practice activity.

DAY 4

Remind students of the strategy, and prompt them to recall the ways a passage can be organized (by sequence, by giving an idea and telling more about the idea, and by cause and effect). Say: **Sometimes an author might organize each paragraph a little differently. As we read, let's make sure we look for words that tell us how each paragraph is organized. These are called *signal words*.** Direct students to read the first paragraph and look for signal words that show cause and effect (*because, so*). Ask: **What are some words you would look for to show sequence?** (*first, next, then, last*, etc.) Direct students to look for signal words as they finish reading the passage. Then direct students to complete the strategy and skill practice activities. Review the answers together.

DAY 5

Remind students of the strategy, and read the instructions at the top of the page aloud. Say: **The author has organized this passage to tell us an idea and then details about that idea.** Have students read the passage. When students have finished, ask: **Why do you think the author waited until the end of the first paragraph to tell that Grace is a mule?** (to surprise the reader; to keep the reader entertained; etc.) Say: **Sometimes authors organize a passage to make it interesting to the reader. But if something is not clear when you read it the first time, you should read it again to make sure you understand it.** Direct students to complete the strategy and skill practice activities. Then review the answers together.

READ THE PASSAGE Notice words that help you understand when things happen.

Ready, Aim, Spit!

An archerfish can get its food in two ways. It can leap out of the water to snag a bug. Or it can stay in the water and shoot down its food by spitting a jet of water.

The fish begins the attack by first swimming near a low branch. It stays underwater but close to the surface. Only the tip of its mouth sticks out of the water. Next, the fish waits for a bug to land on the branch. When the bug lands, the archerfish acts quickly. First, the fish presses its tongue against a groove on the roof of its mouth. This makes a narrow tube. Then, it snaps its gills shut. This action forces water into its mouth and out the tube. Zap! The jet of water hits the bug, which falls into the water. With a gulp, the archerfish finally eats its meal.

STRATEGY PRACTICE Circle the signal words that helped you understand how the passage was organized.

SKILL PRACTICE Read the item. Write your response.

1. When an archerfish is hungry, where does it go?

2. Why does the archerfish press its tongue against the roof of its mouth?

3. What happens if the archerfish misses the bug?

READ THE PASSAGE Notice how the author feels about earthworms.

Wiggly Workers

Some people think earthworms are yucky. I think earthworms are a farmer's best friend.

To grow healthy plants, a farmer needs healthy soil. Earthworms help make soil healthy and rich. These wiggly critters live in the ground where it is moist and cool. They move by digging tunnels. Each time earthworms wiggle, they mix and sift the soil. This loosens the dirt so that plants can spread their roots. The worms' digging actions also bring air into the soil, which plants need to live. Earthworms eat tiny bits of plants and dead bugs. The droppings that earthworms deposit are nutrients. They make the soil rich for growing fruits and vegetables.

I think farmers will agree with me. Earthworms are amazing creatures!

STRATEGY PRACTICE Underline two sentences that tell why earthworms are good for farmers.**SKILL PRACTICE** Read the item. Write your response.

1. How would crops do if planted in a field with very few earthworms? Why?

2. What do gardeners probably think about earthworms? Explain.

3. Name three ways in which earthworms affect the soil.

READ THE PASSAGE Think about reasons why travel to the West was uncomfortable.

Rugged Roads

In the 1800s, people moved to the West in covered wagons. Mules or oxen pulled the wagons. Families piled their furniture and belongings inside. Because the wagons were so full, there was no room in the wagon for sleeping.

Traveling was an adventure. The wagons were not comfortable to ride in because the wagon wheels were covered in iron, not rubber. Roads made wagons more uncomfortable because they were bumpy and not paved. People who did not drive the wagon walked beside it.

The roads were rugged, but they did help with one daily chore. Women or children milked their cows in the morning. Then they poured some fresh milk into a wooden butter churn. They hung the container on the wagon. The wagon bounced so much that by night, the churn held a lump of butter.

STRATEGY PRACTICE Look back at the second paragraph. Write a *C* above each cause. Write an *E* above each effect.**SKILL PRACTICE** Read the item. Write your response.

1. What was the effect of the unpaved roads?

2. Why did people walk beside the wagons rather than ride in them?

3. Why didn't families sleep in their covered wagons?

READ THE PASSAGE Look for words that tell you how each paragraph is organized.**Rub That Mud!**

Baseball teams use a lot of new balls in every game. Each team must have at least 90 on hand. The balls are white and shiny when they get to the park. But they are not shiny when the game begins. This is because shiny balls are slippery to throw. Pitchers might hurt the batters with wild pitches. So each ball is rubbed with a special mud. The mud makes the balls safer to use.

All the baseball teams use the same mud. It is made and sold by one company. First, a crew goes to a secret location. Next, they dig up hundreds of pounds of muck. Then, they rinse the mud to get rid of rocks. Some secret ingredients are added. They make the mud feel like creamy pudding. Finally, the mud is stored in barrels.

After six to eight weeks, the mud is ready to send to the ballparks. One worker at each park takes care of the new balls. The worker adds water to a dab of mud and rubs it onto each ball. About an hour later, over 100 balls are ready for play.

STRATEGY PRACTICE Look back at the second paragraph and underline the words that signal the order of steps.**SKILL PRACTICE** Read the item. Write your response.

1. What happens after the mud is rinsed?

2. What sentence in the text tells you why all the teams use the same mud?

3. Who does the final step in getting the shine off the baseballs?

READ THE PASSAGE Think about the main idea and details in each paragraph.**Is She Smarter Than a Fifth-Grader?**

Grace is no ordinary four-year-old. Grace dunks basketballs and plays the piano. And she's an artist, too. Grace holds a brush between her big front teeth and paints pictures. People buy her paintings, and the money is given to the poor. Yes, Grace is very clever, especially for a mule.

Mules usually do as they please. But that's not Grace. Steve Foster, her owner, says that Grace is a fast learner. She uses the different sounds of his voice to know and follow his commands. Grace may be the smartest mule in the world! Being smart helped her get a part in a movie. She appears in the film *Get Low* and plays a mule, of course. Because Grace plays an old mule, she wears makeup. Her face has white and gray coloring.

STRATEGY PRACTICE Underline two sentences in the first paragraph that tell you things that Grace does that make her clever.**SKILL PRACTICE** Read the item. Write your response.

1. Why did the author wait until the end of the first paragraph to say that Grace is a mule?

2. Write three details that tell how Grace differs from other mules.

3. What did Grace have to do for her movie role?

Determine Important Information

This strategy allows students to find the most important information in a passage, usually information related to the main idea. By determining the important information, students can increase their comprehension by focusing on important ideas and details.

DAY 1

Reproduce the *Determine Important Information* visual aid and distribute it to students. Then introduce the strategy to students. Say: **When good readers read, they look for the most important information in a passage in order to understand the author's main message. They do not let themselves get distracted by information that is not related to the main topic. This week we will learn some ways to look for the most important information in a passage.** Next, read the instructions at the top of the passage aloud. Say: **This is a silly passage about a make-believe animal called a zooraffa.** Have students read the passage. When students have finished, ask: **What do the numbers in the passage stand for?** (numbered directions, or steps, for cleaning a zooraffa) Ask: **Do you think the numbers were important for understanding the passage?** (yes) Say: **Sometimes it is a good idea to read the important information again to make sure you understand it well.** Pair students for the strategy practice activity or complete it as a group. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the strategy. Say: **When we determine the important information in a passage, we look for the information that helps us best understand what the author is trying to tell us.** Point out the following three features on the page: the body text, the picture, and the caption. Say: **Each of these features is important, but we need to know what information from each feature best helps us to understand what we are reading.** Brainstorm with students what information each feature probably gives (The body text tells the story of the high jump, the picture shows who the jumpers are, and the caption tells the height of each jump.). Then read the instructions at the top of the page aloud. Have students read the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 3

Remind students of the strategy. Say: **When good readers look for important information in a passage, they often begin by skimming or scanning the text. What stands out when you look at the page?** (the headings) Say: **When I look at the headings, I know I'll likely read about where a certain snake lives and how it eats. I can look for information in the passage that tells me more about those topics.** Then read the instructions at the top of the page aloud. Have students read the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 4

Remind students of the strategy. Say: **When we read to determine important information, we need a good purpose for reading. Sometimes we can set a purpose by looking at the activities we are asked to do when we finish reading.** Read aloud the directions for the strategy practice activity. Then say: **When I read, I will look for the information about how peanut butter is made.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the strategy and skill practice activities.

DAY 5

Remind students of the strategy. Say: **To determine important information, you need to know what you are reading. What does this page look like?** (a page from a dictionary) **Why do people use dictionaries?** (to find out what words mean) **Since this is a dictionary, the important information will likely be the meaning of different words.** Read the instructions at the top of the page aloud. Then have students read the dictionary page. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

READ THE PASSAGE Think about the information that is most important.

How to Groom a Zooraffa

If you're thinking about getting a pet zooraffa, there is something you should know. Grooming a zooraffa takes work. Here are the steps to follow:

1. Make an appointment at a carwash on a rainy day.
2. Loosen the dirt on your zooraffa. A garden rake works best. Pull the rake through the fur about 50 times. Wear a mask to keep the dirt out of your eyes.
3. Get a big blanket and some bubble bath. The bubble bath can smell nice, like vanilla or sweet potatoes.
4. Put a strong leash on your pet and walk it to the carwash. Stay away from busy streets.
5. Squirt some bubble bath on your zooraffa and send it through the wash.
6. Afterward, use the blanket to clean between the zooraffa's toes.
7. Reward your zooraffa for getting clean. Toss it a porcupine pie.

STRATEGY PRACTICE With a partner, retell the steps for grooming a zooraffa. Use only the most important information.

SKILL PRACTICE Read the item. Write your response.

1. Why did the author use numbering in this text?

2. What conclusion can you draw about the size of a zooraffa? Why?

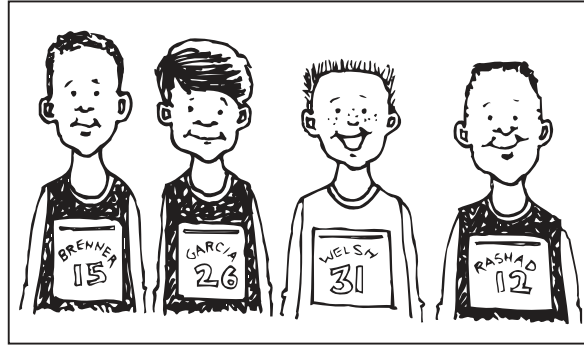
3. What should the owner do after arriving at the carwash?

Determine Important Information**READ THE PASSAGE**

Think about what the author wants you to know.
How does the author give you this information?

Garcia Earns Trophy

On Saturday afternoon, four boys took part in the finals of the high jump. The exciting event took place at Breakers Stadium. Fans filled the stands to cheer for the boys. Each boy was allowed three jumps. All three jumps were averaged to decide the final scores. All four boys were good athletes. But Frankie Garcia's skills topped the others'. He won the first-place trophy.

**Athletes**

Garcia
Rashad
Brenner
Welsh

Scores

5 feet (1.5 m)
4 feet 8 inches (1.4 m)
4 feet 6 inches (1.3 m)
3 feet 7 inches (1.1 m)

STRATEGY PRACTICE

Circle two sentences in the passage that have the most important information about who won the high-jump event.

SKILL PRACTICE

Read the item. Write your response.

1. How were the final scores determined?

2. What important information appears in the text but not in the picture?

3. Where can the reader find Brenner's final score? What was it?

READ THE PASSAGE Remember the most important facts about boas.

Boas are large, powerful snakes. Some types of boas are as long as 18 feet (5.5 m). All boas have strong muscles that help them move and help them eat.

Where Boas Live

Boas are found mostly in forests in parts of Mexico and South America. They live on the ground, in trees, and in or near water. Boas are good swimmers. They also can climb trees, twist around branches, and hang by their tails. Their body colors and skin patterns blend into the trees.

How Boas Eat

Boas are meat eaters. They hunt at night for small animals and birds. They first grab their prey with their teeth. Then they squeeze their prey to kill it. They swallow their food whole and do not chew.

STRATEGY PRACTICE Underline three sentences that tell more about where a boa lives and what a boa eats.**SKILL PRACTICE** Read the item. Write your response.

1. Where in the text would a reader look for information about boas' prey?

2. What does a boa do after grabbing prey with its teeth?

3. What would be a good title for this text?

READ THE PASSAGE

Think about the information that is most important for making peanut butter.

The Food That Goes with Jelly

Making peanut butter is a big business. Peanuts grow underground. Around 40 peanuts grow on one plant. Special tractors dig up the plants and lay them upside down on the ground. The peanuts stay in the sun until they are dry. Next, stems and rocks are removed. After the peanuts are cleaned, they are shelled and roasted. Then, they are cooled. The cooled peanuts are rubbed gently to remove their skins. Finally, the peanuts are ground into a paste. Sometimes, sugar, salt, and oil are added.

Groundnut crop calendar for most of the United States											
Plant						Harvest					
Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec

**STRATEGY PRACTICE**

In the passage, underline three sentences that are important in telling the steps to make peanut butter.

SKILL PRACTICE

Read the item. Write your response.

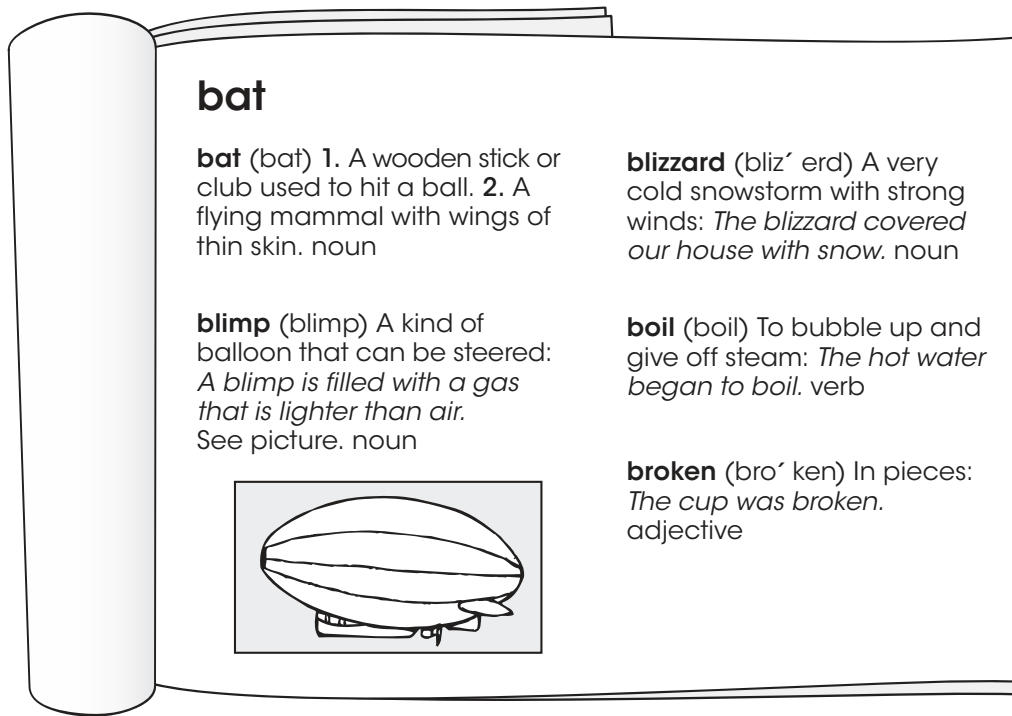
1. Why are peanuts left in the field for a while?

2. What ingredients besides peanuts may be in peanut butter?

3. In the United States, when are peanuts removed from the ground? How do you know?

READ THE PAGE

Think about the kind of information that is given in a dictionary.



STRATEGY PRACTICE

Which information in a dictionary is the most important? Why?

SKILL PRACTICE

Read the item. Write your response.

1. Look at the entry for *blizzard*. What does it tell you besides the definition?

2. Why does the word *bat* come before the word *blizzard* on the page?

3. Why did the dictionary show a picture of a blimp?

Ask Questions

This strategy aids comprehension by focusing the purpose of reading or clarifying issues of confusion. When students ask questions before they read, they set a purpose for reading that includes finding the answers to their questions. When students ask questions during or after reading, they are indicating where they may be confused or would like more information.

DAY 1

Reproduce the *Ask Questions* visual aid and distribute it to students. Then tell students that this week they will learn how to ask questions to help them as they read. Say: **Good readers often ask questions before they read something. This helps to set a purpose for reading.** Explain to students that they will read a passage about two students, one from America and one from Japan, who are pen pals and tell each other about their homes and family lives. You might want to ask before you read, for example, *Who are the students? How do they send information to each other? What exactly do they tell each other?* Direct students to choose a question and write it in the space provided for the strategy practice activity. Then read the instructions at the top of the page aloud. Have students read the passage. When they have finished, invite volunteers to share their questions and discuss how it helped them set a purpose for reading. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the strategy. Say: **Asking questions as we read is a good way to check our understanding. Asking questions while we read helps us get more involved in the text and notice information that we don't understand.** Read the instructions at the top of the page aloud. To model the strategy, read the first paragraph aloud to students. Then say: **The passage said that paper money is not the same as notebook paper. How is it not the same? I will look for the answer as I read on.** Have students read the rest of the passage and ask questions as they read. When students have finished, direct them to complete the strategy practice activity. Invite volunteers to share their responses. Then direct students to complete the skill practice activity, and review the answers together.

DAY 3

Remind students of the strategy. Say: **Asking questions after we read helps us check that we understood what we read. We ask ourselves or each other the kinds of questions that our textbooks would ask.** Read the instructions at the top of the page aloud, and have students read the passage. When students have finished, model asking a question based on information from the passage: **Where does the spider get silk to make a web?** Allow time for students to complete the strategy practice activity. Invite partners to share their questions and answers. Then direct students to complete the skill practice activity. Review the answers together.

DAY 4

Remind students of the strategy. Say: **Asking ourselves questions after we read helps us check that we understood what we read.** Read the instructions at the top of the page aloud. Then read the title and first paragraph of the passage with students. Say: **I have two questions about what I have read. Which place is farthest north? (the Arctic) Which place is like a desert? (both)** Direct students to finish reading the passage and to complete the strategy practice activity. Invite volunteers to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the strategy. Tell students they will be reading a passage about a boy who gets unexpected help finding his way home. Read the instructions at the top of the page aloud. Say: **Sometimes we can ask questions to get more involved in a story and enjoy it more.** Have students read the passage. When students have finished, model using the strategy. Say: **When I read about the fireflies talking to Zack, I wondered what their voices sounded like. It brought me deeper into the story.** Direct students to complete the strategy practice activity. Invite volunteers to share their responses and explain their thinking behind the questions they wrote. Then direct students to complete the skill practice activity. Review the answers together.

READ THE PASSAGE Think about what you want to know about living in Japan.**Fumi's House**

Kara likes getting e-mail from Fumi. Kara is a third-grader in Arizona, and Fumi is in third grade in Japan. They are e-pals who send e-mails every week. Fumi sent Kara photos and descriptions of her home.

The first room in Fumi's house is a small entryway. People who enter the home remove their shoes. They put on different shoes with soft soles. That seemed odd to Kara. She wears her street shoes in the house.

Kara likes the photo of Fumi and her family eating. They gather around a table, just like Kara and her family. Kara's family sits on chairs, but Fumi's family sits on cushions on a straw mat on the floor. The table is low to the ground. What seems to be a wall behind Fumi's family is actually a door without knobs. Fumi explained that the door slides open. It is made from strong paper glued to thin strips of wood. "I could never play ball in that house!" thought Kara.

STRATEGY PRACTICE Write a question you have about the passage.

SKILL PRACTICE Read the item. Write your response.

1. What are doors like inside Japanese homes?

2. How are Fumi's and Kara's lives similar?

3. When Kara and Fumi enter their own homes, what do they do differently?

READ THE PASSAGE After each paragraph, think of a question you have.**The Paper in Paper Money**

You can fold paper money and write on it and draw on it, too. Paper money seems to be like the notebook paper you use in school. But it's not the same.

Notebook paper, like most other kinds of paper, is made of wood fibers from trees. Fibers are parts of wood that are shaped like long, thin threads. Paper money is made from cotton and linen plants. They are pounded together to form strong fibers. Those fibers hold together firmly. So, money is stronger than notebook paper.

People use linen and cotton paper to make money so that it will last longer. This way, people don't have to make a lot of new money all the time. Also, it is harder for someone to make fake money because it is hard to find paper made from linen and cotton. In fact, the company that makes the paper for our money doesn't make paper for anyone else!

STRATEGY PRACTICE Write one question you asked while reading the passage.

SKILL PRACTICE Read the item. Write your response.

1. Which is stronger: notebook paper or paper money? Why?

2. What was the author's purpose for writing this text?

3. Can anyone buy paper made of linen and cotton? How do you know?

READ THE PASSAGE Think of questions that can be answered with information from the passage.

A Clever Spinner

The spider laughed with excitement. She was ready to build her very first web. The place between the tree branches was perfect. So the spider did exactly as her mother had shown her.

The spider pulled a thread of silk from her body. She tugged hard to make it strong. Then she focused on her work. Back and forth, up and down, and around and around the spider dashed. She transformed her silk into an orb web with a spiral center.

Feeling very pleased, the spider did not stop. She began to try other shapes. By nightfall, she had spun webs that looked like the Statue of Liberty and the Empire State Building. “Bugs on vacation will want to visit these,” she chuckled.

STRATEGY PRACTICE Write a question about the passage. Have a partner answer it.

SKILL PRACTICE Read the item. Write your response.

1. What parts of this text could actually happen?

2. What does the word *transformed* mean? How do you know?

3. How did the author combine information with entertainment in this text?

READ THE PASSAGE

Ask yourself what is the same and what is different about the Arctic and Antarctica.

Earth's Top and Bottom

Earth's top and bottom are more different than alike. The Arctic is the farthest place north. It is an icy ocean surrounded by land. Antarctica is the farthest place south. It is a frozen land surrounded by ocean. Both places are too cold to rain. Very little snow falls in either place because the air is as dry as a desert.

Large areas of land surround the Arctic Ocean. The land closest to the Arctic is always frozen deep down into the soil. But in the summer, the weather is mild. Some plants grow then, and wolves, foxes, and birds feed on them.

Unlike the Arctic, all of Antarctica is covered in ice that never melts. It is the coldest place on Earth. Only tiny insects live there. But sea animals live in the icy ocean around Antarctica. Emperor penguins live on ice packs near the coast.

STRATEGY PRACTICE

Write a question about the passage. Have a partner answer it.

SKILL PRACTICE

Read the item. Write your response.

1. Name three ways in which the Arctic and Antarctica are alike.

2. Name three ways in which the Arctic and Antarctica are different.

3. Write one question you have about the Arctic or Antarctica.

READ THE PASSAGE

As you read, think of questions that help you imagine the characters and setting in the passage.

Follow Our Light

Fireflies sparked in the night sky. Zack grabbed a few and put them into a jar. He would bring them to show-and-tell tomorrow. He looked at the bugs in the jar. The fireflies flew in slow circles. Their quick flickers of light sparkled like stars.

Zack started walking home. He lived outside of town. There were no neighborhoods or streetlights. Zack was finding his way home without a problem until a cloud slid in front of the moon. That's when he wished he had his flashlight. Zack's stomach flip-flopped as he tried to find his way in the dark.

Zack heard tiny voices. The fireflies were calling to him! "Let us out and we will show you the way home," one firefly said. Zack opened the jar, and the fireflies flew out. They danced in the air in front of Zack. Their light turned the night into day. Zack's stomach settled down. Soon, he was back home. Zack thanked the fireflies. They flashed brightly before flying off into the night.

STRATEGY PRACTICE

Write a question that helped you pay closer attention to the passage or helped you enjoy it more.

SKILL PRACTICE

Read the item. Write your response.

1. Is this a fantasy? How do you know?

2. How do you think the fireflies felt about being in Zack's jar? Why?

3. Did the author write this story to teach readers about fireflies? Explain.

Monitor Comprehension

This strategy helps students monitor their comprehension or think about how well they are understanding what they are reading. Students can practice this strategy by using other strategies, such as Ask Questions, Visualization, or Make Connections.

DAY 1

Reproduce the *Monitor Comprehension* visual aid and distribute it to students. Then introduce the strategy to students: **This week we will learn how to monitor our comprehension. When good readers read, they keep track of how well they understand what they are reading.** Explain that by monitoring comprehension, students can recognize when they stop understanding something. Next, read the instructions at the top of the passage aloud. Ask: **Why do we read a table of contents?** (to find things in a book; to understand what a book is about; etc.) Direct students to read the table of contents and to complete the strategy practice activity. Invite volunteers to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the strategy. Say: **One way we monitor comprehension is to visualize, or make mental pictures in our head, as we read.** Tell students to visualize what is happening in each paragraph and when they finish a paragraph to spend a moment making sure their mental image matches what is written in the passage. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, pair them or complete the strategy practice activity as a group. Then direct students to complete the skill practice activity.

DAY 3

Remind students of the strategy. Say: **One way we can monitor our comprehension is to make notes in the margin as we read or underline parts of the text we want to remember or concentrate on.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, complete the strategy practice activity as a group. Brainstorm with students ways they can better understand the parts of the passage that they underlined (reading it again slowly; using a dictionary; asking someone for help; etc.). Then direct students to complete the skill practice activity. Review the answers together.

DAY 4

Remind students of the strategy. Say: **It is often harder to monitor comprehension after reading a whole passage than it is after reading only one paragraph. Break what you are reading into smaller chunks, and stop frequently to make sure you understand what you have read.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, complete the strategy practice activity as a group. You may wish to record students' responses on the board and augment them with other good fix-up strategies (e.g., visualizing, asking questions, reading something aloud, making notes, etc.). Direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the strategy. Ask: **Has your mind ever wandered while you were reading? What did you do to focus on the text again?** Invite students to share their responses. Say: **We can monitor our comprehension well by noticing when our attention starts to wander. Sometimes it's best to take a very short break and clear our minds to help us focus on what we are reading.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, pair them or complete the strategy practice activity as a group. Invite volunteers to share their responses and explain how they focused their attention again. Then direct students to complete the skill practice activity. Review the answers together.

READ THE TABLE OF CONTENTS

As you read, think about how you would use a table of contents.

This table of contents is in a book about the country of Italy.

Table of Contents		
Chapter 1	Land of Mountains and Plains	Page 4
Chapter 2	Islands.....	Page 8
Chapter 3	Population and People	Page 10
Chapter 4	Important Cities	Page 11
Chapter 5	Products	Page 13
Chapter 6	History	Page 16
Chapter 7	Visiting Italy	Page 21

STRATEGY PRACTICE

Write one way that reading a table of contents is different from reading a story.

SKILL PRACTICE

Read the item. Write your response.

1. When would you use a table of contents?

2. On what page does chapter 3 begin? How do you know?

3. Which chapter would have information on Italy in World War II? Why?

READ THE PASSAGE Pay attention to how Nathan feels throughout the passage.**Birthday Blues**

Nathan woke up early and raced into the kitchen. He saw his family eating cereal and toast just like every other day. Where were his birthday presents? Where was his birthday cake? Did his family forget his special day?

The doorbell rang. Nathan opened the door, but no one was there. All he saw was a note on the ground. The note said that Nathan was going on a treasure hunt, and he would need to find the clues. The first clue was in the desert. Nathan was confused. Then he smiled and headed to his sister's sandbox. There was the second clue. Nathan spent an hour following one clue after another. Finally, he got to the last note. All it said was *Happy Birthday*. There was no treasure!

Nathan wiped away his tears. He slowly walked back to his house with his head hung low. He couldn't see the balloons inside the house. He did not see the people quickly hiding.

STRATEGY PRACTICE Tell a partner what you visualized after you read the first paragraph and how you checked your mental image.**SKILL PRACTICE** Read the item. Write your response.

1. What was Nathan's family doing inside the house while he followed the clues?

2. How does Nathan feel after finding the last clue? Which sentences in the text show this?

3. What will happen next?

READ THE PASSAGE As you read, underline the words you do not know or the parts you do not understand.

An Aquatic Mystery

An aquarium is a building with a lot of water in a lot of tanks. People go there to see the aquatic animals and plants that live in the tanks.

One morning, workers arrived at an aquarium in California. They were ready for work. They were not ready to mop. But that's what they had to do. Water was all over the floor outside the shark tank and the ray tank. Water squished under the workers' shoes as they walked. There were no leaks or broken tanks. What caused the flood?

The troublemaker turned out to be an eight-armed creature. The small octopus lived in its own tank. It weighed only one pound (.5 kg). But it was curious and quite active, too. During the night, the octopus crawled to the top of its tank. It pulled out a tube that was bringing in water. The tube sprayed seawater outside of the tank. The water flowed for almost 10 hours. About 200 gallons (750 L) spilled onto the aquarium floor. That's a big mess for a one-pound octopus!

STRATEGY PRACTICE Ask questions about the words in the passage you do not know or the parts you do not understand.

SKILL PRACTICE Read the item. Write your response.

1. What other animals are housed near the octopus? How do you know?

2. What would have happened if the octopus did this when the aquarium was open?

3. Picture what happened. How can the aquarium keep this from happening again?

READ THE PASSAGE Stop after each section and tell yourself the important ideas.

A Tricky Creature

An octopus tricks its enemies in different ways.

You Can't See Me!

An octopus can hide without going anywhere. It changes the way it looks so that it can't be seen. An octopus can change the color, pattern, or texture of its skin. An octopus can look like a rock or like sand. It can turn red, orange, brown, black, white, or gray.

Away I Go!

When in danger, an octopus can squirt a cloud of ink. The ink confuses the animal that is attacking the octopus. To get away fast, the octopus takes in water. Then it forces the water out of an opening in its body. Away jets the octopus!

An octopus can use rocks as an escape route, too. It squeezes its soft body into the small spaces between rocks. No shark, dolphin, or eel can follow it there.

STRATEGY PRACTICE Did your mind wander as you read? What did you do to focus on what you were reading?**SKILL PRACTICE** Read the item. Write your response.

1. Picture an octopus in open water. A predator swims close. What does the octopus do?

2. What predators want to eat an octopus? How do you know?

3. How can an octopus hide without moving?

READ THE PASSAGE As you read, pay close attention to the facts.**A New Invention**

The first drinking straws grew outdoors. People broke off a piece of hollow grass. They plunked it into their cold lemonade and then sipped. Holding a glass with warm hands warmed the drink. So the grass helped keep the lemonade cold. But, ripe grass also changed how the lemonade tasted.

Marvin Stone wanted something that worked better than grass. He liked working with paper. So, he wrapped a strip of paper around a pencil. He glued the edges closed. Sure enough, his paper drinking straw worked. He then tried thicker paper that he covered in a thin wax. That paper did not fall apart in a drink.

Mr. Stone experimented with different sizes of straws. He decided that $8\frac{1}{2}$ inches (22 cm) was the perfect length for a straw. He found the best width, too. It let the drink through but kept lemon seeds out.

STRATEGY PRACTICE Tell a partner one way to stay focused while reading.**SKILL PRACTICE** Read the item. Write your response.

1. Who invented the drinking straw and why?

2. Why were paper straws coated with thin wax?

3. How did the inventor choose the ideal width of a straw?

Main Idea and Details

Students look for the central idea or message of a passage or story. They also find details that best support the main idea.

Sequence

Students look for the order of events or steps in a process.

DAY 1

Explain to students that the main idea is what a passage is mostly about and that details support the main idea. Say: **A passage's title often tells you what a passage is mostly about.** Read aloud the title of the passage and ask: **What do you think this passage is going to be mostly about?** (animals that live in seashells) Then say: **As you read, look for details that tell you more about these animals.** Remind students of the *Monitor Comprehension* strategy, which was taught during Week 6. Say: **A good way to make sure we understand what we read is to stop after each paragraph and think about what the paragraph is mostly about.** Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Remind students that the main idea is what a passage is mostly about and that important details support the main idea. Then remind students of the *Determine Important Information* strategy, which was taught during Week 4. Say: **When you read something, think about what you would tell another person about what you read. You would be likely to tell that person the most important parts, or details.** Write *I went to the zoo* on the board. Then say: **If I told you that I went to the zoo, would it be better for me to tell you about the animals I saw or what I wore?** (the animals you saw) **Telling you about the animals I saw is an important detail of the main idea.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 3

Explain to students that when they use the *Sequence* skill, they find the order of events or steps in a process. Brainstorm with students some things that rely on sequence to make sense (recipes; how-to projects; timelines; etc.). Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, remind them of the *Monitor Comprehension* strategy. Say: **A good way to monitor your comprehension is to write notes on the page.** Read the instructions for the strategy practice activity aloud and decide as a group which sentences should be numbered. Then direct students to complete the skill practice activity. Review the answers together.

DAY 4

Remind students of the *Sequence* skill. Then remind them of the *Determine Important Information* strategy. Point out the numbered instructions in the passage. Ask: **What do these numbers stand for?** (set of instructions included in the passage) Then ask: **Why are they important?** (They tell you the order in which to complete the instructions.) Say: **As you read, think about the information you need to do the activity the author tells you about.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, have students complete it individually or as a group.

DAY 5

Tell students they will practice finding the main idea and important details, and practice looking for the sequence in a passage. Then remind students of the *Monitor Comprehension* strategy. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Think about the main idea and important details in each paragraph.**Seashells Are Their Homes**

Seashells are the empty homes of some sea animals. Those animals need shells to protect their soft bodies. They have no bones.

Some sea animals live inside a shell. Sea snails live inside a shell that is usually twisted or curved. The shell covers the sea snail's body. But its head and foot stick out from the shell when the snail moves. The sea snail pulls its head and foot inside when it needs to hide.

Other sea animals live inside a shell that has two parts that connect. A clam, for example, lives inside two shells. The shells connect along one side. The clam is safe inside. Clams use their strong muscles to open and close their shells to get food.

SKILL PRACTICE Read the item. Write your response.

1. Which sentence states the overall main idea of the text?

2. When in danger, how does a sea snail protect itself?

3. What is the main idea of the third paragraph?

STRATEGY PRACTICE Tell a partner three things that you learned about sea animals.

READ THE PASSAGE Look for sentences that give the most important ideas.

A Small School

Would you want to go to school in a national park? What if the park was the hottest and driest place in the country? What if it was called Death Valley? Death Valley National Park is a beautiful but harsh desert. For five months a year, temperatures soar over 100°F (38°C).

About 500 people live in Death Valley, and some work in the park. Many of the people are families with young children. Death Valley Elementary School is down the road from the visitors' center. The school is located on Old Ghost Road. In spite of the scary name, the school is a happy place. The building has two rooms, and it had 11 students in 2009. Most of the students are kindergartners, and the oldest student is in 4th grade. One teacher and one aide work with all of the students. Going to school in a place called Death Valley can be a good thing. In such a small school, each student gets a lot of attention.

SKILL PRACTICE Read the item. Write your response.

1. What is the second paragraph mainly about?

2. What makes Death Valley National Park so unusual?

3. Which detail supports the idea that the school is a happy place?

STRATEGY PRACTICE Tell a partner three important details about Death Valley.

READ THE PASSAGE Remember the important steps in making the candy.

Making a Sweet Treat

Mix, color, and shine. Those are a few of the steps it takes to make candy corn. Huge machines do all of the work.

Machines first mix together honey, sugar, salt, and other ingredients. They are mixed until they form batches of soft candy. The soft candy is divided into three parts. Then each part is dyed white, yellow, or orange. Each color of candy is placed inside its own machine. It flows out of the machine and lands inside molds, or forms. Each mold is the size and shape of one candy corn. The white color goes into the top of the mold. The orange candy pours into the middle, and the yellow flows into the bottom.

After the candy dries, it is covered with cooking oil and wax. Then the candy is ready for the final step. The candy corn pieces are placed inside machines that spin. The pieces rub gently against each other until they shine.

SKILL PRACTICE Read the item. Write your response.

1. What steps must be done before the candy is poured into molds?

2. In what order do the colors go into the molds?

3. What is the final step? How does it affect the candy corn?

STRATEGY PRACTICE Look back at the passage and number the first three steps in making candy corn.

READ THE PASSAGE Think about the most important steps in making a stamp.**Stamping Made Easy**

Stamping is a fun way to decorate paper. You can buy rubber stamps and ink pads in craft stores. Or you can make your own stamps by following these steps:

1. Cover a table with newspaper.
2. Get your supplies: pieces of cardboard, scissors, glue, ink pad, and paper.
3. Cut a piece of the cardboard into a square. Cut a shape out of another piece of cardboard.
4. Glue the shape onto the square. Let the glue dry. Now you have a stamp.
5. Press the stamp onto the ink pad.
6. Press the stamp firmly onto the paper.
7. Make a print of the shape over and over again. Put the ink on the stamp each time you print.

Now that you have the idea, you can get fancy. Use more than one shape. Show your prints to a friend.

SKILL PRACTICE Read the item. Write your response.

1. Why is the first step covering the table with newspaper?

2. What can you do as soon as the glue is dry?

3. Would it be more fun to buy stamps or make your own? Explain.

STRATEGY PRACTICE Make a numbered list of instructions for an activity you like to do.

READ THE PASSAGE Notice the order of events.**Liam Baby-sits**

Gus and Bret started crying as soon as their mother closed the door. They didn't want her to leave. Liam, their baby sitter, tried to distract the boys. "Let's play hide-and-seek. You guys hide and I'll count to ten. Then I'll try to find you." Liam found Gus under a chair and Bret behind a door. They played over and over again. Each time, the two boys hid in the same places. Finally, Liam could not stand to play one more time. "Let's take the dog for a walk," he said.

Big Bertha pulled her leash and Liam, too. Gus ran one way and Bret dashed the other. Liam had to act fast. He decided to bribe the boys into behaving. "Whoever walks back to the house with me can have a snack!" Liam shouted.

At home, the boys chomped on some cookies and got ready for a nap. They demanded a story. Liam told them the story of the little red hen over and over again. When Mrs. Hobbs returned home, she found three sleeping boys.

SKILL PRACTICE Read the item. Write your response.

1. About how old are Gus and Bret?

2. When did Liam bribe the boys? Why did he do it?

3. What do the boys do just before the story of the little red hen?

STRATEGY PRACTICE Tell a partner three things Liam did with the boys in the order that he did them.

Cause and Effect

Students practice the skill by looking for what happens (the effect) and why it happens (the cause).

Fact and Opinion

Students determine whether parts of the passage can be proved (facts) or represent what someone thinks or feels (opinions).

**DAY
1**

Introduce the skill to students. Say: **Today we will be learning the Cause and Effect skill. When something happens, it is the effect. Why it happens is the cause.** Walk to the light switch and ask: **What will the effect be if I flip the light switch?** (The lights will go off.) Turn the lights off and then back on. Ask: **What caused the lights to come back on?** (You flipped the light switch again.) Tell students they will learn how an island forms. Read the instructions at the top of the page aloud. Then direct students to read the passage and to complete the skill practice activity. For the strategy practice activity, remind students of the *Visualization* strategy, which was taught during Week 2. When students have completed the activities, review the answers together.

**DAY
2**

Remind students of the *Cause and Effect* skill. Read the instructions at the top of the page aloud. Then have volunteers read the first paragraph. Call attention to the last sentence of the first paragraph. Say: **Many times, a cause and effect will be in the same sentence. What is the effect?** (Mia is bored.) **What causes Mia to be bored?** (She thinks there is nothing to do.) Remind students of the *Organization* strategy, which was taught during Week 3. Say: **Remember, a story is usually organized by what happens first, next, last, and so on.** Direct students to finish reading the passage and to complete the skill and strategy practice activities.

**DAY
3**

Introduce the *Fact and Opinion* skill to students. Say: **Leaves are green. Leaves are better than flowers. Which one can we prove by looking in a book or other resource?** (Leaves are green.) **That is a fact. Can we prove that leaves are better than flowers, or is that just my opinion?** (It is your opinion.) **Opinions are what people think or believe.** Read the instructions at the top of the page aloud. Then remind students of the *Visualization* strategy. Tell students to look for words that help them make mental pictures as they read. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

**DAY
4**

Remind students that facts can be proved by looking in a book or other resource, while opinions are what someone thinks or believes. Remind students of the *Organization* strategy. Explain that writers will often mix facts with opinions to make a passage more interesting to read. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Then review the answers together.

**DAY
5**

Tell students they will practice both the *Cause and Effect* and *Fact and Opinion* skills. Then read the instructions at the top of the page aloud. Remind students of the *Visualization* strategy, and tell them to make mental pictures as they read. Say: **Sometimes you can use your mental pictures to understand what causes something to happen.** Model by reading the last two sentences of the second paragraph: **I picture an elephant using its trunk a lot to feed itself. The elephant's trunk is busy; that's the effect. The trunk is busy because the elephant needs a lot of food; that's the cause.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Look for how a volcano causes an island to form.

How an Island Is Formed

Most islands are located in oceans. Many of these islands are the tops of huge volcanoes. The volcanoes go all the way down to the bottom of the sea. But they began *under* the ocean floor. The ocean floor is part of a layer of Earth called the **crust**. It is very hot underneath the crust, so the rocks there are soft. Those hot, soft rocks rise through cracks in Earth's crust. That action is the beginning of an underwater volcano.

When hot rocks rise through the crust, they hit the water. The water cools the rocks and hardens them. As more hot rocks spill out of the cracks, layers of rocks build up. Over a long period of time, the layers can get higher and higher. As a result, the underwater volcano might rise out of the ocean. The top of that volcano is an island.

SKILL PRACTICE Read the item. Write your response.

1. What are rocks like under the ocean's floor?

2. How does water affect hot rocks?

3. What happens when underwater volcanoes reach the sea's surface?

STRATEGY PRACTICE Underline words and phrases in the passage that helped you visualize how an island is formed.

READ THE PASSAGE Think about the reasons why Mia acts the way she does in the passage.**Mia in the Kitchen**

Mia's elbows were leaned on the kitchen table. She sat with her chin in her hands and her eyes looking down. A plate of cookies was in front of her. Like all third-graders, Mia liked summer vacation. But when there was nothing to do, she got bored.

As Mia munched on a cookie, she knew just what to do. She would bake something. "Following directions is easy," thought Mia.

Mia found a cookbook and chose a recipe for a rich, gooey chocolate cake. She was excited. This was Mia's first attempt to bake by herself. She grabbed bottles, bags, and bowls. She mixed and poured at lightning speed. After the cake had baked, Mia cut herself a big slice. Ugh! It was the worst cake Mia had ever eaten. She must have used salt instead of sugar! So that she wouldn't make a mistake next time, Mia decided she would work slowly and carefully.

SKILL PRACTICE Read the item. Write your response.

1. Why did Mia decide to bake a cake by herself?

2. How did Mia's cake taste? Why?

3. What do you think Mia's face looked like when she bit into her cake?

STRATEGY PRACTICE Tell a partner the beginning, middle, and end of the passage. Use one sentence to tell each part.

READ THE PASSAGE Look for facts and opinions about the kudzu (KUD-zoo) plant.

The Ever-Growing Plant

What if you wanted to make a scary movie about a plant that grew out of control? What would that plant be like? Would it climb light poles and telephone wires? Would it wrap around trees and crawl all over fields? Would it climb tall buildings and cover a house until that house looks like a giant bush?

There is a plant like that in the southern United States. It's called kudzu, and it can grow a foot a day! Some people say if you stand still long enough, kudzu will grow all over you!

About 100 years ago, people liked kudzu. Farmers fed it to their cows. They planted it in their fields. The plant's strong roots kept the soil from washing away. People liked the shade the vines provided from the summer sun. After a time, people saw that nothing stopped kudzu from growing. The weather did not get cold enough to hurt the plant. Insects did not care to eat it. Now, people think kudzu grows too well. They think it is the worst plant in the world.

SKILL PRACTICE Read the item. Write your response.

1. Write three facts from the article.

2. Which sentences in the last paragraph are opinions?

3. Why did the author start the text with a series of questions?

STRATEGY PRACTICE Underline the words or phrases that helped you form a good mental image of kudzu.

READ THE PASSAGE Notice how the author organized each paragraph around a main idea.

Deep in the Sea

Deep in the sea, the water is almost black. The sun's rays do not reach down that far. Creepy creatures live in the dark ocean depths.

Some deep-sea fish create their own light so that they can see in the darkness. Chemicals in their bodies make their body parts glow. Some fish have rows of flashing lights along their bodies. Those lights scare off an attacker. Other fish have very long threads that grow from their jaw or lips. The threads end in a ball of light. These fish wiggle their lights to attract food. Curious fish swim to the light and become a meal. This is the best way to catch food.

Many deep-sea fish have huge mouths and teeth to help them catch fish. Gulper eels can unhook their jaws. It looks gross, but it lets their mouths open very wide. A viperfish has teeth that are so long and sharp that it can't close its mouth. Those teeth make a viperfish look scarier than a shark.

SKILL PRACTICE Read the item. Write your response.

1. Which statement in the first paragraph is an opinion? Why?

2. How do lights help some deep-sea creatures and harm others?

3. List the two statements that are opinions in the last paragraph.

STRATEGY PRACTICE Underline one fact and draw a box around one opinion in each paragraph.

READ THE PASSAGE Visualize how elephants use their trunks.**Terrific Trunks!**

An elephant's trunk is the world's most useful nose. The trunk is used to drink, eat, smell, bathe, and greet other elephants!

Elephants use their trunks to help them find food and water. Because their noses are so large, elephants have a keen sense of smell. They can smell water or fruit that is miles away. An elephant can suck up two gallons (7.5 L) of water with its trunk. The elephant can squirt the water into its mouth if it's thirsty. It can squirt the water onto its back to cool down. The trunk wraps around branches and leaves. Then the elephant breaks off the food to put in its mouth. An elephant needs to eat about 300 pounds (135 kg) of grass, leaves, and fruit a day. So its trunk is very busy.

Elephants also use their trunks to show feelings. When two elephants meet, they may wrap their trunks in a "trunk-shake." Mother elephants pat their babies with their trunks. And baby elephants suck their own trunks for comfort.

SKILL PRACTICE Read the item. Write your response.

1. How do elephants get and use water with their trunks?

2. Write three ways in which an elephant's trunk helps it to eat.

3. There is one opinion stated in the text. Write it and explain why it's an opinion.

STRATEGY PRACTICE Underline words and phrases in the passage that helped you visualize how elephants use their trunks.

Compare and Contrast

Students look for similarities and differences between two or more people or things.

Make Inferences

Students look for clues in the passage and draw upon their own experience to understand information that is not directly stated.

DAY 1

Introduce the *Compare and Contrast* skill to students. Say: **When we compare and contrast two or more things, we look for how these things are similar or different.** Model by picking up a pen and a pencil. Ask: **What is the same about these two things?** (Both are used for writing. Both are long and thin.) Ask: **What is different about these two things?** (Only the pencil has an eraser. The color of the mark that each makes is different.) Read the instructions at the top of the page aloud. Then remind students of the *Ask Questions* strategy, which was taught during Week 5. Say: **Remember to stop after each paragraph and ask yourself questions about what you read.** Have students read the passage. When students have finished, 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 2

Remind students of the *Compare and Contrast* skill. Read aloud the instructions at the top of the page. Draw a Venn diagram on the board and label one circle *soccer* and the other circle *basketball*. Instruct students to copy the diagram, and model how to fill it in if necessary. Have students read the passage and fill in the diagram. When students have finished, invite volunteers to share responses from their diagrams as you fill them in on the board. Remind students of the *Monitor Comprehension* strategy, which was taught during Week 6. Say: **One way to check your comprehension is to see if your diagram matches the one on the board. If you missed something from the passage, think about what you were doing when you were reading that part.** Then direct students to complete both activities. Review the answers together.

DAY 3

Introduce the *Make Inferences* skill to students. Say: **When we make inferences, we use clues and our own experience to figure out what happens or why something happens.** Tell students to close their eyes. Walk over to the light switch and turn the lights off. Tell students to open their eyes. Ask: **How do you suppose the lights turned off?** (You turned them off.) **What makes you say that?** (You are standing by the light switch. Flipping the switch is the easiest way to turn the lights on or off.) Say: **You used clues—seeing me standing by the light switch—and your own experience—knowing how light switches work—to make an inference.** Read the instructions at the top of the page aloud. Remind students of the *Ask Questions* strategy. Say: **As you read, stop and ask yourself questions about what you read to make sure you understood it.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities.

DAY 4

Remind students of the *Make Inferences* skill and *Monitor Comprehension* strategy. Explain: **When we read slowly and pay attention to what we read, it is easier for us to find the clues in a passage that help us make inferences.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will be practicing both the *Compare and Contrast* and *Make Inferences* skills. Read the instructions at the top of the page aloud. Remind students of the *Ask Questions* strategy. Have them brainstorm questions about the similarities and differences between goats and sheep. Record questions on the board, and tell students to choose one to write in the space provided for the strategy practice activity. Have students read the passage. When students have finished, invite volunteers to share their question and discuss how it helped them set a purpose for reading. Then direct students to complete the skill practice activity. Review the answers together.

READ THE PASSAGE Look for how African and Asian elephants are the same and different.**Be an Elephant Detective**

Wrinkly gray skin, a huge body, a seven-foot (2-m) nose. Elephants all seem to look the same. But there are two different kinds of elephants—African and Asian. Each kind is named for the place where it lives in the wild. If you learn a few things to look for, you can tell whether an elephant is African or Asian.

An easy way to tell African and Asian elephants apart is to first look at an elephant's ears. An African elephant has large ears that flap like wings. An Asian elephant has much smaller, rounded ears. Next, look at the elephant's head. The top of an African elephant's head is rounded. But an Asian elephant's head has two bumps on it. If the elephant does not have tusks, it is a female Asian. Finally, check out the elephant's body. If the back dips down in the middle, it is an African elephant. The back of an Asian elephant is humped. If the two kinds of elephants stood side by side, the African elephant would be much larger.

SKILL PRACTICE Read the item. Write your response.

1. What is the text mainly about?

2. Name three ways in which African elephants differ from Asian elephants.

3. Name three ways in which African elephants are similar to Asian elephants.

STRATEGY PRACTICE Write a question that you asked as you read the passage.

READ THE PASSAGE Notice what makes the two sports the same and different.

Two Sports to Play

Soccer and basketball are sports that are alike in some ways. Both are played with a ball and two goals. In both sports, players dribble the ball to move it. Soccer players dribble the ball by moving it with their feet. They never use their hands. Basketball players dribble the ball by bouncing it with one hand. Players in both sports want to dribble the ball quickly. They don't want the other team to get it. They want to get the ball in the other team's goal and score.

A soccer ball is kicked to score points, so soccer goals are on the ground. They are tall and wide. A basketball, however, is thrown to score points. So basketball goals are placed high on poles.

Since basketballs and soccer balls are used in different ways, the sports are played on different kinds of surfaces. Soccer is played on grass, while basketball is played on a hard floor.

SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of dribbling a ball in both sports?

2. How does scoring a goal in soccer differ from scoring a goal in basketball?

3. Write one sentence that sums up the use of hands and feet in these sports.

STRATEGY PRACTICE Write a sentence that tells a difference between the two sports.

READ THE PASSAGE Pay attention to what the passage says about Diego and his artwork.**Diego Rivera, Famous Artist**

As a child, Diego Rivera drew everywhere. He drew on furniture, on walls, and across floors, too. So Diego's parents covered the walls of his room with sheets of paper. When he grew up, Diego became a famous muralist (MYOO-Ruhl-ist). A muralist is an artist who creates large drawings on walls.

Diego was born in Mexico. Some of his greatest murals are in Mexico City at the Office of Education. The building is two blocks long and one block wide. The walls are three stories high! Diego painted all the walls that faced the courtyard. He created 124 scenes about life in Mexico.

Diego's helpers began the project. They spread a paste called plaster on the walls. Then Diego painted the plaster. He used special paints that were made every day. Helpers made big buckets of the paint. Diego worked for five years painting all of the walls. He spent much of that time on ladders. He liked making art that was outdoors, where everyone could enjoy it.

SKILL PRACTICE Read the item. Write your response.

1. Why did Diego's parents cover the walls of his room with paper?

2. Why did the helpers make big buckets of paint daily?

3. What did Diego do in Mexico City? How was it similar to what he did as a child?

STRATEGY PRACTICE With a partner, discuss one question you had as you read. Did you find the answer? If not, how could you find it?

READ THE PASSAGE Stop to tell yourself what is happening.**Lost in a Backpack**

The class sat quietly. Some students stared out the windows and others doodled. Everyone was waiting for Max. He stood over his backpack, which was slumped on his desk. Max tugged at the zipper, which refused to budge at first. After a few more tries, Max unzipped his backpack. It was stuffed with things. “I know I put it in here last night,” Max mumbled.

Max’s teacher walked over to his desk and folded her arms. Her foot began a steady tap.

Max did not want to keep his teacher waiting. He reached into his backpack and quickly pulled out its contents. Out came gum wrappers and cookie crumbs. Out came rubber bands and markers. Out came some action figures and a broken pencil.

Max finally got to the bottom of the backpack. A sheet of paper wrinkled as he grabbed it. “I knew I would find it!” said Max. He sounded as if he had won a race.

SKILL PRACTICE Read the item. Write your response.

1. Describe how Max, his classmates, and his teacher feel at the start of the story.

2. What is on the sheet of paper that Max pulled out of the backpack?

3. “He sounded as if he had won a race.” What did the author mean by this sentence?

STRATEGY PRACTICE In five sentences or less, tell a partner what the passage is about.

READ THE PASSAGE Find out what is the same and different about goats and sheep.**Is It a Goat or a Sheep?**

Goats and sheep seem very much alike. They both walk on two toes, which makes them very nimble animals. They can climb rocky ridges. And they can walk on narrow ledges like tightrope walkers in a circus. People around the world think both animals are good to eat and that their milk is good to drink. The milk of both goats and sheep is often made into cheese.

The bodies of sheep and goats are different. Most goats have beards, and most sheep do not. A goat's tail sticks up, while a sheep's tail hangs down. A goat's hair is short and stringy. The hair of a sheep is thick and curly and is called wool. It needs to be cut every year. The hair of both animals is made into yarn.

Goats and sheep have different behaviors, too. They both are grazers that eat plants. Sheep like to eat short, tender grass, while goats like to eat leaves, twigs, and vines. Goats can stand on their hind legs to reach food. Sheep like to stay together in flocks. But goats are more curious and independent than sheep.

SKILL PRACTICE Read the item. Write your response.

1. A woman is shaving an animal's coat. Is it a goat or a sheep? How do you know?

2. How are the ways in which people use sheep and goats similar?

3. An animal stands on its hind legs and chews a bush. Is it a goat or a sheep? Why?

STRATEGY PRACTICE Write a question you had and the answer you found in the passage.

Character and Setting

Students study a passage to better understand who or what is at the center of the action and when and where the action takes place.

Fantasy vs. Reality

Students identify which things in the passage could or could not happen in real life.

DAY 1

Introduce the *Character and Setting* skill to students. Choose a familiar story and say: **The characters are the people or animals in the story.** Ask students to identify the characters of the story you chose. Then say: **The setting is where and when a story takes place. Where does [story name] take place? Does it happen long ago, in our time, or in the future?** Tell students they will be reading about a special explorer. Read the instructions at the top of the page aloud. Then remind students of the *Make Connections* strategy, which was taught during Week 1. Say: **As you read, think about a time you did, saw, or read about something similar. But make sure your connections don't cause your mind to wander away from the passage.** 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 responses for the strategy practice activity.

DAY 2

Remind students of the *Character and Setting* skill, and review what a *character* is and what a *setting* is. Explain that not all characters are people, and that nonfiction stories can still have characters and a setting. Read the instructions at the top of the page aloud. Then remind students of the *Visualization* strategy, which was taught during Week 2. Explain that creating mental images is a good way to visualize and understand the characters and setting. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities.

DAY 3

Introduce the *Fantasy vs. Reality* skill to students. Say: **If we read about something that cannot happen in real life, it is fantasy. If we read about something that can happen in real life, it is reality.** Ask: **If I told you a story about getting a new cat, would it be fantasy or reality? (reality) If I told you a story about getting a cat that could sing and dance, would it be fantasy or reality? (fantasy)** Read the instructions at the top of the page aloud. Remind students of the *Make Connections* strategy. Explain that making connections is a good way to tell if something is real or not, because students can compare what they are reading to their own experiences. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. Then pair students or complete the strategy practice activity as a group.

DAY 4

Remind students of the *Fantasy vs. Reality* skill. Then read the instructions at the top of the page aloud. Remind students of the *Visualization* strategy, and tell them to make a mental picture of what they read. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will practice both the *Character and Setting* and *Fantasy vs. Reality* skills. Remind students to make connections with the text as they read but to be careful that their connections don't cause their minds to wander. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

READ THE PASSAGE Think about who this passage is about and where it takes place.

Diving Deep, Deep, Deep

Dr. Sylvia Earle is a scientist who studies the ocean. She studies fish and plants that live in the sea. Dr. Earle has discovered new sea life and has created underwater vehicles. She won a “Hero of the Planet” award for her efforts to protect the oceans.

Dr. Earle actually lived underwater for two weeks. She lived in a small lab on the ocean floor. The lab had four rooms in which the scientists ate and slept.

Dr. Earle set two deep-diving records. First, she made the deepest underwater walk. She wore a very heavy suit that was something like a spacesuit. The suit had a long cord that reached up to a boat. She wore a helmet that had four round windows in it so she could look forward, up, and out both sides. A few years later, Dr. Earle made a dive in a special vehicle made for deep dives. She broke the record for the deepest dive by a woman.

SKILL PRACTICE Read the item. Write your response.

1. Picture Dr. Earle in the underwater lab. Is she alone? Explain.

2. What is Dr. Earle’s main interest?

3. Summarize Dr. Earle’s achievements in two sentences.

STRATEGY PRACTICE Write a sentence about a time when you explored.

READ THE PASSAGE Visualize the sea lions.**Sea Animal Surprise**

People usually go to the ocean to watch sea animals. But sometimes sea animals go to land to see people!

Monterey, California, is a city by the Pacific Ocean. California sea lions, which look like seals, live in those waters. Every day, sea lions are seen resting on rocks. In 2009, however, hundreds of barking sea lions waddled out of the ocean. They used their webbed flippers to scoot along. They moved up boat ramps and onto docks. Some even came onto a parking lot. A few checked out the restrooms.

Most of the sea lions that came ashore were tired from spending a long time looking for fish to eat. They plopped down to nap. A person was hired to get the sea lions back to their ocean home. He used a broom to shoo them back into the sea.

SKILL PRACTICE Read the item. Write your response.

1. What is the setting and who are the characters in this text?

2. Picture the sea lion “invasion” of 2009. Where do you see them?

3. Where do California sea lions spend their lives?

STRATEGY PRACTICE Underline words and phrases in the passage that helped you visualize where the sea lions were and what they did.

READ THE PASSAGE Think about what could and could not happen.**Make a Wish!**

Carrie's party invitations had read, "Trot on over to my birthday party." Her girlfriends came by and had a lot of fun. They played pin the tail on the pony. They galloped around the yard like horses to see who was fastest. The girls made a craft, too. Carrie's mom brought out some real horseshoes. They were spray painted in bright colors. Each girl decorated a horseshoe with puffy paint and glitter. After that, the girls were ready for cake.

Carrie's cake was shaped like a horse with its front legs raised. Carrie's friends sang and then yelled, "Make a wish!" Carrie knew exactly what to wish for. She closed her eyes and thought about nothing but her wish. Then Carrie took a deep breath and blew out all nine candles. Poof! A pony appeared at Carrie's side. The pony inspected Carrie from head to toe. Then it flicked its tail and neighed. "I like your shoes, Carrie," it said. "Where can I get shoes that sparkle?"

SKILL PRACTICE Read the item. Write your response.

1. What did you picture in your mind when you read about the craft the girls did?

2. What can you infer about Carrie's interests based on her birthday party?

3. What two events in this story make it a fantasy?

STRATEGY PRACTICE Tell a partner about a wish you want to come true and why.

READ THE PASSAGE Think about what in the passage could happen and what is fantasy.

Yummy Clouds

The clock showed 3:58. Marco ran outside and gazed at the sky. Sure enough, clouds were gathering and blocking the sun. Clouds built up every Saturday at exactly this time. It was springtime, so the clouds were shaded in purple and orange. At 4:00, the clouds ripped open like bags. Marco smiled and held up his hands. Grape and cherry lollipops tumbled from the sky.

Marco stuffed his pockets with the treats. He liked the clouds in springtime. The polka-dotted clouds of summer were good, too. They tossed out blue, pink, and yellow jelly beans. In the fall, the clouds that gathered were deep red. Catching the long ropes of licorice was not easy. Dark brown clouds formed on Saturdays in the winter. Marco could almost smell the chocolate before it spilled out. Marco really liked living in Candy Land.

SKILL PRACTICE Read the item. Write your response.

1. Write the first sentence that let you know this was a fantasy. How did you know?

2. Why does Marco enjoy living in Candy Land?

3. What does Marco look forward to getting from the clouds each fall?

STRATEGY PRACTICE Describe the clouds you visualized to a partner.

READ THE PASSAGE Visualize the events as you read. Think about what it means to be a friend.

What Is a Friend?

Long ago, Fox and Stork were friends. One evening, Fox invited Stork to his den for dinner. As a joke, Fox served a clear soup in a shallow dish. Fox easily lapped up his soup with his long tongue. But Stork's bill was long and narrow. It did not work like a straw. She could not eat her soup.

"I'm sorry you didn't like the soup," said Fox with a snicker. Before Stork left, she invited Fox for dinner the following night.

When Fox arrived at Stork's house, he smelled a delicious aroma. He hurried to the table. Stork had made a stew filled with meat and vegetables. Stork served the stew in two tall glass jars. She reached her long bill into her jar and gobbled it up. Fox's tongue could not reach the stew. "I'm sorry you didn't like the stew," said Stork.

Fox's stomach growled as he headed home. He knew he had treated Stork badly. That night he learned a lesson about friendship.

SKILL PRACTICE Read the item. Write your response.

1. Could this story happen? Support your answer with two reasons.

2. How would you describe Fox? Why?

3. What lesson about friendship does Fox learn from Stork?

STRATEGY PRACTICE Tell a partner how you feel when a friend is kind to you and when a friend is unkind to you.

Author's Purpose

Students think about why an author wrote a particular passage.

Prediction

Students use clues from the text and their own background knowledge to anticipate what is likely to happen next or what information will come next.

DAY 1

Introduce the *Author's Purpose* skill to students. Say: **When good readers read, they think about why an author wrote a passage. The most common purposes are to tell us more about a topic, to teach us how to do something, to persuade us to think or do a certain thing, or to entertain us.** Think of common examples of different types of writing, and help students figure out what the author's purpose is (e.g., A textbook tells us more about a topic. A recipe tells us how to make something. An editorial persuades. A story entertains.). Read the instructions at the top of the page aloud. Then read the first paragraph aloud to students. Remind students of the *Ask Questions* strategy, which was taught during Week 5. Model questions students can ask themselves as they read that will help them with *Author's Purpose* (e.g., *Why did the author write this? What is the author going to tell me about?*). Have students write their question in the space provided for the strategy practice activity. Then have students read the rest of the passage. When students have finished, invite volunteers to share their strategy practice question and discuss how it helped them set a purpose for reading. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the *Author's Purpose* skill and the common reasons why authors write: to inform, to teach, to persuade, or to entertain. Read the instructions at the top of the page aloud. Remind students of the *Make Connections* strategy, which was taught during Week 1, and tell them to think about a time they followed instructions to make something. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Prediction* skill to students. Say: **When we predict, we use clues from the text and our own experiences to figure out what will likely happen next.** Tell students they will be reading about a boy who is building a tower of things from his backyard. Read the instructions at the top of the page aloud. Then remind students of the *Ask Questions* strategy. Tell students that as they read, they should ask themselves questions about the tower that the boy is building. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Prediction* skill. Point out the signal word *probably* in item 2 of the skill practice activity. Say: **When we see words such as *probably* in a question, we are likely going to practice making inferences or predicting.** Read the instructions at the top of the page aloud. Then remind students of the *Make Connections* strategy. Explain that it is easier to predict if students make connections between their own experiences and the text. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will practice both the *Author's Purpose* and *Prediction* skills. Read the instructions at the top of the page aloud. Then remind students of the *Ask Questions* strategy. Say: **As you read, ask questions about what you think might happen next or why the author is writing this passage.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Think about why the author wrote about these animals.**Animal Buddies**

Some birds are friends of crocodiles. Other birds stay with hippos. One kind of bird visits badgers. These animals are partners. They help each other survive.

Crocodiles welcome small plover birds as guests. A croc opens its large jaw and the bird hops in. The plover nibbles the leftover food and the small animals stuck between the crocodile's teeth. As a result, the croc's teeth stay healthy, and the plover gets a meal.

It's not unusual to see an egret riding on a hippo's hide. Ticks and flies swarm around hippos. The bird doesn't have to move to get its food. The hippo gets rid of pests, and the egret gets to eat.

Some say that the honeyguide bird works with the honey badger. The bird flies to find a hive. It makes a racket when a hive is found. The badger hurries over and gets its fill of honey. The bird swoops down for the leftovers.

SKILL PRACTICE Read the item. Write your response.

1. How does a plover help a crocodile?

2. Why does an egret ride on a hippo's back?

3. What was the author's purpose for writing this text?

STRATEGY PRACTICE What question did you ask yourself before you read?

READ THE PASSAGE Think about why the author wrote this passage.**Bring On the Snow!**

You can make a snowy picture with snow that won't melt. First, get these supplies: colored poster board, various colors of construction paper, scissors, white glue, a plastic bowl, shaving cream, and a craft stick. Then follow these easy steps:

1. Think of a winter scene. Draw the objects of that scene on the sheets of construction paper. For example, draw your house and several trees.
2. Cut out the objects.
3. Glue the objects to the poster board to make a scene.
4. Stir together equal parts of shaving cream and white glue. Use the craft stick and the plastic bowl. You have made snow!
5. Use the craft stick to apply snow to the scene. You may want to put snow on the tree branches. You can make some snowmen with the snow, too.
6. Let the scene dry for an hour. The snow will be hard and puffy.

SKILL PRACTICE Read the item. Write your response.

1. Why does the author include numbers in the passage?

2. What is used to make the "snow" for the picture?

3. What was the author's purpose for writing this text?

STRATEGY PRACTICE Describe a snowy scene you have seen in real life or in a picture.

READ THE PASSAGE Visualize what is happening. Keep asking yourself what will probably happen next.

How High Can It Go?

Rey wants to build a tower. He is using things that he finds in his backyard.

Rey makes a patch of dirt flat. Then he begins making the base of his tower. Rey lays three bricks side by side. Then he places some flat rocks on top. Rey stacks more bricks on top of the rocks. The base is nice and strong.

Rey then spreads some grass on the flat rocks. Then he finds some twigs. He puts them in one layer. Rey sets more flat rocks on the twigs to keep them in place. The twigs look good poking out of the rocks. Then he finds some toy cars and lines them up on the rocks.

The tower is getting tall. Rey feels it's time to add some wood. He stacks three boards, then two bumpy rocks, and then three more boards. Rey saves the biggest and heaviest board for the top.

SKILL PRACTICE Read the item. Write your response.

1. What was the author's purpose for writing this text?

2. What did Rey do that was surprising?

3. What will probably happen next?

STRATEGY PRACTICE Write a question you would ask Rey about building the tower.

READ THE PASSAGE Think about other things Connor would probably do for his sister.**Big Brother Connor**

Connor is always the last one to say good night to his little sister. After Mom kisses Katy, Connor chases away the bedroom monsters. He dances around the room and waves an imaginary wand. Connor shouts, “Alakazee! Alakazam! All you monsters flee to Amsterdam!” Then he tickles Katy’s feet and tucks her in. Katy giggles as she says good night.

At breakfast, Connor pours cereal for Katy. When she spills her juice, Connor refills her cup. He tells her to eat all of her banana because it has lots of vitamins. After they eat, Connor helps Katy wash her hands. They brush their teeth together. “Let’s pretend our brushes are trains,” says Connor. “They’re chugging down teeth tracks.”

Katy puts on her coat all by herself when it is time to play. She and Connor storm out the door. “Play ball!” Katy begs. She points to a big, soft ball in the yard.

SKILL PRACTICE Read the item. Write your response.

1. Why does Connor run around Katy’s room with an imaginary wand each night?

2. What do you think Connor probably did for Katy in the yard? Tell why.

3. What was the author’s purpose for writing this text?

STRATEGY PRACTICE With a partner, discuss whether or not you would like to have a brother like Connor.

READ THE PASSAGE Stop after each paragraph. Think of what the next paragraph is probably about.

How a Cut Becomes a Scab

You fall hard and cut your knee. Blood oozes from the broken skin. Before you can say “Ouch!” blood cells take action. Two important things happen.

Blood cells called platelets (PLAYT-lets) travel to the cut. The platelets stick together and help form a clot. The clot works like a bandage. It keeps more blood from flowing out. At the same time, white blood cells travel to the wound. They attack any germs that entered your body through the broken skin.

The bleeding stops, but your body continues to work. It makes new skin cells to repair the cut skin. The clot begins to dry and harden. A crusty, dark-red or brown scab forms. The scab allows the skin underneath to grow and heal. The scab also keeps germs from entering the wound. A scab falls off when the healing is complete. There's a fresh new layer of skin where the cut had been.

SKILL PRACTICE Read the item. Write your response.

1. What does the author compare the clot to in paragraph 2? Why?

2. Use information from the text to explain why you shouldn't remove a scab.

3. What was the author's purpose for writing this text?

STRATEGY PRACTICE Write a question you still have about the passage.

Nonfiction Text Features

Students look at text features, such as headings and captions, to better understand what they read.

Visual Information

Students discover how pictures, charts, graphs, and other visual elements can explain more about a topic.

DAY 1

Explain to students what nonfiction text features are. Show them features such as bold print, lists, and headings in a textbook, or point out the nonfiction text features in the passage. Say: **Remember that it is important to look at all the features on the page, not just the words in the story.** Read the instructions at the top of the page aloud. Then remind students of the *Determine Important Information* strategy, which was taught during Week 4. Say: **We want to look at all the features on the page, but we need to pay attention to the features that help us best understand what the author wants us to know or that help us best understand what we are reading.** Have students read the passage. When they have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Nonfiction Text Features* skill. Point out the index on the page and ask students what an index is used for (looking up topics, people, or specific words used in the book). Tell students that being able to use an index is important for good readers. Remind students of the *Organization* strategy, which was taught during Week 3. Then ask students to figure out how the index is organized (alphabetically). Read aloud the instructions at the top of the page. Then direct students to read the index and to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Introduce the *Visual Information* skill to students. Explain that information can be given as words or as pictures. If necessary, point out the graph on the page and instruct students how to read it. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Remind students of the *Determine Important Information* strategy. Then direct students to complete the strategy practice activity independently or as a group. Review the answers for both activities together.

DAY 4

Remind students of the *Visual Information* skill. Point out the map of time zones on the page and, if necessary, review what time zones are (zones or areas of land that all use the same time—different places use different times). Read the instructions at the top of the page aloud. Remind students of the *Organization* strategy. Say: **Think about what information the text gives that the picture does not and what information the picture gives that the text does not.** Have students read the text and study the map. Then direct students to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will practice both the *Nonfiction Text Features* and *Visual Information* skills. Then read the instructions at the top of the page aloud. Remind students of the *Determine Important Information* strategy. Say: **Look at the pictures for a moment first and then read the passage. When you find information in the passage that is related to the pictures, look at the pictures again. This will help you better understand what you are reading.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Pay close attention to the words in bold, or dark, print.**Listen Up!**

Sound is energy that we hear. Sounds begin with vibrations. **Vibrations** are caused when something moves back and forth very quickly. Vibrations travel through the air in all directions. We call these vibrations **sound waves**.

Our ears have three parts. Each part has a special job to help us hear sounds. The **outer ear** is the only part that we can see. It catches sound waves that then travel to the **middle ear**. The middle ear sends the sound waves to the **inner ear**. The inner ear changes the sound waves into signals that go to our brains. That's when sound is heard. Hearing happens very quickly.

Almost every animal has a body part that hears. Not all animals' ears are like ours. Birds don't have outer ears, and their middle ears are covered by feathers. Snakes only have inner ears, which are connected to their jawbones. This allows snakes to feel vibrations from the ground, where tasty food might be living.

SKILL PRACTICE Read the item. Write your response.

1. Why are some words in the text in bold print?

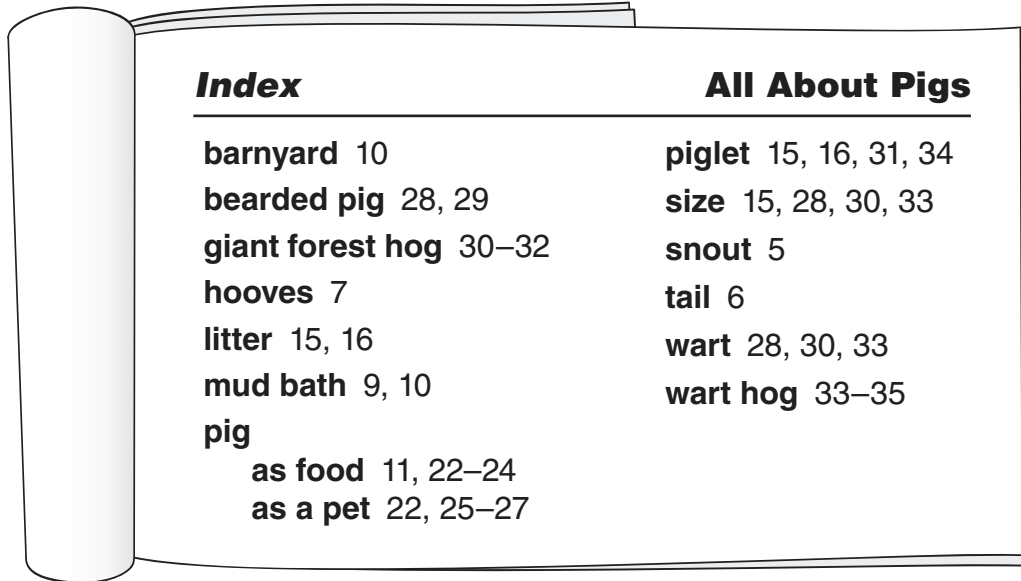
2. How does the bold print help the reader understand the information?

3. What kind of vibrations on the ground would interest a hungry snake?

STRATEGY PRACTICE How did the writer of the passage help you notice important ideas?

READ THE INDEX Notice how the index is organized.

Using an Index

Use this index from the book *All About Pigs* to answer the questions.

Index	All About Pigs
barnyard 10	piglet 15, 16, 31, 34
bearded pig 28, 29	size 15, 28, 30, 33
giant forest hog 30–32	snout 5
hooves 7	tail 6
litter 15, 16	wart 28, 30, 33
mud bath 9, 10	wart hog 33–35
pig	
as food 11, 22–24	
as a pet 22, 25–27	

SKILL PRACTICE Read the item. Write your response.

1. What is the first page that has information about piglets? What is the last page?

2. You just got a pig as a pet. What pages would you read first?

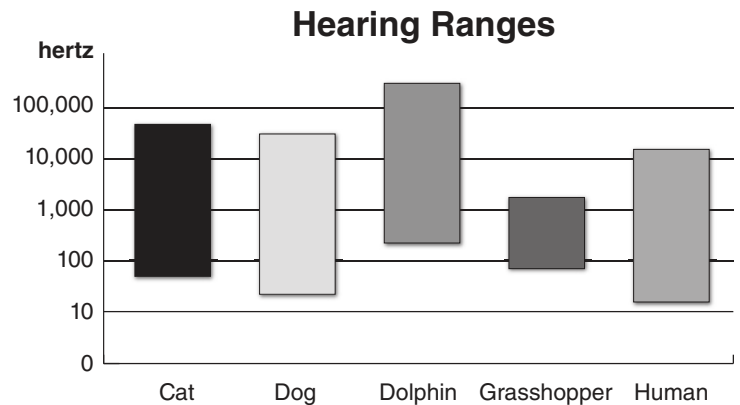
3. What can you infer about giant forest hogs and wart hogs? Why?

STRATEGY PRACTICE How is an index arranged? Why?

READ THE PASSAGE Use the information to help you understand the graph.

Hearing Highs and Lows

Every sound has a **pitch**. The pitch of a sound is how high or how low the sound is. Study the graph. Each bar shows the lowest pitch to the highest pitch heard. The numbers are given in a measurement called hertz. Pitches over 20,000 hertz are too high for humans to hear.



SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of this graph?

2. Which animal on the graph can hear the smallest range of pitches? How can you tell?

3. According to the graph, what is the hearing range for the average human?

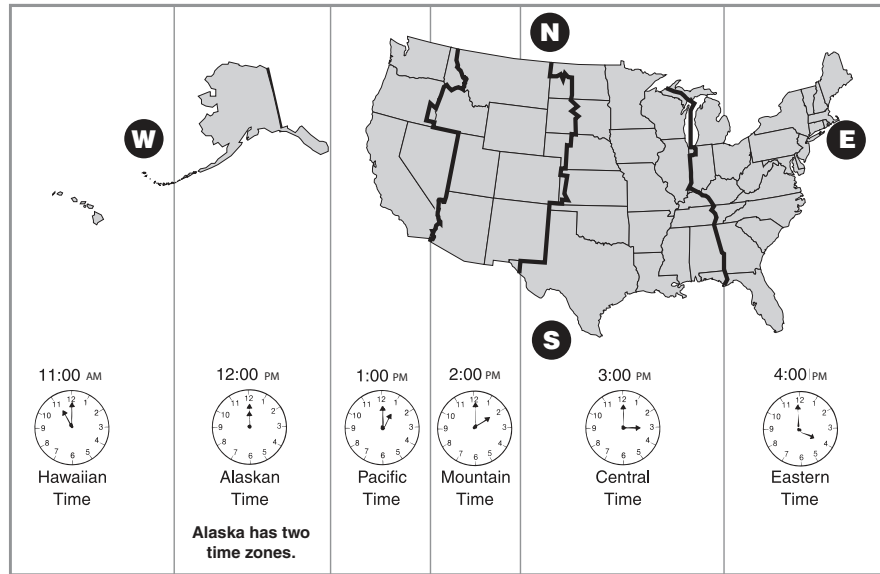
STRATEGY PRACTICE Circle the sentence in the passage that is needed in order to understand the graph.

READ THE PASSAGE Think about how the illustration helps you understand time zones.

What Time Is It?

The world is divided into time zones. When you go from one time zone to another, the time changes. The map shows the time zones of the United States. In each zone, the time is one hour different from the zones next to it. Use the map to answer the questions.

United States Time Zones



SKILL PRACTICE Read the item. Write your response.

1. How many time zones are there in the entire United States?

2. When it is 10:00 AM in the Mountain time zone, what time is it in the Eastern time zone?

3. When it is 3:00 AM in the Central time zone, is it the same date in Hawaii? Explain.

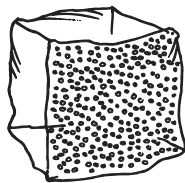
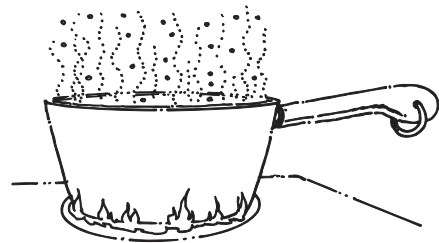
STRATEGY PRACTICE How is a map a better way to find out about time zones than text? Talk about it with a partner.

READ THE PASSAGE Notice the sentences that give the most important information.

What Everything Is Made Of

Matter is the material that makes up everything on Earth. Rocks, paper, wood, water, and even air are made of matter. Animals, plants, and people are made of matter, too. Matter is made up of very tiny parts called **atoms**. Atoms are too tiny to be seen. Atoms joined together in groups form molecules.

Matter exists in one of three basic forms: **solid**, **liquid**, or **gas**. For example, a pencil is a solid, milk is a liquid, and steam is a gas. Each of these forms has a different arrangement of molecules.

**Solid****Liquid****Gas****SKILL PRACTICE** Read the item. Write your response.

1. How does the author let the reader know what the key terms for the topic are? Why?

2. Why did the text include the illustration?

3. Look at the illustration. Explain how the molecules in a solid, a liquid, and a gas differ.

STRATEGY PRACTICE Underline the sentence in the passage that helps you understand the illustration better.

Main Idea and Details

Students look for the central idea or message of a passage or story. They also find details that best support the main idea.

Sequence

Students look for the order of events or steps in a process.

DAY 1

Remind students of the *Main Idea and Details* skill. Point out the phrase “mostly about” in item 1. Say: **When this phrase is in an item, the item is asking about the main idea.** Read the instructions at the top of the page aloud. Then remind students of the *Monitor Comprehension* strategy, which was taught during Week 6. Instruct students to stop after each paragraph and remind themselves what it was about. Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Main Idea and Details* skill. Say: **Fiction passages can have a main idea, just like nonfiction passages.** Read the instructions at the top of the page aloud. Then remind students of the *Determine Important Information* strategy, which was taught during Week 4. Tell students that important information in fiction is usually related to what is happening, as well as important traits of the characters. Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students of the *Sequence* skill. Then point out the phrase “first step” in item 3. Tell students that this is a signal phrase, meaning the item will be about sequence. Read the instructions at the top of the page aloud. Then remind students of the *Monitor Comprehension* strategy. Tell students to monitor their comprehension by circling signal words that indicate steps the spider takes. Have students read the passage. When students have finished, discuss which words they circled (*first, Next, Then, Then*). Then direct students to complete the skill and strategy practice activities.

DAY 4

Remind students of the *Sequence* skill. Tell students that understanding sequence is important to understanding how something is made or done. Read the instructions at the top of the page aloud. Then remind students of the *Determine Important Information* strategy. Tell students that some steps in a process may be more important than others. Have students read the passage. When students have finished, direct them to 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 tell students they will be reading about how a caterpillar becomes a moth. Remind students of the *Monitor Comprehension* strategy. Tell students to stop reading after each step in the process of the caterpillar’s change and to remind themselves of what they’ve read. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Check to see that you understand the details as you read.**A Success Story**

When Benjamin Carson was in fifth grade, he had the worst grades in his class. His mother decided things had to change. She made Benjamin read two library books a week. And he had to do book reports, too. His brain became excited by what he read. “My imagination went wild,” said Benjamin. In a year, he was at the top of his class.

Today, Benjamin is Doctor Carson. He is one of the best brain surgeons in the country. He also wants to help kids to be the best they can be. He gives money to schools to create reading rooms, where kids can enjoy books. He also gives money to kids who come up with ways to help others.

Dr. Carson knows that the brain can do wonderful things. Dr. Carson says, “The brain remembers everything you’ve ever seen and everything you’ve ever heard. Whatever you can imagine, you can achieve.” He knows this to be true. After all, Dr. Carson had once been at the bottom of his class.

SKILL PRACTICE Read the item. Write your response.

1. What is the first paragraph mostly about?

2. Why did the author include the quotes from Dr. Carson?

3. How did Benjamin help others after he grew up?

STRATEGY PRACTICE In your own words, write the main idea of the passage.

READ THE PASSAGE Think about the story's beginning, middle, and end.**Spots, Bumps, and Blisters**

Ginger woke up feeling itchy. She used her fingernails to scratch her tummy, her arms, and then her face. The itch still tingled. Ginger saw red bumps on her body. Had mosquitoes attacked her during the night? "Mom!" Ginger yelled.

Mom looked at her daughter's spotted body. "Looks like you've got chickenpox. I'll fill the bathtub with cool water and oatmeal. That should help stop the itching. And I'll get your mittens for you to wear afterward. You can't scratch those bumps."

"Take an oatmeal bath? Wear mittens in the summer? Can't scratch an itch? Chickenpox sure is weird," thought Ginger.

More spots appeared. There were too many to count. Before long, the bumps turned into blisters, and the blisters crusted with scabs. Ginger had to stay home. Her friends could not visit because they might get the chickenpox. Her best friend Mandy sent over a get-well gift. It was a big book of connect-the-dots.

SKILL PRACTICE Read the item. Write your response.

1. Which details help you to picture what Ginger's skin looks like and how it changes?

2. What is the second paragraph mostly about?

3. Why is it funny that Mandy gave Ginger a book of connect-the-dots?

STRATEGY PRACTICE Give a summary of the passage in your own words.
Use three or four of the most important facts.

READ THE PASSAGE Think about the steps the spider takes to get its food.**Don't Fall for This Trap**

There is a spider that is named for the way it catches its food. The sneaky trapdoor spider catches its prey with a hidden door.

The trapdoor spider first digs a burrow, or tunnel. It uses its fangs like a rake to move dirt. Next, it pulls silk threads from inside its body. It lines the burrow with the threads to make it smooth. Then, the spider begins to build a trapdoor. The spider mixes soil and silk to make a thick slab. It fits like a door over the opening to the burrow. Then, the spider covers the door with plants so it is hard to see. Now the spider is ready for a meal.

Bugs that crawl by make the ground vibrate, or move. The hairs on the spider's legs sense the vibrations. The spider pounces and carries its food down the burrow. Other trapdoor spiders stretch trip lines made from their silk. The spider feels the smallest twitch of the line. Out it rushes to get its meal.

SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of the plants on the door?

2. What does the trapdoor spider use to form the door?

3. What is the trapdoor spider's first step in catching food?

STRATEGY PRACTICE In your own words, describe to a partner how a trapdoor spider builds its burrow.

READ THE PASSAGE Think about what is most important in making the treat.**A Treat on a Stick**

Long ago, people made the first frozen treats. They mixed snow with some fruit, nuts, and honey. Today, kids around the world enjoy frozen treats on sticks. In some countries, the treat is called an ice pop. In other places, it's known as an icy lolly or ice block.

No matter what you call the treat, it's easy to make your own. And you don't need snow! Begin by pouring juice, or yogurt mixed with a little bit of juice, into small paper cups. Cover the top of each cup with foil. Cut a slit in the center of the foil. Next, poke a craft stick through the slit in the cup. Be careful not to create a big tear. If you do, replace the torn foil with a new piece.

Place the cups in the freezer until the juice freezes. Then peel off the foil. Quickly dunk the bottoms of the cups in hot water. That will make the pops easy to remove. Rinse the cups and let them dry. Then you can reuse the cups to make another batch.

SKILL PRACTICE Read the item. Write your response.

1. What must you do in order to get the ice pop to slide out of the cup?

2. In which step does the writer encourage recycling?

3. What is the purpose of the foil?

STRATEGY PRACTICE Look back at the passage. Underline the sentences that are most important in making the frozen treats.

READ THE PASSAGE Stop now and then to check that you understand what you read.

From Egg to Moth

Certain animals change as they grow from an egg to an adult. Each change is called a **stage**. The animal's body looks different during each stage. Moths, for example, go through four stages of changes.

A moth begins as an **egg**. The female moth lays eggs on the leaves or stem of a plant. The leaves will become food when the eggs hatch. An egg hatches into a **larva**, or caterpillar. The hungry caterpillar eats all the time. It grows and grows. Its skin becomes too tight. A new skin grows under the old skin. The old skin splits apart and is shed, or molted. Molting happens many times as the caterpillar grows. After the caterpillar molts for the last time, it fastens itself to a twig or leaf. Then it spins a cover called a cocoon over its body. This is the **pupa** stage. Inside the cocoon, the pupa is changing into an **adult**. The adult moth wiggles out of its cocoon. Its wings unfold and dry. The moth is ready to fly away.

SKILL PRACTICE Read the item. Write your response.

1. Write the main idea of this text in your own words.

2. What happens right after an egg hatches?

3. Your little brother shows you a cocoon. Explain to him what is happening.

STRATEGY PRACTICE On the line, write words or facts from the passage that confused you.

Cause and Effect

Students practice the skill by looking for what happens (the effect) and why it happens (the cause).

Fact and Opinion

Students determine whether parts of the passage can be proved (facts) or represent what someone thinks or feels (opinions).

DAY 1

Remind students of the *Cause and Effect* skill. Take a very sharp pencil and begin to write on a piece of paper. Press hard enough to break the lead. Ask: **What happened?** (The pencil lead broke.) **That is the effect. What was the cause?** (You pressed too hard.) Then tell students they will read about bats. Read the instructions at the top of the page aloud. Remind students of the *Visualization* strategy, which was taught during Week 2. Then tell students that making a mental image of what happens in a passage is a good way to picture the causes and effects. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Remind students of the *Cause and Effect* skill. Tell students they will read about different animals in a rainforest. Remind students of the *Organization* strategy, which was taught during Week 3. Say: **Sometimes writers organize their passages by causes and effects.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together. For the strategy practice activity, help students find all of the cause-and-effect combinations in the passage.

DAY 3

Remind students of the *Fact and Opinion* skill. Then say: **A fact can be proved. An opinion is what someone thinks or believes. If I tell you that owls have feathers, is that a fact or an opinion?** (fact) **It's a fact because I can look it up. If I tell you that owls are better than eagles, is that a fact or an opinion?** (opinion) **It's an opinion because it is only what I think.** Read the instructions at the top of the page aloud. Then remind students of the *Visualization* strategy. Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers to the skill practice activity together, and invite volunteers to share their responses for the strategy practice activity.

DAY 4

Remind students of the *Fact and Opinion* skill and the *Organization* strategy. Tell students they will read a student report about the moon. Say: **Sometimes writers organize their writing by giving some facts and some opinions about a topic in each paragraph.** Read the instructions at the top of the page aloud. Then direct students to read the passage and to complete the activities. Review the answers together.

DAY 5

Tell students they will practice both the *Cause and Effect* and *Fact and Opinion* skills. Then tell students they will read about giraffes. Say: **You will need to read carefully to find different cause-and-effect relationships in the passage, as well as examples of facts and opinions. Sometimes it is helpful to begin by reading the items first.** Read the second item of the skill practice activity aloud. Then say: **As I read, I'll pay attention to the part about giraffes' saliva and lips.** Remind students of the *Visualization* strategy. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Think about the reasons why a bat hangs upside down.**Upside Down Works Best**

A bat's body is small and light. It is built for flying. But it is also made for resting upside down. A bat's feet have toes that bend. The toes end in claws that are sharp and curved. Because bats have toes that bend and sharp claws, they can hold on tight to things. A bat's feet have special bones, too. Those bones lock into place when a bat hangs. This means that a bat can't fall, even when it rests.

Hanging upside down is useful for bats. Hanging high off the ground keeps bats safe from snakes and cats. And bats can live where other flying animals cannot. Unlike a bat, no bird can live on the ceiling of a cave. And not even a powerful bird like an eagle can hang upside down underneath a bridge.

Hanging also helps a bat fly. A bat's wings are about as thin as a plastic bag. They cannot lift a bat off the ground. However, hanging upside down is perfect for take-off. When a bat is ready to fly, it lets go, unfolds its wings, and glides away.

SKILL PRACTICE Read the item. Write your response.

1. List three places where you might find a bat hanging upside down.

2. Name two reasons why bats hang upside down.

3. Write the two sentences that tell why a bat doesn't fall when it sleeps.

STRATEGY PRACTICE Describe a bat's feet to a partner, and tell how the feet help a bat hang upside down.

READ THE PASSAGE Think about how the author organized the information.

Rainforest Gliders

Some rainforest animals spend their lives in the treetops. All their food is right there. They never need to go to the ground. The tops of the trees in a rainforest form a kind of roof called a canopy. The fastest way to travel in the canopy is from tall tree to tall tree.

Some rainforest animals glide through the treetops in a special way. They use their skin! A flying squirrel has flaps of loose skin between its front and back legs. The squirrel jumps from a tree and spreads its legs. The skin stretches, and the squirrel flies like a kite. The flying gecko has flaps of skin along its body and tail. It jumps and then spreads the skin like wings. The gecko soars through the air. The flying frog has webbed feet that spread open like four umbrellas. They carry the frog through the air.

SKILL PRACTICE Read the item. Write your response.

1. Why do some animals spend their whole lives in the rainforest canopy?

2. What is similar about the three rainforest animals in the text?

3. Which of the animals in the text would you most like to see glide? Why?

STRATEGY PRACTICE Look back at the passage. Underline a sentence or phrase that tells a cause for something, and draw a box around the sentence or phrase that tells the effect.

READ THE PASSAGE Think about which statements are facts and which are opinions.

The Best Pets

Dogs make the best pets. They come in all sizes. Some dogs are as small as a football, and others are as tall as a desk. Dogs' fur is different, too. It can be tight with curls, long and silky, or smooth and stiff. The kind of fur does not matter, because all dogs are good to hug.

Dogs need to be groomed. Short-haired dogs are the easiest to care for. But all dogs need a bath once in a while. Giving a dog a bath is a lot of fun. When a dog is done getting bathed, it shakes the water off its body. Watch out or you will get wet!

Dogs like to please their owners, so dogs can be easy to train. They can follow simple commands and learn to walk on a leash.

Dogs truly are amazing animals. Some dogs pull sleds across icy places. Some save drowning people. Other dogs do tricks in movies. A dog has even flown in a rocket to outer space.

SKILL PRACTICE Read the item. Write your response.

1. How many opinions are stated in the first paragraph? How do you know?

2. How many facts does the author use in the last paragraph? How do you know?

3. Do you think the author owns a dog? Explain.

STRATEGY PRACTICE Share with a partner what you visualized as you read the passage.

READ THE PASSAGE Think about how the student report is organized.**A Nice Place to Visit**

I would like to explore the moon as an astronaut. It would be fun to wear a spacesuit and stomp on moon dust. The moon's gravity has a weaker pull than on Earth. I would be super strong! I could jump 12 feet (3.7 m) high and lift a 30-pound (17-kg) rock!

But I don't think the moon is a good place to live. Earth has an atmosphere, or a layer of gases. People, animals, and plants need these gases to live. The top layer of the atmosphere is our sky. The moon has no atmosphere, so it has no sky. It would be strange to see only stars and blackness.

Without air, nothing lives on the moon. I would miss trees and plants. And without air, there are no sounds on the moon. Silence all the time would be strange. I like the moon, but I'm not ready to live there.

SKILL PRACTICE Read the item. Write your response.

1. Describe Earth's atmosphere.

2. What is the first paragraph mostly about?

3. There are two facts in the final paragraph. What are they?

STRATEGY PRACTICE Write the main idea and one fact and one opinion from the second paragraph.

READ THE PASSAGE Visualize what you read about giraffes.

Giants of the Grasslands

Being 16 feet (5 m) tall can be a good thing. Giraffes can see far across the grasslands of Africa, where they live. They can be on the alert for hungry lions. Their height makes it easy to reach treetops for food.

To get enough food, giraffes have to eat nearly all day long. They eat about 75 pounds (34 kg) of leaves every day. Giraffes like to eat the thorny leaves of one kind of tree. Their saliva is amazing. It is thick like paste and protects their mouths from the thorns. And their thick lips act like cushions. A giraffe's tongue is interesting, too. It's about 20 inches (50 cm) long. The tongue is a dark blue-black color, so the hot sun does not burn it. The tongue wraps around food and grabs it the way you use your fingers and hand.

A big animal like a giraffe needs a big heart to pump blood through its body. A giraffe's heart weighs about 25 pounds (11 kg). And that's about the size of a beagle. Everything about a giraffe is big!

SKILL PRACTICE Read the item. Write your response.

1. What is a giraffe's main predator? How do you know?

2. Why do giraffes have paste-like saliva and thick lips?

3. What does a giraffe spend most of its time doing? Why?

STRATEGY PRACTICE Underline sentences in the passage that were easy to visualize.

Compare and Contrast

Students look for similarities and differences between two or more people or things.

Make Inferences

Students look for clues in the passage and draw upon their own experience to understand information that is not directly stated.

DAY 1

Remind students of the *Compare and Contrast* skill. Say: **When we compare and contrast two or more people or things, we look for how they are alike and different.** If necessary, review the skill by having students compare and contrast two objects in the classroom. Then remind students of the *Ask Questions* strategy, which was taught during Week 5. Review that asking questions before reading helps to set a purpose for reading. Then read the instructions at the top of the page aloud. Have students write a question on the back of the page about eagle and/or human eyes they want answered. Then direct students to read the passage and to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Remind students of the *Compare and Contrast* skill. Tell students they will read about two sisters who have different tastes in pizza. Read the instructions at the top of the page aloud. Then remind students of the *Monitor Comprehension* strategy, which was taught during Week 6. Draw a Venn diagram on the board, and tell students that using a diagram is a good way to record how two people or things are the same and different. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, invite volunteers to write their responses in the Venn diagram on the board.

DAY 3

Remind students of the *Make Inferences* skill. Say: **When we make an inference, we use clues from the passage and our own experience to figure out information that we haven't been told.** Then say: **Imagine seeing a little girl sitting on the sidewalk, holding an empty ice-cream cone and looking upset. Next to her is a big dog with ice cream around its mouth. What do you suppose happened?** (The dog ate the girl's ice cream.) **How do you know?** (The girl is holding an empty cone, she is upset, and there is ice cream around the dog's mouth.) Read the instructions at the top of the page aloud. Remind students that they will practice the *Ask Questions* strategy. Tell them that asking questions about what they have just read will help them remember and understand the passage. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Make Inferences* skill. Tell students they will be reading about a boy named Sean, and to pay attention to clues about how Sean acts and feels. Read the instructions at the top of the page aloud. Then remind students of the *Monitor Comprehension* strategy. Instruct students to pause as they read to make sure they understood what they read. Tell students they should reread if they find their minds have wandered. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will practice both the *Compare and Contrast* and *Make Inferences* skills. Read the instructions at the top of the page aloud. Direct students to read the passage and to complete the skill practice activity. Review the answers together. For the strategy practice activity, remind students that asking questions of ourselves and others after we read helps us check that we understood what we read. Pair students and direct them to reread the passage and to think of a question for their partner to answer. Invite volunteers to share their questions and answers.

READ THE PASSAGE Think of how an eagle's eyes and a person's eyes are alike and different.

Eyes Like an Eagle

Would you be surprised to learn that your eyes are like an eagle's eyes in some ways? You and an eagle can see colors. And an eagle's eyes and yours are about the same size. But there are a lot more of a special type of cell in an eagle's eyes than in your eyes. These cells send information to the eagle's brain. Getting a lot of information helps an eagle see much better than you. In fact, eagles can spot a fish in the sea from a mile (1.6 km) away.

You and an eagle have eyes that make tears. Your eyes make watery tears that clean your eyes. An eagle's eyes form watery tears *and* oily tears. Eagles dive into the sea to catch fish. The oily tears guard their eyes from the saltwater.

Like you, eagles have eyelids. You have two eyelids, and you close your eyes by lowering the top lid. When eagles close their eyes, their bottom lids raise up. Eagles have a third eyelid that moves across the eye every few seconds. It wipes dust away from the eye. An eagle can see through this third eyelid. The eyelid guards the bird's eyes when it swoops at 100 miles per hour (160 km per hour) after its prey.

SKILL PRACTICE Read the item. Write your response.

1. Name two ways in which an eagle's eyes are similar to yours.

2. Name three ways in which an eagle's eyes are different from yours.

3. How does the way that an eagle blinks differ from the way that you blink?

STRATEGY PRACTICE With a partner, share the question you wrote before you read the passage and tell whether you found the answer.

READ THE PASSAGE Find out what is the same and different about Jenna and Eva.**It's Pizza Night!**

Jenna and Eva are happy whenever their mom says it's pizza night. The sisters both love pizza. But they both are picky about the kind of pizza they like.

Jenna likes thick, chewy crust. Eva likes the crust to be thin and crispy. Eva and Jenna like tomato sauce on their pizza, but they prefer different toppings. Jenna likes plenty of cheese. Even if Jenna's pizza has three kinds of cheeses, she still sprinkles grated cheese on top. Eva likes pepperoni pizza that is not too spicy.

Eva's and Jenna's eating styles are different, too. Eva takes big bites of a pizza slice. She once ate a big slice in just four bites. Jenna folds a slice down the middle into a kind of pizza sandwich. She usually leaves a few bits of crust on her plate. Eva, however, eats every bite. Mom always hands a stack of napkins to both girls. Their faces are smeared with sauce by the end of the meal.

SKILL PRACTICE Read the item. Write your response.

1. Which sister likes cheese better? What line in the text lets you know?

2. When you have pizza, is your eating style more like Jenna's or Eva's? Explain.

3. Why might it be difficult for the girls' mom to order a pizza?

STRATEGY PRACTICE Think of one similarity or difference between Eva and Jenna to write in a Venn diagram.

READ THE PASSAGE Stop after each paragraph and ask yourself questions about the information.

Marvelous Machines

Not so long ago, robots were machines seen only in movies. Today, robots are used all around the world. A robot is a special type of machine that can do some of the things a human can do. People invent robots in all shapes and sizes. No matter what they look like, all robots have a computer inside them. All robots can do two things. They can get information and they can move.

More and more robots are being invented. Some robots help people do tasks. Robots drill holes, spray paint, and put together cars. Robots help doctors perform operations. Robots drive trains and clean carpets.

Robots also go to places that are too dangerous for humans. Robots crawl through live volcanoes. They take samples of gases and examine the rocks. Robots dive deep into the oceans. They inspect strange sea creatures and collect items that have fallen to the ocean floor. Getting to Mars is not yet possible for astronauts, but robots have landed there. They collected rocks and took pictures.

SKILL PRACTICE Read the item. Write your response.

1. What three facts apply to all robots?

2. How have robots helped humans learn more about science? Why?

3. What prediction can you make about robots in the future?

STRATEGY PRACTICE What question did you ask yourself about the third paragraph?

READ THE PASSAGE Look for clues that tell you about Sean.**Not-So-Speedy Sean**

The third-graders call Sean “Speedy.” When Sean gets to school, he hurries out of the car. He runs up the stairs two at a time. And he comes to a sliding stop just outside the classroom door. Sean is the first one out the door at recess. He always eats his snack while heading to the playground. When the bell rings to come in, Sean beats everyone back to class.

Last week, Sean dragged his feet into the classroom. At recess, he sat on a playground bench. Sean gave his snack to a friend. Sean’s shoulders drooped, and his head hung down. His nose leaked like a dripping faucet. He coughed with a rumble.

Sean’s teacher noticed his unusual behavior. She wondered if he had a fever. She walked over to the bench where Sean sat. She placed her hand on Sean’s forehead and then sent him to the school office. Sean was snoring softly when his dad arrived to take him home.

SKILL PRACTICE Read the item. Write your response.

1. How did Sean get the nickname “Speedy”? Give an example from the text.

2. Why did Sean’s dad come to school?

3. What will Sean probably do when he gets home?

STRATEGY PRACTICE Tell a partner how you stayed focused on what you were reading.

READ THE PASSAGE Think about the differences between lions and tigers.**Big, Wild Cats**

The roar of a lion or a tiger can make a person shake with fear. These big cats live in the wild, but they live in different places in the world.

Lions live in the grasslands of Africa. Their sandy-colored fur blends with the tall, yellow grasses. Tigers live in forests and jungles in Asia. Their orange fur has dark stripes that help tigers hide among the trees. The weather is hot where lions and tigers live. Lions try to stay dry, but they will go into the water if they have to. Tigers like to cool off in water. Both kinds of big cats live and hunt in an area that covers many miles. This is their territory. Lions live in groups called prides. Each pride has its own territory. A tiger lives alone in its territory.

Lions and tigers are strong hunters with sharp teeth and claws. Both kinds of big cats are meat eaters. They both tend to creep up to their prey and attack by surprise. Lions hunt in small groups, but a tiger hunts by itself.

SKILL PRACTICE Read the item. Write your response.

1. Name three ways in which lions and tigers differ.

2. Name three ways in which lions and tigers are alike.

3. How does each big cat's fur help it to blend in with its surroundings?

STRATEGY PRACTICE Think of a question about the passage and have a partner answer it.

Character and Setting

Students study a passage to better understand who or what is at the center of the action and when and where the action takes place.

Fantasy vs. Reality

Students identify which things in the passage could or could not happen in real life.

DAY 1

Remind students of the *Character and Setting* skill. Say: **The character is who a passage or story is mostly about. The setting is where and when a story or passage takes place.** Choose a story students are familiar with and ask them to identify the character and setting (e.g., The characters in “The Three Bears” are Goldilocks, Mama Bear, Papa Bear, and Baby Bear; the setting is the Bears’ house.). Tell students they are going to read about a zoo doctor. Read the instructions at the top of the page aloud. Then remind students of the *Make Connections* strategy, which was taught during Week 1. Tell students to think about things they have seen or done that they are reminded of as they read. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Remind students of the skill. Tell students there can often be two or more characters in a passage, and that good readers pay attention to what each character in the passage does. Read the instructions at the top of the page aloud. Remind students of the *Visualization* strategy, which was taught during Week 2. Say: **Making a mental picture of the characters and setting will help you understand and remember what you read.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students of the *Fantasy vs. Reality* skill. Say: **If we read something that could not happen or exist in real life, it is fantasy.** Give examples or prompt students for examples of fantastic things (e.g., a talking mouse, a house in the clouds, etc.). Tell students they will read about an unusual cat. Then read the instructions at the top of the page aloud. Remind students of the *Make Connections* strategy. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Fantasy vs. Reality* skill. Tell students they are going to read about Paul Bunyan. If necessary, give background information on Bunyan (an American folk-tale hero who was a giant lumberjack). Remind students of the *Visualization* strategy. Then read the instructions at the top of the page aloud, and have students read the passage. When students have finished reading, direct them to complete the skill practice activity. Then review the answers together. For the strategy practice activity, distribute paper and colored pencils.

DAY 5

Tell students they will practice both the *Character and Setting* and *Fantasy vs. Reality* skills. Remind students of each skill, if necessary, and then read the instructions at the top of the page aloud. Remind students of the *Make Connections* strategy. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

READ THE PASSAGE Find out how a zoo doctor does her job.**Working with Wild Things**

How do you give a fish a pill? How do you help a hurt giraffe? Dr. Cheryl Cullion (KUHL-lee-un) knows. She is a zoo doctor. She cares for nearly 1,000 animals. She has patients that growl, swing, and stomp. And all of her patients are wild.

Giving zoo animals their medicine can be difficult. Some animals just eat their pills. Others need to be tricked. Dr. Cullion knows what works. She hides pills in the fish that penguins eat. She adds a cherry flavor to the medicine for monkeys. To help fish, she quickly stuffs a pill into their gills.

Being a zoo doctor is a challenging job. Dr. Cullion once had to check the health of monkeys that were new to the zoo. She needed to watch them to make sure that they ate. But there was a problem. All of the monkeys looked alike! So the doctor made some safe colors from vegetables. She dyed each monkey's fur a different color. Then she could tell them apart. They were punky monkeys!

SKILL PRACTICE Read the item. Write your response.

1. What is the setting for this text? How do you know?

2. Why did the zoo doctor dye the monkeys' fur?

3. Does Dr. Cullion like wild animals? Explain your reasoning.

STRATEGY PRACTICE Tell a partner what you know about animal doctors.

READ THE PASSAGE Who or what is the passage about, and where does it take place?**Go Away!**

Bo sat quietly out of sight. The scientist was watching a porcupine climb down a pine tree. About 30,000 quills covered the porcupine's back and tail. The quills, which are stiff hairs, lay flat against the animal's body.

Then Bo heard a noise. So did the porcupine. A hungry coyote wandered out of the woods. The porcupine's quills stood up. The scared porcupine gave a warning by stamping its feet. The coyote did not move. The porcupine shook its tail so the quills rattled. Still the coyote did not move.

Bo wondered how the porcupine would defend itself. He knew the porcupine could not shoot its quills. That happened only in cartoons. Then the porcupine turned its back end to the coyote. It slapped the coyote with its tail. At the same time, the porcupine moved some muscles. That released many quills. Some quills stuck right in the animal's hide. The coyote left with a whimper. Losing the quills was no problem for the porcupine. They would grow back.

SKILL PRACTICE Read the item. Write your response.

1. Are the animal characters in the text friends? How do you know?

2. Describe where the action is taking place.

3. Are coyotes easy to frighten? How can you tell?

STRATEGY PRACTICE Look back at the passage. Underline the words or phrases that helped you visualize what you read.

READ THE PASSAGE Think about what can happen and what cannot happen.**Professor, the Cat**

Rosa's cat, Professor, looked like an ordinary cat. His fur was striped in gray and black, and his eyes were yellow and round. Professor meowed and scratched like most cats. And he liked to chase anything that moved.

One night, Professor sat on Rosa's desk. He watched Rosa struggle with her homework. Rosa yawned and rubbed her eyes. She could not stay awake to finish her homework. Rosa left the paper on her desk. She scratched Professor behind his ears and said good night. Soon, Rosa was fast asleep and softly snoring.

Professor looked at the arithmetic homework. With a proud meow, Professor picked up a pencil. The cat used his toes to count. The cat wrote in the answers and completed the page. Then Professor looked at Rosa and smiled. He liked being Rosa's friend.

SKILL PRACTICE Read the item. Write your response.

1. Why is Professor a good name for Rosa's cat?

2. Is this story real or make-believe? What is the first sentence that let you know for sure?

3. How do you think Rosa felt when she woke up and saw her homework? Explain.

STRATEGY PRACTICE Tell a partner what you would have Professor do for you.

READ THE PASSAGE Keep track of all the things you read that could not happen.**The Attack of the Giant Mosquitoes**

This is a story about Paul Bunyan, the most famous lumberjack of all time. Bunyan was as tall as a mountain. He could chop down 100 trees with one mighty swing of his ax. It is a fact that he and his men cut down every tree in Texas. All that grows in that state nowadays is wheat.

One day, Paul's men were in the woods when a hungry swarm of mosquitoes attacked. The pests were as big as eagles. They zoomed in on the men and bit them all. Before long, the men were full of holes. They looked like window screens or pieces of Swiss cheese.

The mosquitoes then dared to attack Bunyan. He held a frying pan as big as a football field over his head. *Wham!* The mosquitoes slammed into the pan. Their stingers went right through it. The bugs couldn't shake the pan loose, so they buzzed off with it. The pests were mighty tired by the time they flew over Lake Michigan. The giant mosquitoes splashed into the lake. The pan pulled them under the water. That was the last anyone saw of them.

SKILL PRACTICE Read the item. Write your response.

1. Write the one sentence from the text that could really happen.

2. Using the information in the first paragraph, explain what a lumberjack is.

3. What probably happened to the mosquitoes in Lake Michigan? Explain.

STRATEGY PRACTICE Draw a picture of something you visualized as you read the passage.

READ THE PASSAGE Visualize the main character, the setting, and events.**Messy Jessie**

Jessie stomps into her room. She got home late from school. Now she has just a few minutes to get ready for soccer practice. Jessie pulls off her green sweatshirt and tosses it on the floor. “Hey! Watch it!” the sweatshirt yells.

Then Jessie flings her cap. “Ouch!” it shouts. The bedroom floor is always piled with clothes. Jessie steps all over them while looking for her soccer shirt. She doesn’t hear the moans and groans.

Then Jessie kicks off her purple shoes. She watches them sail through the air. Each shoe lands with a thump. “Oof! Ow!” scream the shoes.

Jessie plops onto the floor. She tears off her red socks and rolls each into a ball. With a quick toss, Jessie plunks the socks into her wastebasket. The socks complain. “Hey! Where are we? It’s dark in here!”

Jessie dresses and dashes out of her room. “We’ve got to speak up,” begs the sweatshirt. “It’s time to tell Jessie to take better care of us.”

SKILL PRACTICE Read the item. Write your response.

1. Use details from the text to describe the setting.

2. Who is the main character, and what can you tell about the person?

3. Who is the sweatshirt talking to in the last paragraph? Why?

STRATEGY PRACTICE Tell a partner how your room compares to Jessie’s room.

Author's Purpose

Students think about why an author wrote a particular passage.

Prediction

Students use clues from the text and their own background knowledge to anticipate what is likely to happen next or what information will come next.

DAY 1

Remind students of the *Author's Purpose* skill. Say: **When we know why an author wrote what we are reading, it is easier to understand the main idea of the passage or story.** Remind students of the common author's purposes: to explain, to persuade, to entertain, and to teach. Then read aloud the instructions at the top of the page. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, remind students of the *Ask Questions* strategy, which was taught during Week 5. Say: **Asking questions about the information you've read will help you remember it.** Direct students to complete the strategy practice activity. Invite volunteers to share their questions and answers.

DAY 2

Remind students of the *Author's Purpose* skill, and review the most common purposes: to explain, to persuade, to entertain, and to teach. Then read the instructions at the top of the page aloud. Remind students of the *Make Connections* strategy, which was taught during Week 1. Say: **As you read, think about what this passage reminds you of. It may be something you've seen, read, or done before.** Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students of the *Prediction* skill. Say: **When we practice making a prediction, we use information from the passage and our own experiences.** Hold a book in front of you. Ask: **What will happen if I let go of this book? (It will fall.) You know it will fall because you've seen other things fall before. You use your experiences to make a prediction about what will happen next.** Tell students they will read about what happens to baby birds as they grow. Then remind students of the *Ask Questions* strategy. Have students think of a question about the topic, and then direct them to complete the strategy practice activity independently. Then read the instructions at the top of the page aloud, and have students read the passage. When students have finished reading, direct them to complete the skill practice activity. Review the answers together, and invite volunteers to share their questions from the strategy practice activity.

DAY 4

Remind students of the *Prediction* skill and the *Make Connections* strategy. Say: **Making connections is a good way to help you with making predictions. You can use experiences of things you have done or seen that are similar to what you are reading about.** Tell students they will read about a man and a dog. Say: **If you have a pet or know someone who does, you can use that experience to make a connection and make predictions about what will happen next in the passage.** Read the instructions at the top of the page aloud. 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 both the *Author's Purpose* and *Prediction* skills. Explain that by knowing the author's purpose, it is often easier to think about what will come next in the passage. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

READ THE PASSAGE Think about why the author wrote the passage.

Hairy Eggshells

While eggs are a favorite food all around the world, the eggshells are usually thrown away. But you can turn them into seed pots. You need: eggs, markers, a sponge cut into small pieces, some grass or alfalfa seeds, and an egg carton. Then follow these simple steps:

1. Carefully crack each egg into two parts. Try to make one part a lot bigger than the other. Throw away the smaller part. Save the insides, and use them later for cooking.
2. Rinse out the eggshells. Let them dry.
3. Draw faces on the outsides of the dry eggshells.
4. Wet each sponge piece. Place a sponge inside each eggshell.
5. Sprinkle some seeds on top of the sponges.
6. Use the egg carton to hold the eggshells.
7. Water the eggshells lightly every day. The seeds will sprout in about one week, and the eggshell faces will have green hair!

SKILL PRACTICE Read the item. Write your response.

1. Why did the author write this text?

2. How does the numbered list help the reader understand what to do?

3. Do you think this text could be improved if it had an illustration? Why or why not?

STRATEGY PRACTICE Write a question using information you read in the passage.

READ THE PASSAGE Think about why the author wrote the passage.

A Small Beginning

Trees grow larger than other plants, including flowers and bushes. And yet, most trees begin as tiny seeds.

The seed is the first stage in a tree's growth. A seed has a hard shell that protects the plant inside. When the plant is ready to grow, it sprouts, or pushes out of the seed. The new, small plant is called a **seedling**. The seedling needs air, light, and water to grow. It also needs to be planted in good soil.

As the seedling gets bigger, it looks more like a tree. The shoot, or stem, of the seedling grows into a **sapling**. This young tree grows bark on its trunk and leaves on its branches. The sapling will continue to grow until it is a large tree.

All seeds have a built-in code. Tree seeds have a code that tells seedlings the kind of tree they will become. For example, an acorn will grow into an oak tree. A pine seed will grow into a pine tree. The size of the seed has nothing to do with how tall a tree grows. The code inside the seed determines a tree's type and size.

SKILL PRACTICE Read the item. Write your response.

1. Why did the author write this text?

2. Why did the author put some words in bold print?

3. What four things does a seedling need in order to grow into a sapling?

STRATEGY PRACTICE Describe a connection you made when you read the passage.

READ THE PASSAGE Look for information that will help you know what will happen next.**From Baby to Big**

The eggshells cracked open. Baby birds with skin as pink as watermelon sat in the nest. They could not see, and they could not walk. All they could do was open their beaks wide. Their parents flew back and forth to the nest every few minutes. The babies, or **nestlings**, depended on their parents for food.

In a few days, the nestlings changed. Soft gray down covered their skin. The birds looked like small balls of fuzz. They could see, but they could not fly. They could not even hop. Days later, the down fell out. Feathers grew in to help them fly.

The young birds were now **fledglings**. They were getting ready to fly away. Their bodies were bigger, and they were hungry for more food. Some of the fledglings hopped, and others fluttered their wings. Their mother taught them sounds to make. She knew they would try to leave the nest. She taught them to make a sound when they needed help.

One day, a fledgling stood on the rim of the nest. It flapped its wings hard.

SKILL PRACTICE Read the item. Write your response.

1. What will happen next in the story?

2. After the baby birds hatch, why do the parents return to the nest every few minutes?

3. When does a nestling turn into a fledgling? How do you know?

STRATEGY PRACTICE Write the question you thought of before you read the passage.

READ THE PASSAGE Stop after each paragraph and ask yourself what will likely happen next.

Saturday Fun

Dad and Rusty have a Saturday routine. They play catch in the morning. Around noon, Rusty heads out her dog door. She walks into the yard to her favorite spot under the oak tree. The grass there is smashed flat from her body. Rusty turns around three times and then lands with a sigh. She curls up in the grass and lays her head on her paws. She begins snoring in less than a minute.

Dad watches a ballgame for a few hours. Then he glances at his watch and gets up from the chair. Dad pats his pants' pocket to make sure his house keys are inside. Then he walks to the kitchen and opens a drawer. He drags out a long red leash and he whistles.

Rusty's head pops up like a jack-in-the-box. She knows what that whistle means. Rusty dashes through her dog door and stops in front of Dad. Her tail wags as she looks up at Dad. She likes seeing the leash in his hand.

SKILL PRACTICE Read the item. Write your response.

1. What will Dad and Rusty do next? How do you know?

2. Based on Rusty's name, what do you think she looks like?

3. How does Rusty feel about the leash? Support your answer with text evidence.

STRATEGY PRACTICE Share with a partner what you know about dogs and the things they can do.

READ THE PASSAGE Ask yourself why the author wrote this and what will happen next.

Carla's Treasures

Carla didn't walk fast. She kept her eyes looking at the ground. Carla was always on the lookout for treasures. Her dad had built a bookcase to hold what Carla found. She had carefully organized the things.

The top shelf held bird treasures. Most items were feathers that Carla had found. Some were wing feathers and some were tail feathers. A nest of grass, string, and twigs lay at the end of the shelf. It had fallen from a tree in the park. Rocks and stones sat on the middle shelf. A few rocks were black and were made by volcanoes. Some of the pebbles were shiny. The bottom shelf held a variety of things. There were a few bones that were probably from a chicken. And there was a long piece of skin a lizard had shed.

Carla cleared a space on the bottom shelf. Today she was going to the beach!

SKILL PRACTICE Read the item. Write your response.

1. What was the author's purpose for writing this text?

2. In what way are all of Carla's treasures alike?

3. What "treasures" do you think Carla will find at the beach?

STRATEGY PRACTICE What are some questions you would ask Carla about her treasures?

Nonfiction Text Features

Students look at text features, such as headings and captions, to better understand what they read.

Visual Information

Students discover how pictures, charts, graphs, and other visual elements can explain more about a topic.

DAY 1

Remind students that nonfiction text features are the pieces of text related to but different from the main body of text in a passage. Ask students to identify the nonfiction text features of the passage: title, two subheads, and word pronunciations. Read the instructions at the top of the page aloud. Then remind students of the *Determine Important Information* strategy, which was taught during Week 4. Say: **As you look at the different nonfiction text features on a page, make sure you pay more attention to the ones that help you best understand what you are reading.** Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Remind students of the *Nonfiction Text Features* skill and of the *Organization* strategy, which was taught during Week 3. Say: **Nonfiction text features are sometimes organized in a way to make information clear and easy to find.** Read the instructions at the top of the page aloud. If necessary, help students with the pronunciation of the glossary words. Then have students read the glossary. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students that visual information is given as a picture, chart, graph, or other visual element. Point out something in the classroom that is an example of visual information (map, chart, graph, etc.). Brainstorm with students why showing information visually is sometimes important (e.g., It may be the only way to convey information, as with maps. It can break up a lot of text on a page. It can be seen and understood quickly.). Read the instructions at the top of the page aloud. Then remind students of the *Determine Important Information* strategy. Say: **It's important to pay attention to the most important parts of a piece of visual information.** Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Visual Information* skill. Say: **Sometimes a passage will have both text and visual information. Both are good for giving different kinds of information.** Point out the passage and the graph on the page. Then remind students of the *Organization* strategy. Say: **Understanding how a passage is organized means understanding how the text and the graph work together. You may want to read the passage and study the graph more than once in order to understand how they are being used together.** Read the instructions at the top of the page aloud. Then direct students to read the passage and to study the graph. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Nonfiction Text Features* and *Visual Information* skills. Have students look at the passage and identify which part of it gives practice with *Nonfiction Text Features* (the body text) and which part of it gives practice with *Visual Information* (the illustrations). Remind students of the *Determine Important Information* strategy. Then read the instructions at the top of the page aloud. Direct students to read the passage and study the illustrations. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Look for important details about the spiny anteater.

Quite a Creature

A Strange Mammal

An echidna (ee-KID-nuh) is a spiny anteater. It belongs to a group of mammals called monotremes (MON-oh-treemz). This means it can lay eggs!

An echidna mother lays one egg. She warms it in a pouch on her stomach. A baby hatches around ten days later. It's called a puggle (PUHG-uhl). It's about the size of a jelly bean. Once the puggle grows spines, it's sent out of the pouch!

All Nose and Tongue

The echidna eats ants and termites. It pokes its long, thin snout into ant nests and termite homes. Then its long, sticky tongue reaches into the nest. The bugs stick to the tongue like gum to a shoe. Grains of dirt stick to the tongue, too. But the dirt is not a problem. An echidna does not have teeth. The dirt does the work of teeth and grinds the bugs so they can be swallowed.

SKILL PRACTICE Read the item. Write your response.

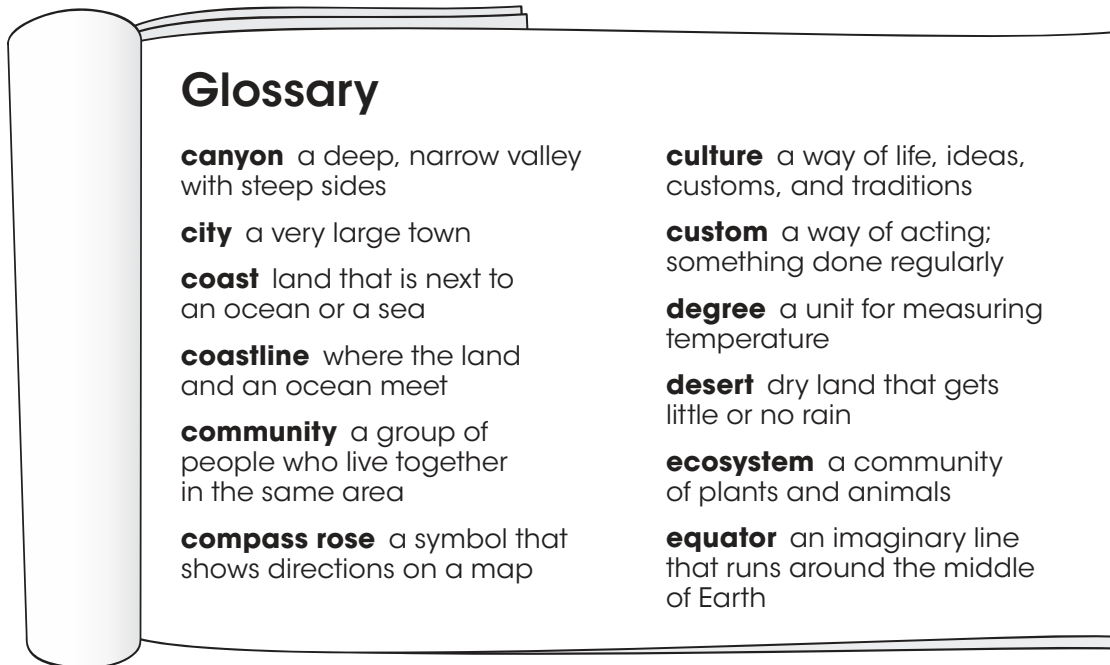
1. How does a monotreme differ from most mammals?

2. Why does a pronunciation in parentheses immediately follow some of the words?

3. What illustration could improve this text? How would it help readers?

STRATEGY PRACTICE Discuss with a partner how the subheads help you notice what is important.

READ THE GLOSSARY Notice how the words from a book on geography are organized.



SKILL PRACTICE Read the item. Write your response.

1. Which word describes all the plants and animals living in a desert? How do you know?

2. Between which two entries in this glossary would the entry for *Celsius* go? Why?

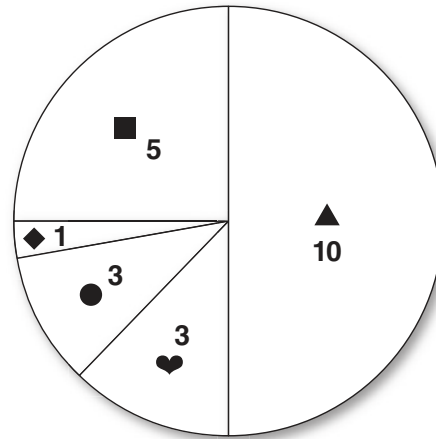
3. You come to the unknown word *equator* and turn to the glossary. What does it tell you?

STRATEGY PRACTICE How is the information in a glossary organized?

READ THE PASSAGE Read the passage and study the circle graph.

A Simple Survey

Juan's teacher asked the students to raise their hands if they had a pet. Juan was surprised to see that everyone raised their hands. So he took a survey. Juan made a circle graph and a key to show what he found out.



Key	
◆	bird
●	fish
♥	hamster
■	cat
▲	dog

SKILL PRACTICE Read the item. Write your response.

1. What information is given in the key?

2. Which two types of pets are owned by the same number of students? How do you know?

3. How many students own a cat?

STRATEGY PRACTICE Could you understand the circle graph if the key was missing? Explain your answer.

READ THE PASSAGE

Find out what information is given in the passage and what information is given in the graph.

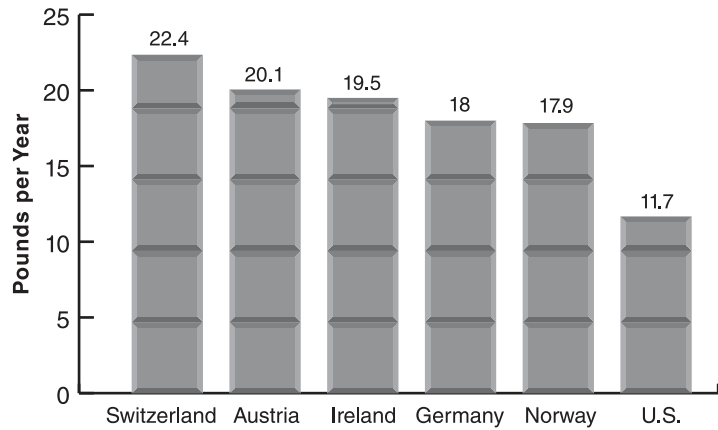
Treats from Trees

Chocolate trees do exist.

They are called cocoa trees.

Pods shaped like footballs hang from the trees. The pods hold very bitter beans. Workers and machines turn the beans into sweet chocolate. People all around the world love to eat chocolate.

Who Eats the Most Chocolate?

**SKILL PRACTICE**

Read the item. Write your response.

1. Do people eat chocolate right off the tree? How can you tell?

2. How many nations are shown on the graph, and what are their names?

3. What kind of information is given in the text but NOT the graph?

STRATEGY PRACTICE

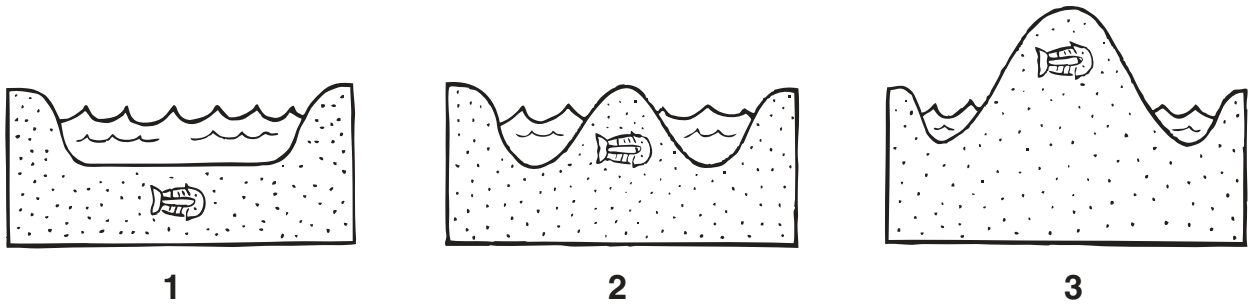
Name two ways that information is presented in the selection.

READ THE PASSAGE Be aware of the most important information.

Pushed to the Top

Fossils are the hardened remains of plants or animals that lived long ago. Fossils are found buried in rock. The fossils of some ocean animals that lived millions of years ago have been found on mountains! How did they get there?

Earth's **crust**, or surface, is always moving. This movement builds mountains. As large pieces of the crust move, they sometimes **collide**, or run into each other. When this happens, rock layers push together and move up. Sometimes, the layers are pushed up all the way from the ocean floor. If those rock layers contained fossils, the fossils moved up with the rocks.

**SKILL PRACTICE** Read the item. Write your response.

1. How do the illustrations support the text?

2. Why are the illustrations numbered?

3. Why did the author put some of the words in the text in boldface?

STRATEGY PRACTICE Underline the words or phrases in the passage that helped you understand what the vocabulary words mean.

Main Idea and Details

Students look for the central idea or message of a passage or story. They also find details that best support the main idea.

Sequence

Students look for the order of events or steps in a process.

DAY 1

Remind students of the *Main Idea and Details* skill. Say: **When we read, we look for the main idea to understand what a passage or story is mostly about. Details support the main idea and tell us more about the topic.** Also remind students of the *Monitor Comprehension* strategy, which was taught during Week 6. Review some of the ways students can monitor their comprehension (stop after each paragraph and think about the main idea; make mental images; ask themselves questions about what they have read; etc.). Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Remind students that fiction stories can have a main idea and important details, which are usually what a story is about and the important things that happen in the story. Tell students they will read a story about a family getting ready for a parade. Read the instructions at the top of the page aloud. Remind students of the *Determine Important Information* strategy, which was taught during Week 4. Say: **Important ideas will be about the main idea of the passage.** Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students of the *Sequence* skill. Say: **When we determine sequence, we look for the order in which things happen.** Brainstorm with students things that use sequence (instructions, recipes, a biography, etc.). Tell students they will read about how shoes were made a long time ago. Read the instructions at the top of the page aloud, and remind students of the *Monitor Comprehension* strategy. Review ways students can monitor their comprehension (see Day 1). Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Sequence* skill and the *Determine Important Information* strategy. Say: **When you are looking for steps, instructions, or the order of a process, it helps to look for words that signal sequence.** Point out the words *First*, *Now*, *Next*, *Then*, and *Finally* in the passage. Say: **These words signal that we are reading about steps in a process. As you read, it is important to pay attention to sentences that use these words.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to 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. Remind them of things they can do to practice the *Monitor Comprehension* strategy (see Day 1). Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

READ THE PASSAGE Stop after each paragraph and think about what the paragraph said.**Made to Live in Water**

People breathe air and so do dolphins. They breathe through an opening in the top of their head. The opening is called a blowhole. The blowhole is a flap of skin that can open and close. When a dolphin swims to the water's surface, it uses strong muscles to open its blowhole. The blowhole closes as a dolphin dives back underwater.

People do not have to think about breathing while they sleep. Breathing happens automatically. A dolphin must be awake to control its blowhole. And it needs to rest. How can it breathe *and* rest? When a dolphin rests, it swims slowly. Half of its brain shuts down. The other half stays alert for danger. It also signals the dolphin when to rise out of the water for a breath of air. After a couple of hours, the halves of the dolphin's brain trade jobs.

SKILL PRACTICE Read the item. Write your response.

1. Write the main idea of the text in your own words.

2. What part of the human body is a dolphin's blowhole most like?

3. When it comes to breathing, how does a dolphin's brain differ from the human brain?

STRATEGY PRACTICE Tell a partner how a dolphin breathes while it rests.

READ THE PASSAGE Notice which events are important.**Get Ready! Get Set!**

Before I went to bed, I checked and rechecked my clothes for the Fourth of July parade. Mom had washed and ironed my Girl Scout uniform. It was clean and crisp. I made sure every badge was sewn on tightly. And I looked for scuff marks on my shoes. Our leader, Mrs. Murray, wanted our troop to look perfect. The parade route was a mile long, so many people would see us. Some of the girls in my troop were going to play the drums. We had practiced marching to their beat.

The morning of the parade was a mad scramble around our house. I was dressed an hour ahead of time. But Dad was looking for picnic chairs. Mom was packing snacks. Our dog Fudge wanted to play, so he grabbed a small bag of chips. He dashed away whenever Mom got near. Mom's voice grew louder and louder as she chased Fudge. He finally dropped the chips when I offered him a doggy treat.

We hurried to the car. I sat with a smile. In my mind, I could picture the crowd cheering as I marched by.

SKILL PRACTICE Read the item. Write your response.

1. Why is the author so excited?

2. Write the three most important details about the parade.

3. What two events happen that delay the family from leaving the house?

STRATEGY PRACTICE Underline the sentence in each of the first two paragraphs that tells the main idea.

READ THE PASSAGE Pay attention to the steps used in making shoes long ago.

Shoes from Long Ago

Long ago, people owned only one or two pairs of shoes. They were made by a shoemaker who used hides, or skins, of horses, cows, pigs, or goats.

Making a pair of shoes could take days. The shoemaker first measured a person's feet. He then chose the wooden, foot-shaped form that was the right size. This form was called a *last*. The shoemaker stretched a piece of hide over each last to shape the shoes. He used the lasts to cut the soles and heels, too. These were cut out of the thickest part of the hide.

Strong tools were needed to sew the parts of the shoes together. The shoemaker used an awl to punch holes in the pieces. He then used a stiff hog hair as a needle. The shoemaker sewed the top parts of the shoes to the soles. He then cleaned and polished the shoes. Finally, the shoemaker nailed on the heels. Before brass nails came into use, the heels were held on with wooden pegs.

It's no wonder that a shoemaker was an important man in a village!

SKILL PRACTICE Read the item. Write your response.

1. Why does the shoemaker use a last?

2. What three signal words help guide the reader through the text?

3. What is the final step in making a pair of shoes?

STRATEGY PRACTICE Look back at the passage. Number the first four steps in making shoes long ago.

READ THE PASSAGE Focus on the most important information.**Inside a Seed**

Seeds are everywhere. They can glide through the air or hitch a ride on an animal's fur. Seeds come in different shapes and sizes. But they are the same in one way. Inside each seed is the beginning of a new plant. Take a look inside a bean to see for yourself.

First, get several dried beans such as lima beans or pinto beans. Notice how hard the beans feel. Now, place the beans in a container and cover them with water. Let the beans soak overnight. They are bigger and softer now. Next, gently peel off the seed coating. This covering protects the baby plant inside, just as a jacket protects you from the cold. Then, open the bean into its two halves. With a magnifying lens, you can see the little plant that is waiting to grow. Do you see a root and tiny leaves? Around the tiny plant is food. It will use this food as it sprouts and starts to grow. Finally, plant the other beans in potting soil and watch them become bean plants.

SKILL PRACTICE Read the item. Write your response.

1. How does the author say you can soften lima beans?

2. What can you see with a magnifying glass?

3. In what way do seeds differ?

STRATEGY PRACTICE Draw a box around the words in the passage that signal steps in a sequence.

READ THE PASSAGE Think of questions you have about the information.

The Buzz About Honeybees

What animals live in homes filled with sweet, sticky stuff? Honeybees! Honeybees and people both like to eat honey. Honeybees do the work that makes this sweet food.

To make honey, honeybees need a lot of nectar. Nectar is a kind of sugar water found inside flowers. First, a worker bee lands on a petal. She uses her long tongue to sip the nectar. She stores the nectar in a special honey stomach. That stomach is different from her regular stomach. She may make hundreds of stops before her honey stomach is full. Next, the bee flies her heavy load back to the hive. Then, she spits up the nectar. Another worker bee chews on the nectar for quite a while. Then, she puts the sticky stuff into a wax cell of the honeycomb. More worker bees fan their wings to help dry the nectar. As it dries, it gets very sticky. Finally, the sugars turn into honey for the bees to eat.

All of these worker bees do their jobs over and over. It takes a lot of nectar to make enough honey to feed the thousands of bees in the hive.

SKILL PRACTICE Read the item. Write your response.

1. Do male or female honeybees gather nectar? How do you know?

2. When and how do the bees dry the nectar?

3. Does a single honeybee visit only a few flowers? What text evidence lets you know?

STRATEGY PRACTICE Tell a partner the important steps in making honey.

Cause and Effect

Students practice the skill by looking for what happens (the effect) and why it happens (the cause).

Fact and Opinion

Students determine whether parts of the passage can be proved (facts) or represent what someone thinks or feels (opinions).

DAY 1

Remind students of the *Cause and Effect* skill. Say: **When something happens, it is the effect. The reason why it happens is the cause. Sometimes the cause and effect will be in the same sentence. Sometimes they will be in different sentences. It is important to read slowly and carefully so that you can notice both the cause and its effect.** Remind students of the *Visualization* strategy, which was taught during Week 2. Say: **Making mental images of what happens in a passage can help you better understand the causes and effects.** Read the directions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Cause and Effect* skill. Say: **Sometimes more than one thing can cause an effect. Sometimes a cause can have more than one effect.** Tell students they will read about ice storms. Read the instructions at the top of the page aloud. Then have students read the first paragraph. Remind students of the *Organization* strategy, which was taught during Week 3. Then draw a T-chart on the board. Label the left side of the chart *Cause* and the right side *Effect*. Under *Effect*, write: *An ice storm forms.* Say: **Find the three causes for an ice storm. Each cause is related to a layer of air. Ask volunteers to list the causes they found in the first paragraph. (The air closest to the ground must be very cold. The air layer above the ground must be warm. And the highest layer of air must be cold.)** Say: **When writers write about causes and effects, they will often organize their paragraphs to list all of the causes or effects for something. Using a graphic organizer such as a T-chart is a good way to make sure you find all the information you need.** Then direct students to read the rest of the passage and to complete the skill practice activity. Review the answers together. Complete the strategy practice activity as a group, and add the effects from the second paragraph to the T-chart.

DAY 3

Remind students of the *Fact and Opinion* skill. Say: **A fact can be proved true. An opinion is what someone thinks or believes.** Invite students to list different facts and opinions about a favorite food, such as pizza. Tell students they will read a passage about the ostrich. Then remind students of the *Visualization* strategy. Say: **Remember that reading slowly and making mental images can help you better understand what you read.** Then read the instructions at the top of the page aloud. Direct students to read the passage and to complete the activities. Review the answers together.

DAY 4

Remind students of the *Fact and Opinion* skill and the *Organization* strategy. Say: **One way writers keep readers interested is to mix facts and opinions together in a passage. Just because you read a fact or an opinion, you can't assume the next sentence will also be a fact or an opinion.** Read the instructions at the top of the page aloud. Then direct students to read the passage and to 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 and that they will also use the *Visualization* strategy to help them understand the passage. Read the instructions at the top of the page aloud. Then direct students to read the passage and to complete the skill practice activity. Review the answers together. For the strategy practice activity, guide students in rereading the second paragraph and in producing a drawing similar to the one described in the answer key on a separate piece of paper.

READ THE PASSAGE Look for causes and effects.**Useful Dead or Alive**

A living tree is a wonderful gift of nature. Trees breathe out oxygen, refreshing the air. Trees give cool shade to plants, people, and animals. Many animals make their homes in trees, too. The fruits and nuts of some trees are tasty foods for both people and animals.

A tree is important even after it dies. Insects and birds depend on the dead wood. Some birds nest in the holes of the tree. Bees and wasps might make homes there, too. Some insects lay their eggs in the bark. Birds swoop by and eat the plump larvae.

Fungi (FUHN-jye), or mushrooms, grow on the dead wood. They begin to decompose the tree. They cause the tree to rot. Soft green moss and various bacteria, or germs, grow there, too. They all help the tree to rot. The tree gets softer and more crumbly. The rotting is important. As the tree rots completely, it makes the soil rich. The soil will be just right for new plants to grow.

SKILL PRACTICE Read the item. Write your response.

1. This is the effect: The dead tree decomposes. Name the causes.

2. This is the cause: A dead tree completely breaks down. Name the effects.

3. Describe the benefits offered by a living fruit tree.

STRATEGY PRACTICE Circle words and phrases from the passage that helped you visualize what you read.

READ THE PASSAGE Find the main idea of each paragraph.**Under Ice**

Winter storms can cause big problems. One of the worst kinds of storms is an ice storm. Certain conditions cause ice storms. The air closest to the ground must be very cold. The air layer above the ground must be warm. And the highest layer of air must be cold. Snow from the top cold layer falls into the warm air layer and starts to melt. Those water drops continue to fall through the bottom cold layer. If the temperature is below freezing, the drops refreeze quickly. They coat everything in ice. The freezing rain can last for hours. The ice builds and gets very heavy.

Ice storms result in danger and damage. Highways and roads are extremely slippery. The heavy ice makes power lines break and fall. Then people do not have electricity. Plants die if they are coated with ice for a long time. Animals cannot get to the plants that are frozen in ice. Birds lose their homes when tree branches crack. There's nothing good about an ice storm.

SKILL PRACTICE Read the item. Write your response.

1. What are two results (effects) of an ice storm?

2. Write the sentence in the first paragraph that states the main idea of the paragraph.

3. Picture the snow falling and changing until it forms ice on branches. Describe the steps.

STRATEGY PRACTICE Draw an X beside the paragraph that tells about the effects of ice storms.

READ THE PASSAGE Which statements about ostriches can be proved true?**Big and Bold**

An ostrich is not an ordinary bird. It is the largest and heaviest bird. It has beautiful long feathers, but it cannot fly. Because of its size, an ostrich is built for running. It can take giant steps. It can sprint like a runner, too. Even the bird's wings help it run. If an ostrich needs to dash away, it spreads its wings. The wings keep the ostrich balanced. The wings also help an ostrich make sharp turns to confuse its enemy. It is a remarkable bird!

The most dangerous parts of an ostrich are its toes. The ostrich is the only bird with two toes on each foot. The longer of the toes ends in a four-inch claw. These claws can tear into an animal's hide. And the ostrich's strong legs can give a powerful kick.

Although an ostrich eats mostly plants, it will also eat whatever it can find. It will eat insects and small animals such as lizards. Pebbles and dirt are part of its diet, too. An ostrich does not have teeth. Swallowing small stones and dirt helps an ostrich to grind up the food. That makes the food easier to digest.

The ostrich is a very strange bird indeed!

SKILL PRACTICE Read the item. Write your response.

1. Are there any opinions in the first paragraph? Explain.

2. Are there any facts in the second paragraph? How do you know?

3. If you looked in an ostrich's stomach after it had eaten, what could you find there?

STRATEGY PRACTICE Tell a partner which part of the passage was easiest to visualize.

READ THE PASSAGE Notice what each paragraph is about.

All Kinds of Noses

Lines of ants passed each other on the sidewalk. Pairs of ants would stop and touch their feelers together. It looked very strange. Each ant was finding out where the other ant had been. They were “smelling” each other. However, insects don’t have true noses. Instead, their feelers work like noses.

The main reason for noses, or feelers, is to pick up scents. All insects use their feelers, or antennae, to gather scents. A fish’s nostrils do not breathe air. That would be silly. Their nostrils gather smells that help them find food.

Mammals also use their noses for breathing. Some mammals’ noses have special features to help them live in their environment. A camel’s nostrils close to keep out the blowing desert sand. Whales, dolphins, and beavers have nostrils that close when they swim underwater. That’s a good thing! You know that getting water up your nose when you swim is an awful feeling.

Elephants have very hardworking noses. An elephant’s nose is used all day to grab food, drink water, and help the elephant cool off.

SKILL PRACTICE Read the item. Write your response.

1. How do ants smell? How do you know?

2. Write the opinion statement in the second paragraph. How do you know it’s an opinion?

3. Which animals have nostrils that can close?

STRATEGY PRACTICE Underline one fact and draw a box around one opinion in the second paragraph.

READ THE PASSAGE Use visualization to help you understand the information.

The Air Up There

The air surrounding Earth is the atmosphere. It is made mostly of two gases, nitrogen and the gas that we need, oxygen. Earth's gravity pulls on the gases and keeps the atmosphere close to the surface of Earth.

The atmosphere has the most gases at sea level, where the sea and land meet. As you go higher into the atmosphere, there are less gases. That means there is less oxygen to breathe. As a result, it is harder to breathe on a mountaintop than at a beach.

Outer space is where the atmosphere disappears. Astronauts who explore outer space wear special puffy suits that cover their heads and bodies. They look out of a clear window in the suit. The thick gloves are heated because space is very cold. The suits are white to reflect heat and to be seen easily against the dark background of space. Astronauts breathe oxygen from a tank on their backs. A spacesuit is a cozy atmosphere!

SKILL PRACTICE Read the item. Write your response.

1. What makes the atmosphere gases stay close to Earth's surface? Why is this important?

2. Where is the atmosphere thinner: 100 feet (30 m) above sea level or 2,000 feet (600 m) above sea level? How do you know?

3. Name two things that are missing from outer space.

STRATEGY PRACTICE Draw a picture that explains the second paragraph.

Compare and Contrast

Students look for similarities and differences between two or more people or things.

Make Inferences

Students look for clues in the passage and draw upon their own experience to understand information that is not directly stated.

DAY 1

Remind students of the *Compare and Contrast* skill. Say: **When we compare and contrast two or more people or things, we look for how they are similar and different.** Choose two objects in the classroom, and invite volunteers to note similarities or differences between the objects. Tell students they will read about rabbits and hares. Then read the instructions at the top of the page aloud. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. Remind students of the *Ask Questions* strategy (Week 5). Say: **When we ask questions about what we've read, we can check to make sure we understood everything.** Then pair students for the strategy practice activity, or complete it as a group.

DAY 2

Remind students of the *Compare and Contrast* skill. Draw a Venn diagram on the board and say: **Using a Venn diagram is a good way to compare and contrast two things.** Tell students they will read about ants and honeybees. Label one circle of the diagram *Ants* and the other *Honeybees*. Then remind students of the *Monitor Comprehension* strategy (Week 6). Tell students to copy the diagram. Say: **As you read, fill in the diagram with at least one way ants and bees are similar and one way they are different.** If necessary, show students how to fill in a Venn diagram. Then read the instructions at the top of the page aloud. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, invite volunteers to provide answers for the Venn diagram on the board.

DAY 3

Remind students of the *Make Inferences* skill. Say: **When we make inferences, we use clues from a passage and our own experience to figure out information that isn't told in the passage.** Tell students they will read about a creature called a banana slug, and read the title of the passage aloud. Remind students of the *Ask Questions* strategy. Say: **When we ask questions before we read, we set a purpose for reading.** Direct students to first complete the strategy practice activity. Say: **As you read, look for the answer to your question.** Then read the instructions at the top of the page aloud. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, invite volunteers to share their questions and the answers they found. For students who did not find an answer to their question, encourage them to research another resource for the answer.

DAY 4

Remind students of the *Make Inferences* skill. Say: **Many times, writers who write fiction stories leave information out so that the reader has to make inferences in order to understand what is happening. This brings the reader further into the story.** Tell students they will read about a girl in a neighborhood. Remind students of the *Monitor Comprehension* strategy. Say: **Often, it's good to reread a passage or story to make sure you understood what you read.** Then have students read the passage twice. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will practice both the *Compare and Contrast* and *Make Inferences* skills and that they will read about giant trees. Then remind students of the *Ask Questions* strategy. Read the instructions at the top of the page aloud. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

READ THE PASSAGE Think of questions you have about the information.**What's That Hopping Down the Trail?**

Is Bugs Bunny a hare or a rabbit? Hares and rabbits sure do look alike. They're both furry and have long ears and short furry tails. Their strong back legs are longer than their front legs and allow them to leap and hop. Bugs Bunny's long front teeth are typical for both hares and rabbits. These teeth are perfect for gnawing on twigs and bark, and they never stop growing. Hares and rabbits need to do a lot of chewing to keep their front teeth from growing too long.

It's hard to tell hares and rabbits apart, unless they are side by side. The hare's body is bigger and so are its ears. Its legs are longer, too. If they run a race, the hare will win. If you have one of them for a pet, it's a rabbit. Rabbits can be tamed.

The best time to tell hares and rabbits apart is when they're born. Newborn hares are covered in fur and have teeth. Their eyes are open. They are ready to run soon after they are born. Newborn rabbits do not have fur or teeth. They are deaf and blind. Both hares and rabbits can have many babies. Next time you watch Bugs on a cartoon, check him out. Is he really a rabbit?

SKILL PRACTICE Read the item. Write your response.

1. Name five ways in which rabbits and hares are alike.

2. Name five ways in which hares differ from rabbits.

3. Is Bugs Bunny a hare or a rabbit? Support your response with evidence from the text.

STRATEGY PRACTICE Ask a partner a question you have about the passage.

READ THE PASSAGE Think about the information given in each paragraph.

Hardworking Insects

Honeybees and ants are easy to tell apart. Yellow and black honeybees buzz as they fly. Dark-colored ants march along the ground without a sound. Bees live in hives and ants live underground. Honeybees and ants, however, are more alike than they seem. Both kinds of insects live in communities called colonies.

Honeybees and ants build their homes. Honeybees use wax from their bodies to make six-sided cells that join to form a honeycomb. Ants dig tunnels that connect and have many rooms. Each honeybee cell and ant room has a purpose. Food is stored in some areas, and eggs hatch in others.

Every honeybee and every ant has a job to do in its colony. Some guard the home, some clean, and others care for the babies. The bees and ants that find food communicate with the others. Honeybees wiggle and dance to show the other bees where to find flowers. Ants leave a trail of scent that marks the way. The other ants follow the trail and help bring food back to the colony.

SKILL PRACTICE Read the item. Write your response.

1. What is the same about the way ants and honeybees communicate?

2. How is an ant's home different from a honeybee's?

3. What are three things that a honeybee can do that an ant cannot?

STRATEGY PRACTICE Tell a partner two ways that bees and ants are the same and different.

READ THE PASSAGE Remember as many facts as you can about banana slugs.**It's Good to Be Slimy**

Banana slugs look like snails without shells. These slugs need to live in dark, damp places, where they hide under logs and leaves. They spread seeds and help plants to rot. With their yellow skin and brown spots, most banana slugs are easy to identify. Besides their bright color, banana slugs also have a hump on their backs. And they grow to an enormous size compared to other slugs. They can be ten inches (25 cm) long, which is bigger than your foot!

Banana slugs ooze slime. A thin layer covers their skin. Slime keeps the skin damp, which helps slugs breathe. The slime coating also helps protect them from injury. Like snails, slugs have one long foot, and it moves slowly. Slippery slime helps banana slugs move easily over rough rocks. The slime also gives the slug's body a texture that most animals do not like. So banana slugs have few enemies.

SKILL PRACTICE Read the item. Write your response.

1. Based on the text, what is the likely reason that banana slugs got their name?

2. What protects banana slugs from predators?

3. You are walking and spot a banana slug. Where are you and where is it?

STRATEGY PRACTICE Tell a partner something you want to know about banana slugs.

READ THE PASSAGE Look for clues that help you understand what is happening.

The Blue House

Tiana was not used to having neighbors. The yellow house next door had stood empty for months. The paint peeled and the stairs wobbled. Wind and rain streaked the windows with dirt. One window was cracked like a spider web. Tiana's ball had bounced over the fence and become lost in the grass.

One morning, a high-pitched noise woke Tiana. It seemed as if a swarm of giant bees were buzzing next door. Tiana peered over the fence and saw a man with a power mower. He tossed her a ball. "Is this yours?" he asked. Tiana nodded. She saw that the yellow house was no longer empty or quiet. In fact, soon it would no longer be yellow. Workers with toolboxes hurried in and out. Painters carried ladders and cans of light blue paint.

About a week later, a large van parked in front of the blue house. Workers unloaded cartons and furniture. One carried a boy's bike, too.

SKILL PRACTICE Read the item. Write your response.

1. Why was Tiana's ball lost?

2. Picture the van and the workers. Name four things you see them carrying into the house.

3. Who is likely to be Tiana's new neighbor? How do you know?

STRATEGY PRACTICE Summarize the passage for a partner in four sentences or less.

READ THE PASSAGE Ask yourself questions that help you understand the information.

Giants of the Forest

Redwoods and sequoias (suh-KOY-uhz) are the tallest trees in the world. Both kinds of trees are protected by a very thick, reddish-brown bark. Both can grow to be thousands of years old and weigh over a million pounds (450,000 kg) each.

Redwoods and sequoias are found in California. Redwoods grow along the coast where there is fog. The trees take in the fog's wetness as part of their water supply. Sequoias live inland, in places where the soil is moist.

Both kinds of trees have cones. The cones contain seeds from which new trees will grow. Redwoods grow from tiny round seeds. But redwoods can also sprout from their roots or from round bumps at the base of their trunks. Often, the sprouts grow in a ring around an older tree. The circle of trees is called a fairy ring. Sequoia seeds look like thin flakes. As squirrels munch the cones, the seeds fall to the ground. The seeds have to land in good soil, not on leaves, in order to grow.

SKILL PRACTICE Read the item. Write your response.

1. Why might you see a fairy ring near a redwood tree?

2. Name two ways that sequoias differ from redwoods.

3. Name four ways in which redwoods are like sequoias.

STRATEGY PRACTICE Think of a question to ask a partner about the two kinds of trees.

Character and Setting

Students study a passage to better understand who or what is at the center of the action and when and where the action takes place.

Fantasy vs. Reality

Students identify which things in the passage could or could not happen in real life.

DAY 1

Remind students that characters are the people or animals that a passage or story is mostly about and that the setting is where and when a passage or story takes place. Tell students they are going to read about an elephant that paints. Then remind students of the *Make Connections* strategy, which was taught during Week 1. Say: **As you read, think about what you know about elephants or what you know about training a pet in order to make a connection as you read.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, ask them to name the main characters of the story (Ruby the elephant and Tawny the zookeeper). Then direct students to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Remind students of the *Character and Setting* skill. Tell students they are going to read a story about a cow named Cincinnati Freedom, or Cinci (SIN-see) for short. Remind students of the *Visualization* strategy, which was taught during Week 2. Say: **As you read, visualize what Cinci looks like and what she does.** Then read the instructions at the top of the page aloud. Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students of the *Fantasy vs. Reality* skill. Say: **When good readers practice determining fantasy from reality, they look at things that happen in a passage or story and determine what could happen in real life and what could not.** Then remind students of the *Make Connections* strategy. Say: **Making connections is a good way to help us determine fantasy from reality. By using our experiences, we can tell what is real or what could happen in a passage or story and what is fantasy.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 4

Remind students of the *Fantasy vs. Reality* skill. Read the title aloud and ask: **What do you think will be fantasy in this story?** (Zooktar from Jupiter) Say: **This story is an example of science fiction. Science fiction stories usually have many fantastic elements, such as aliens, people traveling to different worlds, and using technology that doesn't exist.** Remind students of the *Visualization* strategy. Then say: **When you read about something that is fantasy, it is a good idea to use details to make a mental picture of the things that the writer invented so that you understand what things look like and what is happening.** Read the instructions at the top of the page aloud. Then direct students to read the passage and to complete the skill and strategy practice activities. Review the answers together.

DAY 5

Tell students they will practice both the *Character and Setting* and *Fantasy vs. Reality* skills. Read the instructions at the top of the page aloud. Then remind students of the *Make Connections* strategy. Say: **You will read about a girl and her baby brother. As you read, think about your family and how you act around others.** Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Then review the answers together.

READ THE PASSAGE Notice how the elephant's keeper made a difference.

Big Artists

Elephants are very smart. They are social, too, and like to live in small groups. An Asian elephant named Ruby came to a zoo in Arizona. She was only a baby. Ruby had no other elephants to keep her company. Because she was bored, she got into trouble. She also liked to do something many elephants like to do. Ruby spent time holding a stick in her trunk and scribbling in the sand.

Ruby's keeper, Tawny, tried to keep Ruby busy. When Ruby was about ten years old, Tawny had an idea. What if she could teach Ruby to paint? Tawny praised Ruby and gave her treats when Ruby scribbled. Soon Tawny taught Ruby to hold a paintbrush in her trunk. Ruby seemed to enjoy it. Not long after that, Ruby began dipping the brush into buckets of colors. She painted squiggles and lines on thick paper.

Ruby soon became famous. People from all over the world came to see the painting elephant. Many people even bought Ruby's paintings!

SKILL PRACTICE Read the item. Write your response.

1. Describe the setting of the text.

2. Who are the main characters? How do they interact?

3. What makes this elephant so unusual?

STRATEGY PRACTICE Share with a partner something you know about training a pet.

READ THE PASSAGE Visualize what is happening.**Mooooove Out of My Way!**

A few years ago, Cinci the cow led a carefree life on a farm. Then she was sold to a company that put her in a pen. She was going to be made into meat. Before that could happen, Cinci broke free. She jumped a fence and then ran wild. Cinci zigged and zagged through the streets. She left behind a trail of torn-up lawns. Cars screeched to a halt as the cow dashed by. Cinci finally spotted a park and hid in the part of the park that had many trees. The police put food out to trap Cinci, but that plan did not work. She ate the food but still could not be caught.

Days passed, and Cinci made the news. People everywhere cheered for the runaway cow. Ten days after Cinci had escaped, she was caught. People admired the cow who had worked so hard to be free. An artist helped raise money to save Cinci by selling many paintings. In return, he was allowed to keep Cinci. She was moved to a beautiful farm for rescued animals. When Cinci arrived, she was greeted with licks and moos from other cows. Cinci seemed to be a celebrity!

SKILL PRACTICE Read the item. Write your response.

1. Draw two conclusions about the main character.

2. Why did the artist sell a lot of paintings?

3. What text evidence shows that people were interested in Cinci's story?

STRATEGY PRACTICE Tell a partner which part of the passage was easiest to visualize.

READ THE PASSAGE Think about what could happen.**Come! Sit! Wink!**

Cocoa was a frisky puppy. He had more energy than a schoolyard full of kids. And Cocoa always did as he pleased. He ran when he was told to sit, and he dashed when he was told to stay. Mrs. Wolski, his owner, decided to take Cocoa to a school for dogs. She wanted him to learn doggy manners.

The school was a fenced-off space in a big pet store. Mrs. Wolski placed Cocoa on the floor next to a pug named Princess. Cocoa immediately nudged the pug with his elbow and winked. “Wanna go scare those cats?” he asked.

Princess shook her head and replied, “I am as perfect as my name.”

“Well, how about some treats?” Cocoa pointed his paw to a shelf full of small bags. “I can rip open a bag with one bite,” he boasted.

“**N-O** spells **NO**,” said Princess. “I want to be the best student in the class.”

Hmm...being the best sounded like a good idea to Cocoa. He sat still and listened to the teacher. He knew that Princess would be impressed!

SKILL PRACTICE Read the item. Write your response.

1. When did you first know that this story couldn’t happen?

2. What comparison is made in the first paragraph? Why did the author do this?

3. What does Princess do that a real dog wouldn’t do?

STRATEGY PRACTICE Tell a way that Cocoa behaves like a dog you know or have seen.

READ THE PASSAGE Visualize what is happening in the passage.**Zooktar from Jupiter**

4-3-2-1 Liftoff! Sam was trying out his new computer game “Kids in Space.” He watched the monitor as flames and smoke shot out from the rocket boosters. Faster than real life, the shuttle was in orbit. Sam was ready for his first adventure in space.

“Watch out, Jupiter, here I come!” said Sam. “You’re the biggest planet, so you must be the best.” Sam moved the astronaut, who pushed buttons and flipped switches. The shuttle neared Jupiter. Sam had to steer in and out of Jupiter’s moons. His chair tilted from side to side, just like the spacecraft. Then the craft landed with a thump. Sam’s chair did, too.

A figure appeared on the screen. Its voice boomed. “Hello, Sam. I’m Zooktar.” Sam wondered how the game knew his name. Zooktar asked the boy a few questions. Sam’s voice shook as he answered. Then Sam’s mom called him for dinner. He shut down the program and looked at the game box. He saw the words in red, “WARNING: Play at your own risk. Real space travel may occur.”

SKILL PRACTICE Read the item. Write your response.

1. What did Sam probably think after he read the warning on the game?

2. Why did Sam’s voice shake as he answered the questions?

3. What two facts can you learn about Jupiter from this text?

STRATEGY PRACTICE Circle descriptions in the passage that helped you visualize what was fantasy.

READ THE PASSAGE Notice where the passage becomes make-believe.

What a Baby Does

Sarah smiled at Jacob, her baby brother. He lay in his crib and smiled a toothless smile back at her. Jacob was very young. Sarah wiggled a stuffed dog in front of Jacob. He kicked his skinny legs and waved his tiny arms. Sarah set the dog inside the crib. Then she leaned over and kissed the baby's head. "Good night, sleep tight," whispered Sarah. Jacob cooed in reply.

Sarah closed the door as she left. Then Jacob stood up. He swung his legs over the crib. He climbed down and reached the floor in a flash. Jacob dragged a toy chest to his window. He stood on the chest and opened the window wide. "Whoo...whoo...whoo," hooted Jacob. In moments, a barn owl silently glided into Jacob's room. The owl stood on the floor while Jacob sat. The baby snatched a deck of cards from under the owl's wings. "It's my turn to deal," said Jacob.

SKILL PRACTICE Read the item. Write your response.

1. Why did the writer have the passage take place in the baby's bedroom?

2. List two clues from the first paragraph that point toward Jacob being a few months old.

3. Write the sentence that first let you know that this is a fantasy. How did you know?

STRATEGY PRACTICE Which character in the passage would you want to be? Why?

Author's Purpose

Students think about why an author wrote a particular passage.

Prediction

Students use clues from the text and their own background knowledge to anticipate what is likely to happen next or what information will come next.

DAY 1

Remind students of the common reasons why authors write: to entertain, to inform, to persuade, or to teach how to do something. Say: **By understanding the author's purpose, we can better set our own purpose for reading.** Also remind students of the *Ask Questions* strategy, which was taught during Week 5. Say: **Asking questions after we read is a good way to figure out if we understood what we read.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, invite volunteers to share their questions, and allow the group to brainstorm ideas for finding the answers.

DAY 2

Remind students of the common reasons why an author writes something. Have students scan the page, and ask if they can guess why the author wrote this passage and what leads them to think that (The author's purpose is to teach how to do something, because the passage contains numbered instructions.). Remind students of the *Make Connections* strategy (Week 1). Say: **When we make connections, we think of other things we have seen or done that are similar to what we are reading.** Point out the numbered instructions on the page. Say: **When I see these, I know they are instructions for how to do something. I have followed instructions before and know that I must read carefully.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. For the strategy practice activity, pair students or complete it as a group. Review the answers together.

DAY 3

Remind students of the *Prediction* skill. Say: **When we make a prediction, we use clues from the passage and our own experiences to figure out what will happen next.** Tell students to imagine that the clock reads 3:29 (or one minute prior to when your school dismisses students for the day). Ask: **What would you expect to see? What would probably happen next?** (e.g., Students will be getting ready to go home. Soon the bell will ring.) Say: **Seeing what time the clock reads is a clue. You use your own experience of what usually happens at that time to predict what will happen next.** Then remind students of the *Ask Questions* strategy. Say: **Asking questions while we read is a good way to get more involved in the story and enjoy it more.** Then read the instructions at the top of the page aloud. Direct students to read the passage and to complete the skill and strategy practice activities. Allow students to share their strategy practice activity questions.

DAY 4

Remind students of the *Prediction* skill. Then remind students of the *Make Connections* strategy. Say: **By making connections, you use past experiences to help you understand what you read. These connections also help you make predictions.** Then read the instructions at the top of the page aloud. Have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will practice both the *Author's Purpose* and *Prediction* skills. Review the skills if necessary. Then inform students they will read about mules that work for the post office. Read the instructions at the top of the page aloud. Then remind students of the *Ask Questions* strategy. Direct students to read the passage and to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

READ THE PASSAGE Think about why the author wrote the passage.

Junk in Space

Outer space is crowded with trash. You won't find banana peels and plastic bags. But there are pieces of booster rockets, paint chips, and bolts. Most of the trash is small. About 200,000 pieces are very small. But small pieces cause problems. Each piece of trash travels at a high speed. When two pieces crash, they explode. They create hundreds of pieces. More pieces means more problems.

Space is crowded with large items, too. Scientists sometimes can prevent large things from crashing. In 2008, they moved the International Space Station several miles. This stopped the station from hitting a tank of gas. But it is not easy to control all the stuff in space. In February 2009, two satellites were traveling at a speed of 25,000 miles per hour (40,000 km per hour). They hit each other. As a result, they created a huge cloud of dust and a lot of trash.

Scientists know how to launch things into space. Now they need to figure out how to clean up the mess.

SKILL PRACTICE Read the item. Write your response.

1. Why did the author write this text? How do you know?

2. What happens when objects in space run into each other?

3. What does the author want scientists to do? State the text evidence.

STRATEGY PRACTICE Write a question you have about information from the passage.

READ THE PASSAGE Pay attention to each numbered step.**What's Hiding?**

Animals have a way of hiding in plain sight. Their skin or fur blends into their environment. This form of camouflage helps them survive.

You can make a peephole drawing and challenge a friend to identify a camouflaged animal. You will need two sheets of plain white paper, a pencil, markers or crayons, scissors, and a stapler.

First, look in a book or on the Internet for an animal that blends into its habitat. Then follow these steps:

1. Draw and color a large picture of the animal on one sheet of white paper.
2. Cut a peephole in the other sheet of paper. Make sure part of the animal will show through that hole.
3. Staple the peephole page to the animal drawing along the very top.
4. Draw and color the animal's habitat on the top page. Make sure your drawing blends with the part of the animal that shows through the peephole.
5. Let the guessing begin! Give a clue, if you wish.

SKILL PRACTICE Read the item. Write your response.

1. Why did the author write this text? How do you know?

2. Why is the reader told to find out about a camouflaged animal before beginning?

3. Why might this project be difficult to do?

STRATEGY PRACTICE Tell a partner about another project or craft you have done recently.

READ THE PASSAGE Think about what Fox and Snail will do next.**A Forest Tale**

There once was a forest full of animals. Some nested in the trees. Others slithered among the fallen leaves. Many hopped, while others strolled. Among the animals, there was one red fox. That fox was speedy. Fox bragged, "Absolutely no one is faster than me!"

Fox liked to challenge animals to race. After all, winning was easy for him. He ran hard no matter who his opponent was. Fox whooshed past the snake, and he zipped past the squirrel. He zoomed past the quick brown hare. Fox beat every single forest animal except the one who did not care to race. That was Snail. She was never in a hurry. She carried a heavy shell on her back. And she had only one foot. That foot got Snail everywhere she wanted to go. But in a race, four feet are usually better than one.

One day, Snail was tired of hearing Fox boast about his speed. "I will race you, Fox," announced Snail.

SKILL PRACTICE Read the item. Write your response.

1. What do you think will happen next?

2. If Fox wins the race, what will he most likely say to Snail?

3. Describe Fox's personality. Use a piece of text evidence.

STRATEGY PRACTICE Write a question that helped you get more involved in the story.

READ THE PASSAGE Use clues from the passage to figure out what will happen next.**Hoover, Our Vacuum Cleaner**

Our puppy Hoover loves to eat. She pretends to be choosy. If you offer her a treat, Hoover will first sniff it. Then, Hoover gobbles the treat in one bite. Hoover will eat almost anything that's outdoors. She chews grass and flowers. And she catches flying bugs with a fast chomp. We once caught her gnawing a garden hose! Hoover likes to eat what we're eating, too. She whimpers when we eat ears of corn. I give her the ear when I'm done with it. She stretches out on the floor and holds the ear with her front paws. Then she munches away.

Hoover walks with her nose sniffing the floor. She eats nearly anything she finds. One night, she pried open the pantry door. Hoover knocked down a box and chewed it open. Dad found Hoover sitting in a pile of cereal.

Hoover's favorite room in the house is the kitchen. She likes sitting under the baby's highchair. The baby is learning how to eat. Often, the baby drops his food.

SKILL PRACTICE Read the item. Write your response.

1. Why does Hoover's name fit her?

2. What would happen if someone left her purse with a granola bar in it sitting on the floor?

3. Which sentence tells you why Hoover sits under the baby's highchair? Explain.

STRATEGY PRACTICE Think about a dog you know or have seen. Tell a partner how Hoover is or is not like that dog.

READ THE PASSAGE Think about why the author wrote the passage.

Mail Mules

Some mules work for the United States Post Office. They deliver the mail to a small village at the bottom of the Grand Canyon. A tribe of Native Americans lives there. The only way to reach them is by a dirt path. That path twists and turns down and down for thousands of feet. The path is too narrow and dangerous for trucks. The wind is too fierce for helicopters. One mail carrier and a team of mules are brave enough to make the trip. They carefully clop downhill 8 miles (13 km). After 3 hours, they reach the bottom of the canyon. They deliver the goods and return to the canyon's rim. That hike takes another 3 hours. They do this every day, even in rain, snow, or the blazing sun.

The Native Americans live 120 miles (190 km) from the nearest store. The mules bring them everything they need. The mules deliver mail, milk, and medicine. They also bring furniture and frozen foods. The supplies are unloaded and left at the post office. The people go there to pick up their orders.

SKILL PRACTICE Read the item. Write your response.

1. Why did the author write this text?

2. What would the tribe do if there was no mail delivery?

3. The author wants to lengthen the text. What part should he or she tell more about?

STRATEGY PRACTICE Share a question you have about the information in the passage.

Nonfiction Text Features

Students look at text features, such as headings and captions, to better understand what they read.

Visual Information

Students discover how pictures, charts, graphs, and other visual elements can explain more about a topic.

DAY 1

Remind students what nonfiction text features are and give examples (title, heading, index, table of contents, etc.). Point out the sidebar on the page and say: **A sidebar is often included in books and magazines. It gives additional information about a topic.** Remind students of the *Determine Important Information* strategy, which was taught during Week 4. Say: **A sidebar is related to the main text, but it often has a different main idea or important information. When you read a sidebar, look for the main idea.** Read the instructions at the top of the page aloud. Then have students read the passage and the sidebar. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Nonfiction Text Features* skill. Point out the table of contents on the page and ask: **Why do books have a table of contents?** (to show you where information is located in a book) Then remind students of the *Organization* strategy, which was taught during Week 3. Say: **As you read a table of contents, notice how it is organized. This will help you find the information you are looking for.** Read the instructions at the top of the page aloud. Then have students read the table of contents. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students that the use of visual information is another way of presenting information or ideas. Brainstorm with students different types of visual information (maps, graphs, diagrams, charts, advertisements, etc.). Point out the descriptions of backpacks on the page and ask: **Why is it important to know how to read an advertisement or a description in a catalog?** (to understand what it is that is being sold) Then remind students of the *Determine Important Information* strategy. Say: **Each picture and each caption gives different kinds of information. If you are shopping for a backpack, for example, different things may be more important to you than to other people. You might be interested in how a backpack looks, while someone else might be interested in how many books a backpack can hold. Just like when you read books, you can set a purpose for reading an ad.** Read the instructions at the top of the page aloud. Then have students read the ad. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together, and allow volunteers to share which backpack they would choose and why.

DAY 4

Remind students of the *Visual Information* skill. Tell students they will read about toys throughout history. Then remind students of the *Organization* strategy. Ask: **How might you expect an article about the history of toys to be organized?** (by sequence) Say: **Information is easier to understand when you understand how it is organized.** Read the instructions at the top of the page aloud. Then have students read the passage and study the timeline. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

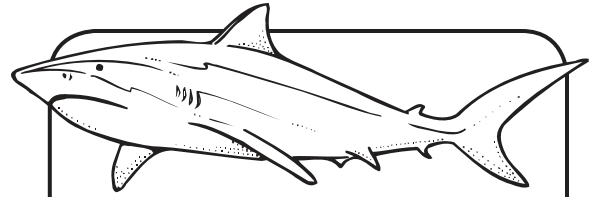
DAY 5

Tell students they will practice reading nonfiction text features and understanding visual information. Remind students of the *Determine Important Information* strategy. Say: **Reading a passage or studying a piece of visual information several times is a good way to figure out what is the most important information.** Read the instructions at the top of the page aloud. Then direct students to read the passage and to study the diagram. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE PASSAGE Look for the most important information.

What a Catch!

People crowded in front of the huge tank of fish. They pointed to the gray fish with the white belly. It was a great white shark! A diver was feeding the shark. The year was 2004. The shark was a new exhibit at an aquarium. It was the first great white shark to eat in front of people. The shark lived in the tank with sea turtles, tuna, and other kinds of sharks. Six months went by, and about one million people came to see the shark. Then the great white began to hunt the other sharks. The aquarium released the great white shark into the ocean.



Great White Shark Facts

- swim up to 25 miles per hour (40 km per hour)
- can go three months without eating
- have 2 to 14 babies at one time
- have a powerful sense of smell
- are endangered

SKILL PRACTICE Read the item. Write your response.

1. Why did the author use bullets in the sidebar?

2. Why did a million people visit the great white shark exhibit?

3. Why did the aquarium let the great white shark go?

STRATEGY PRACTICE Underline the sentence in the passage that explains why the shark in the aquarium was special.

READ THE TABLE OF CONTENTS

Study the table of contents, and then use it to answer the questions.

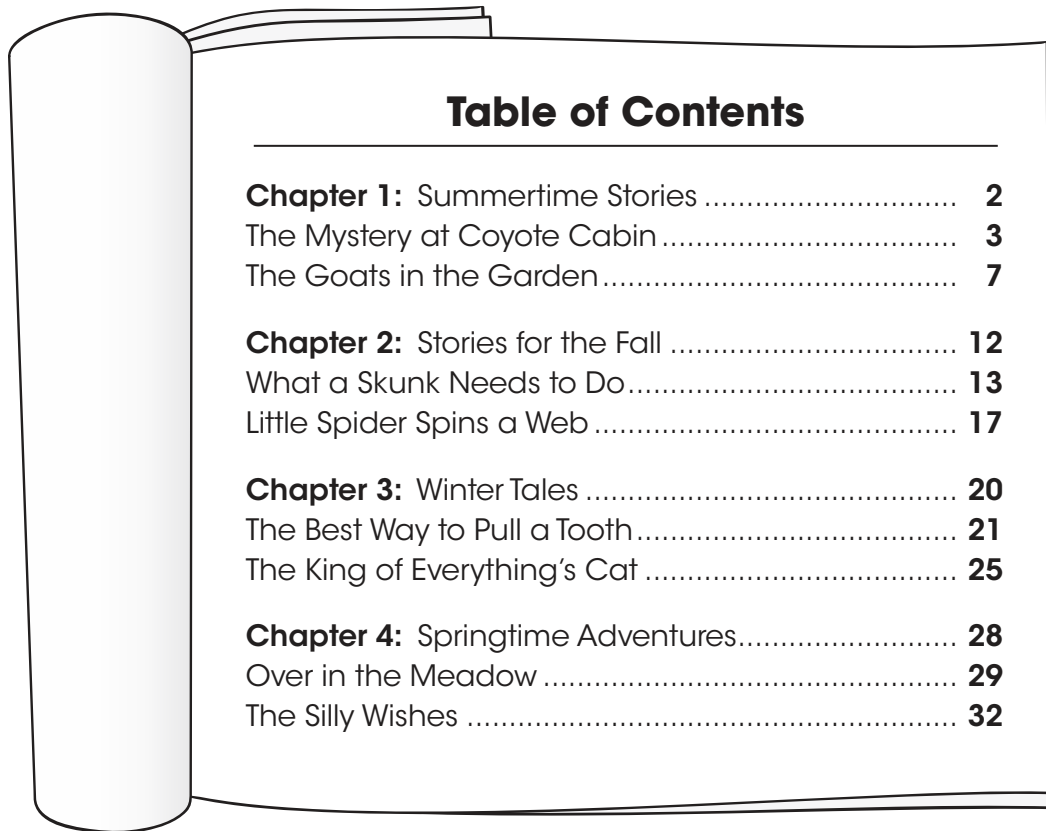


Table of Contents	
Chapter 1: Summertime Stories	2
The Mystery at Coyote Cabin	3
The Goats in the Garden	7
Chapter 2: Stories for the Fall	12
What a Skunk Needs to Do	13
Little Spider Spins a Web	17
Chapter 3: Winter Tales	20
The Best Way to Pull a Tooth	21
The King of Everything's Cat	25
Chapter 4: Springtime Adventures.....	28
Over in the Meadow	29
The Silly Wishes	32

SKILL PRACTICE Read the item. Write your response.

1. How are the stories organized in this book? How do you know?

2. You see an illustration on page 23. What is the title of its story?

3. In what chapter and on what page does “What a Skunk Needs to Do” start?

STRATEGY PRACTICE Why is the front of a book a good place for a table of contents?

READ THE ADVERTISEMENT Focus on the most important information.**Just What You Need for School!****A16**

Blue or red. Good in all kinds of weather. Holds up to 25 pounds (11 kg). Outside pockets. Padded shoulder straps.

**A17**

Black or tan. Large pouch with button. Padded shoulder straps. Holds up to 6 pounds (2.7 kg).

**A18**

Gray. Good in all kinds of weather. Two zippered pockets. Wide shoulder straps. Holds up to 10 pounds (4.5 kg).

SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of this text? What is it missing?

2. Why might model A18 be less comfortable than the other backpacks?




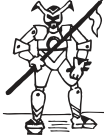

3. Which backpack would you choose? Tell why you picked that one.

STRATEGY PRACTICE Circle the information in the advertisement that you think is most important to know when you buy a backpack.

READ THE PASSAGE Notice what information is given in the selection.**Toys Through Time**

Long ago, children made their own toys. They used whatever they could find, such as boxes, yarn, and paper. Their toys were simple. Today, toys are bought in stores. Many are electronic and are operated by small computers. These toys have parts that light up, talk, or move.

The timeline below shows when some popular toys were invented.

Dollhouse Roller skates Jigsaw puzzle Talking doll Toy train	Teddy bear Crayons Mickey Mouse® Stuffed toy Monopoly®	Slinky® Tonka® trucks Candy Land® Mr. Potato Head® LEGO®	Game Boy® Action figures Tickle Me Elmo® Beanie Babies® Furby®	Leapster® Xbox® Wii® Guitar Hero®
1700s–1900	1900s–1930s	1940s–1960s	1970s–2000	2000–Today
				

SKILL PRACTICE Read the item. Write your response.

1. List three toys that children played with during the 1960s.

2. Your uncle was born in 1980. Name two toys that were popular when he was your age.

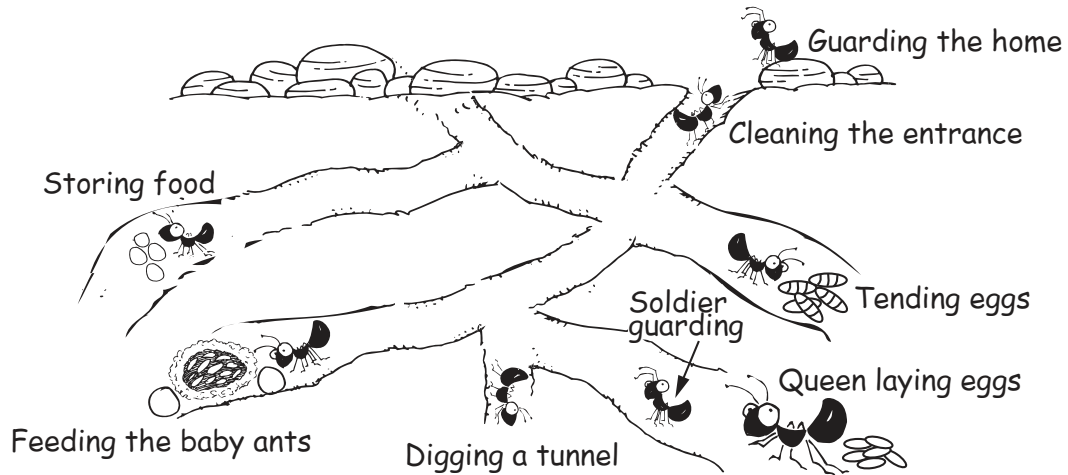
3. Find a toy or game you enjoy and tell when it first appeared according to the timeline.

STRATEGY PRACTICE Discuss the kinds of information the timeline presents.

READ THE PASSAGE Decide which details are the most important.

Life in an Ant Colony

This diagram shows a small part of an ant colony. Thousands of ants often live together. Groups of ants do different jobs to help the colony. For example, some ants guard the home. They know who to keep out because every ant in the colony has the same smell. Outsiders smell different.

**SKILL PRACTICE** Read the item. Write your response.

1. How do the labels support the diagram?

2. How do guard ants protect the entrances?

3. How could this diagram be improved?

STRATEGY PRACTICE Write a sentence that tells an important idea of the passage.

Main Idea and Details

Students look for the central idea or message of a passage or story. They also find details that best support the main idea.

Sequence

Students look for the order of events or steps in a process.

DAY 1

Remind students that the main idea is what a passage or story is mostly about and that the details support the main idea. Point out that the passage on the page is missing a title. Say: **Oftentimes, a title will tell us the topic of what we are reading. As you read, think of what a good title for this passage would be.** Then remind students of the *Monitor Comprehension* strategy, which was taught during Week 6. Say: **Sometimes our minds wander as we read. If we pay attention to when we lose focus, we can try a new reading strategy to help us focus again.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Remind students of the *Main Idea and Details* skill and the *Determine Important Information* strategy, which was taught during Week 4. Say: **When you know the main idea, you can find good details that tell you more about it. You can focus on the information that supports the main idea.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 3

Remind students that *sequence* refers to the order in which events happen or the steps in a process. Say: **Most fiction stories are organized by sequence. They tell us what happens to the characters of the story, often in the order in which those things happen.** Then remind students of the *Monitor Comprehension* strategy. Say: **One way to monitor our comprehension is to summarize or retell the major events in a story.** Read the instructions at the top of the page aloud. Then direct students to read the passage and to complete the skill practice activity. When students have finished, review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 4

Remind students of the *Sequence* skill and the *Determine Important Information* strategy. Say: **Sometimes finding the sequence isn't just about listing all of the steps in a process but about finding the most important steps. Imagine you want to build a treehouse. Following the step for making a safe and sturdy floor for your treehouse is more important than following the step for decorating your treehouse.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to 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: **As you read, ask yourself, Do I remember the important ideas? Can I repeat what I'm reading in sequence?** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

READ THE PASSAGE Stop after each paragraph and ask yourself what it was about.

When Ramona Quimby first appeared in 1955, she was four years old. She turned nine in 1989. Ramona is the main character in a series of books written by Beverly Cleary. For many years, kids have laughed at Ramona's adventures. After all, Ramona once wore her soft blue pajamas under her school clothes. And she tried to dye herself blue.

Beverly Cleary grew up in Portland, Oregon. Her family lived near Klickitat Street. It became the name of the street where Ramona lives.

Kids all over the world know about Ramona Quimby. The books can be read in 14 languages. Videos and television programs have been made from the stories. Statues of Ramona, her friend Henry Huggins, and his dog Ribsby are in a park close to Klickitat Street. Kids can splash in the fountains of water under the feet of the statues. If Ramona were real, she'd join right in!

SKILL PRACTICE Read the item. Write your response.

1. Is Ramona a real person? How do you know?

2. Write one detail from the text about Ramona.

3. What would be a good title for this text?

STRATEGY PRACTICE What advice would you give someone who could not stay focused while reading the passage?

READ THE PASSAGE Notice the main idea and important facts about it.

Prickly Desert Plants

Plants need the right amounts of sun and water to survive. Desert plants get plenty of sun but not much water. Rain might not fall for months. And when rain does fall, it evaporates quickly. Desert plants must use water carefully in order to live in the hot, dry desert.

Many types of cactuses live in the desert. Most have prickly spines that are a type of leaf. Some spines are short and cover the plant. They shade the cactus from the hot sun. Some cactuses have long spines. These catch rain and direct it down the stem to the roots.

Cactus roots are not deep, but they stretch far away from the plant. Cactus roots grow when it rains. Then the plant can absorb more water. A cactus stores the rain inside the stem, where it cannot evaporate. Its thick skin expands to hold the water.

A cactus stores water and uses it slowly. People can learn about careful water use from a cactus!

SKILL PRACTICE Read the item. Write your response.

1. What is the second paragraph about?

2. What is the main idea of the third paragraph?

3. How does the last paragraph relate to the first paragraph?

STRATEGY PRACTICE In your own words, tell a partner four important details that you read in the passage.

READ THE PASSAGE Notice the steps Jake takes to get ready to bat.

Jake Is Up to Bat

“Let’s go, Tigers!” The fans clap their hands as they cheer. Jake sits in the team’s dugout. He has been playing baseball since he was five. Now that he’s nine, he’s a good player. He stays focused and calm even when the score is close. He watches the game carefully from the dugout.

When it’s Jake’s turn to bat, he has a method for getting ready. He first grabs his favorite bat. He swings it twice to loosen up. Then, he steps confidently into the batter’s box. Jake puts down the bat and leans it against his legs. Then, he hikes up his pants and tugs on both of his batter’s gloves.

With his uniform just right, Jake takes hold of the bat. He taps the tip into the dirt three times. Next, he stares at the pitcher and takes two more practice swings. All the while, he’s thinking about hitting the ball. He doesn’t even hear the crowd yell to get a hit. Jake plants his feet firmly in place. He nods his head. He’s now ready for the first pitch.

SKILL PRACTICE Read the item. Write your response.

1. What are the first two actions that Jake takes when it’s his turn at bat?

2. What does Jake do right after he stares at the pitcher?

3. How long has Jake been playing baseball? How do you know?

STRATEGY PRACTICE With a partner, act out the steps Jake takes to get ready to bat. Make sure you do the steps in the same order as Jake.

READ THE PASSAGE Remember the steps for making pizza dough.

Twirling Dough

My family and I go to Uncle Gino's house for dinner on the last Saturday of every month. That's when he makes pizza twirl.

Before we arrive, Uncle Gino shapes the pizza dough into a ball. After we get there, my job is to spread flour on his work space. Then I sit on a kitchen stool and watch the pizza expert at work. Uncle Gino removes his watch and ring. Next, he dusts the ball of dough with flour. Then he uses his fingers to press down on the dough. He presses over and over as he shapes the dough into a flat circle. Uncle Gino says that a ten-inch (25-cm) circle is best for tossing.

My favorite part comes next. Uncle Gino closes his hands into fists. He carefully drapes the circle of dough over his hands. I say, "Get ready, get set, toss!" Uncle Gino flings the dough into the air with a spin. It twirls around before he catches it on the backs of his fists. Then he tosses it again. The dough stretches bigger each time he catches it.

SKILL PRACTICE Read the item. Write your response.

1. When does Uncle Gino remove his watch and ring? Why does he do it?

2. What is the narrator's favorite part?

3. What does the narrator do to help Uncle Gino?

STRATEGY PRACTICE Look back at the passage. Circle the important steps that Uncle Gino follows for tossing pizza dough.

READ THE PASSAGE Think of questions you have about the information.

From the Mouth to the Body

Some parts of your body work together like a team to do important jobs. These teams are called systems. Your digestive system is made up of your body parts that work together to break down your food.

The job of breaking down food begins with your mouth. Your teeth break up the food you eat into a size you can swallow.

Swallowing sends the food down your throat. Your throat connects to a tube called the esophagus (ih-SOF-uh-gus). Muscles in the esophagus squeeze together and push the food down into your stomach. The stomach walls move in and out. This causes the food to mix and churn. It becomes like a thick soup. The soupy food is then squeezed into the small intestine.

The food is still too big for your body to use. So fluids enter the intestine and break down the food more. Then the food is small enough to enter your bloodstream. The blood delivers the food to the cells in your body.

SKILL PRACTICE Read the item. Write your response.

1. What is the main idea of this text?

2. Where and how in the human body does food first begin to break down?

3. Where are pieces of food small enough to enter the bloodstream? Explain how.

STRATEGY PRACTICE In your own words, tell a partner the main idea of the passage.

Cause and Effect

Students practice the skill by looking for what happens (the effect) and why it happens (the cause).

Fact and Opinion

Students determine whether parts of the passage can be proved (facts) or represent what someone thinks or feels (opinions).

DAY 1

Remind students that a cause makes something happen, and an effect is what happens as a result of the cause. Ask: **Why are we supposed to brush our teeth?** (to keep our teeth clean and healthy) Say: **Brushing our teeth is the cause. The effect is that our teeth stay clean and healthy.** Then remind students of the *Visualization* strategy, which was taught during Week 2. Say: **When we make mental images of what we are reading, we can often see the causes and effects in a passage or story.** Tell students they will read about a girl who has a tough morning. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Cause and Effect* skill. Then remind students of the *Organization* strategy, which was taught during Week 3. Say: **Writers often organize causes and effects in their writing to tell the cause first and the effect second.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students that facts can be proved by looking in a book or other resource, and that opinions tell what someone thinks or believes. Tell students they are going to read a passage about one of the first trips in a hot-air balloon. Then remind students of the *Visualization* strategy. Say: **When we read about things that we're not very familiar with, such as what life was like a long time ago, visualizing what we read about can help us better understand.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. For the strategy practice activity, pair students or complete it as a group.

DAY 4

Remind students of the difference between facts and opinions. Say: **Sometimes an author will tell you the opinions of other people, not his or her own opinions. It is important to look for words that signal opinion, such as *think, believe, or feel*.** Tell students they are going to read about one way animals are filmed in the wild. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. Then remind students of the *Organization* strategy. Say: **One way writers organize a passage is to tell what happens first, next, last, and so on.** Read the instructions for the strategy practice activity aloud and then direct students to reread the passage and to complete the activity. Review the answers together and invite students to explain their thinking.

DAY 5

Tell students they will practice both the *Cause and Effect* and *Fact and Opinion* skills. Remind students that they can use the *Visualization* strategy to form mental images of causes and effects. Read the instructions at the top of the page aloud. Then direct students to read the passage and to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

READ THE PASSAGE Look for reasons why things happen.**Not the Way to Start the Day**

Sophie rushed as she got ready for school. She had waited until last night to do her book report. Sophie's idea was great. She had created a small stage and finger puppets to retell the story she had read. But Sophie spent most of the night putting it all together. She did the rest of her homework that morning.

The stage and puppets were in the car and so was Sophie's mom. She did not want to be late for work. Sophie's mom blasted the horn. The noise startled Sneakers, Sophie's cat. He dashed in front of Sophie just as she started to zip her backpack. Sophie tripped and out flew her papers. Gonzo woke up, ready for a chase. As the dog ran, his claws pierced Sophie's homework. Now it was full of tiny holes. Sneakers jumped onto the table, where he thought he was safe. Gonzo stood on his hind legs and plopped his big paws near the cat. As he barked, one paw knocked over a glass of juice. Sophie saw the juice drip slowly and steadily onto her homework. She would have a lot of explaining to do at school!

SKILL PRACTICE Read the item. Write your response.

1. How does the car horn start a chain reaction?

2. Why didn't Sophie finish her homework the night before?

3. What is Sophie going to have to explain at school? Who will ask for the explanation?

STRATEGY PRACTICE Underline verbs in the passage that helped you visualize the actions.

READ THE PASSAGE Notice the causes of things that happen.**Please Make Spelling Simple**

Do you have trouble spelling? Do you think that the rules are confusing? If you do, most people would agree with you. In fact, about 100 years ago, Andrew Carnegie tried to make changes in the English language. He correctly predicted that English would become the most important language in the world. So he wanted to make English easier to read and write. He gathered together a group of 30 very smart men. They created new spellings for 300 common words.

The men believed that words should be spelled the way they sound. So they used the letters for the sounds they heard and got rid of silent letters. For example, *surprise* was spelled *surprize*, *ghost* became *gost*, and *through* became *thru*.

Most of the spelling changes that the men suggested never happened. But, thanks to Andrew Carnegie, we now write *fantasy* instead of *phantasy* and *hiccup* instead of *hiccough*.

SKILL PRACTICE Read the item. Write your response.

1. Why did Carnegie want to make English easier to read and write?

2. Why were silent letters eliminated in the new spellings? State text evidence.

3. Why do you think that most of the spelling changes the men suggested didn't happen?

STRATEGY PRACTICE Look at the second paragraph. Circle the sentence that tells a cause. Underline the sentence that describes the effect.

READ THE PASSAGE Look for words that give someone's opinion.**Up, Up, and Away!**

"Impossible!" said some. "It's foolish!" said others. Frenchman Jean-Pierre Blanchard claimed that he could fly. He had come to America with his hot-air balloon. President George Washington thought the idea was wonderful and wished Blanchard good luck. Scientists asked to go along on the flight. But Blanchard said no. He wanted the honor all to himself. As he was ready to lift off, however, something furry was shoved into his hands. A small dog would share Blanchard's fame!

Cannons fired and bands played. The balloon rose slowly into the sky. Blanchard waved his feathered hat and a small flag to the crowds below. They cheered from roads, fields, and even rooftops. Blanchard liked all of the attention.

The balloon sailed over a river. It seemed as narrow as a ribbon to Blanchard. Thin clouds looked like pulled cotton. About 46 minutes later, Blanchard landed the balloon in a farmer's field. He and the dog had flown 15 miles (24 km). The farmer had never seen a man come down from the clouds. He ran off into the woods!

SKILL PRACTICE Read the item. Write your response.

1. Which fact let you know that this balloon flight happened long ago?

2. Write the sentence that is an opinion in paragraph two. How do you know?

3. What caused the farmer to run into the woods?

STRATEGY PRACTICE Describe to a partner a scene in the passage that you most enjoyed visualizing.

READ THE PASSAGE Notice what is fact and what is opinion.

Filming Animals

Some marine animals and land animals make movies. They actually do the filming! Cameras called Crittercams are safely and gently attached to the animals. The cameras record pictures and sounds for scientists to study. Scientists believe that the cameras are the best tools for studying animals in the wild. Best of all, the animals aren't bothered by the cameras.

Marine animals were the first Crittercam moviemakers. In 1989, a sea turtle had a Crittercam strapped to its back. The camera soon fell off. Four years later, cameras were attached to seals, using safe, sticky patches. In 1996, special suction cups were used to attach cameras to whales. In 1999, penguins wore backpacks.

Scientists thought it was important to try cameras on land animals. In 2003, a Crittercam sat on the back of a lion hunting in Africa. Today, bears, lions, and hyenas wear the cameras as collars. Crittercam gives us an up-close look at the secret lives of wild animals. These films are exciting to watch!

SKILL PRACTICE Read the item. Write your response.

1. Write two opinion statements from the text. How do you know they are opinions?

2. Why are the facts in the first paragraph essential to the text?

3. Why do you think the scientists used Crittercams on marine animals first?

STRATEGY PRACTICE Which paragraph gives the most information chronologically?

READ THE PASSAGE Visualize the animal as you read.

Hanging Around

Sloths are animals that make their homes in trees. This flat-faced mammal lives in rainforests. It spends most of its time hanging from tree branches. A sloth is adapted to live its life hanging like a hammock.

A tree is a place of safety for a sloth, and the ground is not. Long, curved claws on each foot help it climb a tree and hang. With strong shoulder and neck muscles, a sloth can hang with ease. But a sloth's back legs are so weak, it cannot stand. It is a plant eater, so food is handy in a tree. A sloth simply tugs on a branch until its long tongue can reach the leaves.

Spotting a sloth is not easy. For one thing, it stays very still and moves ever so slowly. It may take the mammal a day to inch from one tree to another. And all of the moisture in the rainforest causes tiny green algae to grow on the sloth's brown fur. With a mossy-green color, the sloth blends right in with its home. Going "green" is easy for a sloth!

SKILL PRACTICE Read the item. Write your response.

1. What causes a sloth's fur to be a mossy-green color?

2. What is the effect of the sloth's strong neck and shoulder muscles?

3. Jenny says, "This scooter is as speedy as a sloth!" What does she mean?

STRATEGY PRACTICE Describe a sloth, using details you visualized as you read.

Compare and Contrast

Students look for similarities and differences between two or more people or things.

Make Inferences

Students look for clues in the passage and draw upon their own experience to understand information that is not directly stated.

DAY 1

Remind students that when they compare and contrast two or more things, they look for how those things are alike or different. Practice by having students compare and contrast dogs and cats using a Venn diagram (e.g., Both are furry. Both have tails. Dogs bark, while cats meow.). Tell students they are going to read about trees and people. Then remind students of the *Ask Questions* strategy, which was taught during Week 5. Say: **Asking questions about what you have read is a good way to make sure you understand a passage.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. For the strategy practice activity, pair students or complete it as a group.

DAY 2

Remind students of the *Compare and Contrast* skill. Tell students they will read about two different kinds of trees. Then remind students of the *Monitor Comprehension* strategy, which was taught during Week 6. Say: **Making a mental image of how two things are alike or different is a good way to monitor your comprehension and practice comparing and contrasting.** Read the instructions at the top of the page aloud. Then direct students to read the passage and to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students that when they make inferences, they use clues from the passage or story and their own experience to figure out information that is not given. Ask: **If you see a firetruck racing through the streets with its sirens wailing, what can you conclude?** (There is a fire or other emergency somewhere.) Say: **We know that firetrucks move fast and run their sirens when there is a problem somewhere. We used the clues and our own experience to make an inference.** Then remind students of the *Ask Questions* strategy. Say: **We can ask questions about the clues we find in a passage or questions about our own experience to help us make inferences.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities.

DAY 4

Remind students of the *Make Inferences* skill. Tell students they are going to read about the history of the yellow smiley face. You may wish to show students a picture if they are unfamiliar with the image. Then remind students of the *Monitor Comprehension* strategy. Say: **One good way to monitor our comprehension is to make connections about what we are reading. We can check the information in the passage against what we know about the topic.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will practice both the *Compare and Contrast* and *Make Inferences* skills. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, remind students of the *Ask Questions* strategy. Say: **We can ask other people questions about what we have read.** Direct students to reread the passage and ask a partner a question about something they read. Invite volunteers to share their best question.

READ THE PASSAGE Find ways that you and trees are the same and different.

Trees and You

You're not covered in bark, and birds don't nest in your hair. Unlike a tree, you can't be made into furniture and paper. And yet you and a tree are alike in some ways.

First of all, you both are living things. Like you, trees need water, air, and food to survive. Trees make their own food by using water, air, and energy from the sun. Your body takes the food and water you give it and changes them into the nutrients it needs.

Parts of your body and parts of a tree have the same names. The top of a tree is called the crown, which is another name for your head. The main part of both your body and a tree is called a trunk. The arms and legs that extend from your trunk are called limbs. Another name for a tree's branches is limbs.

You and a tree have parts that do similar jobs. Like a tree's outer covering of bark, your skin protects your insides. Tubes in a tree carry water and nutrients throughout the tree. Your blood vessels work in much the same way.

SKILL PRACTICE Read the item. Write your response.

1. Write three ways in which people and trees are alike.

2. Write three ways in which trees differ from people.

3. Which part of a tree is used for a telephone pole? How do you know?

STRATEGY PRACTICE Ask a partner a question that can be answered by the passage.

READ THE PASSAGE Stop after each paragraph and recall what you read.**A Way to Compare Trees**

All trees have green leaves. Leaves soak up sunlight and use that energy to make food for the tree. Most trees can be divided into two groups based on their leaves.

Broadleaf trees have flat leaves. Most broadleaf trees turn red, orange, or yellow every autumn and then lose all of their leaves. Many of these trees have flowers that grow into fruit. The fruit contains the seeds that will grow into more trees. Many broadleaf trees have very hard wood, so they are called hardwoods. Their wood is used to make furniture, baseball bats, and hockey sticks.

Needleleaf trees have narrow leaves that grow close together. Most needleleaf trees are called evergreens because they stay green all year round. Old needles turn brown and fall off. But the young green needles remain on the tree. Most evergreens grow cones that hold the trees' seeds. Evergreens are known as softwoods. Paper and building lumber are made from softwood trees.

SKILL PRACTICE Read the item. Write your response.

1. Write three ways in which broadleaf and needleleaf trees are different.

2. Write two ways in which broadleaf and needleleaf trees are alike.

3. Which type of tree is a cherry tree? How do you know?

STRATEGY PRACTICE Underline some of the words and phrases that helped you visualize how broadleaf and needleleaf trees are alike and different.

READ THE PASSAGE Remember the important facts about the pets you read about.

Presidential Pets

1600 Pennsylvania Avenue is a world-famous address. It is the address of the White House, where the president of the United States lives and works. Animals of all sorts have lived in the White House along with their famous owners. It has been the home of a snake named Emily Spinach, a badger called Josiah, and Billy the hippo.

Dogs have been a popular White House pet through the years. Charlie, King Tut, and Miss Beazley were pet pooches. Yuki and her presidential owner liked to howl together in his office. Another president saved a chair at important meetings for his dog Laddie Boy. A pooch called Liberty was allowed to say goodbye to special guests. Two dogs, Millie and Buddy, have books written about them.

Some presidents kept practical animals. Pauline the cow provided milk. A flock of sheep once mowed the lawns. Other animals were more unusual. Alligators, a wallaby, and a bobcat named Smokey have lived at the White House. Macaroni the pony once grazed on the lawns but not when the coyote and zebra stayed there.

SKILL PRACTICE Read the item. Write your response.

1. When were Pauline and the sheep probably kept?

2. What conclusion can you draw about the presidents in this text?

3. Have all the animals at the White House been tame? How do you know?

STRATEGY PRACTICE Write a question that you asked yourself as you read the passage.

READ THE PASSAGE Find out what famous face is being written about.**A Face People Know**

About 50 years ago, Harvey Ball was asked to make a drawing for a company. The company wanted its workers to be friendly and happy. Mr. Ball took a thin black marker and drew a circle on yellow paper. Inside the circle, he drew two small black ovals. Then he added a big, curved smile. Within minutes, he had created the smiley face. His smiley face drawing was made into 100 buttons. Soon, 10,000 more buttons were ordered.

A few years later, two brothers named Spain drew a smiley face. They added the words, "Have a nice day." Millions and millions of their smiley face buttons were sold. And smiley faces appeared on all kinds of products, including stuffed smiley dolls.

Mr. Ball believed that a smiling face was important. In 1999, he began the first "World Smile Day." He has brought a lot of smiles to the world.

SKILL PRACTICE Read the item. Write your response.

1. Why were 10,000 smiley face buttons ordered?

2. Draw two conclusions about yellow smiley faces.

3. Use text evidence to tell why Harvey Ball started World Smile Day.

STRATEGY PRACTICE Discuss with a partner where you have seen this famous face.

READ THE PASSAGE Remember how the kinds of grasses are alike and different.

Grasses That People Eat

Rice, corn, and wheat are called cereal grasses because they are grown mostly as food. Rice, corn, and wheat are grown in different ways, but their grains, or seeds, are a rich source of food.

Rice grows in fields called paddies that are flooded with water. Rice is the most important food for many people in the world. Its stems, called straw, are used to make rugs and roofs.

Corn is planted in rows in large fields. Farmers pump water between the rows. One stalk of corn can grow to 15 feet (4.5 m) high. It holds between one and four ears of corn. The seeds, or kernels, on each ear are made into cornflakes and corn chips, or eaten as corn niblets. Corn is also used to make fuel, crayons, and dyes.

Wheat was one of the first grasses grown by people. It does not need a lot of water to grow. Wheat is used to make spaghetti and cereal. Wheat flour is used in baked goods. The stems make a good straw, used as bedding for animals.

SKILL PRACTICE Read the item. Write your response.

1. Name a fact about rice and corn that does not apply to wheat.

2. Draw two conclusions from the text.

3. Which cereal grass do you like best? Explain.

STRATEGY PRACTICE Have a partner ask you a question about the passage. Then answer it.

Character and Setting

Students study a passage to better understand who or what is at the center of the action and when and where the action takes place.

Fantasy vs. Reality

Students identify which things in the passage could or could not happen in real life.

DAY 1

Remind students that the characters are the people or animals in a passage or story, and the setting is where and when a passage or story happens. Say: **Passages and stories often have more than one character. As we read, it is important to pay attention to what each character says and does. It is also important to pay attention to where and when a story takes place.** Then remind students of the *Make Connections* strategy, which was taught during Week 1. Say: **One good way to understand a character is to make connections from your own life with what a character says or does. You can figure out how a character is similar to or different from you.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the *Character and Setting* skill. Say: **One good way to understand characters is to see how they act with each other in a passage or story.** Tell students they will read about a boy and his aunt. Then remind students of the *Visualization* strategy, which was taught during Week 2. Say: **Good verbs, or action words, can help you make a mental image as you read.** Read the instructions at the top of the page aloud. Then read the instructions for the strategy practice activity aloud. Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students of the *Fantasy vs. Reality* skill. Say: **Some stories tell us why something is the way it is, but it is not the real reason. These stories, which we call myths or legends, are meant to entertain us or to make us think about the world in a new way.** Tell students they will read a story about why bears have short tails. Then remind students of the *Make Connections* strategy. Say: **We can tell what is not real in a myth or legend by using our own experiences and knowledge of the world to compare with the things that happen in the story.** Then read the instructions at the top of the page aloud. Have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Fantasy vs. Reality* skill. Then tell students they will read about a girl who gets an unusual pet. Remind students of the *Visualization* strategy. Say: **Writers add details to passages to help the reader make a clear picture of the story in his or her mind. As you read, pay attention to details that you can easily visualize.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities, and review the answers together.

DAY 5

Tell students they will practice both the *Character and Setting* and *Fantasy vs. Reality* skills. Remind students of the *Make Connections* strategy. Say: **It is important as we make connections to not let our minds wander into thinking about ourselves.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

READ THE PASSAGE Think about where otters live and how they behave.**Looking Good!**

You spend time each day washing up and brushing your hair and teeth. You do this to stay healthy. Sea otters spend hours each day grooming themselves. They have to. Grooming keeps sea otters alive.

Sea otters have the thickest fur of all animals. Their plush coat holds air bubbles. The air bubbles work like a shield against the cold Pacific Ocean where sea otters live. If the cold water reaches a sea otter's skin, the animal can freeze to death. Using their front paws, sea otters press water out of their fur. Air bubbles move in to replace the water. Sea otters also blow into their fur to trap air.

Matted, messy, or dirty fur cannot hold air bubbles. Food and kelp can get onto sea otters' fur. They use their sharp claws like combs to clean and untangle their fur. They roll and twist and bend in a complete circle to get to every bit of mess. Their fur is loose. So, if they can't quite reach a part, they simply pull it closer.

SKILL PRACTICE Read the item. Write your response.

1. Where do sea otters live?

2. How does grooming help sea otters survive?

3. What do sea otters do if food or kelp gets tangled in their fur? Why?

STRATEGY PRACTICE Write one way otters and people are similar and one way they are different.

READ THE PASSAGE Visualize the passage and the ways Peter reacts to his aunt.**My Name Is Peter!**

Peter hid behind the living room curtain. Every few moments, he pulled back a bit of the cloth to peek outside. Soon the truck would pull up. Aunt Mitzi never missed his birthday. Peter dreaded her arrival. He knew what would happen.

A red truck pulled up to the curb with its horn beeping. The whole neighborhood would know Aunt Mitzi had arrived. Peter froze as he watched his aunt stride up the driveway. There was no getting away. He turned to the door as Aunt Mitzi rushed in.

“Petey!” she boomed. Peter’s face turned red. Aunt Mitzi hugged Peter so tightly that she lifted him off the floor. Then she landed a red-lipstick kiss right on his cheek.

“Uh, hi, Aunt Mitzi,” Peter grunted.

Aunt Mitzi smiled at Peter all afternoon, and she pinched his cheeks, too. “You’ve gotten so big, Petey!” she marveled. Peter didn’t mind the big hug, and he actually liked the attention. But he hated the nickname.

SKILL PRACTICE Read the item. Write your response.

1. Describe the setting.

2. Use text evidence to tell how Peter could be so certain his Aunt Mitzi would come.

3. What does Aunt Mitzi do that causes Peter to blush?

STRATEGY PRACTICE Underline verbs in the passage that helped you visualize what you read.

READ THE PASSAGE Think about what can and cannot happen.**Why Bears Have Short Tails**

Long before you were born, Bear had a long, thick tail. It swished as Bear walked. Animals remarked that Bear had the finest tail in the forest. This talk made Fox gnash his teeth. He plotted how to make his red, bushy tail the grandest.

Although it was a very cold winter, the stream was still flowing. Fox caught some fish and trotted off to find Bear. The fish made Bear's stomach growl with hunger. Fox claimed that he had caught the fish in the frozen lake. Bear could do the same, Fox said. All Bear had to do was cut a hole in the ice. Then he was to drop his tail into the hole and sit on the ice until sunset. At nightfall, Bear should jump up quickly. His tail would be full of fish.

Bear did exactly as Fox had suggested. Bear's tail tingled while he sat in the cold. As night fell, Bear tried to stand. His tail stuck to the ice. He tugged with all his strength. At last, he jumped up. Bear turned his head to look back at his dinner. He expected to see a tail full of fish, but all he saw was a short stump.

From that day to this day, every bear has a short, stubby tail.

SKILL PRACTICE Read the item. Write your response.

1. Where would you be likely to read this text? Explain.

2. How do you know that this story didn't really happen?

3. What happened to Bear's long, thick tail?

STRATEGY PRACTICE Share how you determined what was real and what was fantasy in the passage.

READ THE PASSAGE Notice where you first realize that the passage is fantasy.**No Pet? No Problem!**

Hannah decided that she was old enough to have a pet. Her dad had a different idea. He offered to buy Hannah a plant. He explained that a plant needed some of the same kind of care as an animal. If Hannah took good care of the plant, she would prove she was ready for a pet. “No problem,” said Hannah.

Hannah and her dad drove to a plant nursery. Hannah chose a violet with fuzzy leaves and bright purple flowers. A florist told Hannah that a violet needed light, water, and food. “No problem,” said Hannah.

Hannah cleared a space on her floor for her violet. She filled a glass with water and added a straw. “Here you go,” said Hannah, and she watched the plant slurp. She offered the plant a spoonful of food and said, “Open wide.” Hannah then plugged in a lamp and handed the switch to the violet. “Turn this on when I’m at school,” she ordered.

Time passed, and the violet grew strong and healthy. Hannah decided to ask her dad for a kitten. She figured that this time her dad would say, “No problem.”

SKILL PRACTICE Read the item. Write your response.

1. Why did Hannah’s dad say she had to take care of a plant?

2. Which of Hannah’s actions could not really happen?

3. What will Hannah’s dad probably say when she asks for a pet now? Explain.

STRATEGY PRACTICE Write three words or phrases from the passage that you visualized.

READ THE PASSAGE Think about what can and cannot happen.

The Royal Family

Wendy and Mike sat on the warm sand as waves licked the beach. The kids scooped, flattened, and piled the sand. Hours later, a castle with towers and walls stood proudly. The kids finished as the sun seemed to slip into the sea.

Three hermit crabs peeked from behind a rock. The largest crab waved at the others to follow him. They paraded to the castle to check it out. Papa Crab kicked the castle with a claw. "It's a well-constructed home," he concluded.

"But all this brown is so dull!" complained Mama Crab.

"It just needs some kelp on the walls," suggested Baby Crab. He was already in the castle, looking for a dungeon to play in.

"Then let's move in!" Mama Crab shouted. "Right on!" said Papa Crab. Mama and Papa Crab gave a high-five with their antennae.

The hermit crabs became the royal family of the beach.

SKILL PRACTICE Read the item. Write your response.

1. Who created the sand castle? How do you know?

2. What is the first detail in the text that let you know it was a fantasy?

3. At what time of day do the hermit crabs come to check out the sand castle?

STRATEGY PRACTICE Tell a partner about two connections you made to the passage.

Author's Purpose

Students think about why an author wrote a particular passage.

Prediction

Students use clues from the text and their own background knowledge to anticipate what is likely to happen next or what information will come next.

DAY 1

Remind students that authors write for different purposes. Common purposes include: to entertain, to teach, to explain, and to persuade. Read the instructions at the top of the page aloud. Then remind students of the *Ask Questions* strategy, which was taught during Week 5. Say: **Sometimes a passage can have more than one purpose. As you read, stop after each paragraph and ask yourself, *What is the purpose of this paragraph?*** Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the common reasons why an author writes: to entertain, to teach, to explain, or to persuade. Then remind students of the *Make Connections* strategy, which was taught during Week 1. Say: **When authors write, they often want to make a connection with the reader. As you think about the author's purpose, look for parts of the passage where the author tries to make a connection with you.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students of the *Prediction* skill. Say: **When we make predictions, we use clues from the passage and our own experiences to predict what will happen next.** Then remind students of the *Ask Questions* strategy. Say: **As you read, ask questions about what you have read to make sure you understand what is happening and to make sure you don't miss important clues in the passage to help you make a prediction.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 4

Remind students of the *Prediction* skill and the *Make Connections* strategy. Say: **Because we use our own experiences to help us make a prediction, it is important we make connections with the text. As you read, notice what you already know about the things in the passage.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill practice activity. Review the answers together. For the strategy practice activity, pair students or complete it as a group.

DAY 5

Tell students they will practice both the *Author's Purpose* and *Prediction* skills. Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, say: **Sometimes it's a good idea to reread part of the passage to make sure that you understood what you read. Look back at the passage and pick the paragraph that you understood the least. Ask yourself a question about that paragraph.** Direct students to write their question in the space provided for the strategy practice activity. When students have finished rereading, direct them to complete the skill practice activity. Review the answers together. For the remainder of the strategy practice activity, have students share their questions and answers with a partner, or invite volunteers to share with the group.

READ THE PASSAGE Think about what the author wants you to know.**Flip and Catch!**

Native Americans who lived in wooded areas liked to play a game. They flipped and caught bone disks in a wooden bowl. The Native Americans gathered twigs to use as counters. You need just a few things to play this game. Play it once as described below. Then make up a new version.

To prepare: Get a container with a flat bottom. Then, cut six circles about four inches (10 cm) across out of heavy paper. Make a design on one side of each circle. The designs that you create do not have to be the same. Finally, get 48 toothpicks.

To play: A player puts the circles into the container and flips the circles into the air. The player tries to catch the circles in the container.

To score: If a circle lands in the container with the design side up, the player gets one toothpick. If the circle lands blank side up, the player doesn't get a toothpick. Subtract one toothpick for every circle that lands outside of the container. Play the game until all 48 toothpicks are used. The player with the most toothpicks wins.

SKILL PRACTICE Read the item. Write your response.

1. Why did the author write this text?

2. What is the purpose of the first paragraph?

3. Does this sound like something you'd like to do? Tell why or why not.

STRATEGY PRACTICE What is the author's purpose in the second paragraph?

READ THE PASSAGE Think about what the author wants you to know.**They're Everywhere!**

Tiny specks float all over the world. People try to get rid of them, but they can't make them disappear. You can write your name in the specks, and they can make you sneeze. The specks are dust.

Everything in the universe breaks down into dust. Even space is filled with dust. When objects crash, they blow up into dust. Stars explode into dust. Comets form from dust and ice. The astronauts stirred up layers of dust on the moon. Meteorites that crash on the moon's surface create dust. The robots sent to Mars landed on rusty-orange dust. There are no plants to keep the dust in place, so strong storms can cover the planet in dust.

Everything on Earth is always crumbling into dust. Plants and trees rot, and the bits get blown around. Shoes kick up soil, and volcanoes cough out ash. Pencil shavings, hair strands, and bits of paper form some of the dust that's in your classroom. Even your body creates dust. Your body makes new skin cells every day. The old cells flake off as dead skin, or dust.

SKILL PRACTICE Read the item. Write your response.

1. Why did the author write this text?

2. What did the author do to prepare to write the text?

3. Can we ever be free of dust? Explain why or why not.

STRATEGY PRACTICE Underline a sentence that shows the author trying to make a connection with you.

READ THE PASSAGE Think about what may happen next.**How Do You Trick a Cat?**

Mazy does not like her cat carrier. She has to get into it every time she goes to the vet. Mazy does not care that the carrier is soft and pink. The white bows and brown polka dots do not impress Mazy at all. When she sees the carrier, she speeds away faster than a race car. And like all smart cats, Mazy knows where to hide so she can't be found.

Luiz is nervous. He needs to take Mazy to the vet for shots. He has to get to the vet's office on time. And most of all, he must have a good plan to get Mazy into the carrier without any trouble. Only a trick will do.

Luiz first makes sure that Mazy stays inside the house. Later, he places her in one room. When it's time to leave, he comes close to Mazy. "Fishies!" says Luiz. Mazy loves her crunchy fish treats. Luiz holds out his hand with a few tasty pieces. While Mazy nibbles, he grabs her and holds her close. "There's no escaping now," whispers Luiz. He walks with Mazy to another room and opens the door. Mazy sees the carrier.

SKILL PRACTICE Read the item. Write your response.

1. Why does Luiz trick Mazy?

2. What do both Luiz and Mazy dread? Why?

3. What will Mazy do next? Explain.

STRATEGY PRACTICE Ask a partner questions about the passage that begin with *Why*.

READ THE PASSAGE See if you can tell what Casey may do next.**Casey Can**

Casey is nearly 2 years old, and he loves to chatter. His favorite thing to say is, “Me do it!” That’s Casey’s answer when Mom wants to feed him some peas. That’s his response when Dad tries to pour him some milk. And it’s what Casey says when Mom wants to wash his face.

With a little help from Dad, Casey pours his own breakfast cereal. He tosses in a handful of berries, too. Then it’s time to get dressed. “Me do it!” insists Casey while Mom watches.

Casey pulls on his pants. The zipper is in the back. Then he tugs on his T-shirt. At first, he can’t figure out where to put his head. One sleeve sticks straight up. Then, Casey pokes his arm through the other sleeve and smiles with pride. He doesn’t know that the T-shirt’s tag is on the outside. Casey opens a drawer and pulls out two socks. He plops on the floor and yanks the socks on. One sock is red and one is white. “Me do it!” boasts Casey as he reaches for his shoes.

SKILL PRACTICE Read the item. Write your response.

1. Why does Casey put on his own clothes?

2. What will Casey’s parents do once he has finished dressing himself?

3. What will Casey probably do next?

STRATEGY PRACTICE Do you know any small children like Casey? Tell a partner about them.

READ THE PASSAGE Look for ways hippos are suited to where they live.

Life as a Hippo

Hippos get sunburned easily. Since they live in countries where the sun blazes, their bodies have adapted. Hippos ooze a reddish-colored oil. It covers their skin like a sunscreen.

Hippos also protect their skin by spending most of the day in lakes and rivers. Hippos can stay alert even when their bodies are soaking in water. A hippo's eyes, ears, and nose are on top of its head. A hippo's ears and nose close when it goes underwater. Its eyes can stay open. A thin covering of skin slides over each of the hippo's eyes and work like goggles.

Hippos are huge animals that weigh thousands of pounds. They need to paddle that weight through water. Their feet are webbed like a duck's. Those feet help hippos move their bodies. In shallow water, hippos simply walk with their feet touching the bottom.

These large mammals are plant eaters. Although hippos spend most of the day in water, they do not eat the plants that grow there.

SKILL PRACTICE Read the item. Write your response.

1. Why did the author write this text?

2. How are a hippo's eyes, ears, and nose specially suited to where it spends its time?

3. What do hippos do after the sun goes down? How do you know?

STRATEGY PRACTICE Write the question for the part of the passage that you read again.

Nonfiction Text Features

Students look at text features, such as headings and captions, to better understand what they read.

Visual Information

Students discover how pictures, charts, graphs, and other visual elements can explain more about a topic.

DAY 1

Tell students that most of what they will read during their lives is likely to be nonfiction. Say: **It is important to know how to make sense of what you read. Not everything you need to know is told to you in the main text.** Remind students of the *Determine Important Information* strategy, which was taught during Week 4. Say: **As you read, think about why each piece of information is included. Think about who would need to know that information.** Read the instructions at the top of the page aloud. Then have students read the ad. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 2

Remind students of the skill by saying: **Knowing how to read nonfiction text features helps us read different types of texts.** Point out the recipe on the page and ask: **What would happen if nobody knew how to follow a recipe?** (e.g., People would cook poorly. Food wouldn't be very good.) Remind students of the *Organization* strategy, which was taught during Week 3. Say: **Different kinds of text are organized in different ways. How are recipes usually organized?** (The ingredients are given first, and the instructions to make food are given second.) Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 3

Remind students that charts, diagrams, and maps are different kinds of visual information. Say: **Visual information is like text because it can tell us important ideas. But visual information is different from text because it uses pictures to help tell its ideas.** Remind students of the *Determine Important Information* strategy. Say: **Just like with a text passage, different types of visual information have a main idea. It's important to pay attention to the parts of the visual information that support the main idea of what the visual information is trying to tell us.** Read the instructions at the top of the page aloud. Then direct students to read the passage and to study the chart. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

DAY 4

Remind students of the *Visual Information* skill. Say: **Sometimes a picture or a chart tells us more than a paragraph or passage can.** Remind students of the *Organization* strategy, and point out the chart. Ask: **Is this chart organized to show important details about water or to show how water travels and changes?** (how water travels and changes) **Just like a passage, a chart can be organized to show a main idea, a cause and effect, or a sequence.** Read the instructions at the top of the page aloud. Then direct students to read the passage and to study the chart. When students have finished, direct them to complete the activities. Review the answers together.

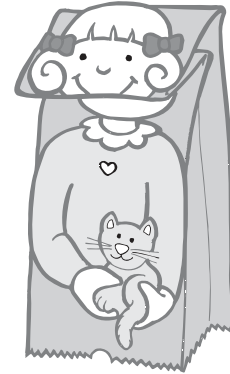
DAY 5

Tell students they will practice both the *Nonfiction Text Features* and *Visual Information* skills. Remind students of the *Determine Important Information* strategy. Say: **People who make newsletters use words that give good information. They also make words big, bold, or underlined. This calls attention to those words.** Point out the phrase "Clown Camp" at the top of the page. Ask: **Why are these words so big?** (to tell you that the information is about a camp) **As you read, pay attention to the words that look different from the others.** Read the instructions at the top of the page aloud. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE AD Read all the parts of this ad.

Puppet-Making Classes

Puppet Power is coming to the **Just for Kids** art center! Join the summertime fun! We'll show you how to create your own great puppet. It's easy to do. We have tons of supplies, so just bring your imagination. Once the puppets are made, you'll decorate the puppet stages. On July 18, invite your family and friends to a puppet show. They'll see what Puppet Power is all about!

**What:** Puppet Power puppet-making**Where:** Just for Kids, 5083 Nile Avenue**When:** Saturdays, June 20–July 18
10:00 AM–11:00 AM**Cost:** \$20.00**Ages:** 7–10

Sign up until June 19
at **Just for Kids**.

SKILL PRACTICE Read the item. Write your response.

1. What information is given in the title?

2. Why do you think the ad included a picture?

3. Your little sister is 6. Can she sign up for this puppet-making class? How do you know?

STRATEGY PRACTICE Tell who you think would be most interested in the ad.

READ THE RECIPE Notice how the recipe is organized.

Peanut Butter Cookie Recipe



Ingredients

- 1 stick of soft butter
- $\frac{1}{2}$ cup packed brown sugar
- $\frac{1}{2}$ cup white sugar
- $\frac{1}{2}$ cup peanut butter
- 1 egg
- $1\frac{1}{3}$ cups flour
- $\frac{3}{4}$ teaspoon baking soda
- $\frac{1}{2}$ teaspoon baking powder
- $\frac{1}{4}$ teaspoon salt

Steps to Follow

1. Use a mixer to stir the butter for 2 minutes until it is creamy. Add the sugars. Mix for 2 more minutes. Mix in the peanut butter and the egg.
2. In a small bowl, mix together the flour, baking soda, baking powder, and salt. Then stir into the butter mixture.
3. Form the dough into a big ball. Wrap it in plastic and refrigerate for 3 hours.
4. Preheat the oven to 375°. Shape dough into small balls. Place them 3 inches apart on an ungreased cookie sheet. Use a fork to make a crisscross pattern on each cookie. Bake for 9 to 10 minutes. Watch to make sure that cookies do not burn. Cool cookies on a rack.

SKILL PRACTICE Read the item. Write your response.

1. Why does the recipe have two parts?

2. You are out of eggs. Should you make the recipe without one or go to the store? Why?

3. Is this recipe one you can make in an hour? How do you know?











STRATEGY PRACTICE Why are the ingredients listed before the cooking instructions?

READ THE INFORMATION

Think about what information the chart gives you.

Who Sleeps the Most?

All animals make time for sleeping. They sleep in different ways. Cows and sheep sleep standing up, and bats sleep upside down. Many birds sleep with their heads tucked under their wings. Different animals sleep different amounts of time. Grazing animals need to eat most of the day. Those animals might spend less time sleeping than other animals do.

Animals		Daily Hours of Sleep
	Brown Bat	20
	Squirrel	15
	Lion	13½
	Cat	12
	Dog	10½
	Chimpanzee	9½
	Guppy (fish)	7
	Asiatic Elephant	4
	Horse	3
	Giraffe	2

SKILL PRACTICE

Read the item. Write your response.

1. What is the purpose of the chart?

2. How is the chart organized?

3. How does the text support the chart?

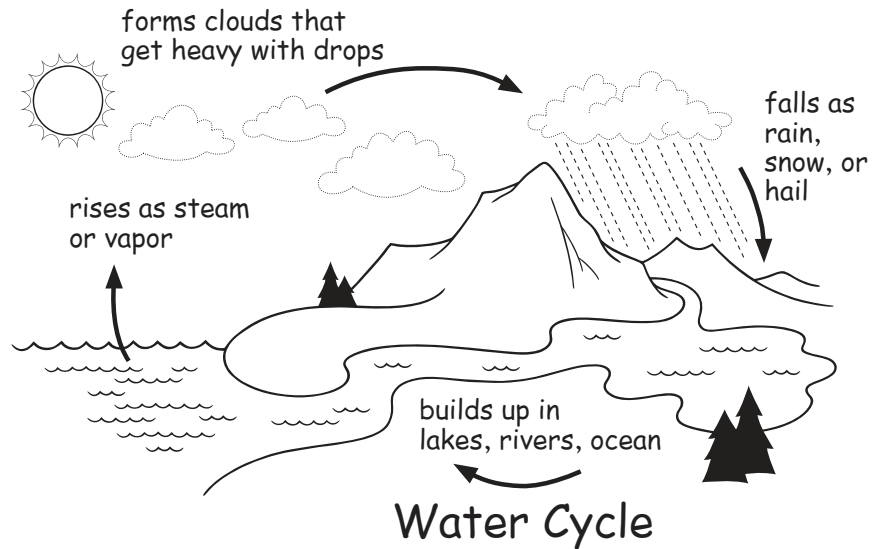
STRATEGY PRACTICE

Underline the sentences in the passage that tell the main idea.

READ THE PASSAGE Use the text and flowchart to understand the information.

Over and Over Again

Most of Earth is covered in water. Earth's water is always moving. It changes from liquid into gas over and over again. This movement of water is called the water cycle. The water cycle has four main actions, shown in the flowchart.

**SKILL PRACTICE** Read the item. Write your response.

1. What is the purpose of the chart?

2. Look at the chart. What is necessary to make water turn to vapor?

3. Which part of the water cycle could cause a river's banks to overflow? Why?

STRATEGY PRACTICE What other process or cycle could be explained by using a flowchart?

READ THE BULLETIN Notice the different ways the information is presented.

Clown Camp

**Today's Zany Fun**

- pie-throwing
- juggling
- walking in large shoes
- using a squirting flower
- clown makeup

Snack Bar—Just In!

- yuck-it-up candy bars
- squirt-in-your-face juice
- bubbles-up-your-nose soda

**Campfire
Tonight**

9:00 PM

Outside the **Big Top Tent**

Tales of scary clowns.
Your spine will shiver!
Bring a security blanket
to hold.

**Reminders from
the Ringmaster**

- Write your name inside your wigs and fake noses.
- Keep your clown shoes scuffed and dusty.

Don't Get Lost!**SKILL PRACTICE** Read the item. Write your response.

1. How many new items are featured at the snack bar? How do you know?

2. Did clown camp cover riding a unicycle today? How do you know?

3. It's 8:45; you're at the snack bar. You want to go to the campfire. What direction should you go?

STRATEGY PRACTICE Circle the headings in the bulletin. Tell why each is important.

Answer Key

WEEK 1

DAY 1

Strategy practice sample answer: I would like to have Sparky as a pet because he would cook me dinner.

1. No, this didn't happen. I know because dogs can't whistle and flip burgers.

2. Dogs drool when they smell food. Sparky smelled the burgers cooking.

3. No, I don't think he rushed to get the dog chow. He was more interested in eating the burgers.

DAY 2

Strategy practice sample answer: When I learned something new, I felt like Evan because I was scared at first, too.

1. Evan was very excited about going to the farm. The text says that "More than anything, he wanted to ride a horse."

2. He was afraid when he saw the size of the horse.

3. No, he didn't. He said that riding hurt and that he would prefer to ride on a merry-go-round.

DAY 3

Strategy practice: Some students may claim to know all the information that is given. Direct them to find an interesting detail from the passage.

1. She sat and watched the chimps and wrote down what they did.

2. They live in thick forests in Africa. The text says that Jane had to crawl through there to watch the chimpanzees.

3. (Accept any three.) Chimpanzees are like humans because they live in groups, greet each other, play games together, and smile when happy. They solve problems, and mother chimps play with their babies.

DAY 4

Strategy practice sample answer: I act silly around grumpy people to make them laugh.

1. I would expect to see Charles frowning or looking upset because he is never happy and is always complaining.

2. Answers will vary. Ex. He was probably an unhappy person.

3. Accept yes or no answers as long as they are supported by a reason. Ex. No, I would not have disappeared, because I would hope one of Charles's wishes would be to be happy.

DAY 5

Strategy practice: Answers will vary.

1. (Accept any three.) Waxwings are like other birds because they have tail feathers, sing, eat berries, and feed

their young.

2. It would have yellow tips on its tail. Also accept: It would look like its parent.

3. Answers will vary, but students must mention the yellow belly and the colored tail feathers of the waxwing.

WEEK 2

DAY 1

Strategy practice: Students should describe actions based on the story, not personal experience.

1. A dog might growl if it is scared or upset.

2. Since the dog is wagging its tail, I assume it is glad to see me.

3. No, I should not try to touch it, because it is afraid. It might growl or snap or even bite me.

DAY 2

Strategy practice sample answers: muddy, dry, black, stinky

1. Answers will vary. Ex. The water is murky, and there are cattails along the edge. There's a muddy "beach" and lots of bugs.

2. The boys are playing softball or practicing skills like throwing and catching.

3. This is an opinion question; answers will vary.

DAY 3

Strategy practice: **puffin**: orange webbed feet; **penguin**: black webbed feet

1. Penguins eat bigger fish because they are much bigger than puffins.

2. Puffins soar above the water; penguins cannot fly.

3. A penguin uses its wings to swim and dive.

DAY 4

Strategy practice: Students should act out these steps: locating a puffin with a flashlight, placing the bird in a box, and tossing the bird into the air toward the ocean.

1. The baby puffin's face looks frightened because it can't find the water, and a child is about to grab it.

2. The baby puffins are in a nest on a cliff on the island.

3. Some of the baby puffins fly into town, where they may be killed by dogs, cats, and cars. The children of the Puffin Patrol take them to the ocean.

DAY 5

Strategy practice: **before**: a flat mitten; **after**: a stretched, lumpy mitten

1. It was cold and snowy, and they were looking to stay warm.

2. The mouse sat on the bear's nose and tickled its nose by moving its tail.

3. No, this story could not happen. There is no way that even one animal could fit inside a single mitten.

WEEK 3

DAY 1

Strategy practice: **signal words**: begins, Next, First, Then, finally

1. It swims beneath a low-lying branch and waits there for bugs.

2. This turns the tongue into a tube shape that can shoot water.

3. The bug flies away, and the archerfish waits for another bug to come along.

DAY 2

Strategy practice: Answers will vary.

1. Crops planted in a field with few earthworms would not do very well. The worms are good for the soil, and good soil makes for better crops.

2. Gardeners probably think that earthworms are important, as they need good soil to grow vegetables and flowers.

3. Earthworms improve the soil by loosening dirt, bringing air to the plants' roots, and depositing nutrients.

DAY 3

Strategy practice: **causes**: Wagon wheels were covered in iron, not rubber. Roads were bumpy and not paved.

effects: The wagon and roads were not comfortable. So people who did not drive the wagon walked alongside.

1. The effect of the unpaved roads was that it was very uncomfortable to ride in the wagons.

2. People walked because the wagons were full, and it was uncomfortable to ride.

3. The wagons were so full of possessions that there was no room for the family to sleep.

DAY 4

Strategy practice: **signal words**: First, Next, Then, Finally

1. After the mud is rinsed, secret ingredients are added.

2. It is made and sold by one company.

3. A worker at each park adds the mud to the baseballs to remove the shine.

DAY 5

Strategy practice sample answer: Grace dunks basketballs and plays the piano. And she's an artist, too.

1. The author wanted to surprise the reader.
2. (Accept any three.) Grace dunks basketballs, plays the piano, paints pictures, follows commands, and starred in a movie.
3. She had to follow commands and wear makeup to make her face white and gray.

WEEK 4

DAY 1

Strategy practice: The basic steps should be given and in order.

1. The author used numbering to help the reader understand the sequence of the steps.
2. The zooraffa is large. I can tell because the owner combs it with a rake, cleans it in a car wash, and uses a big blanket as a towel.
3. The owner should squirt bubble bath on the zooraffa, send it through the car wash, and use the blanket to clean between its toes.

DAY 2

Strategy practice: But Frankie Garcia's skills topped the others'. He won the first-place trophy.

1. Each boy did three jumps. These jumps were averaged to determine the final scores.
2. The text tells when and where the event took place. It explains how the final scores were decided and lists each boy's score.
3. The reader can look in the table to find Brenner's score of 4 feet 6 inches (1.3 m).

DAY 3

Strategy practice: Boas are found mostly in forests in parts of Mexico and South America. They live on the ground, in trees, and in or near water. Boas are meat eaters.

1. A reader would look under the heading "How Boas Eat."
2. A boa squeezes its prey in order to kill it, then the snake swallows it whole.
3. Answers will vary; allow acceptable responses such as "Facts About Boas."

DAY 4

Strategy practice: Special tractors dig up the plants and lay them upside down on the ground. After the peanuts are cleaned, they are shelled and roasted. Finally, the peanuts are ground into a paste.

1. The peanuts are left in the field because they need to dry in the sun.
2. Other ingredients may be sugar, salt, and oil.
3. Peanuts are removed from the ground in September or October according to

the calendar shown in the text.

DAY 5

Strategy practice: Opinions will vary—Ex. The definition is the most important because it tells you what the word means.

1. The entry shows me how to pronounce *blizzard*, uses the word in a sentence, and tells that it is a noun.
2. A dictionary is organized alphabetically, and the *ba* in *bat* comes before the *bl* in *blizzard*.
3. The picture helps the reader to understand what it looks like.

WEEK 5

DAY 1

Strategy practice: Questions will vary.

1. The doors are made of paper glued to thin strips of wood. They do not have handles, but slide open and closed.
2. Both girls are in third grade and are e-pals. They live with their families and have meals with their families.
3. Kara leaves her shoes on, while Fumi changes her shoes to indoor ones.

DAY 2

Strategy practice: Questions will vary.

1. Paper money is stronger than notebook paper because it is made of stronger fibers: linen and cotton.
2. The author wrote this text to inform readers about the differences between ordinary paper and the paper used to make money.
3. No, the company that makes the paper for money doesn't sell the paper to anyone else.

DAY 3

Strategy practice: Questions will vary.

1. A spider can pull silk from its body and spin an orb web.
2. *Transformed* means changed. I know because the spider changed her silk into a web.
3. The author told an interesting story and included facts about spiders and their webs.

DAY 4

Strategy practice: Questions will vary.

1. (Accept any three.) Both places are cold and dry and have no rain. They are both covered in ice. Animals live in both places.
2. (Accept any three.) The Arctic is an ocean, and Antarctica is land. The Arctic is the farthest place north, and Antarctica is the farthest place south. Antarctica is colder and never melts. Because it has a summer, more animals live in the Arctic than in Antarctica.
3. Answers will vary.

DAY 5

Strategy practice: Questions will vary.

1. Yes. I know because fireflies don't talk. They wouldn't know where Zack's home was.
2. They probably did not like being in the jar because it didn't feel natural. They asked to get out of the jar and didn't offer to get back in at the end of the story.
3. No, the author wrote this to entertain readers. There are no facts given about fireflies.

WEEK 6

DAY 1

Strategy practice sample answer: A table of contents does not have sentences.

1. I would read a table of contents to see if a book had the information I wanted to find.
2. Chapter 3 begins on page 10. I know because I followed the dots from the end of chapter 3's title to the page number.
3. Chapter 6, History, would have information about Italy in World War II. It is part of Italy's past.

DAY 2

Strategy practice: Responses should reference specific details from the passage.

1. Nathan's family was busy setting up a surprise party for him.
2. Nathan was sad. The text says, "Nathan wiped away his tears. He slowly walked back to his house with his head hung low."
3. Nathan will go into the house and everyone will jump out from their hiding places and shout, "Surprise! Happy birthday!"

DAY 3

Strategy practice: Questions will vary.

1. The shark and the ray are housed nearby. I know because the water was outside their tanks.
2. People would have seen the water spraying all over the floor and stopped it so there wasn't a big flood.
3. The aquarium must find a way to keep the octopus from pulling out the tube.

DAY 4

Strategy practice: Answers will vary.

1. First the octopus squirts a cloud of ink, then it forces water through an opening in its body to speed away. It might also change its appearance to hide in plain sight.
2. Sharks, dolphins, and eels want to eat an octopus. I know because it says that the octopus hides between rocks

where these animals cannot go.

3. An octopus can change its color, pattern, or texture to blend in with the background.

DAY 5

Strategy practice: Responses will vary.

1. Marvin Stone invented the drinking straw because he didn't like using hollow grass to drink lemonade.
2. Marvin coated his paper straws with wax so that they wouldn't fall apart in liquid.
3. He chose a width that would allow fluid through but would be narrow enough to keep lemon seeds out.

WEEK 7

DAY 1

1. Some sea animals live inside a shell.
2. When it is in danger, a sea snail pulls its head and foot inside its shell.
3. Other sea animals live inside a shell that has two parts that connect.

Strategy practice: Responses should include the given facts.

DAY 2

1. The second paragraph is mainly about Death Valley Elementary School.
2. It is the hottest and driest place in the nation.
3. The school is so small that every student gets plenty of teacher attention.

Strategy practice sample response: For five months a year, temperatures soar over 100°F (38°C). Around 500 people live in Death Valley. Death Valley Elementary School had 11 students in 2009.

DAY 3

1. The ingredients must be mixed and the soft candy separated into three parts and dyed.
2. The white color goes on top, the orange goes into the middle, and the yellow goes on the bottom.
3. The final step is when the candy corn pieces spin. This makes each piece shine.

Strategy practice: **Steps:**

1. Machines first mix together honey, sugar, salt, and other ingredients.
2. The soft candy is divided into three parts.
3. Then each part is dyed white, yellow, or orange.

DAY 4

1. Stamping can be messy. You cover the table with newspaper so that you don't get glue or ink on it.
2. You can use the stamp by pressing it on the ink pad and then on a piece of paper.

3. Accept either response as long as it is supported by a reason.

Strategy practice: Answers will vary.

DAY 5

1. They are preschool age (1–4) because they don't understand how to play hide-and-seek and take naps.
2. Liam bribed the boys because they were running in opposite directions. He needed them to go home where he could keep track of them.
3. The boys eat cookies and get ready for their nap.

Strategy practice sample response: Played hide-and-seek; went for a walk; gave them a snack; told them a story.

WEEK 8

DAY 1

1. Under the ocean's floor the rocks are hot and soft.
2. The water cools the rocks and makes them harden.
3. When underwater volcanoes reach the sea's surface, they form islands.

Strategy practice: Responses should include adjectives and action verbs.

DAY 2

1. It's summer vacation and Mia is bored. She wants to do something interesting.
2. Mia's cake tasted awful, probably because she used salt instead of sugar.
3. I think she closed her eyes and stuck her tongue out.

Strategy practice sample response: Mia is bored; she decides to bake a cake; she works fast and uses salt instead of sugar.

DAY 3

1. (Accept any three.) Kudzu grows all over things. It can grow a foot a day. A century ago, farmers fed it to their cows. The plant's roots keep the soil from washing away. People like the shade from the vines. The weather does not get cold enough to hurt it. Insects do not eat it.
2. Now, people think kudzu grows too well. They think it is the worst plant in the world.
3. The author wanted the reader to picture a scary plant that covered everything in sight. Using questions was an interesting way to make the reader do that.

Strategy practice: Answers should include descriptive language. Ex. climb, wrap, cover, light poles, etc.

DAY 4

1. "Creepy creatures live in the dark ocean depths." This is an opinion because it uses the word "creepy."

2. Some lights scare away predators. Other lights lure fish to their deaths.

3. The opinion statements are "it looks gross" and "those teeth make a viperfish look scarier than a shark."

Strategy practice sample answers: **fact:** Some fish have rows of flashing lights along their bodies. **opinion:** Creepy creatures live in the dark ocean depths.

DAY 5

1. Elephants use their trunks to smell for water, to suck up water, and then to squirt it into their mouths or onto their hot backs.
2. An elephant's trunk helps it to eat by smelling food, breaking off branches and leaves, and putting them into the elephant's mouth.
3. "An elephant's trunk is the world's most useful nose." It is an opinion because it can't be proven.

Strategy practice: Answers should include descriptive language. Ex. large, suck, squirt, wraps around branches, etc.

WEEK 9

DAY 1

1. The text is about how to tell the difference between African and Asian elephants.
2. (Accept any three.) African elephants are bigger and have larger ears, a rounded head (skull), and a back that dips in the middle. They live in Africa instead of Asia.
3. Both kinds of elephants have wrinkly gray skin, a large body, and a seven-foot-long (2-meter-long) trunk.

Strategy practice sample question: Which kind of elephant has the largest ears?

DAY 2

1. The purpose of dribbling is to move the ball toward the goal without letting the other team get it.
2. To score a goal in soccer, the ball is kicked into the goal. To score in basketball, the ball is thrown through a basket.
3. In soccer, the players cannot put their hands on the ball, while in basketball, the players must use their hands.

Strategy practice: Encourage students to think of differences not stated in the passage. Soccer balls are black and white, but basketballs are orange.

DAY 3

1. Diego's parents wanted to give him a safe place to draw so he wouldn't keep drawing on the floors and furniture.
2. The helpers made big buckets of paint daily because the walls Diego was painting were three stories tall. He needed a lot of paint.

3. He created huge murals, which are paintings done on walls. This was similar to how he drew on walls as a child.

Strategy practice: Questions and responses will vary. Students should name a variety of resources for finding answers, such as the library, the Internet, teachers, etc.

DAY 4

1. Max feels nervous because he can't find something in his backpack. His classmates are bored, and his teacher feels impatient.

2. Answers will vary; accept reasonable responses such as his homework, his permission slip for a field trip, a note from his parent excusing his absence, etc.

3. The author means that Max is excited.

Strategy practice sample response: Max was in class but could not find his homework. His teacher began to get mad. Max pulled a lot of junk from his backpack. Finally, he found his homework.

DAY 5

1. It is a sheep. The text says that sheep's coats must be cut each year.

2. People eat goats and sheep, drink their milk and use it to make cheese, and use their hair to make yarn.

3. It is a goat, because they often stand on their hind legs to get food. Sheep cannot stand on their hind legs and only eat grass.

Strategy practice sample question: What is a goat's hair like? Goat hair is short and stringy.

WEEK 10

DAY 1

1. Dr. Earle is not alone. The lab had four rooms, and the text says that scientists ate and slept in them.

2. Dr. Earle's main interest is the oceans and sea plants and animals.

3. Dr. Earle discovered new sea life, created underwater vehicles, and won a Hero of the Planet award. She lived for two weeks in an underwater lab and set two deep-diving records.

Strategy practice: Sentences will vary.

DAY 2

1. The setting is the city Monterey, California, and the characters are sea lions.

2. Answers will vary; students must state at least one of the places mentioned in the text: on docks, on boat ramps, in parking lots, in restrooms.

3. California sea lions spend their lives in the Pacific Ocean.

Strategy practice: Answers should contain adjectives and action verbs.

DAY 3

1. Answers will vary but should include some details from the text.

2. From the invitation to the games, activities, and craft, it is clear that Carrie is very interested in ponies.

3. The two events that make it a fantasy are when the pony magically appears and when it talks to Carrie.

Strategy practice: Responses will vary.

DAY 4

1. "Clouds built up every Saturday at exactly this time." The weather cannot be accurately predicted. It does not always do the same thing at a specific time on Saturdays.

2. Marco enjoys eating candy, and the clouds drop candy each week in Candy Land.

3. Marco gets licorice from the red clouds.

Strategy practice: Descriptions should include details from the passage.

DAY 5

1. No, the story couldn't happen; it is a fantasy because foxes and storks are not friends; neither animal can plan a meal, cook, or speak.

2. Fox is deliberately mean to his friend; he isn't nice.

3. You should treat your friends the way you want to be treated.

Strategy practice: Responses will vary.

WEEK 11

DAY 1

1. Plovers clean the things stuck between the crocodiles' teeth.

2. Egrets do not have to move to find food. They eat the flies and ticks that swarm around the hippo.

3. The author wrote this text to inform the reader about animals that help each other.

Strategy practice: Questions will vary.

DAY 2

1. The author wants to help the reader to follow the steps in a specific order. The numbers identify that order.

2. The "snow" is made by mixing shaving cream and glue with a craft stick.

3. The author wrote this text to give instructions to the reader (to teach). (Also accept "to inform the reader.")

Strategy practice: Answers will vary. Encourage the use of adjectives in the descriptions.

DAY 3

1. The author wanted to entertain the

reader by describing Rey's tower.

2. It was surprising that Rey built the wooden part of the tower on top of toy cars.

3. Accept reasonable predictions. Ex. He will plant flowers around the tower or the tower will fall or be blown over, etc.

Strategy practice: Questions will vary.

DAY 4

1. Connor doesn't want Katy to be afraid of monsters, so he uses his imaginary wand to send them far away.

2. I think Connor probably picked up the ball and threw it to Katy because he likes to help her.

3. The author wrote this text to entertain the reader by telling about Connor and Katy's relationship.

Strategy practice: Responses should include references to Connor's behavior from the passage.

DAY 5

1. The author compares the clot to a bandage because the clot acts to stop blood from flowing out of the wound.

2. You should not remove a scab, because it keeps germs out while the skin underneath heals. A scab falls off when the healing is complete, so it wouldn't be wise to remove it early.

3. The author wrote this text to inform the reader about how a cut heals.

Strategy practice sample question: What happens if you remove a scab too soon? Brainstorm with students about how they can find the answers to their questions.

WEEK 12

DAY 1

1. The author used bold print for some of the words in order to highlight the key terms and vocabulary important to the text.

2. The bold print lets the reader know that there is a definition or explanation coming.

3. The vibrations that would interest a hungry snake would be from a mouse, mole, toad, or frog. (Because this is an inference question, students must use names of prey.)

Strategy practice: Answers should refer to the use of paragraphs and boldface words.

DAY 2

1. The first page about piglets is 15, and the last page is 34.

2. I would read the pages about pet pigs, which are pages 22 and 25–27.

3. I can infer that they are types of pigs, because they're in a book entitled *All About Pigs*.

Strategy practice sample answer: An index is arranged alphabetically to make the topics and their pages easy to look up.

DAY 3

1. The graph's purpose is to compare the pitches that different animals can hear.

2. The grasshopper can hear the smallest range of pitches. I know because it has the shortest bar.

3. People hear sounds in the range from 10 to 10,000 hertz.

Strategy practice: The numbers are given in a measurement called hertz.

DAY 4

1. There are 6 time zones (4 in the continental U.S. plus Alaskan and Hawaiian time).

2. It is noon, or 12 PM. (Be sure students understand why it is not midnight, which is 12 AM.)

3. No, it is a different date. It is 11 PM the day before, because Hawaii is 4 hours behind the Central time zone.

Strategy practice sample response: Maps show where the time zones are located and which states they include. Explaining where time zones are would be difficult.

DAY 5

1. The author uses bold print for the key terms to let the reader know the most important ideas about the topic.

2. The illustration shows how molecules form the different kinds of matter.

3. The molecules in the solid are very close together. The molecules in the liquid are farther apart, and in the gas they are very far apart.

Strategy practice: Matter exists in one of three basic forms: **solid**, **liquid**, or **gas**.

WEEK 13

DAY 1

1. The paragraph is mostly about a boy named Ben who was a bad student, but then he started reading a lot and his grades improved.

2. The author included quotes from Dr. Carson in order to encourage readers and help them to understand him better.

3. Benjamin became a doctor who helped people by doing surgery. He gave money to help children enjoy books and to children who think of ways to help others.

Strategy practice sample answer: Benjamin Carson went from being a bad student to being one of the best brain surgeons who also helps others.

DAY 2

1. She was itchy, saw red bumps, and

thought she'd been bitten by mosquitoes. Then the bumps become blisters and get crusty scabs.

2. The second paragraph is mostly about what Ginger's mom plans to do after she sees her daughter's skin.

3. It is funny because Ginger is covered in chickenpox spots.

Strategy practice: Summaries should focus on the beginning, middle, and end of the story.

DAY 3

1. The plants are to hide the door so that the spider's prey will walk right over it.

2. The spider uses a mixture of spider silk and soil to form the door.

3. The first thing the trapdoor spider does is use its fangs to dig a burrow.

Strategy practice: Responses should mirror details found in the passage.

DAY 4

1. You peel off the foil and dunk the bottoms of the cups in hot water.

2. After removing the ice pop from the paper cup, the writer recommends that you reuse the cup.

3. The foil holds the craft stick in place while the liquid freezes.

Strategy practice: Begin by pouring juice, or yogurt mixed with a little bit of juice, into small paper cups.

Cover the top of each cup with foil.

Cut a slit in the center of the foil.

Next, poke a craft stick through the slit in the cup.

Place the cups in the freezer until the juice freezes.

Then peel off the foil.

Quickly dunk the bottoms of the cups in hot water.

DAY 5

1. The main idea is how an egg goes through stages to turn into a moth.

2. A caterpillar, or larva, hatches from an egg and starts eating a lot.

3. Inside the cocoon, the moth is changing into an adult.

Strategy practice: Answers will vary. Brainstorm with students ways they can eliminate their confusion.

WEEK 14

DAY 1

1. Answers will vary; the text states under a bridge and in a cave. Students need to draw conclusions to come up with a third: in an attic, in a barn's rafters, in a tree, in a warehouse's rafters, in an abandoned mine, etc.

2. (Accept any two.) Bats hang upside down to stay safe from predators, to live where birds cannot, and to make it easy

to fly.

3. A bat's feet have special bones, too. Those bones lock into place when a bat hangs.

Strategy practice: Descriptions should include facts from the passage, such as bats have toes that bend, sharp claws, and bones that lock into place.

DAY 2

1. Some animals live in the rainforest canopy because that is where their food is, and it is slow (and maybe more dangerous) to move across the rainforest floor.

2. All three animals have special skin adaptations that let them glide between treetops.

3. Answers will vary, but students should support their answer with a reason based on information from the text.

Strategy practice sample answer: **cause:** A flying squirrel has flaps of loose skin between its front and back legs. **effect:** The skin stretches, and the squirrel flies like a kite.

DAY 3

1. There are two opinions in the first paragraph. I know because "dogs make the best pets" and "all dogs are good to hug" are not facts that can be proven.

2. There are four facts in the last paragraph. I know because the statements can be proven true.

3. Yes, I think the author has a dog or wants to get one, because the author sounds like s/he really, really likes dogs!

Strategy practice: Responses should include vivid words from the passage.

DAY 4

1. The first paragraph is about how the writer would like to visit the moon and what s/he could do there.

2. Earth's atmosphere is a layer of gases that living things need to live. We call the top layer the sky.

3. The two facts are that without air, there is no life and no sound on the moon.

Strategy practice sample answers: **main idea:** The moon is not a good place to live. **fact:** The moon has no atmosphere. **opinion:** It would be strange to see only stars and blackness.

DAY 5

1. A giraffe's main predator is the lion. I can tell because the text says the giraffe is on the alert for them.

2. The paste-like saliva and thick lips protect the giraffe's tongue and the inside of its mouth from the thorny leaves that it eats.

3. A giraffe spends most of its time eating because it has to eat 75 pounds

(34 kg) of food every day.

Strategy practice: Answers should include sentences with adjectives and action verbs.

WEEK 15

DAY 1

1. (Accept any two.) Both kinds of eyes are about the same size, can see colors, and make watery tears.
2. (Accept any three.) Eagle eyes can see much farther than ours, can make oily tears, can close by raising the lower lid, and have a third eyelid that they can see through.
3. An eagle blinks by having its third eyelid move across its eye. I blink by closing my top eyelid.

Strategy practice sample question: How far can an eagle see? An eagle can spot a fish from a mile (1.6 km) away.

DAY 2

1. Jenna likes cheese better. "Even if Jenna's pizza has three kinds of cheeses, she still sprinkles grated cheese on top."
2. Accept either answer as long as the student supports it with information from the text. (Ex. I eat like Eva because I eat fast and take big bites.)
3. It might be difficult to order because the girls like different kinds of crust and different toppings.

Strategy practice sample answers:
similarity: Both are picky about the pizza they like. **difference:** Jenna likes chewy crust. Eva likes crispy crust.

DAY 3

1. All robots have a computer inside them, can take in information, and can move.
2. Robots have helped humans learn about Mars, volcanoes, and oceans. They can go where no human can go.
3. Accept reasonable responses such as: I predict that there will be even more robots in the future; I predict that robots will be created that can do even more things; I predict that we will learn even more about science from robots, etc.

Strategy practice sample question: What do robots do in volcanoes? They take samples of gases.

DAY 4

1. Sean received his nickname because he does everything quickly. (Accept any one example from the text: He runs up the stairs two at a time. He comes to a sliding stop just outside the classroom door. Sean is the first one out the door at recess. When the bell rings to come in, Sean beats everyone back to class.)
2. Sean's dad came to take him home because he is sick.

3. Sean will go to bed and sleep until he feels better.

Strategy practice: Responses will vary.

DAY 5

1. (Accept any three.) Lions live in the grasslands of Africa, while tigers live in the jungles of Asia; lions have sandy-colored fur, and tigers have orange and black stripes. Lions live and hunt in prides, while tigers live and hunt alone. Tigers like water much better than lions do.
2. (Accept any three.) Tigers and lions are both big cats that live in warm places. They have sharp teeth and claws and eat meat. They creep up on their prey and surprise it. They live and hunt in a territory that covers many miles. They both roar, and people are afraid of them.
3. The lion's sandy-colored fur blends in with the grasslands, and the tiger's stripes blend in with the trees of the jungle.

Strategy practice sample question: How do tigers cool off? Tigers cool off in water.

WEEK 16

DAY 1

1. The setting is a zoo. I know because the text is about a zoo doctor and the wild animals she treats.
2. She dyed the monkeys' fur so she could tell them apart and make sure each one was eating enough food.
3. Accept either answer as long as it is supported by a reason from the text. Yes, she likes wild animals because she works with them all day. No, it says that her job is challenging.

Strategy practice: Responses should show a thematic or literal connection to information from the passage.

DAY 2

1. The animals are a porcupine and a coyote. They are not friends. The porcupine is afraid of the coyote and hits the coyote with its tail.
2. The action takes place in a forest—maybe a pine forest because the porcupine climbs down a pine tree.
3. Coyotes are not easy to frighten. I know because the porcupine tried to scare it away by stamping its feet and rattling its quills, but the coyote didn't leave until it got hit with the quills.

Strategy practice: Answers should include adjectives and action verbs.

DAY 3

1. Professor is a good name because the cat is so smart that it finishes her math homework.
2. The story is make-believe. I knew from the sentence: "The cat used his

toes to count."

3. Answers will vary; accept reasonable responses supported by information from the text. (For example: Rosa was amazed, because she knew she fell asleep before the homework was done.)

Strategy practice: Students should name tasks that are plausible based on Professor's actions in the story—e.g., helping with homework.

DAY 4

1. One day, Paul's men were in the woods when a hungry swarm of mosquitoes attacked.
2. A lumberjack is someone who chops down trees with an ax.
3. They were pulled under the water, so they probably drowned.

Strategy practice: Drawings should show details mentioned in the passage.

DAY 5

1. The setting is Jessie's room, which is very messy. The floor is covered with clothing. There are red socks in the wastebasket.
2. The main character is Jessie, and she is not good at keeping her room neat and clean. She is a soccer player.
3. The sweatshirt is talking to the other clothes. The sweatshirt wants them to stick together and tell Jessie to take better care of them.

Strategy practice sample answer: My room has toys on the floor instead of clothes.

WEEK 17

DAY 1

1. The author wrote this text to instruct—to explain how to use eggshells to create pots for plants.
2. The numbered list helps the reader understand the order of the steps.
3. Allow yes or no answers as long as they are supported by a reason.

Strategy practice sample question: What is the sponge used for?

DAY 2

1. The author wrote this text to inform the reader about how tree seeds become trees.
2. The author put the key terms in bold print to let the reader know that a definition or explanation is coming.
3. The four things the seedling needs are: light, air, water, and good soil.

Strategy practice: Connections will vary—e.g., Some students may have planted seeds or tended gardens; others may have learned about plants during science class; etc.

DAY 3

1. Allow reasonable responses. Ex. The fledgling will fly; The fledgling will fall to the ground.
2. The parents return to the nest every few minutes because the baby birds are always hungry, and the parents keep bringing them food.
3. The nestling turns into a fledgling when the gray fuzz falls out and feathers grow in its place. I know because the text says fledglings are getting ready to fly away.

Strategy practice sample question: How old are baby birds when they leave the nest?

DAY 4

1. They will go for a walk. I know because Dad is holding a leash.
2. Allow reasonable responses as long as the student states that her fur is red or orange.
3. Rusty feels excited. The text says she likes to see the leash and wags her tail.

Strategy practice: Answers should be related to the topic of dog behavior or having a pet dog.

DAY 5

1. The author's purpose was to entertain the reader by telling an interesting story.
 2. Carla found all of her treasures outdoors/in nature. All the treasures are natural, not manmade.
 3. Allow reasonable responses that show an understanding of what one would find on a beach, such as sand, seashells, stones, etc.
- Strategy practice: Questions should reference details from the story about Carla's behavior or her collection of objects.

WEEK 18

DAY 1

1. Most mammals give birth to live babies. Monotremes are unusual because they lay eggs.
2. The pronunciation is given for words that the reader might not have seen or know how to pronounce. This way the reader doesn't have to stop and look up how to say the word.
3. An illustration of an echidna could help the text because many readers won't know what one looks like. A photo would help readers understand the second section, where it tells how the animal uses its nose and tongue to get food.

Strategy practice sample response: They tell what the topic is.

DAY 2

1. The word is *ecosystem*; I know because of the definition given in the

- glossary.
2. The entry for *Celsius* would go between *canyon* and *city* because the glossary is arranged alphabetically.
 3. When I look up *equator*, the glossary tells me what the word means: It is an imaginary line that runs around the middle of Earth.
- Strategy practice sample answer: The words in a glossary are organized alphabetically.

DAY 3

1. The key tells me which symbol matches each type of pet shown in the circle graph.
 2. Three students own hamsters and three students own fish. I know because the key shows that the heart stands for hamster and the circle stands for fish.
 3. Five students own a cat.
- Strategy practice sample answer: You could understand how many things there are, but not what the symbols mean.

DAY 4

1. No. The text says that cocoa is very bitter. Workers and machines turn cocoa into sweet chocolate.
 2. There are six nations on the graph; their names are Switzerland, Austria, Ireland, Germany, Norway, and the United States.
 3. The text tells what cocoa looks like as it grows on trees and that it is changed into chocolate.
- Strategy practice sample answer: The information is given in paragraph, or text, form and as a labeled graph.

DAY 5

1. The illustrations show what the text describes; that is, how a fossil that is buried underground can end up high on a mountain.
 2. The illustrations are numbered to show the process of land movement over time.
 3. The author put key terms in boldface followed by a definition to alert the reader that the word was going to be explained.
- Strategy practice sample answer: **fossils**: hardened remains of plants or animals; **crust**: Earth's surface; **collide**: run into each other

WEEK 19

DAY 1

1. The main idea is that dolphins need to remember to breathe even when they are asleep.
2. A dolphin's blowhole is most like the human mouth because both take in air, and both can be voluntarily opened and closed.

3. A human breathes without its brain having to think about it. A dolphin sleeps while one side of its brain is remembering to breathe and the other side rests.
- Strategy practice sample response: Half of a dolphin's brain shuts down when it rests. The other half alerts the dolphin of danger and signals the dolphin to come out of the water to breathe. After a couple of hours, the active half shuts down and rests. The other half of the brain takes over.

DAY 2

1. The author is excited because she is a Girl Scout who is going to march to drums in the parade. She thinks that the crowd will cheer for her.
2. The parade has a one-mile route, the Girl Scouts are marching in it, and it is taking place in honor of the Fourth of July.
3. The father is looking for picnic chairs, and the dog steals a bag of chips and runs around with it.

Strategy practice: Before I went to bed, I checked and rechecked my clothes for the Fourth of July parade. The morning of the parade was a mad scramble around our house.

DAY 3

1. The shoemaker uses a last to shape the shoes and cut the soles and heels.
2. Three signal words that help guide the reader are first, then, and finally.
3. The final step is nailing the heels onto the shoes.

Strategy practice: **Steps**:

1. The shoemaker first measured a person's feet.
2. He then chose the wooden, foot-shaped form that was the right size.
3. The shoemaker stretched a piece of hide over each last to shape the shoes.
4. He used the lasts to cut the soles and heels, too.

DAY 4

1. You can soften lima beans by soaking them in water overnight.
2. You can see the tiny plant and the food surrounding it.
3. Seeds come in different shapes and sizes. Each one grows a different kind of plant. Seeds move in different ways, too; they can glide through the air or hitch a ride on an animal's fur.

Strategy practice: First, Now, Next, Then, Finally

DAY 5

1. Female honeybees gather nectar. I know because the author used the pronoun "she" to describe the bees collecting nectar.

2. After the honey is placed in a cell of the wax honeycomb, the bees fan their wings to dry it.

3. No, a single honeybee may visit hundreds of flowers in a trip. I know because the text says, "She may make hundreds of stops before her honey stomach is full."

Strategy practice sample response: The honeybee sucks nectar out of flowers over and over again. She stores the nectar in a honey stomach. She flies the nectar back to her hive. She spits up the nectar. Another bee chews that nectar and then puts it in a cell. Other bees dry the nectar with their wings. The nectar gets sticky and turns into honey.

WEEK 20

DAY 1

1. The causes are fungi, moss, and bacteria living on the dead wood.
 2. The effects are that the rotting tree enriches the soil and allows new plants to grow.
 3. A living fruit tree provides many benefits: it breathes out oxygen, offers shade and food to people and animals, and gives a place for animals like birds and squirrels to build nests.
- Strategy practice: Answers will vary.

DAY 2

1. (Accept any two.) Highways and roads get slippery and cause accidents. Icy buildup causes power lines to fall and leaves people without power. If they are covered in ice for a long time, plants die. Animals that need the plants go hungry. Birds lose places to build nests when tree branches fall.
2. The main idea is stated in this sentence: Certain conditions cause ice storms.
3. Snow falls from a cold air layer through a warm air layer and turns into raindrops. The raindrops fall through the cold layer. The temperature is below freezing, so the raindrops freeze. The ice builds up on branches.

Strategy practice: The second paragraph tells the effects.

DAY 3

1. Yes, there are two opinions. Because they are not facts, someone could disagree. The opinions are: "It has beautiful long feathers," and "It is a remarkable bird!"
2. Yes, all of the statements in the second paragraph are facts. I know because they can be proven true.
3. I could find plants, small animals like lizards, and pebbles.

Strategy practice: Responses should reference descriptive language from the

passage.

DAY 4

1. Ants smell with their feelers. I know because it is stated as a fact in the first paragraph.
2. The opinion statement is: "That would be silly." It cannot be proven true.
3. Camels, whales, dolphins, and beavers have nostrils that can close.

Strategy practice sample answer: **fact:** A fish's nostrils do not breathe air. **opinion:** That would be silly.

DAY 5

1. Answers will vary. Ex. Earth's gravity pulls on the gases and keeps them close to the surface. This is important because humans, plants, and animals all need air to survive.
2. The atmosphere is thinner at 2,000 feet (600 m). There is less air high on a mountain. I know because it states this fact in paragraph 2.
3. (Accept any two.) Heat, atmosphere, and oxygen are all missing from outer space.

Strategy practice: Drawings should show most gas near the land and less gas higher in the sky.

WEEK 21

DAY 1

1. (Accept any five.) Hares and rabbits have furry bodies, long ears, and short, furry tails. They have strong back legs and long front teeth that never stop growing. They eat twigs and bark and give birth to live young. They move by hopping and leaping.
2. (Accept any five.) Hares differ from rabbits because a hare's ears and legs are longer, they move faster, and their bodies are bigger. They cannot be pets, and their babies are born covered in fur, with eyes open and with teeth. They are ready to run right away.
3. Allow either response, as long as the student uses facts from the article to support the stance.

Strategy practice: Questions will vary.

DAY 2

1. Both ants and honeybees communicate with other members of their colony. They communicate to tell where to find food.
2. Ants live in tunnels dug underground.
3. (Accept any three.) Honeybees can buzz, fly, make honey, make wax to form honeycombs, and do dances to tell other bees where to find food.

Strategy practice sample responses: **same:** Both kinds of insects live in communities called colonies. **different:** Bees live in hives, but ants live underground.

DAY 3

1. Banana slugs were named because they are long and bright yellow with brown spots, just like a banana.
 2. The slime on the banana slug's body makes other animals not want to eat it.
 3. I am in the woods, and I see the banana slug on the ground going to hide under some leaves or a rotting log.
- Strategy practice: Responses will vary.

DAY 4

1. Tiana's ball was lost because the grass in the yard next door was so high that it was hidden.
2. Accept any four reasonable responses (boxes, furniture, household items, clothing, etc.).
3. Probably a family or a parent and at least one child will be living next door to Tiana. I know because a boy's bike was unloaded from the van.

Strategy practice: Summaries should include the beginning, middle, and end of the story.

DAY 5

1. I might see a fairy ring around a redwood because these trees can send up sprouts from bumps on their roots. The new trees grow in a circle around the parent redwood.
2. (Accept any two.) Sequoias live inland where there is moist soil. They can only reproduce from seeds, which must fall on good soil to grow. Their seeds are flat instead of round.
3. (Accept any four.) Both kinds of trees live in California, are very tall, can weigh 1 million pounds (450,000 kg), and live for thousands of years. They both have thick, reddish-brown bark and reproduce through cones. They are conifers. (inference)

Strategy practice sample question: Where do redwoods and sequoias grow?

WEEK 22

DAY 1

1. The setting is an Arizona zoo, specifically an elephant exhibit.
2. The main characters are Tawny, a zookeeper, and Ruby, an Asian elephant. The zookeeper teaches Ruby how to paint.
3. Ruby paints pictures, and people like them so much that they purchase them.

Strategy practice: Responses should show a thematic connection to the text.

DAY 2

1. (Accept any two.) Cinci didn't want to die, so she ran away. She was clever, because she got food from a trap without being caught. Cinci was determined to escape from people. She

was happy to go live on a farm with other animals.

2. The artist sold paintings in order to get the money to pay for Cinci to go live on the farm.

3. Accept either statement from the text: "People everywhere cheered for the runaway cow." "People admired the cow who had worked so hard to be free."

Strategy practice: Responses should reference vivid language from the passage.

DAY 3

1. I first knew the story was a fantasy when I read that Cocoa nudged the pug with his elbow and winked.

2. Cocoa's energy is compared to a schoolyard of children. The author did this to emphasize how exuberant (energetic, excitable, etc.) he is.

3. She talks and she spells the word NO.

Strategy practice: Answers should reference a specific detail about Cocoa from the passage.

DAY 4

1. The warning probably frightened Sam. He was already nervous that Zooktar had questioned him, and now the game claimed it could really send him into space.

2. Sam's voice shook because he was scared that Zooktar seemed to know who he was and asked him questions.

3. Jupiter is the biggest planet and it has many moons.

Strategy practice: Circled words and phrases should include adjectives and action verbs.

DAY 5

1. The writer had it take place in the baby's bedroom because s/he wanted the reader to be surprised by the events that occurred as soon as Jacob was alone in his room.

2. (Accept any two.) The author states that Jacob is "very young," he sleeps in a crib, he has no teeth, and he coos instead of speaks.

3. "Then Jacob stood up." The first paragraph had established that Jacob was a tiny baby not old enough to stand up.

Strategy practice: Answers will vary, but student reasons should reference specific details about the character from the passage.

WEEK 23

DAY 1

1. The author wrote this text to inform the reader about a problem. The text is full of facts and figures.

2. When objects crash in space, they

explode into lots of small pieces that then float around and may run into something else.

3. The author wants scientists to figure out how to solve the space junk problem. The text evidence is: "Now they need to figure out how to clean up the mess."

Strategy practice: Questions will vary.

DAY 2

1. The author wrote this text to tell the reader how to do a craft project.

2. The reader has to learn all about a camouflaged animal and its environment in order to do a realistic drawing.

3. It may be challenging to draw the camouflage for the animal well enough so that it appears to be hiding.

Strategy practice: Guide students to connect projects and crafts to the author's purpose of instructing.

DAY 3

1. Answers will vary; accept any prediction as long as it relates to the text.

2. Fox would most likely say to Snail, "I told you I would win. No one can beat me, because I'm the fastest animal of all!"

3. Fox is too proud; he is always boasting. "Absolutely no one is faster than me!"

Strategy practice: Questions should be answerable by reading the passage.

DAY 4

1. Hoover is the name of a vacuum cleaner. Vacuums suck up everything. The dog eats almost anything she can get.

2. Hoover would get into the purse and drag out the granola bar. Then she would eat it, wrapper and all!

3. "Often, the baby drops his food." The dog eats whatever gets dropped.

Strategy practice: Responses will vary but should reference a specific detail about Hoover from the passage.

DAY 5

1. The author wrote this text to inform the reader about a unique U.S. mail delivery service.

2. Members of the tribe would have to make the trip to the top of the canyon to go to the post office. Then they'd have to go back down to the village.

3. Answers will vary; allow anything reasonable.

Strategy practice: Questions will vary.

WEEK 24

DAY 1

1. The author used bullets so she wouldn't have to use complete sentences. She could fit a lot more information into the sidebar this way.

2. It was very unusual for an aquarium to have a great white shark, and people wanted to see it up close for themselves.

3. It started to attack the other sharks, so it had to be returned to nature.

Strategy practice: It was the first great white shark to eat in front of people.

DAY 2

1. In this book the stories are organized by season. I can tell because there are four chapters, and each chapter has a season in its name.

2. The story is "The Best Way to Pull a Tooth."

3. It starts in chapter 2 on page 13.

Strategy practice sample answer: Readers can quickly know if the book appeals to them.

DAY 3

1. The purpose is to get readers to purchase a backpack, but there are no prices given.

2. Model A18 might be less comfortable because it doesn't have padded shoulder straps like the others do.

3. Answers will vary; allow any response as long as a reason is offered based on the text (color, shoulder straps, amount it can carry, etc.).

Strategy practice: Students should be able to show a clear connection between their choice and the reasons why they made that choice.

DAY 4

1. (Accept any three.) Children played with Slinkies, Tonka trucks, LEGOs, Candy Land, and Mr. Potato Head.

2. (Accept any two.) Children at that time played with Game Boy, Furby, action figures, Tickle Me Elmo, and Beanie Babies. (Actually, advanced students will realize that Tickle Me Elmo would not appeal to third graders.)

3. Answers will vary but must match information from the timeline.

Strategy practice sample answer: The timeline shows some of the kinds of toys that were invented and when these toys were invented.

DAY 5

1. The labels let the viewer know what each area in the ant colony is used for.

2. The guard ant smells ants who want to enter. Only the ants that smell "right" are let into the colony.

3. Allow reasonable responses (could

be a photograph; could be in color; details could be clearer, etc.).

Strategy practice sample answer:
Groups of ants do different jobs to help the colony.

WEEK 25

DAY 1

1. No, Ramona is not a real person. The text says she was 4 in 1955 and turned 9 in 1989. It also says that she's a character in a series of books.

2. Ramona tried to dye herself blue.

3. Answers will vary. Ex. "Ramona Quimby, a Popular Girl" or "Beverly Cleary's Beloved Character," etc.

Strategy practice: Answers will vary. If students claim their minds did not wander as they read, have them share tips for staying focused.

DAY 2

1. The second paragraph explains how the spines of a cactus help and protect the plant.

2. The main idea of the third paragraph is how a cactus absorbs and stores the water it gets when it rains.

3. The last paragraph sums up the main idea of the first paragraph, which is that cactuses must use water carefully in order to live in the hot, dry desert.

Strategy practice: Details should cover the main idea—cactuses and how they use rain.

DAY 3

1. He grabs his favorite bat and swings it twice.

2. Right after Jake stares at the pitcher he takes two practice swings with the bat.

3. Jake has been playing baseball for 4 years. I know because he started at 5, and he is now 9.

Strategy practice: Students should act out the sentences describing Jake in paragraphs 2 and 3.

DAY 4

1. Uncle Gino removes his watch and ring before he dusts the dough with flour. He does it to keep the flour off these items.

2. The narrator's favorite part is when Uncle Gino tosses, twirls, and catches the pizza dough.

3. The narrator spreads flour and says, "Get ready, get set, toss!"

Strategy practice: **Uncle Gino's steps:**

1. shapes the pizza dough into a ball
2. removes watch and ring
3. dusts the dough with flour
4. presses dough into a flat circle
5. drapes the dough over his hands
6. flings dough into air

7. tosses dough over and over again

DAY 5

1. The main idea is how the human body takes in food and digests it (changes it into energy the body can use).

2. Food first begins to break down inside the mouth when teeth chew it.

3. After fluids break down the food, the particles finally enter the bloodstream in the intestines.

Strategy practice sample response: Your digestive system breaks down food, starting with your mouth and ending with your small intestine.

WEEK 26

DAY 1

1. When the mom honks the horn, the cat is surprised and runs in front of Sophie, who drops her homework. The dog, chasing the cat, puts holes in her paper and knocks over the orange juice.

2. Sophie didn't finish her homework the night before because she was making finger puppets and a stage to retell a story she'd read.

3. Sophie is going to have to explain to the teacher why her homework is so messed up.

Strategy practice sample answer:
rushed, blasted, pierced, barked

DAY 2

1. Carnegie believed that English would become the dominant world language.

2. Silent letters were eliminated in order to spell a word the way it sounded when spoken. "So they used the letters for the sounds they heard and got rid of silent letters."

3. Answers will vary; allow any reasonable response as long as a reason is offered.

Strategy practice: **cause:** The men believed that words should be spelled the way they sound. **effect:** So they used the letters for the sounds they heard and got rid of silent letters.

DAY 3

1. The fact that George Washington was the president lets me know it happened long ago.

2. "Blanchard liked all of the attention." I know it's an opinion because it cannot be proven true.

3. The farmer had never seen a balloon before, and he was frightened when it landed in his field.

Strategy practice: Responses should recall details from the passage.

DAY 4

1. "Best of all, the animals aren't

bothered by the cameras" and "These films are exciting to watch!" are both opinion statements. Neither one can be proven true.

2. The facts tell the reader what Crittercams are and how they are used.

3. Answers will vary; allow any reasonable response as long as a reason is offered.

Strategy practice: The second paragraph gives information chronologically.

DAY 5

1. The high level of moisture in the rainforest causes green algae to grow on the sloth's brown fur, making it a mossy green.

2. The effect is that it is easy for the sloth to hang upside down from tree branches.

3. Jenny means that the scooter is moving really slowly, because sloths move so slowly that it may take them a day to move from one tree to another.

Strategy practice: Answers should include descriptive details from the passage.

WEEK 27

DAY 1

1. (Accept any three.) Both are living things that need air, food, and water to survive. Both have crowns, trunks, and limbs. Both have outer coverings that protect the inside and tubes that deliver fluid and nutrients throughout the body.

2. (Accept any three.) Trees make their own food, are covered in bark, have roots and leaves, and can be made into paper or furniture. Trees cannot move and have to stay in one place all the time.

3. The part of a tree used to make a telephone pole is the trunk. That is the only part that is tall enough and straight enough.

Strategy practice sample question: What do trees and people need to survive?

DAY 2

1. (Accept any three.) Broadleaf trees produce fruits or seeds, and their hard wood is used to make furniture, baseball bats, and hockey sticks. Their leaves change color and drop in the autumn. Needleleaf trees have narrow leaves that grow close and stay green all year round. They grow cones that hold seeds and have soft wood used to make paper and lumber.

2. (Accept any two.) The trees are alike because they have green leaves, make their own food, and have seeds.

3. (Accept any one reason.) A cherry tree is a broadleaf tree because it has

flat leaves, bears fruit, and loses its leaves in the fall.

Strategy practice sample answers:
broadleaf: flat leaves; turn red, orange, or yellow; lose all of their leaves; have very hard wood. **needleleaf:** narrow leaves; stay green all year; known as softwoods.

DAY 3

1. Pauline the cow and the sheep were probably kept long ago when it wasn't easy to get milk from a store and there were no lawnmowers to cut the grass.

2. The presidents enjoyed having animals around them just as many ordinary people do.

3. No, all the animals were not tame. There is no way to tame an alligator, a badger, or a hippo.

Strategy practice sample question: Was Smokey nice?

DAY 4

1. The first 100 buttons sold quickly, so they ordered 10,000 more to sell.

2. Answers will vary. Ex. Yellow smiley faces are very popular; a simple idea can become popular quickly; the two brothers probably earned a lot more from the smiley face than Harvey Ball did, etc.

3. Mr. Ball believed that a smiling face was important.

Strategy practice: Responses will vary.

DAY 5

1. Answers will vary. Ex. Rice and corn need a lot of water to grow, while wheat does not. Rice and corn are used for things people need besides food (rice for rugs and roofs; corn for fuel and crayons), while wheat is just for food.

2. Answers will vary. Ex. Cereal grasses include rice, corn, and wheat; people eat rice, corn, and wheat; the straw from rice and wheat is not thrown away but is used for other purposes; etc.

3. Answers will vary; allow any response as long as it is supported by an explanation.

Strategy practice sample question/answer: What can corn be used to make? Corn can be used to make crayons.

WEEK 28

DAY 1

1. They live in the cold waters of the Pacific Ocean.

2. Grooming helps otters to trap air bubbles in their thick fur. The air bubbles keep them from freezing to death.

3. They use their sharp claws like combs to clean and untangle their fur. They roll to get rid of every bit of mess,

because dirty fur will not hold air bubbles.

Strategy practice sample answers:
similarity: Otters and people groom themselves. **difference:** Otters use their claws to brush their fur, but people use brushes and combs to brush their hair.

DAY 2

1. The setting is Peter's living room. The room has curtains and a front door.

2. Peter is certain she will show up because "Aunt Mitzi never missed his birthday."

3. He is embarrassed that she calls him Petey, because he doesn't like the nickname.

Strategy practice sample answers:
action verbs—e.g., hid, pulled, froze, stride, boomed, landed, grunted, pinched

DAY 3

1. I would probably read this text in a book of fairy tales or fables. I know because it's fiction with animals as the main characters.

2. It's a fantasy, so it couldn't happen. A fox couldn't talk to a bear, and it wouldn't be jealous and try to trick the bear.

3. Bear's tail stuck to the ice and was torn off when he jumped up quickly.

Strategy practice: Responses should show students' ability to evaluate fantasy and reality.

DAY 4

1. He wanted Hannah to prove that she could do a good job keeping a plant alive before she tried taking care of a pet.

2. She could not spoon-feed a plant or give it orders to turn on a light while she was in school.

3. Allow any response as long as it is supported by a reason.

Strategy practice sample answers:
fuzzy leaves, bright purple flowers, slurp

DAY 5

1. Wendy and Mike built the sand castle. The text implies it by saying that they scooped, flattened, and piled the sand.

2. Answers will vary. Ex. When one hermit crab waved to the others to follow, I knew it was a fantasy because hermit crabs can't do that.

3. The hermit crabs come to the castle just after the sun goes down.

Strategy practice: Responses should pertain to the story's plot or theme.

WEEK 29

DAY 1

1. The author wrote this text to explain to the reader how to play a game from long ago.

2. The purpose of the first paragraph is to give the history of the game.

3. Allow either response as long as an explanation is given.

Strategy practice sample answer: to teach you how to make the things you will need for the game.

DAY 2

1. The author wrote this text to inform the reader about how dust is created.

2. The author did research to learn all the ways that dust is made. The author may have read magazines, books, or websites and watched a documentary.

3. No, we can never be free of dust, because everything in the universe is always crumbling into dust.

Strategy practice sample answers: You can write your name in the specks, and they can make you sneeze. Pencil shavings, hair strands, and bits of paper form some of the dust that's in your classroom. Your body makes new skin cells every day.

DAY 3

1. Luiz has to trick Mazy in order to get her into her carrier so he can safely take her to the vet.

2. They both dread going to the vet, Luiz because it's so hard to get Mazy there and Mazy because she doesn't like shots.

3. Mazy will struggle to get free; if she does, she will run and hide. Mazy will scratch Luiz or hiss, hoping he will let go of her.

Strategy practice sample question: Why does Mazy speed away when she sees the cat carrier?

DAY 4

1. Casey is proud of being able to do things by himself, so he likes to put on his own clothes.

2. They will probably help him to make adjustments so his clothes are comfortable.

3. He is reaching for his shoes, so he will probably try to put them on his feet.

Strategy practice: Discussions will vary.

DAY 5

1. The author wrote this text to inform the reader about hippos.

2. The hippo spends its time in the water. Its eyes, ears, and nose are on top of its head, so they stick out of the water. When it goes under, its ears and nose close to keep out water. Clear lenses cover its eyes so it can see

underwater.

3. After the sun goes down, the hippo's skin won't be hurt by the sun's rays, so it goes onto land and eats plants. I know because the text says the hippo spends its day in the water but doesn't eat water plants.

Strategy practice: Questions and responses will vary.

WEEK 30

DAY 1

1. The title tells the name of the Just for Kids class that's being advertised.
2. The ad included a picture so that kids can get an idea of how a puppet they could make might look.
3. No, your little sister is too young. The ad states that the class is for 7–10-year-olds.

Strategy practice sample answer: kids interested in making puppets

DAY 2

1. The recipe has two parts because there's a list of ingredients and a list of how to combine the ingredients to make the cookies.
2. You should go to the store and buy eggs. If you leave anything out of the cookies, they will not taste right.
3. No, you need more than 3 hours to make the cookies. You need time to mix everything together, have the dough sit in the fridge for 3 hours, and then about 10 minutes to bake them.

Strategy practice sample answer: It would be difficult to follow the instructions without knowing first what you will need to make the food.

DAY 3

1. The purpose of the chart is to show how many hours each type of animal spends asleep daily.
2. The chart is organized with the animal that sleeps the most at the top all the way down to the animal that sleeps the least at the bottom.
3. The text explains the different positions in which animals sleep and also tells why some sleep so little.

Strategy practice sample answer: All animals make time for sleeping. They sleep in different ways.

DAY 4

1. The chart's purpose is to show how one thing leads to another in an endless cycle.
2. The sun makes the water turn into vapor and rise into the clouds.
3. A lot of rain or melting snow will cause a river to overflow its banks.

Strategy practice: Answers should be cyclical. Ex. Earth's rotation around the

sun and the four seasons; an average day at school; etc.

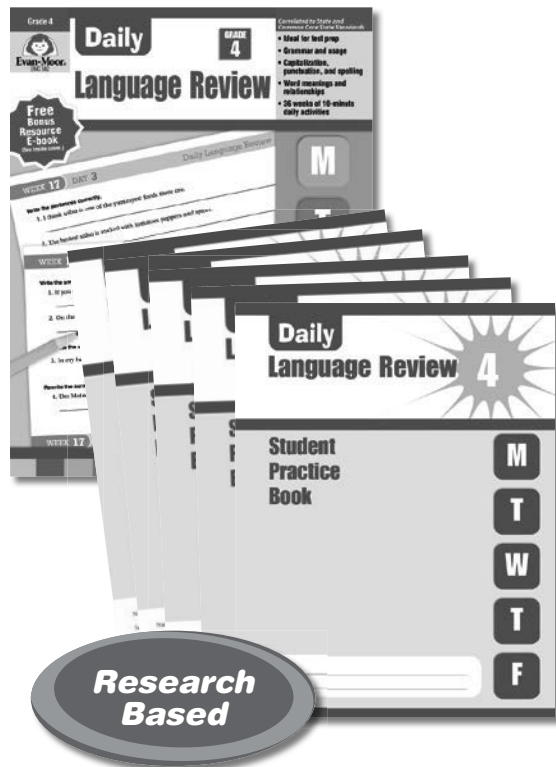
DAY 5

1. There are three new items offered at the snack bar. I know because they are listed under the heading "Snack Bar—Just In!"
2. No, in the "Today's Zany Fun" section it doesn't mention learning to ride a unicycle.
3. I need to go south to the Big Top Tent because the campfire is going to be outside of that.

Strategy practice sample answers:

Today's Zany Fun lists the day's activities; **Snack Bar—Just In!** tells kids what they can eat or drink; **Reminders from the Ringmaster** tells the campers their chores; **Campfire Tonight** gets kids enthused about the campfire, tells them when it is, and reminds them to bring a blanket; **Don't Get Lost!** tells kids where important places in clown camp are.

Perfect Supplements to Your Core Curriculum!

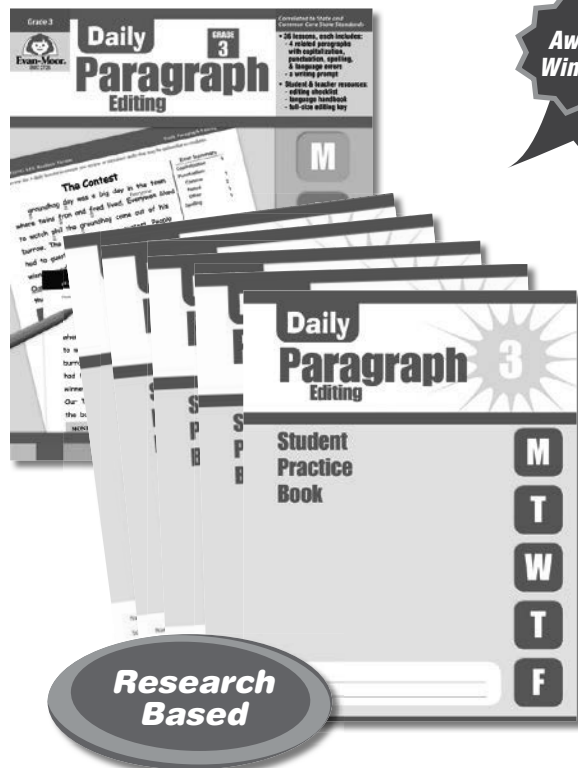


Daily Language Review

Each book provides four or five items for every day of a 36-week school year. Skill areas include grammar, punctuation, mechanics, usage, and sentence editing. There are also scope and sequence charts, suggestions for use, and answer keys for the teacher. 136 pages.

Correlated to current standards.

Teacher's Edition		Student Pack (5 Student Books)	
Grade 1	EMC 579	Grade 1	EMC 6515
Grade 2	EMC 580	Grade 2	EMC 6516
Grade 3	EMC 581	Grade 3	EMC 6517
Grade 4	EMC 582	Grade 4	EMC 6518
Grade 5	EMC 583	Grade 5	EMC 6519
Grade 6	EMC 576	Grade 6	EMC 6520
Grade 7	EMC 2797	Grade 7	EMC 6597
Grade 8	EMC 2798	Grade 8	EMC 6598



Award-Winning

Daily Paragraph Editing

Editing practice targets grade-level skills from the language arts curriculum, focusing on capitalization, punctuation, spelling, and language usage. Each weekly lesson includes a 4-paragraph composition for students to edit and a related writing prompt. Also included are scope and sequence charts and annotated answer pages. 176 pages.

Correlated to current standards.

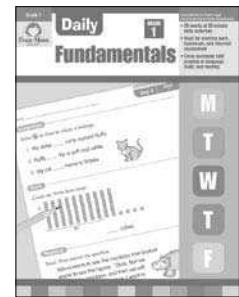
Teacher's Edition		Student Pack (5 Student Books)	
Grade 2	EMC 2725	Grade 2	EMC 6551
Grade 3	EMC 2726	Grade 3	EMC 6552
Grade 4	EMC 2727	Grade 4	EMC 6553
Grade 5	EMC 2728	Grade 5	EMC 6554
Grade 6	EMC 2729	Grade 6	EMC 6555
Grade 7	EMC 2837	Grade 7	EMC 6737
Grade 8	EMC 2838	Grade 8	EMC 6738

Daily Practice Books

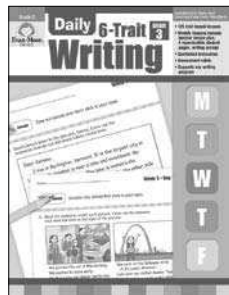
Frequent, focused practice to supplement your core curriculum.



Daily Higher-Order Thinking
Grades 1–6



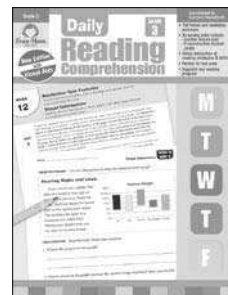
Daily Fundamentals
Grades 1–6



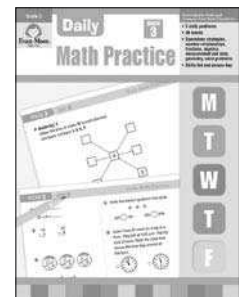
Daily 6-Trait Writing
Grades 1–8



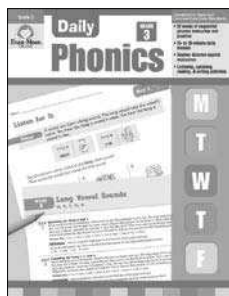
Daily Language Review
Grades 1–8



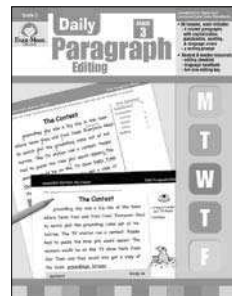
Daily Reading Comprehension
Grades 1–8



Daily Math Practice
Grades 1–6



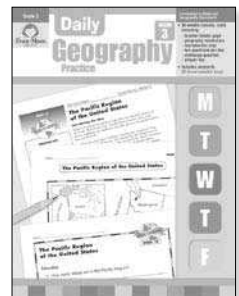
Daily Phonics
Grades 1–3, Intermediate



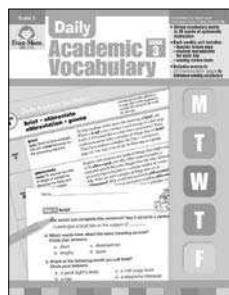
Daily Paragraph Editing
Grades 2–8



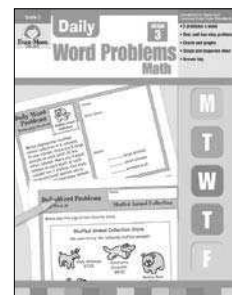
Daily Science
Grades 1–6



Daily Geography Practice
Grades 1–6



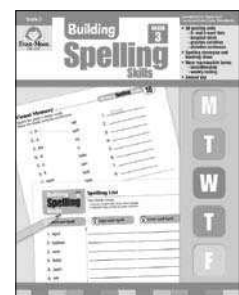
Daily Academic Vocabulary
Grades 2–6



Daily Word Problems
Grades 1–6



Daily Handwriting Practice
All Grades



Building Spelling Skills
Grades 1–6



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About Evan-Moor Educational Publishers

Our mission is *helping children learn*.

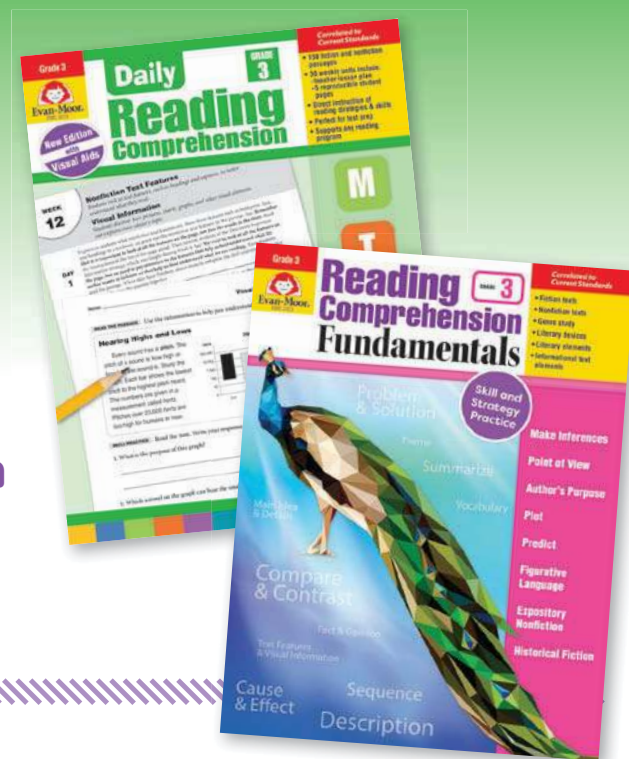
Founded by teachers, we understand the challenges and joys of teaching. We strive to assist teachers and parents by providing resources that motivate children to learn.

We haven't done this alone. We appreciate our partnerships with teachers and parents in over 90 countries that nurture the education of millions of children!

Better Together...

Two Comprehensive Resources Improve Reading Comprehension

The focused approach and extensive practice with reading and analyzing texts increase students' comprehension!



Designed to work together, this powerful duo provides students with the reading strategies, comprehension skills, and practice needed to become strong and successful readers!

Daily Reading Comprehension

This classroom favorite provides 30 weeks of daily instruction of reading strategies and comprehension skills. In the daily 10- to 15-minute activities, students apply reading skills and strategies to 150 fiction and nonfiction passages. The short daily activities offer you a snapshot of students' reading competencies.

Reproducible Teacher's Editions

Grade 1 EMC 3611	Grade 5 EMC 3615
Grade 2 EMC 3612	Grade 6 EMC 3616
Grade 3 EMC 3613	Grade 7 EMC 3617
Grade 4 EMC 3614	Grade 8 EMC 3618

Student Practice Books—5-Packs

Grade 1 EMC 6371	Grade 5 EMC 6375
Grade 2 EMC 6372	Grade 6 EMC 6376
Grade 3 EMC 6373	Grade 7 EMC 6377
Grade 4 EMC 6374	Grade 8 EMC 6378

Reading Comprehension Fundamentals



Each of the approximately 35 units focuses on one reading skill, strategy, text structure, or genre to help you reteach or reinforce concepts that students are struggling with. Use this series to supplement your curriculum, as a core reading resource, or as a test-prep strategy to improve students' comprehension.

Grade 1 EMC 2421	Grade 4 EMC 2424
Grade 2 EMC 2422	Grade 5 EMC 2425
Grade 3 EMC 2423	Grade 6 EMC 2426