

Grade 5 Reading Fall STAAR Walk



50 Daily Learning Opportunities

***“Linking Reading
and Writing”***

Fall Semester

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A Guide to Using this Resource for Active Student Reading

The teacher's guide is formatted differently from the student guide. For starters, each teacher page has relevant state learning standards listed in the top right corner. Students will have to flip the page to pre-read their questions because this is a habit they will need to practice during independent activities like tests. However, the teacher's guide is conveniently formatted as an outline or script that can be read from top to bottom. Teachers won't have to flip their page back and forth while effectively guiding students through their reading comprehension practice. When printing, Amara recommends making sure the scale option is set to "print actual size" instead of "fit to the page".

Features

The teacher's guide utilizes different fonts to provide teachers with optional prompting, questions, and sentence stems that they can use as they read. **Bold** font indicates an optional statement that can be spoken out loud to students; these might be questions to present to students, or modeled "think-alouds" to show students how strong readers think about a text as they read. *Italicized* text indicates possible answers or reactions to given prompts.

TPQRRAP - Active Student Reading and Engagement

The teacher's version of each activity is formatted to guide students through a mnemonic procedure that sets them up for success when it comes to reading comprehension. Students should write "TPQRRAP" at the top of the page near the title and check off each letter upon completion of that part. Each part of the TPQRRAP procedure is marked with a star on the teacher's guide:

★ (Title/Text features): Read the title together and review text features.

★ (Pre-reading: predict and connect): The teacher might give some contextual information before reading. This is an opportunity to access prior knowledge, build that background knowledge, and make connections and predictions. Some words from foreign languages will be written in this section to prepare teacher and students.

★ (Questions): Read the questions together. Ensure students understand what they will be required to answer later. This also helps to build students' background knowledge before they begin reading the text. They will be aware of some story elements they are about to read, or some content vocabulary.

★ (Read): To help students become strong readers, we must model how to think about a text as we read and how to annotate. Students can read these texts independently, but each activity in the teacher's guide provides occasional prompts that are meant to be used during a group reading. These prompts not only model how to think about a text, but also provide the teacher with informal assessments of student comprehension along the way. The space labeled "Reader's Notes" is intended to be used for annotations. The teacher can model how to break a text up by drawing a line after a few paragraphs and summing up what is happening so far, or this space can be used to write a key word or phrase periodically as students read. The teacher will need to decide how much guidance students need in comprehending the text, and how much annotation will set them up for success.

(Continued on next page)

★ (Reflect and connect): After reading the text, teachers can prompt students to summarize the text. This is also the opportunity to correct misconceptions about the text, build connections to the text and take note of student interest in order to extend learning.

★ (answer questions): After guiding students through the questions and text, students answer the handful of questions independently.

★ (Prove answers and discuss): After answering the questions, there is another opportunity to correct misconceptions and solidify comprehension by encouraging students to prove their answers. To facilitate discussion, encourage students to mark in the text where they found evidence for a question by marking Q1, Q2, etc. The teacher's guide provides a rationale for correct and incorrect answers, along with suggested responses and sentence stems for open-ended questions.

Drawing Conclusions

Drawing conclusions and making inferences requires reading text and assigning meaning where the author does not provide explicit meaning. A common anchor chart used is that of a detective's lens. Readers, acting as detectives, search for clues that can shed light on some element of the text. Clues, or evidence, might be presented as actions, thoughts, or feelings. Below are some sentence stems that readers can use to verbalize their inferences:

Based on the text, [inference].

The author wrote that...

When the character [action/thought/feeling], I can infer that...

Context Clues for Unfamiliar Words

Using context clues to define unfamiliar words is another form of drawing conclusions. To assign meaning to an unfamiliar word, students should look for clues in the sentence with the unfamiliar word, along with the sentences prior to and immediately following the unfamiliar word. The paragraph that contains the unfamiliar word can also provide context. These clues might be the tone or mood presented around an unfamiliar word, repeated vocabulary, or actions, thoughts, and feelings of a character around the unfamiliar word.

Here are some forms of context clues where the structure of sentences can help a reader define an unfamiliar word.

Synonym or Restatement Context Clues: The author uses the unfamiliar word, followed by a more common synonym. Sometimes the author might explicitly define an unfamiliar word, using a phrase such as "in other words", or "which means".

Examples: The man was trying to understand the story but he was very **bewildered**, or confused.

A library can help you **expand your understanding of the world**, which means it can help you learn something new.

Antonym or Contrast Context Clues: The sentence or sentences might set up a contrast using a simpler word.

Examples: She thought these new dogs would be more **rambunctious**, but they were quiet and calm.

She was **suspicious**. She didn't know who she could trust.

Some tips to approach vocabulary

Each text (student and teacher versions) has a few words that are ***bolded and italicized***. These words are anticipated to be tier 2 or tier 3 words for students, meaning that these words might be grade-level or content-specific words, or they might be words with multiple meanings. There are also underlined phrases which are idioms or figurative language. If a teacher scans this text, they can begin to use these words and phrases ahead of time with the students to promote a sense of familiarity when students encounter these words and phrases in the text. Below are a few ways that teachers have suggested working with this vocabulary. Please feel free to send us your vocabulary ideas as well!

- When introducing vocabulary to students, explicitly state the meaning but then give several examples of how the word can be used in a sentence. Visuals often help— they can be little drawings next to the words or body movements that illustrate the word.
- Have a word wall with a handful of vocabulary for the week. Introduce the words to students each morning, and give each word a point as students notice it during the week, or if students use the word correctly.
- Use vocabulary words in a “mystery word”/“taboo” game. Have a student give clues to the class about a word. They just can’t say the word. They can even give a sentence with the word, as long as they don’t say the word. When students guess the word, the student starts giving clues about a new word. Give the student 2 minutes or so to get as many words guessed as they can, and then give one more student a chance. If you only have 10 or so words, they might get repeated but that helps students remember the meaning and their usage!

Summarizing a Text

A simple frame for summarizing a story that is easy to repeat and remember is:

Somebody...Wanted...But...So...Then... This frame includes the key elements of a narrative story: the main character, the goal, the problem or conflict, the solution, and the resolution of the story.

For nonfiction texts, the structure of the text might indicate a more effective form of summarizing to promote reading comprehension.

Description - each paragraph is extended information about one topic. This might be visually depicted as a bubble map with several details extending off of one central idea or topic. To summarize would be to take the most important sentence of each paragraph (most likely the first sentence, which often contains the main idea of a paragraph) *For example: Ocean Habitats, activity 13*

Compare/Contrast - The central topic of the text might be comparing 2 or more objects or ideas. To summarize would be to capture the most important information presented about each object of comparison, whether they be similarities or differences. *For example: Leave the Bees in Peace, activity 75*

Sequence, Problem/Solution, Cause/Effect— This text might provide a nonfictional account of a life or event, or it might be informational accounts of causes and effects around a certain topic (for example, the effects of pollution). To summarize this type of story, you might be able to use the summarizing frame for stories. You could also write the summary as a timeline that mentions the key events of the text. *For example: Weather and Climate, activity 48*

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Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. This is a fictional text about a boy who loses something. I know I’ve lost something valuable before, and I felt very anxious. Have you had a similar experience? How might you connect to this text? Let’s read to see how Robert lost his phone, and what happens next.

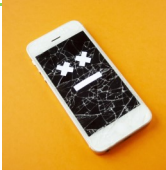
- ★ Questions & Notes for the teacher

1. Which of the following is the best summary for this text? What details are necessary for strong summary? Review story elements necessary for story summary: important characters, setting, objective/goal, problem, solution, resolution. You can use “Somebody/Wanted/But/So/Then” to help guide students through summary as well.

2. “How do you live like this??” Julio got anxious when things were too messy.” Based on this text, what can the reader infer about Julio? Julio must be a character in this story. Have students refrain from writing their answer until after they read. After we read this text, we can use the details to make an inference about Julio.

3. A reader infers that Robert is very disorganized. Write a piece of evidence that supports this inference. Is there already evidence that Robert is disorganized? As we continue reading, we will look for other evidence that Robert is disorganized.

★ Read out loud. Pause to react and discuss.



These statements in italics are Robert’s thoughts. Has this ever happened to you before?

“Hi Dad, I’m home,” Robert called out from the front door.

“Great! Finish up your homework and we’ll have dinner in about an hour,” Robert’s dad called back.

Robert plopped down at the dinner table and pulled his homework folder and math book out of his backpack. He opened his book to chapter 8, part 3 and started looking at the questions. *‘Oops, I left my planner at school... are we supposed to do the odd-numbered questions or the even-numbered questions tonight?’* He tapped his chin with his pencil and tried to remember the assignment his teacher had written on the board.

Robert shrugged. He could send a message to Julio. Julio never dropped the ball when it came to schoolwork. Robert dug around in his backpack for his phone. He frowned. He turned the backpack upside down to let its contents spill out.

Robert examined the pile of stuff. He discovered old announcement fliers dating back to the first day of school, broken pencils, and dried glue sticks. Robert found bent folders, crumpled tests with grades on them, and a novel missing its cover page. There was an unopened granola bar and a spork. However, Robert did not find his phone.

Robert’s stomach dropped. His phone was only a month old! It was so expensive! His dad was going to blow a gasket! “Uh, hey Dad... I need to go grab something from Julio so I can finish my homework... I’ll be back by dinner!”

Julio ‘never dropped the ball’, which means he is a very responsible person.

Uh oh, Robert’s stomach dropped because he knows it’s really bad news to lose his phone.

“Okay, you’ve got 50 minutes!”

Robert ran out the door, his mind racing. Luckily, Julio only lived two houses away. Robert knew his friend would be able to help. Robert knocked on Julio’s door and rang the doorbell. Julio opened the door and smiled at Robert, “Whoa, where’s the fire??”

“Julio, you’ve gotta help me find my phone or my dad will ground me for life!”

Julio rubbed his forehead thoughtfully. “Well, when did you last use it?”

Robert shrugged. “I don’t know, after school sometime? This morning? I have no idea!”

Julio sighed. “I swear, you would lose your head if it wasn’t attached to your neck... Let’s retrace your steps.” Julio turned his head towards the kitchen. “Hey mom, Robert lost his phone. Can I go help him find it?”

“Seriously, Robert? My goodness,” Julio’s mom called from the kitchen with a laugh. “That kid would lose his head if it wasn’t attached to his neck! Go ahead, Julio. Dinner will be on the table in 45 minutes, so don’t be late!”

What is Julio’s solution for Robert’s problem?

It seems like Robert has a reputation for losing things or being irresponsible. What evidence have we seen for this already?

Robert and Julio walked briskly. "Okay Robert, let's retrace your steps. We walked home together, and before that, we met in the art room. What did you do before going to the art room?"

"Um... I was just in my homeroom class for dismissal. Then I stopped by the art room because I forgot to write my name on my assignment."

"Okay, let's start in your classroom. Hopefully Ms. Anderson is still there!"

They were in luck! Ms. Anderson had afterschool tutoring today. "Good luck," Ms. Anderson said when she glanced at Robert's messy desk. With a gentle smile, the teacher wagged a marker at the boys and said, "I give the class weekly tidying time for a reason, Robert!"

Julio and Robert took everything out of the desk; every worn-down eraser, crumpled paper, and lost library book. "How do you live like this??" Julio got anxious when things were too messy. He helped Robert organize the items in his desk, and they threw away old papers and bits of trash. Unfortunately, there was no phone. Robert glanced at the clock.

Julio and Robert quickly walked to the art room. A custodian opened the door for them and watched as they scrambled around the room looking for Robert's phone. "It's not down here," Robert said as he crawled under all the tables.

"It's not over here either," Julio said as he peered around student artwork on the drying shelf. Julio looked at his watch. "Well, time's up... dinner is in 10 minutes."

Robert and Julio jogged back to their block. "Sorry we couldn't find your phone," Julio said.

"Yeah, well, it's my fault," Robert said miserably. "I need to get better at keeping my things in order." Julio and Robert waved goodbye.

Robert walked inside and silently put plates on the table for dinner. His dad noticed how quiet he was. "Are you okay, Robert?"

"Not really," Robert said.

"Grab us some forks and then you can tell me what's bothering you," his dad said kindly.

'He's not going to act so kindly when I tell him about my phone...' Robert opened the silverware drawer. He blinked his eyes three times because he couldn't believe what he was seeing. Right there, next to the forks, spoons, and knives... "MY PHONE WAS HERE THE WHOLE TIME!!!!" 

Did the boys solve Robert's problem? What is Robert going to do now?

Sometimes, writers put a mark like this to show we've reached the end of the text.

★ Reflect: Review predictions from before reading. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Summarize: **Who is the main character in this story? What does the character want? But... what was the problem? What type of conflict was this?** (person vs person/self/environment/etc) **How does Robert try to solve his problem? How does the story resolve itself?** Ask students what lesson Robert might have learned, or what he might do differently next time.

★ Answers and ★ Proof

1. Which of the following is the best summary for this text?

- A. does not mention main problem
- ☒ B. has all elements of plot
- C. Incorrectly suggests that Julio's solution worked; missing falling action
- D. does not mention the end of the story (resolution)

2. "How do you live like this??" Julio got anxious when things were too messy." Based on this text, what can the reader infer about Julio?

Emphasize writing in complete sentences. Suggested frame: Based on the text, Julio is most likely...

Example: Emphasize writing in complete sentences. Suggested frame: Based on the text, Julio is most likely...

3. A reader infers that Robert is very disorganized. Write a piece of evidence that supports this inference.

Emphasize writing in complete sentences. Suggested frame: The text states that... (R's backpack was full of old trash; others knew R was messy/lost things...

Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. This is a fictional text about a character visiting another classroom. Why do you think he’s there? How might you connect to this text? Let’s read to see why Johnny is visiting this classroom and what will happen there.

- ★ Questions & Notes for the teacher

1. Based on the text, what is your prediction for part 2 of this story?

Based on this question, we won’t read the end of the story today. We’ll use evidence to create a strong prediction for part 2.

2. Based on the text, what can the reader infer about one of the story’s characters?

To make an inference, we will need to pay attention to details. Those details will be clues to help us understand more about the characters.

3. Compare your classroom and Ms. Vela’s classroom from the story. Then, write your comparison statements below.

Review how to compare/contrast two objects, if necessary. As we read, we should mark details to recall for this question. Then we’ll write our details in complete sentences. You can review comparing structures beforehand.

3. Why did the author include so many details about Ms. Vela’s classroom?

This will be an open-ended question for students to answer after reading.

★ Read out loud. Pause to react and discuss.

This first paragraph already gives a lot of information. Review main character, setting, Johnny’s anger/ embarrassment

“What lousy luck,” I mumbled to myself as I *hobbled* down the school hallway. My crutches dug into my ribs as I slowly made my way past classrooms full of busy kids. I heard greeting songs in room after room. I kept hobbling towards the end of the hallway. The pain of breaking a bone is enough punishment, but now I was missing out on a day of adventure with my friends! “This is my worst day of school ever,” I muttered. Eventually, I arrived in front of classroom #1. I knocked on the door. My face was hot with embarrassment and anger.

A smiling woman opened the door. She smiled even wider when she saw me. She glanced at my crutches and the cast on my leg. I heard children singing the ABCs inside the room, and the warm scent of vanilla floated towards me. “Johnny, I’m so glad you’re here!”

“Good morning, Ms. Vela,” I mumbled. I handed Ms. Vela the letter from my teacher.

“Dear Ms. Vela, thank you again for agreeing to have Johnny in your classroom today. We will be back from our field trip at 2:00 PM. Johnny brought his own lunch and has a book. However, I’m sure he will be a great class helper if you put him to work! Sincerely, Mr. Braggs”

“Please come in,” Ms. Vela said kindly.

I looked around the classroom. One wall was decorated with a big pond, and an orange fish was smiling and waving a fin in greeting. A speech bubble next to the fish said, “Splash into Kindergarten!” I rolled my eyes.

Ms. Vela pointed to a short shelf against the wall. “You can put your backpack in an open cubby.” I sighed and hobbled over to the shelf. It was decorated with colorful letters and numbers. Were all kindergarten rooms this colorful and... babyish? The shelf of cubbies was short, so I had to crouch down, which is uncomfortable with a cast on my leg. Each cubby was also tiny, and I had to push and shove my backpack to get it to fit. Finally I straightened up, huffing and puffing.

The kindergarten students finished singing the ABCs, and Ms. Vela joined them in a round of applause. Then, they all turned to look at me. “Ms. Vela, who is that,” one boy piped up, pointing at me.

Who is Mr. Braggs? What can you already infer about Ms. Vela?

What can you infer when a person rolls their eyes?

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Even though Johnny is feeling upset, it seems like he isn't trying to be mean to these kinder students. Have you felt that way before, like you are frustrated but trying not to take it out on others?

"Class, this is our helper for the day! His name is Johnny. Everybody, say 'Good morning, Johnny!'"

All the little kindergarteners yelled out, "Good morning, Johnny!"

I still felt very bitter about having to miss the class field trip because of my broken leg. However, I knew it wasn't these kindergarteners' fault. I tried to smile as I waved. "Hi, everybody," I said weakly. The sarcastic voice in my head said, 'We sure are going to have a lot of fun...'

I peered out of the classroom and into the hallway. Right at that moment, I saw some of my classmates walking by! It was the whole class. They were all carrying their **portable** lunches. They were probably walking to the front of the school so they could get on the bus. My friend Oswaldo saw me peeking at them through the doorway. He shrugged and waved. "Sorry, Johnny," he mouthed. I sighed again and sank into a tiny plastic chair.

To be continued...

★ Reflect: Review predictions from before reading. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. **Can you imagine being stuck with a bunch of kindergarteners while all your peers walk by with their field trip lunches?** How did Johnny feel at the beginning of this story? How is he feeling at the end of part 1? What do you hope will happen next? What do you think will actually happen next? How can you connect with Johnny's experience?

★ Answers and ★ Proof

1. Based on the text, what is your prediction for part 2 of this story?

Emphasize writing in complete sentences. Suggested frame: Based on the text, I predict that ...

Example: Based on the text, I predict that Johnny will spend all day working hard to help Ms. Vela. He will be annoyed at first, but then he will have fun.

2. Based on the text, what can the reader infer about one of the story's characters?

- A. *no evidence for this inference; there is evidence for the opposite, that she is patient and kind*
- B. *Johnny was not punished. He was not able to join his class on the field trip because of his cast.*
- C.** *Correct; have students underline evidence to support the inference.*
- D. *The author states Oswaldo is Johnny's friend. There's no hint that he picks on Johnny.*

3. Compare your classroom and Ms. Vela's classroom from the story. Then, write your comparison statements below.

Students can write bulleted lists in each box. Encourage direct quotes or paraphrasing details from text, depending on your focus.

Emphasize writing in complete sentences. Suggested frames:

Unlike in my classroom, ...

My classroom ____, but Ms. Vela's classroom ____.

Both my classroom and Ms. Vela's classroom...

4. Why did the author include so many details about Ms. Vela's classroom?

Emphasize writing in complete sentences. Suggested frame: The author included details about Ms. Vela's classroom to...

Example: The author included details about Ms. Vela's classroom to give readers a clear image of the setting; to show why Johnny felt more uncomfortable; to show how babyish the room is.

★

Prior to reading:

Review the previous part of the story. What is the main problem in this story? Why did Johnny have to go to Ms. Vela’s classroom while his class was on a field trip? What are some ways Johnny’s problem might be solved? Review students’ predictions for the second part of the story.

- ★

Questions & Notes for the teacher

1. In “Phone Trip”, Robert has a problem. In “Kindergarten Champ”, Johnny has a problem. Which statement correctly compares these 2 story conflicts? Which story element do we need to remember from “Phone Trip”? When students read story options, they can eliminate options with incorrect details.

2. A reader infers that Johnny was unhappy at the beginning of the story, but he was happy at the end. What evidence supports this inference? To make an inference, we will need to pay attention to details. Those details are the evidence that support an inference. We can copy the evidence from the story.

3. Use evidence from the story to make your own inference about a character. In question 2, we are looking for evidence. In question 3, we will make our own inference using details from the story.

★

Read out loud. Pause to react and discuss.

The author gives details about these kindergarteners. Are they realistic? How do you know?

“Who is your teacher, Johnny?”

“What does that word say?”

“Johnny, do you have a brother?”

I was sitting at a table with 5 kindergarteners. They were coloring a picture of a dog. Well, some kids were attempting to color a picture of a dog. Some kids were just scribbling all over the paper. One student was very carefully coloring her dog with an unusual rainbow combination of colors.

“Mr. Johnny, what is your favorite animal?”

“Do you like to eat popcorn, Johnny?”

“Johnny, can you tie my shoe?”

“How do I write my name?”

‘Kindergarteners are exhausting! I don’t think I asked so many questions when I was in kindergarten...’ I was trying to be patient with the young kids. I tied their shoes when they asked. Ms. Vela said I could write words in highlighter if they asked, so that they could practice tracing the word.

Ms. Vela tapped a chime. “Snack time! Let’s wash our hands. Johnny, will you please help by pumping soap into students’ hands?” I nodded and stood up. I used my crutches to walk to the sink at the back of the classroom.

Ms. Vela played relaxing music at snack time, and I sat with a new group of students. “You all are lucky,” I told the young kids. “In 5th grade, we don’t have a snack time!” The kids gasped. One kid put both of his hands on his cheeks, and his mouth was open in shock. I laughed.

“Johnny, would you like a snack? I always keep extra just in case,” Ms. Vela said. She handed me a pack of crackers.

“Thank you, Ms. Vela,” I responded, smiling.

“After snack time comes my favorite thing in the whole world,” a kindergarten student said. “It’s almost time for arts and crafts!”



I noticed that Johnny laughed here. What do you think that means? Maybe Johnny is enjoying himself more now.

When snack time was over, Ms. Vela began passing out baskets of colorful paper scraps. I sat at a table and helped students cut some of their shapes. They glued the shapes into patterns. Each student wanted a turn to read their pattern to me, so I listened and gave them a high-five when they finished.

I had a lot of **admiration** for Ms. Vela. She never seemed to stop smiling, even when kids were dropping paper and glue all over the place. "This is nothing," she whispered to me. "A few years ago, one of my kinder kiddos was so excited when she learned how to use scissors that she started trying to cut up all of our story-books!" I was horrified, but Ms. Vela just laughed. Ms. Vela signaled the end of arts and crafts time by playing a clean-up song. The students cheered and began picking up their scraps.

Ms. Vela tapped the chime again. "It's story time now, my friends," Ms. Vela announced. The students cheered. "Maybe, if we are very lucky, Johnny will choose a story to read to us today!" The students cheered even louder. How could I say no? I smiled and picked a picture to read to the class.

At 2 o'clock, there was a knock at Ms. Vela's door. She opened the door, and Oswaldo popped his head into the classroom. "Hi, Johnny! We're back from our field trip! It's time to come back to 5th grade. Wow, Ms. Vela, your room smells really good!" I got my backpack out of the colorful cubby.

"Bye, Johnny!"

"Thanks for coming, Johnny!"

"We love you, Johnny! Come visit us again!"

I waved to Ms. Vela's students with a big smile on my face. "Bye, everybody! I had a lot of fun with you today." This time, I really meant it.

What can we infer about Ms. Vela from her actions and dialogue?

★ **Reflect:** Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Summarize the text, using a summary frame if necessary. **How did Johnny feel at the beginning of this story? How is he feeling at the end of part 2? How did his problem get solved? How do you think this story will change Johnny in the future?**

★ **Answers** and ★ **Proof**

1. In "Phone Trip", Robert has a problem. In "Kindergarten Champ", Johnny has a problem. Which statement correctly compares these 2 story conflicts?
- A. "Phone Trip" is not person vs person b/c Julio is not making it hard for Robert to find his phone.

B. Johnny does not have trouble getting along w/ Ms. Vela.

C. Correct; a way to confirm main conflict is see how the problem resolved. Robert needed to solve his problem by changing behavior, and Johnny solved his problem by changing his attitude.

D. People do call Robert disorganized, but that's not what's keeping him from finding his phone.

2. A reader infers that Johnny was unhappy at the beginning of the story, but he was happy at the end. What evidence supports this inference?

Emphasize writing in complete sentences. Suggested frame: **The text states...**

Example: The text states that Johnny was mumbling and angry at the beginning, but laughing at the end. This must mean that Johnny's attitude changed by the end of the story.

Other details: he is giving the kinder students high five; he says "I had a lot of fun with you"

3. Use evidence from the story to make your own inference about a character.

Emphasize writing in complete sentences. Suggested frame: **The text states... This must mean that...**

Example: The text states that Ms. Vela never seemed to stop smiling. This must mean that Ms. Vela is usually a very kind teacher.

• 5.3b, 5.4a, 5.6a-f, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8b, 5.8c, 5.9a

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Raise your hand if you think this is a good idea, or if you would be cheering Martina on if you were a character in this story. Let's visualize what happens next in the story.

"Maybe I should just prove to them that I'm not too small..." Martina began saying to herself. "Maybe if I just take Rosita for a little trot in the pasture, my parents will see that I'm ready to ride her around town!"

Martina ran over to Rosita's stable and hopped over the gate. The stable was a sheltered building, but right next to it was an open **pen** where Rosita could trot around. "Come on, Rosita," Martina sang, "Let's go for a little ride!"

Martina looked at the horse saddle. Her dad was right about one thing: Martina's legs were far too short to reach the stirrups. "I guess a saddle would be pretty useless then," Martina said with a shrug. She would just ride Rosita without a saddle then. The three-year-old placed a very tall stool next to the horse and stepped on. Then she grabbed on to Rosita's neck and swung a leg over the horse. Rosita let out a long neigh—this was the first time such a tiny human tried to climb on her!

Martina hugged the sides of Rosita's neck, trying not to squeeze too hard. "Okay, Rosita, let's go!" Martina tapped the horse's sides with her tiny feet. Rosita stepped side to side. "Come on, Rosita!" Martina tapped her feet against the horse harder. She did it again, even harder. Martina accidentally kicked the stool and knocked it over. The clatter of the stool spooked Rosita and made her **bolt** out of the stable and into the pen.

"Whoa, Rosita!" Martina could barely hold on when Rosita was running this fast! The little girl squeezed tighter. This just caused Rosita to rear up on her hind legs, trying to shake Martina off her back. Rosita stomped, kicked, and jolted Martina off her back. Martina was thrown into the air like a little rag doll. She flew over the gate of Rosita's pen landed on her back so hard the air got knocked out of her. She laid there for a moment. The family sheep ambled over and sniffed Martina's head. "Okay, okay...maybe my parents were right. Maybe three is a little young to be riding Rosita," Martina mumbled to herself. The courageous three-year-old got up with a grunt and stiffly walked back to the house.

When Rosita the horse got spooked, she bolted out of the stable. The ran out at full speed.

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Summarize the text, using a summary frame if necessary. Invite students to give observations/opinions on author's use of details that make this a "tall-tale" genre.

★ Answers and ★ Proof

1. Which statement is true about the genre of this text?

- A. *informational nonfiction means real people and places.*
- B. *A newborn baby talking in sentences isn't realistic (ask for more details that prove this story is not realistic)*
- ☒ C. *Correct; have students share examples of extreme/exaggerated details*
- D. *A biography is the true story of a real person's life.*

2. The author used the word "pen" in paragraph 8 of this story. Which of the following is the correct meaning for "pen" the way the author used it?

- A.
- B. *These sorts of questions can be addressed by having students re-read the paragraph for context. Setting: a farm; a horse ran out of the stable and into a pen. Which option makes the most sense?*
- ☒ C.
- D.

3. Which of the following is the best summary for this text?

- A.
- ☒ B. *Summary should contain plot elements: main character, objective/goal/desire, problem/conflict, solution, and resolution*
- C.
- D.

4. The last sentence claims Martina is courageous. What evidence from the story proves Martina is courageous?

Emphasize writing in complete sentences. Suggested frame: The text states... This must mean that...

Example: The text states that Martina wants to ride the tall horse even though people say she is too small. This must mean that Martina is courageous.

★

Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. This is a fictional text about a character named Martina Ray. If students are unfamiliar with the genre of tall tales, introduce details before reading. While we read, we will look for the details that make this character or this text special.

- ★

Questions & Notes for the teacher
1. Which statement is true about the genre of this text?

What genres of fiction are our options? What details will help us know which genre this text falls under?
2. What were 3 causes? The effect is “Namaka and Pele would often fight.”

Review how to identify causes and effects in text, if necessary. Which comes first– the cause or the effect? Can you guess what the cause might be for this given effect? We will have to read to see what the actual causes were mentioned in the text.
3. Which of the following context clues best help a reader define the word *fawning*?

Context clues can be found near the target word. They might be in the sentence before or after, or an idea in the same paragraph. Remind students to mark this word when they encounter it in the text.
4. What is the main conflict in this story?

A story might have several conflicts, but the main conflict is what drives the plot. The rising action leads to the main conflict, and the falling action happens when the main conflict is being resolved.

★

Read out loud. Pause to react and discuss.

As we read the first two characters, underline important details the author introduces. (setting, characters, genre of text)

Review details from paragraphs 1 and 2 so students can underline/note in margin.

Can you connect to the information in this story so far? Have students write a note of connection that they can share during reflection at end of story

Thousands of years ago, Mother Earth and Father Sky lived with their children on an ancient island. They already had several children, including Ka-Moho-Ali’i, a shark god, and Namaka, the goddess of ocean waves, among many others. However, Mother Earth soon gave birth to another daughter. As soon as this girl was born, Mother Earth and Father Sky could tell that she would be very powerful, and they could feel that she was connected to fire. They named her Pele.

As Pele grew, her powers did as well. Lonomakua Uncle, a wise man, decided to teach Pele how to harness her powers using Pa’oa, which was a very magical digging stick. When Pele tapped this stick on the earth, the land would crack open and fiery lava would pour out.

“Not only is she growing more powerful every day, but she is also growing more beautiful,” the people of the island would say. Everybody agreed. Unfortunately, this made Pele’s older sister, Namaka, very jealous.

Sometimes, Namaka would snap at her younger sister because of the angry jealousy she would feel.

“Pele, you are such a careless slob. You always make a huge mess with your digging stick and you don’t ever think to clean up.”

Pele did not have a lot of patience and she was quick to lose her temper. “Instead of paying attention to me, you should be taking more care of your silly ocean waves,” Pele snapped back at her older sister. In this way, both sisters got more and more frustrated with each other. Sometimes, they could barely stand to look at each other.

“People used to admire me the most,” Namaka thought to herself, “but now they just pay attention to Pele.” As Namaka grew angrier, the ocean’s waves grew bigger and choppier. When Namaka would see people *fawning* over Pele, the ocean waves would rage and crash against each other. The only place Namaka seemed to find peace was in her special garden. This garden was her *sanctuary*- nobody entered except Namaka, and she lovingly cared for it every day. Then one day, Pele made a terrible mistake.

Pele had been relaxing at the top of a hill, letting her mind wander. She carelessly tapped Pa’oa, her dig-



Pele uses Pa’oa (her digging stick) to find fire

Write your prediction for Pele’s mistake. Have a few students share.

for TEKS/STAAR

Namaka is feeling a lot of rage. Do you understand why she is feeling so upset? Have students write a connection if they/ somebody else have felt so angry they didn't think about the consequences. Would this tsunami really solve Namaka's problem?

ging stick, against the ground. Suddenly, a giant crack in the earth opened. Fiery magma rushed out of the crack and down the hill. It burned everything in its path, including Namaka's special garden.

Namaka had never felt so much rage before. She was sure that Pele had destroyed her garden on purpose. Namaka's anger created a **tsunami** out on the water. The giant wave began hurtling towards the family's island. Namaka didn't care that she might ruin her family's home. She was too furious to think of the consequences.

Pele and the rest of the family escaped the island before the tsunami flooded everything. Namaka's fury only grew when she saw Pele escaping. However, Namaka didn't want to harm her other family members. When the family landed on new land, Pele needed the power of fire to protect herself from Namaka. She tapped the earth with her digging stick and flames rose from the earth, but Namaka used her waves to **extinguish** the flames. Pele ran to the next island, but again Namaka washed away the fire that Pele drew from the earth.

Eventually, Pele found a mountain with fire so strong that Namaka could not wash it away, no matter how much she tried. This mountain was called Kilauea, and it is a volcano on Hawai'i. Pele's home still shoots out fire and lava today, and Namaka, still angry, always tries to fight back with her ocean waves.

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Summarize the text, using a summary frame if necessary. Invite students to give observations/opinions on author's use of details that help identify this genre of text. **Even though this story has mythological characters who can do magical things, how can you connect with the story? How can you connect with the characters?**

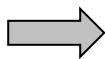
★ Answers and ★ Proof

1. Which statement is true about the genre of this text?

- A. *Nonfiction means real people and places. This has real places, but not real people.*
- B. *Tall tales are exaggerated or extreme stories made from realistic people or places, like Martina Ray's story.*
- ☒ C. *Myths usually give a magical explanation for how something came to exist.*
- D. *Biographies are about real people.*

2.

What were 3 causes?



Namaka and Pele would often fight.

Emphasize writing in complete sentences. Suggested frames:
Namaka and Pele would often fight because...

_____, so then Namaka and Pele would often fight.

Namaka was jealous of Pele; Pele was careless and impatient; Namaka and Pele were too powerful and would harm each other

Example: Namaka was jealous of Pele, so then they would often fight. Namaka and Pele would often fight because Pele was careless and impatient with her older sister.

3. Which of the following context clues best help a reader define the word *fawning*?

- A. *Context clues: look for clues near the target word. **Fawning** is a verb, or action. It makes Namaka mad when people are **fawning** on Pele.*
- B. *Pele.*
- ☒ C. *A. is not located very close to the word fawning. B is about Namaka getting angry. C: Namaka is mad about people admiring Pele. D is about Namaka only.*
- D.

4. What is the main conflict in this story?

- ☒ A.
- B. *D is not shown in this story. A, B, C are problems in the story, but A leads to rising action. Namaka and Pele fight, and this causes the island to get destroyed. A. causes Namaka to feel hurt and jealous.*
- C.
- D.

★ Making an Alphabet

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8b, 5.9d

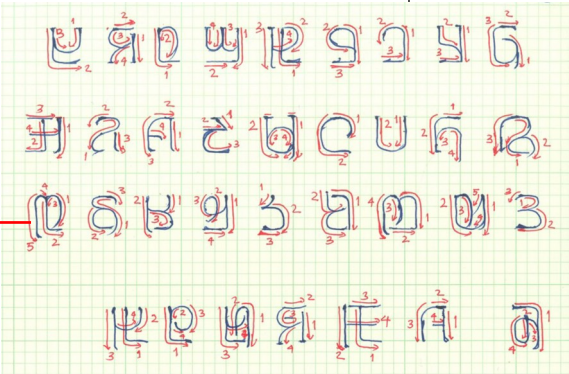
Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. This is a nonfiction text that focuses on 2 men who grew up in a country called Guinea. Their names are Ibrahima and Abdoulaye. You can point out Guinea on a map to help build connection to this location if its unfamiliar to students. Can you predict what these two boys do in this text? Why might they have to make their own alphabet? Invite students to make observations and predictions about the two images.

★ Questions & Notes for the teacher

- 1. Which choice has the text’s events in the correct sequence?** When we put items in their correct sequence, we’re putting them in order based on how they happened.
- 2. Based on evidence from the text, Ibrahima and Abdoulaye are most likely...** This is the stem we use when we are drawing conclusions or making inferences about characters. After we read the text we can use it as evidence.
- 3. Which sentence from the text explains why the brothers decided to make an alphabet?** This question is set up to get students thinking about cause and effect.
- 4. Write a follow-up question based on the text and images.** Follow-up questions are the extra details we want answers about after reading a text. These questions are connected to the text somehow. They might be questions about the brothers, their home country, or something that happens in the text.

★ Read out loud. Pause to react and discuss.

If students have trouble connecting to this, have them imagine younger children who have not learned to read or write yet. How can they communicate? How does this create problems for them?	At this very moment, you are reading. You are looking at groups of letters, and you know the sounds those letters make. You know that certain groups of letters make words. The words you are reading came from the author. The author wanted to share ideas with you, but she can’t talk to you. Instead, she wrote her ideas down so you could read them later. Reading and writing is a very important part of how we communicate and learn. However, there are groups of people around the world that speak languages they can’t write or read because there is no alphabet for their language.	Quickly recall details: Who are Ibrahima and Abdoulaye? What is their native language? How is Fulfulde very different from English?
Read to learn how the boys created their alphabet.	In 1989, two brothers were growing up in the country called Guinea. Abdoulaye was 10 years old. His brother, Ibrahima, was 14 years old. They both grew up speaking a language called Fulfulde. Fulfulde was a great language for talking and singing. Unfortunately, Fulfulde did not have an alphabet. That means that nobody could write in Fulfulde. If somebody had a message to send, they couldn’t write a letter in their language. They would have to learn a whole other language that did have an alphabet.	
Recall the sequence: How did the boys create their written alphabet?	Abdoulaye and Ibrahima could tell this was a big problem for people that only knew the language Fulfulde. The brothers decided to make an alphabet for Fulfulde. While all their friends were out playing in the neighborhood, Ibrahima and Abdoulaye shut themselves in their room, closed their eyes, and drew shapes on paper.	
Based on the information in the text, what do you think this image shows? This is an image showing the alphabet the boys created.	One boy would call, “Stop!” Both boys opened their eyes. “Which shapes do you like best?” “I like this shape. We can make it a letter. What sound could this letter make?” Working together, the boys created letters for the sounds of their language. Their alphabet had a total of 34 letters. They also made 10 numerals. After making their alphabet, the boys had to teach others how to use the new alphabet. First, they taught their younger sister how to read and write with the new alphabet. Then, they taught people at the	



The author said creating an alphabet takes creativity and perseverance. What evidence was given to support this?

local markets. They asked each student to teach at least three more people.

The brothers began writing books with their new alphabet, too.

Making an alphabet is not easy! It takes a lot of creativity and **perseverance**. The boys never stopped spreading their new alphabet to people who speak Fulfulde. Today, the brothers live in the United States of America. People all over the world are using their alphabet. The people who speak Fulfulde are very proud of the alphabet because it helps them write the stories of their culture so that it can never be forgotten. 

The two brothers have spent years teaching people how to read and write the Fulfulde alphabet.



★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge/experiences and the events in this story. **What do you think these brothers are doing now?** How can the information we learned in this text make our lives better?

★ Answers and ★ Proof

1. Which choice has the text's events in the correct sequence?

- A.
- B. We can go back in the text to find the correct order. As soon as you find something out of order in an option, cross it out. B doesn't contain enough events from the text. A and D are out of order.
- C.
- D.

2. Based on evidence from the text, Ibrahima and Abdoulaye are most likely...

This question is an opportunity for students to provide synonyms to deepen meaning of words. Also, ask students for evidence supporting their answer.

- A. Scared; afraid; The boys never show signs of being scared. In fact, they overcame lots of obstacles to teach people their new alphabet.
- B. Creative; The boys created an alphabet using their imagination. They created their own solution to a problem.
- C. Sedate; Calm; No evidence the boys are particularly relaxed. B is a stronger option.
- D. Stopped; Did the boys have to stop their plan of making an alphabet?

3. Which sentence from the text explains why the brothers decided to make an alphabet?

- A. This does not explain why the boys created an alphabet.
- B. This response gives the correct sequence for how they created the alphabet, but does not give the cause for creating an alphabet.
- C. This was an effect of creating their alphabet.
- D. Gives the reason why Ibrahima and Abdoulaye decided to create an alphabet. This is the problem the brothers wanted to solve.

4. Write a follow-up question based on the text and images.

Emphasize writing in complete sentences. Suggested frame: **After reading the text, I wonder...**

Example: After reading the text, I wonder how long it took for people to start using the new Fulfulde alphabet. I wonder if anybody got mad that the boys created an alphabet. After reading the text, I wonder how I could write my name in this alphabet.

★ Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. Have you ever participated in a talent show? What did you perform, or what would you perform? What types of conflicts might the character experience around preparing for a talent show?

- ★ Questions & Notes for the teacher

1. Which story elements has the author written in this story so far? (There’s more than one answer.) If we aren’t going to find all the story elements yet, then this story must be broken up into parts. We will have to read before we can answer this question.

2. “Then, the lightbulb turned on in my head.” What do you predict Brandon is planning? What evidence supports your prediction? We will need to read the context of this line to understand it better. Context means the other sentences in that part of the story. Invite students to help you define this saying before reading.

3. The words “guitarist” and “saxophonist” have the same suffix. Another word with this suffix is _____. How does this suffix change the meaning of a word? Students might already know how to answer this question, but have them wait until the end of the story.

4. Pick the answer that correctly finishes this sentence: A reader thinks Anita might be athletic because... The reader has already made an inference or drawn a conclusion about this character. What is needed to support this inference? (evidence)

★ Read out loud. Pause to react and discuss.

The author didn’t tell us who said “Finally!” Who do you guess said this? Why do you think that?

We can imagine the different voices of the characters with this dialogue to keep track of who is speaking.

“Finally!” The school had officially announced the date of our talent show, and every student was talking about it at dismissal. In four weeks, students, staff, and parents would gather in the auditorium to celebrate our talented student body. Something nice about our school is that everybody supported the performers. Even when performers made mistakes or got too nervous, the audience would still be polite.

While my class waited for our parents to pick us up, we were all guessing which students would perform, and what talent they might showcase. I had never performed in a talent show before, but this year all my friends were planning to, so I decided I would as well. Jeremiah was going to do some magic tricks. Dion was going to do a pogo-stick routine. Anita and her friends were going to do a choreographed karate routine.

My friends turned to me. “What are you going to do, Brandon? It’s our last talent show before we go to middle school.”

I shrugged my shoulders. “I dunno,” I said. “Maybe I’ll tell some jokes.”

“That’ll be great. You always make us laugh during lunch,” Anita responded.

“And during math... and science...” added Dion. My friends laughed.

I smiled, waved goodbye to them, and got in my dad’s car.

On the way home, I kept thinking about the talent show. My friends made an important point- this was going to be our last chance to perform in the school talent show. Maybe telling jokes wasn’t cool enough. I needed to think of something the audience would really love. I began brainstorming in my head. I did tell a lot of jokes, and people seemed to think I was funny... Maybe I could do some impressions of celebrities too...

My dad interrupted my thoughts. “Brandon, before we go home, we should stop at the store. I need to pick up a few more things for dinner.”

We both assumed it would be a normal trip to the grocery store. Imagine our surprise when my dad parked, opened the car door, and in flooded music! We grabbed our grocery bags and began walking up to

How would you feel about this talent show if you were a student at the school? Would you participate?

TALENT SHOW



Recall details: What did we just learn about the characters? What can we infer about Brandon, the narrator?

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for TEKS/STAAR

How do the shoppers feel about the music being played at the store? We can tell they like it because they're cheering enthusiastically, or with a lot of energy.

the store, investigating where the sound was coming from. Right next to the store's main entrance was a guitarist, drummer, and saxophonist. The band was there to promote some special fundraiser the store was doing. A crowd of shoppers had gathered, and they cheered **enthusiastically** as the song ended. The guitarist spoke into his microphone. "Thank you very much, everybody. This is another original song that I wrote. I hope you all enjoy it."

The crowd cheered once more, as the man began strumming his guitar and singing into the microphone. *The audience loves this*, I thought to myself. Then, the lightbulb turned on in my head. "Dad, I know what I want to perform for the talent show."

To be continued...

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Summarize the text so far, using a summary frame if necessary. Invite students to give predictions for the rest of the story.

★ Answers and ★ Proof

1. Which story elements has the author written in this story so far? (There's more than one answer.)

- (A) Which character mentioned will be the main character for the whole story? (Brandon will most likely be the main character because we are reading in his point of view.)
- (B) Which setting do you think will be most important for this story? (probably school, because that is where the talent show is)
- C. The goal hasn't been stated yet, but can you guess what the goal will be?
- D. Resolution usually occurs at the end of the story, after the main conflict has been solved.

2. "Then, the lightbulb turned on in my head." What do you predict Brandon is planning? What evidence supports your prediction?

Emphasize writing in complete sentences. Suggested frame: **I predict that Brandon will... The text states that...**

Example: I predict that Brandon will decide to play music at the talent show, because the text states that Brandon noticed how much the audience loved the musicians at the grocery store.

3. The words "guitarist" and "saxophonist" have the same suffix.

Another word with this suffix is _____.
How does this suffix change the meaning of a word?

The suffix is -ist. Examples: artist, machinist, scientist.

Example answer: Adding "-ist" to a word means a person practices that thing. Guitarists play guitar. Artists practice art. Scientists practice science.

4. Pick the answer that correctly finishes this sentence: A reader thinks Anita might be athletic because...

- A. *Dion is doing the pogo-stick routine.*
- (B) *Readers must refer back to the text to find the correct answer. Anita is performing a karate routine, so she might be athletic.*
- C. *This evidence does not support that she is athletic. What does this evidence support?*
- D. *This evidence does not support that she is athletic. What does this evidence support?*

5. If you were going to participate in a talent show, what would you perform?

Emphasize writing in complete sentences. Suggested frame: **If I were to perform in the talent show, I would...because...**

Example: If I were to perform in the talent show, I would sing a song because singing is something I enjoy doing.

★ The Talent Show, part 2

5.3b, 5.4a, 5.6a-f, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.8b, 5.8c

★ **Prior to reading:** Review the previous part of this story. **Who is the main character of this story? What did we find out is happening at his school?** Review students’ predictions after reading part 1. **What obstacles might Brandon face in this part of the story? How can you connect with this character or the events happening in the story?**

★ Questions & Notes for the teacher

1. In the text, Aunt Terry let out a whistle when Brandon said he had 4 weeks to learn to play the guitar. Later, Brandon’s friends thought he was joking when he told them his idea. What can you infer about these actions? This question gives us a few clues about what happens in this part of the story. However, to make an inference we will need to understand the context a little bit more.

2. Which of these titles sounds like a resource Brandon can use to prepare for the talent show? After we read Brandon’s plan for the talent show, we can answer this question. If you think students need support deciphering voice and author’s purpose from titles, you can take a moment to analyze them now.

3. Based on evidence in the text, how do you think Brandon is feeling about his future performance? Where do you think we will find the evidence to answer to this question? What will we have to do with that evidence?

★ Read out loud. Pause to react and discuss.

You may want to model furrowed, or wrinkled eyebrows. From this action and dialogue, what can we infer about Dad’s reac-

When I first told my dad that I wanted to sing a song and play the guitar in the talent show, my dad turned to me with *furrowed* eyebrows. “But you’ve never even held a guitar,” he responded.

I shrugged my shoulders and smiled. “How hard can it be?”

My dad shook his head with a smile. “I’ll see if Aunt Terry will lend you her guitar for a while.”

A day later, my dad drove us to my aunt’s house. When he explained that we were borrowing the guitar for a talent show, Aunt Terry’s eyebrows shot up in surprise. “Brandon, have you ever played the guitar before?”

“No ma’am,” I responded *breezily*. “Could you show me a thing or two?” This will probably be a piece of cake, I was thinking to myself.

“I’ll show you a few chords,” said Aunt Terry. “A chord is when you play a lot of notes at once.” Aunt Terry put the guitar strap around her back and held the instrument with two hands. She lightly strummed the guitar strings with one hand. Her other hand moved up and down the guitar’s fingerboard. Her fingers gracefully danced around the strings. She made it look easy.

Next, my aunt sat me down and showed me how to hold the guitar. My left hand held the long fingerboard, and my right hand stayed near the hole in the guitar’s body. First, Aunt Terry just let me strum the strings. I could feel the body of the guitar vibrating each time I strummed or picked a string.

Just when I started to think it was easy to play the guitar, Aunt Terry taught me that I needed to press down on many different strings with my left hand to make a chord. She moved my fingers to different frets on the fingerboard. I pressed down on all 6 strings and tried strumming. Some strings barely made any sound, and some strings buzzed unpleasantly. I tried to keep pressing down on the strings, but they hurt my fingers. I put the guitar down on my lap and shook my hand to relieve my throbbing fingers.

“Your fingertips will be a little sore at first, but you’ll get used to it. How long do you have until the talent show?” Aunt Terry asked.

“A little less than 4 weeks,” I said. Aunt Terry let out a little whistle.

“Well, if you really stick with it you can make a lot of progress in a few weeks,” she said with a smile. “I’ll be there cheering you on!”

Aunt Terry gave me a few more tips and some websites that I could learn from. I thanked her, and my dad



Brandon’s dad and aunt both react with surprise when he shares his plan. How does Brandon feel about it? He thinks it’ll be easy, a piece of cake. Have students write their prediction

Have students check their previous prediction if this evidence supports their prediction. Is this a piece of cake like Brandon thought it

took us back home. He glanced at me and said, "Are you still set on performing your own song at the talent show?"

I nodded my head. "I have 4 weeks! That should be plenty of time to learn a few notes. The audience is going to love it." I looked down at my sore fingertips.

When I got home, I got to work practicing on Aunt Terry's guitar. I tried to make my fingers dance around the strings the way Aunt Terry did, but I couldn't get the strings to make the right sound. My fingers hurt a lot from pressing down on strings on the fingerboard. Was I really going to be able to play this instrument in a few weeks?

The next day, I picked the guitar back up. I will practice two chords today, I told myself firmly. I will not give up until I can play those two chords. My fingers stumbled to make the chords, but I kept trying until I was able to strum across the strings and get the right sound. I smiled to myself.

The following day, I picked up the guitar again. I tested my memory. Could I play those chords again? My fingers got into the correct position quickly. I strummed, and every string played a beautiful note. Yes! It was time to learn my third chord. My father stood nearby, watching me figure out the finger position for a C chord. "It's sounding pretty good, Brandon."

I smiled up at him. "Listen to this!" I strummed the G chord four times. Next, I strummed the D chord, but my fingers got confused and made an unpleasant sound.

My dad laughed gently. "You've made some progress, but it sounds like you still have a few kinks to work out."

When I told my friends that I was going to play a song on the guitar for our talent show, they looked at me with wide eyes. "Are you serious, or are you practicing a joke right now? You've never played any instrument before!"

"I'm serious! I've been learning how these last few days."

My friends glanced at each other. Jeremiah spoke up. "Well, you could always be my magic assistant," he said slowly while shrugging. "You know, if you change your mind."

"No thanks," I responded. "Just wait. The audience is going to love it."

To be continued...

Brandon is showing lots of perseverance, or determination, in this paragraph. His fingertips already hurt but he's still trying to get the guitar to make the

I'm inferring that Brandon's friends don't think Brandon is serious about playing a song at the talent show, or they don't think it's a good idea. Do you agree? What evidence

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Summarize the text, using a summary frame if necessary. **If you were one of Brandon's friends, how would you react when you hear his talent show plan? What do you predict will happen in the next part of the story?**

★ Answers and ★ Proof

1. In the text, Aunt Terry let out a whistle when Brandon said he had 4 weeks to learn to play the guitar. Later, Brandon's friends thought he was joking when he told them his idea. What can you infer about these actions?

Emphasize writing in complete sentences. Suggested frame: Based on these actions, I can infer that...

Example: Based on these actions, I can infer that Aunt Terry and Brandon's friends think learning to play the guitar is a tall order. It's going to be difficult for Brandon.

2. Which of these titles sounds like a resource Brandon can use to prepare for the talent show?

- A. sounds like informational text about sound, not how to play guitar
- B. sounds like fiction
- C. this sounds like informational text Brandon can use to play guitar**
- D. sounds like information on musicians, not playing guitar

3. Based on evidence in the text, how do you think Brandon is feeling about his future performance?

Emphasize writing in complete sentences. Suggested frame: The text states that... So, I believe that Brandon...

Example: The text states that Brandon is making progress playing guitar. He said, "Just wait, the audience will love it." so, I believe that Brandon is feeling confident.

★

Prior to reading:

Review the previous part of this story and students’ predictions after reading part 2. What obstacles did Brandon face in the last part of the story? What obstacles might Brandon face in this final part of the story? If this is the last part of the story, what do you expect the resolution to be?

- ★

Questions & Notes for the teacher

1. The author decided not to write what happens when Brandon performs his song. What do you predict will happen?

This question gives us a few clues about what happens in this part of the story. However, to make an inference we will need to understand the context a little bit more.
2. Which of the following is the best summary for this entire story?

Review the elements of a strong story. What elements of the story do we already know?
3. Different readers drew conclusions about the characters in this story: [let’s skip the statements for now]

Write the evidence for one of these claims.

After reading, you can decide which of these statements you want to support. You will have to find evidence in the story to support the statement.
4. In the third paragraph, Brandon’s hands felt cold and his mouth was dry. Why did he start feeling this way?

This question also gives us clues about what will happen in the story. We need to read to understand the context though.

★

Read out loud. Pause to react and discuss.

That’s good news! Brandon was determined to learn how to play the guitar and he has learned a few chords.

Time flew by.

It was already the week of the talent show, and the days continued to drop away. I was practicing on the guitar every evening, and I could tell I was improving. My chords sounded clear most of the time, and my fingers didn’t feel sore anymore after practicing.

Brandon was so confident before. Why did he suddenly get so nervous?

Three days before the talent show, we had a quick rehearsal so everybody would know the order they were performing in. Right before my turn, the announcer called my name. “And next, we have Brandon O. performing an original song and playing the guitar!”

My stomach dropped down to my feet. I had spent all this time practicing my chords, and I had totally forgotten about a song! I stepped on to the stage and noticed my mouth felt dry and my hands were very cold. “You don’t have to sing right now,” the director said. “Just make sure that you’re standing in the light.”

“Okay, thank you,” I said into the microphone. I could hear the trembling in my voice.

The director continued talking. “During the actual show you can introduce yourself and tell us the name of your song. Then you’ll play your guitar and sing, the audience will clap, you’ll bow, and then you’ll exit the stage on the same side you entered from. Got it?”

“Got it,” I said into the microphone. I forced a smile and gave a thumbs up. I was doomed.

When I got into the car at dismissal, my dad must have seen the panic on my face. I told him that I was supposed to be singing and playing the guitar, but I still didn’t have a song! “Maybe it’s not too late, and I can just tell jokes instead,” I thought out loud.

“You’ve been working so hard to learn those guitar chords, though. You can’t just give up now! Why don’t we do some brainstorming? What kind of song do you want to write?”

My gears started turning. “I’m definitely not into love songs... and I think a sad song might bring down the mood too much...” I thought about how easily I make my friends laugh. Comedy was one of my strengths. “Maybe I can write a silly song!”

My dad helped me brainstorm some subjects for my song as we drove home. By the time we were getting out of the car, I had the beginning of a very silly song. I went straight to my room, picked up Aunt Terry’s guitar, and tried playing some chords while I sang along. My dad laughed when he heard some of my lyrics.

The author gives details about how Brandon’s body is feeling.

Students can write a quick connection to when their body has felt this way.

Brandon was the only one who was confident about playing guitar, but now his dad is telling him not to give up.

ics.

You can invite a student to read/sing out the silly song.

I am an inchworm, an itty-bitty inchworm,

on my way to school.

I scooch with my uniform and itty-bitty backpack,

because those are the rules.

"Hey" said the blue jay, the big mean blue jay,

"let me show you something cool..."

On the day of the talent show, I woke up with butterflies in my stomach. It was hard to focus on class-work. Everybody kept talking about the different acts they were excited to see.

That evening, all the performers were backstage, and the air was buzzing with energy. I couldn't keep still. I kept humming and whispering the words of my song, hoping that I wouldn't forget any lyrics when it was my turn to perform. I tuned in to my friends' performances and cheered along with the audience.

Finally, it was the moment I was looking forward to and **dreading** at the same time. "And now, we have Brandon O. playing the guitar and singing an original song!"

The audience cheered. Jeremiah patted me on the back. "Break a leg," he called out. I walked on stage, gripping Aunt Terry's guitar. 

Can you empathize with Brandon's feelings? Students can mark with a check. You can take time now or at the end for students to share their stage jitters experiences.

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Summarize the text, using a summary frame if necessary. **The author didn't write what happens once Brandon gets onstage. Instead, they left us in suspense! Why do you think they chose to end the story like this? What was an important lesson we could learn from Brandon?**

★ Answers and ★ Proof

1. The author decided not to write what happens when Brandon performs his song. What do you predict will happen?

Emphasize writing in complete sentences. Suggested frame: I predict that...

Example: I predict that the students will laugh when they hear Brandon's song. He might make a few mistakes because he's still new to guitar, but the audience will cheer for him.

2. Which of the following is the best summary for this entire story?

(A) *For a fictional story, the summary should mention all elements of the story. This option mentions character, goal, conflict, solution, resolution*

B. *does not mention resolution*

C. *does not mention goal or problem;*

D. *does not mention practicing guitar or writing the song (solution)*

3. Different readers drew conclusions about the characters in this story:

- **Brandon is a class clown.**
- **Brandon is determined and knows how to persevere, or stick with a challenge.**
- **Brandon's father is supportive and wants Brandon to succeed.**

Write the evidence for one of these claims.

Emphasize writing in complete sentences. Suggested frame: Based on the text, [conclusion/claim]. The text states that...

Example: Based on the text, Brandon is a class clown. The text states that Brandon often makes his friends laugh, even during math and science.

4. In the third paragraph, Brandon's hands felt cold and his mouth was dry. Why did he start feeling this way?

A.

(B) *Readers can find more information in the context, by going back to the text and rereading paragraph 3. Brandon realizes he forgot*

C. *about making a song.*

D.

★

Prior to reading:

What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. This is a fictional text about a character named Erin. Knowing that, what do you predict the character will be doing in this story? As we read, we will mark details to create a strong summary. We will also be thinking about what lesson we can learn from the story.

- ★

Questions & Notes for the teacher

1. Compare and contrast Erin in “The Bicycle Deal” and Brandon in “The Talent Show” below by writing statements. On the last line, write your statement and put a ✓ in the correct columns. If the row has a check for Erin and for Brandon, the statement we write has to be true for both of them. If there is only a check for Erin, the statement should be true for Erin but not for Brandon. Ensure students understand how to answer this question.

2. Which of the following proverbs, or sayings, explains a lesson Erin learned in this story? Proverbs are statements that give a lesson about life. “Early bird gets the worm”; “Don’t judge a book by its cover”; “Honesty is the best policy”

3. Based on the text, which conclusion is most likely true? What do we need to support a conclusion? Evidence. We will read to find the evidence that supports one of these claims.

4. Write a summary for this story. Make sure to include all the elements of a story. Review necessary elements for a story summary.

★

Read

out loud. Pause to react and discuss.

What is the argument between Erin and her parents? Students can write a P if they agree with Erin’s parents, or an E if they agree with Erin.

Hotly is a synonym for angrily. Erin must still upset about her parents’ decision.

A reader can imitate what Erin might have looked like gesturing to her old bike.

Erin believed the fair thing was for her to get a new bicycle. After all, her younger brother got one for his birthday! However, Erin’s father disagreed. “This isn’t about fairness, Erin. Benjamin is too big for his old bicycle now,” he told Erin. “It would be unsafe to make him keep riding it. You haven’t grown more than an inch! You can keep using your bike until you’re too tall for it.”

Erin huffed and glared at her old bicycle. The stickers were peeling off the frame, and there were scratches and *scuff* marks all over. The bike chain and gears were dirty. The handlebars were sticky and worn down. “You know what,” she replied to her dad, “I’ve been saving up my money this year. Maybe I have enough to buy myself a new bike!”

Erin sat at the table and *hotly* counted her money, down to the penny. She searched online by typing “new bikes for sale” in the internet search engine. Erin scrolled through her choices, but her heart sank lower and lower as she saw the prices. She didn’t have enough money to buy herself a new bike. She couldn’t even buy half a bike! Erin sighed and slouched down in her chair.

Erin’s mother walked by and glanced at the computer screen. “Erin, why do you want to buy a new bike?”

Erin *gestured* to her old bike. “This bike is so old and worn. Just look at it!”

“Well, some people sell their old bike so they can get a little more money to buy a new one. What if you tried that?”

Erin stood up and walked to the bike. “The bike works just fine... but do you really think somebody would buy this piece of junk?”

Erin’s mom laughed and replied, “Maybe you shouldn’t call the bike a piece of junk when you’re trying to sell it. I would also recommend fixing it up a little bit. You could clean off the bike chain, repaint the frame, and put new tape on the handlebars. I’ll even give you \$25 to buy supplies. When you sell the improved bike, you could probably make a good *profit*.”



Why does Erin want a new bike? Her old bike looks old, scratched up.

A profit is when you can make extra money from selling something. What did Erin’s mom suggest? What can happen if Erin sells her bike?

for TEKS/STAAR

Have you ever fixed a bike, or a car? Have students share experiences if possible. It usually leaves your hands greasy and dirty. Would you fix up your bike if you could make a profit selling it?

Erin decided to follow her mom's advice. First, she would improve the bike's **appearance**. Then she would sell the bike and use that money to buy a new one! The bike she wanted was \$128. She already had \$60. She could use the \$25 from her mom to buy some paint and handlebar tape. Then, if she could sell her old bike for \$68, she would have enough to buy the new one!

Erin got to work. First, she removed the bike chain and gears. She brushed and wiped away the dust and **grime**. She carefully oiled the chain and gears and set them aside. Next, she removed all the stickers from the bike frame along with the old handlebar tape. She cleaned off the frame, and her dad helped her apply teal spray paint.

While the paint dried, Erin examined the wheels of the bike. Nothing was bent, and the tires were still in good condition. She just wiped off the metal spokes of the wheels. 'This is a pretty good bike,' she thought to herself. Maybe she could even sell it for more than \$68.

After the bike frame was dry, Erin wrapped new tape around the handlebars. This orange tape was thick and sturdy, and it looked great with the teal bike frame. Finally, Erin re-installed the clean bike wheels, gears, and chain. She stood back to admire her work.

"That bike looks amazing!" Erin's mom had come out to admire Erin's work as well. "How much are you going to try to sell it for?"

Erin **considered** this question for a moment. The bike really did look great. "I could probably sell it for \$75 at least," Erin began. "But after putting in all that effort, I think I'm going to keep this nice-looking bike for myself!"

Before we turn the page, what is your guess? How much do you think Erin will try to sell her bike for?

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Verbally summarize the text, using a summary frame if necessary. Students will write their own summaries in #4. **What was Erin's solution when her parents refused to buy her a new bike? Would you have done the same thing? Have you every done something similar? What is a lesson we can learn from Erin's story?**

★ Answers and ★ Proof

1. Compare and contrast Erin in "The Bicycle Deal" and Brandon in "The Talent Show" below by writing statements. On the last line, write your statement and put a ✓ in the correct columns. (examples below)

my comparison statements	Erin	Brandon
The main character works hard to achieve a goal.	✓	✓
The character works on a bike.	✓	
The character practices an instrument.		✓
Students can write any statement and mark ⇨		

2. Which of the following proverbs, or sayings, explains a lesson Erin learned in this story?

- (A) Mentions hard work, like in the story, and having something beautiful, like the bike
- B. Describes patience, which was not in the story. Nor was surprise.
- C. "be the first in the field"= the first to go to work, and "the couch" means relaxing.
- D. Did mention money, but lesson wasn't about buying happiness. It was about hard work making Erin's dream bike.

3. Based on the text, which conclusion is most likely true?

- A. perhaps, but text just says they won't buy her one. Counter-evidence: Erin's mom gives her money for bike supplies.
- B. her parents argue that Benjamin needs a bike because he's growing
- (C) Erin's bike is banged up and worn down, which happens when it's used a lot
- D. if Erin didn't ride her bike, it would probably look unused instead of worn and scratched.

4. Write a summary for this story. Make sure to include all the elements of a story.

Emphasize writing in complete sentences. Provide a frame for support if necessary.

Example: Erin wanted a new bike like her brother, but her parents wouldn't buy her one. So, she decided to fix up her old bike and sell it so she could buy a new one. Then, after her bike was fixed up, she decided to keep it.

★ W. Kamkwamba: Engineer & Innovator

5.3b, 5.4a, 5.6a-f, 5.6h, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8b, 5.8d, 5.10b,

Prior to reading: What does this title and image suggest about today's text? There is also a glossary at the bottom of the page (on the back of the teacher page). Do you predict that this text will be fiction or nonfiction? Invite responses. This is a nonfiction text about a young man named William Kamkwamba. He is an innovator, which means he thinks of creative ways to make something better. Have you innovated something before? Before reading this text, what do you know about engineers? What type of people can be engineers? What do they engineer? You can list students' descriptions. Based on the text features, can you predict what William was able to engineer? Point out the structures in the images, and the words defined in the glossary. Pre-reading the glossary can aid student comprehension before reading the text. As we read, we will focus on the problems William encountered, and the ways he solved those problems.

★ Questions & Notes for the teacher

1. Which answer shows the best summary for this text? For nonfiction summaries, students can collect the main ideas from each paragraph. A strong summary will have information from each section of the text—beginning, middle, and end. Or focus on the 5 W's.

2. Based on the context clues, "secondary school" means... Context clues help us understand the meaning of a word. Where do we find context clues? Students will have to look around the target phrase to find context clues.

3. Choose a claim to support with evidence from the text: William is motivated to learn; William cares about the people in his family and community. After reading the text, students can decide which statement they want to support with evidence from the text. As you read, you can start marking evidence for one of these statements.

★ Read out loud. Pause to react and discuss.

What did we already learn about William Kamkwamba from the first paragraph? He was accepted into school but they would only allow him to attend if he paid.

"So, he decided to build one." Build one what? Why did he decide to build a wind turbine, or wind mill? How did he find out about these structures?

What do you observe in this image? It's William's full-sized windmill. He made it after trying out his prototype. Can you see William standing at the top of the windmill? That shows how tall the structure is.

William Kamkwamba has been changing the world since he was a child. He was born in Malawi, a country in southeastern Africa, and grew up on his family's farm. William attended Wimbe Primary School until he finished 8th grade. The following year, in 2001, William was accepted into secondary school. However, there was extremely poor weather that year, which led to a severe *famine*. The Kamkwamba family's crops suffered. William's family was unable to pay the school fees. William was told to leave school until he could bring the money he owed.

The family could not afford to send him to school, but William did not want to stop learning. William began visiting a small community lending library located at his old primary school. He found a textbook titled *Using Energy*. The textbook cover had a picture of *wind turbines*, or windmills. William learned how wind turbines use wind to make electrical energy. William looked around his house. His family depended on oil lanterns to light up the house. These tiny flames were smoky and only produced a weak light. The oil was expensive, and they had to travel hours to go buy it and bring it back home. William realized that wind turbine technology could greatly improve his family's life. So, he decided to build one.



William Kamkwamba started by building a small *prototype*, just to make sure his design would work. He revised details on his prototype until he could get it to work. When the prototype was successful, William built a full-sized, 5-meter windmill using a broken bicycle, a tractor fan blade, and blue gum trees. With this windmill, William was able to power four lightbulbs in his house. He was able to charge his neighbors' cell phones.

Soon, William created another windmill that worked a water pump. William's family was able to use the water pump to *irrigate* their crops. Now, the family would not suffer as much from droughts and other harsh weather conditions.

William's projects attracted a lot of attention. Other engineers and scientists were very impressed;

If your class is familiar with the engineering design cycle (ask/imagine/plan/create/improve) you can write it out and point out the steps W.K. follows in these next paragraphs.

Based on context clues, a prototype is a model for what the real thing will look like. What context clues help us define prototype? Readers can underline.

When I look at William posing in this photo, I can imagine how proud he must have been.



after all, William had not even completed 9th grade! Different organizations gave William resources to continue his education. He graduated from Dartmouth College in 2014. To this day, William is still working hard to improve the lives of others through different projects around the world.

How can this glossary help us? Based on these terms, can you tell what the text will be about?

Glossary of Terms

dynamo—a machine that turns movement into electrical energy

famine—an extreme shortage of food; a time when there is not enough food to feed the people

irrigate—supply water to land or crops to help them grow

turbines—large machines that produce energy; usually, a wheel is moved by water, air, or steam and this movement is turned into energy (examples: windmills, water mills, turbojet engines)

★ **Reflect:** Review predictions from before. **Did we correctly predict anything from the text?** Recall details. **Where is William Kamkwamba from? How was his life similar to yours? How has his life been different from yours? William could not go to school because his family could not afford to. How did William spend his time instead?** (learning about energy, building wind turbines) **What did he use his wind turbines for? What do you think was the most important thing you read in this text? What is a lesson you can learn from this story about William Kamkwamba?** If relevant to your class, review the engineering design cycle in the context of William Kamkwamba's process making his wind turbines.

★ Answers and ★ Proof

1. Which answer shows the best summary for this text?

(A)

- B. *This text is set up as a sequence of events in the life of a person. Each paragraph mentioned at least one important event in William's life. Students can review text and find one important event from each paragraph before choosing an answer.*
- C. *William's life. Students can review text and find one important event from each paragraph before choosing an answer.*
- D.

2. Based on the context clues, "secondary school" means...

Have students refer back to text and read context for "secondary school". They can also analyze the word and find "second" in the term.

A. *not mentioned or supported in the text*

This is the definition for primary school. (other examples of

B. *"primer" meaning first: primary colors, primer paint, the Spanish word "primero")*

(C) *Correct; secondary comes second after primary.*

D. *not true because William's family had to pay for him to go*

3. Choose a claim to support with evidence from the text:

- William is motivated to learn.
- William cares about the people in his family and community.

Emphasize writing in complete sentences. Suggested frame: Based on the text, William... In paragraph __ it says...

This evidence shows that...because...

Example: In paragraph 2 it says that William went to a library to find books because he was not allowed to go to school. This evidence shows that William is motivated to learn because he still found new information even though he couldn't attend classes.

Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. This text takes place near a wharf. A wharf is like a parking area for boats. Invite student connections to the beach, boardwalks, or wharfs. What do people often observe in this setting? What activities do people enjoy in this setting? As we read, we will be seeing how our experiences compare to the experiences in the text.

- ★ Questions & Notes for the teacher

1. What is the author’s main purpose in writing this text? Review the different purposes for writing: to persuade/inform/entertain/emote. Some authors have a blend of these characteristics in their writing, but there is usually a main purpose.

2. Think about the voice and point of view of this text. Which of the following would be the best caption for the image? What do you observe in this image? Each caption might match our observations, but we will have to read the text first to see what kind of voice the author uses. Then we’ll pick the caption that best matches. (voice might be informal, formal, poetic)

3. Which of the following is the best summary for this text? Review: What makes a summary strong or weak?

4. The narrator is interested in learning more about the animals seen near the boardwalk. What is a follow-up question the narrator might have about those animals? Follow-up questions are the extra details we want answers about after reading a text. These questions are connected to the text somehow. They might be questions about the people, setting, or events in this text.

Read out loud. Pause to react and discuss.

You can have readers put a check if this is what they think of when they imagine the beach, or if it’s what they experienced at the beach.

Normally, people probably start making an image in their minds when they hear, “We’re going to the beach this weekend!” If they’re like me, they imagine wearing sunglasses and sunscreen, feeling the warm air rising from hot sand, and dipping their toes into the cool, refreshing water. If they’re like my younger brother, they start wondering if they can take a shark home as a pet.

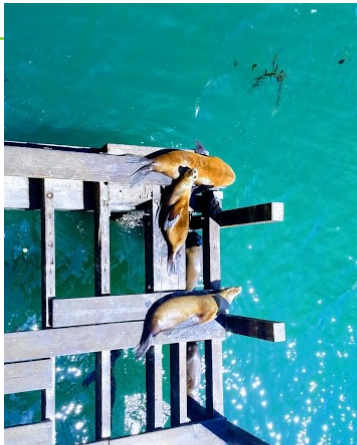
My family lives in Chowchilla, California, and we never, ever take trips to the beach. I blame my two younger brothers for that; they get fussy on long car rides and must always stop to use the bathroom. However, they’ve grown up a lot this year, and since they’re more mature my parents decided we could take a summer road trip!

My mom showed me our location on a map. Chowchilla is right in the middle of California. She began tracing our planned route with her finger. We would go west until we arrived in Santa Cruz, California, which is right on the beach. I started writing a packing list in my mind: bathing suit, sunglasses, shorts, sandals, snorkel, goggles. I planned to spend my time splashing around in the water, then baking dry under the hot summer sun. We loaded the car with supplies for the 3-hour trip and began our journey to Santa Cruz!

My brothers entertained themselves with some action figures and sing-along songs. I napped and looked out the window as we drove. It was a quiet and boring three hours, but that’s better than a loud and whiny three hours.

We were able to see blue ocean water meeting the sky as we approached Santa Cruz. “Welcome to Monterey Bay,” a sign said. It was a sunny day, and the water sparkled like jewels on a blanket. We parked near the **wharf**, which is like a parking lot for boats and ships. We all jumped out of the car. My exposed arms, legs, and face were instantly slapped by freezing cold wind!

“It’s too cold,” my youngest brother howled. My mom quickly dug around in the car and pulled out some sweaters for us.



Is there anything missing from the narrator’s list? Or is there something extra on the list?

Did you think the narrator would feel cold wind when he got out of the car?

"This is not what I was expecting," I mumbled as I hugged myself to get warm. If the air was this cold, I could only imagine how cold the water was! Looking around, I noticed that people surfing and splashing around were wearing wetsuits that covered their whole body. Those suits must keep them warm, I thought. As we walked along the wharf, we passed by some restaurants and stores. When the buildings blocked us from the wind, it was a nice relief.

The wharf was like a long wooden bridge with a dead end. When we got used to the chilly air, we were able to notice some interesting details, like a strange sound echoing from below us. It was a mix between a honk and a bark. We peered over the edge of the wharf and saw sea lions relaxing!

"Look at that," my brother yelled, pointing at the sunbathing animals. "Can we have one as a pet?" One of the sea lions looked up and waved a fin at him. Another sea lion began to wiggle its way onto the platform, crawling over other sea lions and making them bark. I took a few pictures of the animals. One sea lion rolled off the platform and into the water. I watched it swim under the wharf and noticed big orange starfish hugging the wooden posts of the wharf. I pointed them out to my brothers. One brother asked, "Can we have one of those, too?"

We began the walk back to the car. One of my brothers suddenly stopped and pointed out to the beach. "Mom, Dad, if you're not going to give us a sea lion or a starfish then AT LEAST take us there, please!" We looked where he was pointing and saw colorful rides. It was an amusement park! For once, I agreed. We smiled at each other and raced to the park. 

I'm inferring that the honking bark must be the sound sea lions make.

★ Reflect: Review predictions from before. **Did we correctly predict anything from the text?** Point out any similarities in students' prior knowledge and the characters' experiences. **How do your experiences and connections compare to the narrator's experiences on the boardwalk?** **Would you enjoy being a part of this trip to Santa Cruz? Why? What do you think will happen next during this family's trip to the beach?**

★ Answers and ★ Proof

1. What is the author's main purpose in writing this text?

A. *Persuading requires giving lots of evidence or reasons to support a claim.*

Informational text would have more details about how these animals survive— the details we have are just observations the narrator made.

☒ C. *This is a fictional story about a family visiting Santa Cruz.*

D. *Poetic language might mean rhyming or figurative language.*

2. Think about the voice and point of view of this text. Which of the following would be the best caption for the image?

Voice: a kid is telling the story; point of view: first person

☒ A. *fits both voice and POV*

B. *sounds more informative*

C. *sounds poetic*

D. *talking to the readers, sounds like persuasive text*

3. Which of the following is the best summary for this text?

A. *told in accurate format, but doesn't have all the information from the story.*

☒ B. *has all the elements of the story, told correctly*

C. *does not give enough information about story elements*

D. *does not contain all the elements of the story (missing characters and goal)*

4. The narrator is interested in learning more about the animals seen near the boardwalk. What is a follow-up question the narrator might have about those animals?

Emphasize writing in complete sentences. Suggested frame: After visiting the boardwalk, the narrator might wonder...

Example: After visiting the boardwalk, the narrator might wonder what other animals live in this habitat. Why do the starfish stay so still? Why is it so cold on the boardwalk in the middle of summer?

★ Ocean Habitats

• 5.3b, 5.4a, 5.6a-f, 5.6h, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.8a, 5.8b, 5.9d •

★ Prior to reading: What do the title and images suggest about today's text? Do you predict that this will be fiction or nonfiction? Can you identify anything in the images? Recall details from the previous text. **The last text we read was about a family visiting a boardwalk. How does that story provide more background knowledge for this text?** Take note of students' background knowledge/experience/connections/predictions. **This text might not be about a boardwalk, but we will read to gather more knowledge about life in the ocean.**

 Questions & Notes for the teacher

1. Which context clues below explain the meaning of the word “sanctuaries”? There is more than one answer. Review tips and procedures for finding context clues to define a word or phrase.

2. The text says that in sanctuaries, “the kelp forest thrives, or stays healthy and strong.” Based on context clues, what is another word that means the same thing as *thrives*? We will be looking for a synonym for the word “thrives”. Review with students what synonyms are and how they can confirm a synonym.

3. Which choice below is correct? Review how to think through cause and effect (event and consequence). **Even if you already have an idea of what the correct answer is, confirm your answer in the text.**

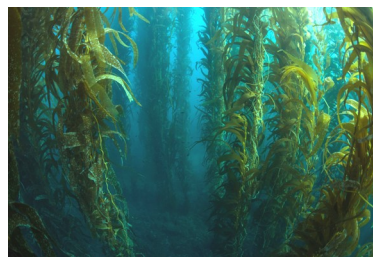
4. Which of these opinions best fits the theme of “Ocean Habitats”? The author of this text is teaching us some sort of lesson. Based on that lesson, we will find an opinion that matches the text. We could imagine that one of these is the author’s opinion, and we will use the text as evidence to support our answer.

★ Read out loud. Pause to react and discuss.

Along the coast of California are rocky shores and sandy shores. Cold waves wash along beaches, and in some areas, people surf or swim. Others dive underneath the water to explore the amazing, diverse world that exists below the surface. One of these amazing ecosystems is known as the **kelp** forest.

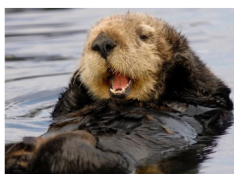
The title of this text is “Ocean Habitats” but based on these first 2 paragraphs we can predict which habitat the text will focus on. (kelp forests)

From above the water, all you might see is tangled messes of golden leaves and stems called kelp. Kelp is as important to the ocean as trees are to the land. Kelp provides food, oxygen, and shelter for underwater creatures. Over 1,000 species of living things depend on this kelp to survive! Kelp, like most other plants, grows from the ground and reaches for sunlight. It can grow to 50 meters in height (that's about 164 feet), with little pods of air helping it float towards the surface.



Underline the important details mentioned about otters. Review verbally as well. **We will do the same thing for the next animal, sea urchins.**

What do sea urchins eat?
Why are they so prickly?
What eats sea urchins?



Sea otters also swim around near the kelp. These mammals have thick fur to stay warm in the cold water; in fact, they have the densest fur of any animal! They eat a lot of food to keep warm, as well. One of the sea otter's favorite foods is sea urchins.



Sea urchins look like a dark, prickly ball. The spiny part is a shell. Inside, the sea urchin is very soft. Sea urchins crawl around the seafloor, finding plants to **graze** on. Its spiny shell protects it from many predators. Hopefully you never accidentally step on one with a bare foot!



What is the relationship between these three animals? Have students explain: sea otters and sheepshead eat sea urchins.

Keeping sea urchin population in check means keeping the population from getting too big.



Another animal that enjoys eating sea urchins is called the California sheephead. This fish has big, blunt teeth that look like human teeth. It also has a strong jaw. These two characteristics come in very handy for eating sea urchins. The California sheephead learns to flip over sea urchins- there are no sharp spines on the underside- and the fish can bite

and eat the animal inside the shell.

Sea otters, sheepshead, and other animals keep the sea urchin population in check. This helps protect

for TEKS/STAAR

Present 2 cause and effect frames: When sea urchins find kelp... When too much kelp dies...

How do you think we can "keep the world in balance"? Students might respond with information on use of resources

the entire kelp forest. Sea urchins spend all day **grazing**. When sea urchins find kelp, they chew through the stem and the whole kelp plant dies. When the kelp dies, all the species that depend on the kelp disappear as well.

In **sanctuaries** where people are not allowed to hunt, fish or ride large, noisy boats, otters and sheep-head can live peaceful lives. In these areas, the kelp forest **thrives**, or stays healthy and strong. However, outside of the **sanctuaries**, the otters and fish get hunted. Then the sea urchin population grows too much, which leads to the death of kelp forests.

Humans are trying to keep the world in balance. For a long time, otters were being hunted because people wanted to buy their fur. Now, we realize they are important for keeping balance. People noticed that fishing and boating were harming underwater communities, so they started creating rules so others would know where they could do those activities. Hopefully, humans will continue to take steps to keep a balance in the world. We want our children to be able to enjoy seeing the amazing, diverse creatures of this planet just like we have! 

Present 2 cause and effect frames: If otters and sheephead live peaceful lives, ... (they eat urchins and keep the kelp forest healthy) If otters and sheephead disappear, ... (the urchins kill the whole kelp forest)

★ Reflect: Review predictions and connections now that students have read the text. **What type of text is this? How can you tell? What do you think was the most important piece of information in this text?** Invite any follow-up questions students have after reading this text. **The author described three animals that keep the kelp forest in balance. How do they keep this habitat in balance? Can you think of another example of animals keeping their habitat in balance?**

★ Answers and ★ Proof

1. Which context clues below explain the meaning of the word "sanctuaries"? There is more than one answer.

You can have students go to text and underline context clues for **sanctuaries** first. **Sanctuary** is a safe or protected place.

A. The paragraph referred to isn't talking about sanctuaries.

☐ B. "[term] where ____" is a common frame authors use to define words.

☐ C. "outside [term] ____" offers a definition as well, by pointing out opposite.

D. This detail is also in a different paragraph that is no longer talking about sanctuaries.

2. The text says that in sanctuaries, "the kelp forest **thrives**, or stays healthy and strong." Based on context clues, what is another word that means the same thing as **thrives**?

A. "[term], or ____" is a common frame that authors use to define a word. That means that **thrives** is defined as "staying healthy and strong". Students might not know the meaning of "prosper" but

☐ B. they can eliminate the other answers. **To check for the best synonym, try replacing the word "thrives" in the sentence and see if it still makes sense in the context of the paragraph.**

C. **still makes sense in the context of the paragraph.**

D. **still makes sense in the context of the paragraph.**

3. Which choice below is correct?

A. If the kelp forest is destroyed, it is not healthy and strong.

B. If these predators disappear, the kelp forests will be destroyed because sea urchins will over-graze.

C. If the forest stays healthy, the animals will stay healthy.

☐ D. If the predators disappear, the sea urchins will over-populate and over-graze

4. Which of these opinions best fits the theme of "Ocean Habitats"?

A. This text didn't give evidence for this opinion.

☐ B. This text does give facts about sea otters in human-free habitats.

C. This text gives facts that show there are consequences if sheep-head and sea otters disappear.

D. This text doesn't discuss using fur for clothing.

★ Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. Have you ever been in a situation where you had to make a difficult decision? Why was it so difficult? If you have time, listen to students’ stories about a difficult decision. As we read this story, try to connect with the characters. Be thinking about if you would make the same choices that these characters make.

- ★ Questions & Notes for the teacher

1. Which context clues describes the meaning of the word *deflected*? (2 answers)

Remind students to keep an eye out for the word *deflected*. Review procedure for finding/using context clues to define an unknown word. If you already think you know the meaning of the word, how can context clues still help you?

2. The narrator is sharing a story that started a week ago. He begins by saying, “Max and I learned an important lesson today.” Based on what you have read so far, what do you think the important lesson will be?

This is another way of asking what your prediction will be for the rest of this story. Make sure to use evidence from the text, not just your personal opinion of what the characters should do.

3. Based on clues in the text, the reader can draw conclusions about the narrator. Which statement is most likely true?

What do readers need before they can draw a conclusion? They need to find and use evidence from the text. One of these statements is best supported by the text.

4. Which option is the best summary for this story so far?

Review how to create/discern a strong summary for fiction.

★ Read out loud. Pause to react and discuss.

What can we infer about the narrator of this text? Later, you will learn that the narrator’s name is Alex. Probably a kid, plays in the park with his brother. Telling a story about a lesson they learned. What would you do if you found a wallet with several hundred-dollar bills? Have students write a note. Write an A if you agree with Alex’s idea. If you disagree with this idea, put an X. (you can invite some oral responses)	My brother Max and I learned an important lesson today. It started a little over a week ago, when Max and I were playing in the park like we did every weekend.	 How did the narrator find the wallet? Review text and have students visualize.
	On that important day, we were practicing our soccer moves. After some dribbles and passes, we started doing drills at the goal. I was goalkeeper. Max kicked the ball, trying to roll it past me. I easily <i>deflected</i> the ball. “No goal point for you, Max!” The ball bounced far, so Max and I ran after it. The ball stopped under a bench. I knelt to pick up the ball and noticed a brown wallet in the grass.	
	I sat on the bench and examined the wallet. Max sat next to me. “Do you think the owner is looking for it?”	
	I opened the wallet. Inside were several hundred-dollar bills! “The owner is definitely looking for this!” I was about to start pulling out the contents of the wallet to see who it belonged to, but the nearby clock tower started tolling. “It’s five o’clock- we’ve gotta get home to help with dinner.” Max stood up. I put the wallet in my pocket and followed him home. After dinner, Max and I began pulling everything out of the wallet, hoping to find out who owned the wallet or expecting to discover clues about where they lived. There was a city library card and a credit card. Both cards had the same name: Walter Owens. There was no phone number for Walter Owens, and there was no address. “Maybe the library can call Walter Owens. They can tell him that we have his wallet, and that he can come pick it up.”	
	Max was nodding along as I spoke. “That could work,” he replied. “But...do we have to return the wallet? If Walter Owens really needed this wallet, wouldn’t he have kept searching until he found it? If I lost this wallet, I would still be desperately searching for it.” He opened the wallet and took out the money. “This is 450 dollars. We could do a lot with 450 dollars...”	

I opened my mouth to respond, and then closed it. I had been so sure that returning this wallet was the honorable thing to do, but Max was making a good point. Maybe Walter Owens didn't care that much about this money. "Mom's birthday is in a few weeks," I thought out loud. "We could use some of this money to get her a really nice gift. And our soccer ball is about to fall apart."

"Plus, the family's going to the lake in a few days and we could use some of this money to finally rent a kayak! We've always wanted to do that!"

"And after all that, we'd still have some money left over!" It was **thrilling** to think of how we could use 450 dollars, but there was still a doubt in my heart. "Max, I'm not sure. Do you really think it's okay to keep the money?"

Max gave a half-nod, then shrugged his shoulders. He must have felt conflicting doubt in his heart, too. "Let's think on it. Keep it on your shelf. We won't touch the wallet until we're sure about what to do with it. For now, let's finish our homework before it gets too late."

To be continued...

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story? What do you think the hard choice is that Max and Alex will have to make? What was Max's first opinion on the best thing to do with the wallet? What was Alex's opinion on what to do with the wallet? What is your personal opinion on what to do with the wallet? So far, what have the boys decided to do?** Invite predictions or connections from the students.

★ Answers and ★ Proof

1. Which context clues describes the meaning of the word deflected? (2 answers)

Deflected: sent in a different direction. To figure out which context clues define the word **deflected**, students should visualize the information in the sentences. The sentence states the ball **deflected**.

A. Does not help illustrate what the ball does when it **deflects**.

B. Does not illustrate what the ball does when it **deflects**.

☒ C. Shows the ball bounced and went a different direction.

☒ D. Max kicked the ball towards the goal, but it didn't go in the goal because it bounced in a different direction.

2. The narrator is sharing a story that started a week ago. He begins by saying, "Max and I learned an important lesson today." Based on what you have read so far, what do you think the important lesson will be?

Emphasize writing in complete sentences. Suggested frame: **Based on the text, I believe the characters will learn...**

Example: Based on the text, I believe the characters will learn how important it is to be honest. Maybe they will have to be honest about having the wallet because the owner will ask them about it.

3. Based on clues in the text, the reader can draw conclusions about the narrator. Which statement is most likely true?

A. counter evidence: playing in the park with his brother; has homework

☒ B. evidence: playing in the park with his brother; has homework

C. counter evidence: has a brother, spend time together playing

D. counter evidence: first idea is to figure out how to return money.

4. Which option is the best summary for this story so far?

So far, we do not have solution, resolution, climax, falling action of this story.

A. has false solution/resolution

☒ B. has characters, conflict

C. doesn't mention conflict

D. doesn't mention conflict.

★ Prior to reading: What happened in the first part of this story? Review the elements of the story from the first part of the text. What do you observe in the image? What do you predict will happen in the next part of this text? What evidence did you use to make your prediction? As we read today, we will continue to mark whether we agree or disagree with the choice the characters make in this story.

- ★ Questions & Notes for the teacher

1. Based on context clues, what is most likely the definition for the word *enviously*?

Remind students to keep an eye out for the word *enviously*. Review procedure for finding/using context clues to define an unknown word. If you already think you know the meaning of the word, how can context clues still help you?

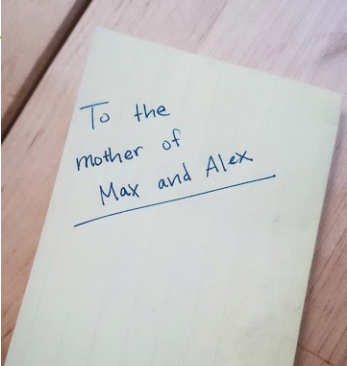
2. In the text, Max explains their wallet dilemma. (skip the text for now) Underline context clues for the meaning of dilemma. Choose the best synonym for *dilemma*.

This question has 2 parts. What do we need to do first? (underline context clues) Then? (choose a synonym for dilemma)

3. At the beginning of the story, Alex says he and his brother learned an important lesson. What was the important lesson that they learned?

After reading the story, students will summarize the resolution for this answer. You can reflect on the lesson after reading what happens in the end.

★ Read out loud. Pause to react and discuss.

"However the wallet stayed on the shelf, untouched" - what can we infer from this?	A few days after finding Walter Owens' wallet, the family prepared to go to the lake together. However the wallet stayed on the shelf, untouched.		Based on these context clues, can you think of a synonym for <i>dilemma</i>? What do you think Jamie's suggestion would be?
Can you empathize with Max and Alex, watching people do something they wish they could do?	At the lake, Max and I <i>enviously</i> watched people kayaking on the water. The kayakers laughed as they paddled and splashed in around, while we just sat quietly on the grass. The kayaks were always too expensive for us to rent, even for just an hour. I turned to Max. "Maybe we should have brought some of that cash for a kayak..."		
What do you think they are going to do? What helped them make this decision?	My cousin Jamie overheard me. "What cash," she asked. Max explained our wallet <i>dilemma</i>. Jamie looked at us with disbelief. "450 dollars?! And the wallet is just sitting on your shelf?!" "Yes, it is! The <i>dilemma</i> is that we keep thinking about how we could use that money for so many different things," Max replied. "but then sometimes we think we should just get it back to Walter Owens." He shrugged and sighed. That evening, the family had dinner at a pizza place near the lake. We all got up to leave and walked to the exit, satisfied with our meal. Suddenly, our mom gasped and froze. "My purse! I left my purse in the bathroom!" She ran back inside. A moment later, she walked up to us with a beaming smile on her face. "I am so relieved... I left my purse in the bathroom, and somebody with amazing <i>integrity</i> took it to the cashier for safe keeping. They didn't take a single thing!" Mom's eyes were shining as if she was about to cry because she was so happy. I turned to look at Max, who was looking at me. Finally, neither of us had a single doubt about what we should do with the wallet. The very next day, Max and I walked through the library doors as soon as the building was open for business. We went straight to the front desk and asked the clerk to call Walter Owens, explaining that we had found his wallet and wanted to return it to him. The clerk said that Mr. Owens would be at the library in about twenty minutes. We decided to wait for Mr. Owens at the library so that we could apologize for taking so long to return his property. "That whole time, we kept thinking about using the money to buy our mom a gift..." started Max, "but what if Walter Owens had been saving all this cash to buy his own mom something?" After twenty minutes, a man walked up to the library clerk. "Hello, I'm here to pick up my wallet. My name is Walter Owens." The man was very tall, and older than our mom.		

Max and I stood up. Max spoke. "Mr. Owens, our names are Alex and Max. Here is your wallet." I held out the wallet with two hands.

The man took his wallet while looking at us with serious eyes. "I'm grateful...but I'm also suspicious. I dropped my wallet several days ago. I went back to the park bench that same day and it was already gone. Do I need to count how much money I have left in my wallet?"

Max looked down at the floor. I spoke up. "Honestly, Mr. Owens, we weren't sure what to do at first. It crossed our minds to use the money ourselves... but we didn't take a single dollar. Sorry it took us so long to do the right thing."

Walter Owens nodded his head. His mouth had the smallest hint of a smile. "What were you thinking about using my money for?"

Max and I glanced at each other. "A new soccer ball, our mom's birthday gift, renting a kayak," Max listed.

Walter Owens gave us both a stern look. "I understand how tempting it must have been to keep this. I worked hard to earn my money. Even the wallet is special to me, as it was a gift from my only niece. I'm very grateful that you both made the choice to return it to me. It was **generous** of you to consider using this money to buy your mom a gift, but you are also showing other virtues by returning my property instead: honesty, empathy, and integrity."

Walter Owens quickly wrote something down on a piece of paper at the clerk's desk. Then, he took two twenty-dollar bills out of his wallet. "This money is for you two. It is my way of thanking you for choosing to return my wallet. You can certainly find your mom a nice gift for forty dollars." The man handed us the note he wrote. "This note is my gift to your mom. Please make sure to give it to her." With that, Walter Owens waved goodbye to us and left the library.

I read the note from Walter Owens out loud. "To the mother of Max and Alex: You may not know this, but your sons recently discovered my wallet in the park. The boys found it in their hearts to return my wallet to me, leaving my money untouched. This reflects the virtues that you have raised them with. Thank you very much. I know you must be very proud of them. Sincerely, Walter Owens."

Would you have reacted the same way if you were Walter Owens? Students can orally respond or write a note in the margin.

What did Walter Owens give the boys after they returned his wallet?

★ Reflect: Review predictions from before, and summarize the story. **When we encounter a problem, or dilemma, we try to solve it. After trying to solve it, we usually learn a lesson. What was the dilemma the boys encountered in this story? How did they decide to solve their dilemma? What was their lesson? Do you agree with Max and Alex's options? Do you agree that they showed honesty, empathy, and integrity?**

★ Answers and ★ Proof

1. Based on context clues, what is most likely the definition for the word **enviously**?

- A.
- ☒ B. Evidence: the boys can't afford to rent a kayak, even though they want to. They are watching people have fun. The boys are just
- C. sitting on the grass.
- D.

2. In the text, Max explains their wallet dilemma. "The dilemma is that we keep thinking about how we could use that money for so many different things," Max replied. "but then sometimes we think we should just get it back to Walter Owens." He shrugged and sighed. **Underline context clues for the meaning of dilemma. Choose the best synonym for dilemma.**

- A.
- B. Students can try replacing the word "**dilemma**" with each option
- ☒ C. and read the sentences. Problem (C) makes the most sense based on the context.
- D.

3. At the beginning of the story, Alex says he and his brother learned an important lesson. What was the important lesson that they learned?

Emphasize writing in complete sentences. Suggested frame: **When the boys found a wallet with money, they learned...**

★ Prior to reading: Look at the title and image for this text. Do they help you predict what this story might be about? This story includes a family visiting a drive-in movie location. **Have you experienced a drive-in movie?** Other similar experiences are outdoor movie events. **How do you normally feel when you are going to see a movie?** What if it's not a movie you chose? Invite student predictions about this story.

- ★ Questions & Notes for the teacher

1. What kind of conflict is presented in this story?

Review types of conflict with students. Some stories have more than one conflict. How can we know which conflict is the main conflict in a story? (The main conflict drives the story, and resolution has to do with the main conflict.)

2. At the end of the story, Sheldon asks Makayla if she still thinks the drive-in movie was boring. (skip the text for now) Based on her dialogue and actions, what can you infer about Makayla's opinion?

These statements are clues for us to make an inference. After we read the text, we can use more evidence to support our answer.

3. Makayla learned from this experience. In the future, she will most likely...

The main conflict and resolution are clues. Those clues can help the reader draw a conclusion about Makayla.

4. Sheldon is writing a persuasive essay about going to the drive-in movie theater. What are some persuasive points he can mention based on the family's experience?

Review with students what details help make a strong persuasive argument. You will look for details in the text that Sheldon can use to convince people to visit the drive-in movie theatre.

★ Read out loud. Pause to react and discuss.

Based on these first three paragraphs, we can already infer information about the characters and story. Who are Makayla and Sheldon? (siblings) and what are they about to do? (watch a movie)

As we read the next paragraphs, be looking for details on how a drive-in theater different from a regular movie theater. Students can respond orally or underline

“Seriously? You picked this old movie instead of the new 3D action movie that just came out yesterday? How lame!!” Makayla stomped over to the living room chair and sat down with a huff.

“We NEVER get to go to the movies, and you chose the most boring option ever!”

“Stop complaining, sis,” Sheldon responded, rolling his eyes.

“You’ll get to pick next time. Besides, you picked that ridiculous vampire movie two weeks ago and I didn’t complain.”

Makayla just responded with another huff.

“The movie starts in an hour,” Dad called into the living room. “Let’s get going so we can find a good spot to park! Makayla, do you want to stay here and complain all night, or will you be joining us?”

Makayla slowly stood up while Sheldon *snickered*.

Makayla and Sheldon had never been to a drive-in movie. As soon as they got in the car to leave, they could tell this was going to be a different experience. Their mom had packed blankets and a big bag of snacks for them to take. They even had a small cooler with each person’s favorite bottled beverage. ‘Even if the movie is awful, at least we’ll have snacks,’ Makayla thought to herself.

The car passed a sign: “Drive-In Here!” They paused at a small booth with a woman inside. Mom bought tickets for each person in the car. “Remember to turn off your car’s lights when you park,” the woman said. “Also, the movie speaker is on a stand right next to each parking spot.” The family drove around a corner and saw a giant blank screen. There were already several cars waiting for the movie to begin.

Mom parked the car in the second row. She rolled down the window and grabbed a metal box the size of a brick. She hung it on the window of the car. “This is the speaker for the movie,” Mom explained. Makayla and Sheldon looked around and saw that each car had their own speaker hanging on their window. Pleasant music was playing from the speaker right now, but Makayla predicted that it would change once the movie



The text says “Good evening folks, and a hearty welcome to our drive-in theatre”

“snickering” is the quiet laugh that people give, usually at somebody else’s expense. Here, Sheldon is laughing because his sister is upset about the movie choice but she has no say in the matter.

previews began playing.

There were also people walking around with red shirts and caps. One of these people stopped at their car. "Hello! Welcome to the drive-in," the man said cheerfully. "Can I get you all some popcorn, or pizza?"

Dad turned to look at the kids. "How about some popcorn?" Makayla and Sheldon nodded **enthusiastically**.

"Sure! Back in a flash," the man said. He jogged away, and quickly returned with a bucket of hot, fresh, buttery popcorn.

"He wasn't kidding," Sheldon said quietly, and Makayla laughed.

Then, the movie previews started. Images lit up the giant screen, and music erupted from the small speaker hanging on their car window. Even though the movie was old, Makayla had to admit that it was a very entertaining movie. It was about a clever archaeologist who goes on a great adventure to find a religious artifact. The whole family was laughing at the comedy and thrilled by the action sequences.

"Do you still think this was the most boring option," Sheldon whispered to Makayla.

Makayla smiled and grabbed a handful of popcorn and took a sip of her juice. She nestled into her blanket. "I might choose this place next time, too," she whispered back.

What does "back in a flash" mean, based on this section?

Makayla didn't answer Sheldon's question directly, but what can you infer from her actions and response?

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Verbally summarize the story. **Focus on how Makayla felt at the beginning of the story. Why did she feel that way? How does she feel at the end of the story? What changed?** (Makayla felt happier at the end because she realized the movie was entertaining, and the drive-in was a fun experience) **Have you ever experienced something similar, where you are unhappy about a situation at first but then you end up actually enjoying the experience?** Give students an opportunity to share.

★ Answers and ★ Proof

1. What kind of conflict is presented in this story?

- A. *is not explained through the whole story (just mentioned in beginning)*
- B. *is not correct; the choice wasn't Makayla's*
- C. *is not explained through the whole story (just mentioned in beginning);*
- D. *the main conflict is carried through the story and has a resolution.***

2. At the end of the story, Sheldon asks Makayla if she still thinks the drive-in movie was boring. "Makayla smiled and grabbed a handful of popcorn and took a sip of her juice. She nestled into her blanket. "I might choose this place next time, too," she whispered back."

Based on her dialogue and actions, what can you infer about Makayla's opinion?

Emphasize writing in complete sentences. Suggested frame: **Based on this action and dialogue...**

Example: Based on this action and dialogue, Makayla doesn't think the drive-in movie is boring. In fact, she likes it.

3. Makayla learned from this experience. In the future, she will most likely...

- A. *suggests she didn't learn from this experience, if she is going to repeat her actions from this story*
- B. *most likely, because she solved her internal conflict***
- C. *no evidence*
- D. *The opposite is more likely, because evidence shows she liked the drive-in theater.*

4. Sheldon is writing a persuasive essay about going to the drive-in movie theater. What are some persuasive points he can mention based on the family's experience?

Emphasize writing in complete sentences using details from the text. Students can write in Sheldon's voice.

Example: The popcorn is buttery and delicious. When you order it, the staff will bring it straight to your car in a flash!

★

Prior to reading:

First off, I notice there is some italicized text here: “Marcus was given a social studies project with several parts. He had to create a family tree, write a biographical essay for one of his relatives, create a mural, and explain a family artifact. Below is part of an interview Marcus did for his project.” Check for understanding: Do readers know what a family tree is? A mural? A family artifact? Let’s read to see what Marcus learns about after interviewing this person.

- ★

Questions & Notes for the teacher

1. In the interview, M stands for Marcus, the interviewer. G stands for...

How can the reader infer who G is? What clues does the author give? Voice: different people speak differently; Dialogue: readers can infer details about a character based on what they say.
2. Marcus has different parts of the project to complete. This interview is most likely a resource for the...

Make sure that students know what each of the project components were so that they can answer this question.
3. Which of the following is a correct sequence of events in this interview?

The correct sequence of events will go in order like on a timeline. If you see that one option has something out of order, you can automatically eliminate it.
4. What is a follow-up question you would ask G after reading this interview?

After reading the text, we can think of a question that connects to the information we read.

★

Read out loud. Pause to react and discuss.

Do you notice that M’s lines are bolded, and G’s lines are not? M must stand for Marcus, the interviewer.	M: Why did you decide to come to the United States of America? G: I knew there would be more opportunities here for me and my children. I knew that here in the USA, my children would be able to go to school and they would learn more about the world. M: Didn’t you have school where you were before? G: There was a school, but I couldn’t go! I was just a girl, and it was too far to walk alone. Instead, my mother gave me lessons. She taught me to read and write. I learned to do the sort of math that I would need on the farm. She taught me to make clothes, and repair furniture. Then, when she had children, I learned to take care of them. I helped take care of all four of my brothers and sisters so my parents could continue running the farm. M: So if we grew up on the farm, too, those are probably the skills we would learn? G: Maybe! When I was 15 we sold the farm and the family moved to Chihuahua, Mexico. M: Chihuahua, like the dog? Was Chihuahua another village? G: No, Chihuahua is a city. After living in the country for so long, it felt like a huge, <i>bustling</i> city. M: What were some differences you noticed? G: There were cars everywhere. The honks and rumbles were <i>deafening</i>. And there was soda pop! I still remember the first time I drank from a bottle of Coca Cola. M: You didn’t have soda until you were 15? G: I didn’t even know it existed before we went to Chihuahua! My uncle bought one bottle. I had to share with all my siblings. I took a sip, and felt the bubbles fizzing in my mouth. I almost spit it out! That was the same day I heard Elvis Presley’s music for the first time. M: Who is Elvis Presley? G: He was a famous rock-and-roll musician from the USA. He was so famous that people played his music all over the world. I started learning more about the culture of the USA when we moved to Chihuahua. I decided I wanted to move there. My brother decided to move with me. M: Is it easy to move to another country?	G says that she could not go to school. Why?
Where did G grow up and where did she move?		
Can you infer who G is from the text yet? Have students write answers.		

G: Usually it is not easy. There are a lot of rules for how to move to another country. If you don't follow all the rules, the country will try to send you back. My brother and I were lucky. When I turned 18, the USA created a new law. Immigrants were allowed to come to the USA if they already had family here. One of my uncles had been living in the USA for several years. My father, brother and I were able to come to the USA and live with our uncle.

M: How did you feel when you came to the USA?

G: I felt excited, but scared. Many things were different. The apartment we lived in was very small. The food and water tasted... different. It didn't taste bad- just different.

M: What was the most difficult change?

G: I didn't speak enough English. In Mexico, everybody spoke Spanish. I never needed to learn English. When we moved to the USA, most people spoke English.

M: Did you start taking English classes?

G: I couldn't start taking English classes until I started earning money. I needed to find a job, but for many jobs, I needed to know how to speak English! So, I helped my uncle's wife in her laundry business. I taught her to sew, and we made some money fixing and cleaning clothes. My uncle had friends that spoke Spanish, and they helped me get a job at a store as well. Most of the customers who came to the store also spoke Spanish. Life was so different in the USA, but it was nice to hear my familiar language in the store.

M: I can understand how you were feeling. Strangers you met in the USA were difficult to understand, but the people in the store felt more familiar.

G: Exactly! The store felt safe and comfortable. That's where I met your grandpa. We got married and had a daughter- your mom! She grew up speaking Spanish at home and English at school. She became our translator. It took me many years to feel brave enough to take English classes. I finally decided to take classes because I saw how hard your mom was working. I was proud of my daughter because she had big dreams for her future. I wanted to show her that we should never stop learning, no matter how old we are. I hope that you also learn that, my grandson.

Have students write a check if they can connect with this difficulty. You can have students share orally.

★ Reflect: Based on the text, what are similarities between you and Marcus? What are differences? What did we learn about Marcus' family from this text? How is Marcus' family similar or different from your family? What can we learn from this interview? Ask students if they have any follow-up questions or thoughts.

★ Answers and ★ Proof

1. In the interview, M stands for Marcus, the interviewer. G stands for...

- A. _____
- ☒ B. *Evidence: G mentions that her daughter is Marcus' mom; says "I hope that you also learn that, my grandson"*
- C. _____
- D. _____

2. Marcus has different parts of the project to complete. This interview is most likely a resource for the...

- A. *The interview does mention several relatives, but most information is focused on one person*
- ☒ B. *The interview mostly gives information about one person's life.*
- C. *A mural includes images.*
- D. *Nothing in the interview mentioned artifacts or other special objects from the family.*

3. Which of the following is a correct sequence of events in this interview?

- A. _____
- ☒ B. *Students can refer back to text to ensure correct order. As soon as one event is out of order, they should cross out that answer.*
- C. _____
- D. _____

4. What is a follow-up question you would ask G after reading this interview?

Emphasize writing in complete sentences. Suggested frame: After reading this text, I wonder...

★

Prior to reading:

Look at the title and image for this text. Do they help you predict what this story might be about? This story appears to be about somebody moving. What is our evidence? Invite connections. What emotions do people feel when they are moving to a new home? What do you predict the conflict might be in this story?

- ★

Questions & Notes for the teacher

1. The author wrote that the corners of the old house “were very dusty, because they had been covered by dressers and shelves for years.” This detail best supports which inference? What do readers need to find to make a good inference? How can we make sure we have selected the best inference? (find more evidence to support the answer)

2. Which of the following is the best summary for this story so far? We aren’t going to read the end of the story today. Which story elements do you think you will be able to find in this part of the story?

3. Connect to the text. Have you every felt *bittersweet* about leaving a special place? You can define bittersweet now before reading. Bittersweet is a compound word that shows how we can have mixed feelings of sadness and happiness.

★

Read out loud. Pause to react and discuss.

Readers can put a check if they have experienced this before too.	Grandma and Grandpa had lived in the same house for Tyler’s whole life. Sometimes the family would gather here for family events and holidays. However, today the family had gathered here to say goodbye to the house. Grandma and Grandpa had decided to move into a smaller home that didn’t have stairs or a big backyard that needed to be mowed and raked. The family came together to help move Grandma and Grandpa’s possessions to their new home, and to clean out a building with a lot of history.	Recall details. Who is moving out of the house? Who is helping?
	Tyler, his sister Whitney, Mom, Dad, Grandpa, Grandma, and Uncle Eddie all stood in the living room. It was already full of boxes. Mom unfolded a piece of paper. “I wrote a list of tasks we need to finish,” Mom said. “If we all work together, we can accomplish everything by evening! Then, we can enjoy a great dinner at China Orchid.”	
	Uncle Eddie and Dad started by moving the furniture into the moving truck. Grandma, Grandpa, and Mom would keep packing items in boxes and deciding what to donate or throw away. Whitney and Tyler were told to wipe the windows and vacuum the empty rooms. They also had to carefully check the rooms to make sure nothing was left behind.	
What happened here? What can we infer from the details? Have students write their inference.	When everybody got to work, Tyler saw Grandpa pick up a photo album and sit in an armchair. “Hey Dad, I need to move this chair so I can roll up the carpet,” Uncle Eddie said cheerfully while pointing to the chair Grandpa was sitting in. Grandpa had a sour look on his face. He muttered something but didn’t get up. Uncle Eddie just shrugged, smiled, and shook his head. “I’ll just come back later,” Uncle Eddie said.	Students can put a check if their inference matches what mom says.
	Tyler walked over to his mom and whispered, “Mom, is everything okay with Grandpa? Why is he looking at Easter photos from 4 years ago instead of helping to pack everything up?”	
What do you think Tyler might have found? Students can write their prediction.	Mom glanced over at Grandpa and smiled gently. “I think he’ll be okay. Moving to a new home is <i>bittersweet</i>. Grandpa’s probably a little sad about saying goodbye to this old house. We’ll give him some space for now.”	
	Whitney wiped down the windows in the old empty rooms while Tyler vacuumed. Some of the corners were very dusty, because they had been covered by dressers and shelves for years. Tyler and Whitney also had a plastic bag for forgotten items that they found. Most of the items were small and uninteresting: hair pins, a thin book, a single glove, and 75 cents. Then, Tyler found something much more interesting.	



He was using the vacuum's tube to suck up dust along the bottom of the walls. SHOONK! A chunk of the wall got sucked up and stuck to the vacuum tube! Startled, Tyler turned off the vacuum and the piece of wall fell to the floor. It was actually a piece of the wooden trim that lined the whole bottom of the wall. With the piece of trim removed, Tyler and Whitney saw a 6-inch long, rectangular hole in the wall.

"Do you think mice live in there? Or spiders?" Tyler disliked mice but was curious about spiders. Whitney shrugged her shoulders. They both knelt down in front of the hole.

Whitney took out her phone and turned on the flashlight. She shined it in the hole. "I don't see spiders or mice," Whitney declared. "But I do see a box!" She handed her phone to Tyler, and then she carefully reached her hands into the hole.

Whitney pulled out a yellow box made of metal. Tyler brushed off the dust and some old spiderwebs. The lid read "Butter Cookies". "Butter cookies?" questioned Tyler and Whitney at the same time.

Tyler looked at his sister. "Why in the world would somebody hide a box of butter cookies in the wall? There has to be something else in here," he thought out loud. He could tell they were both dying to know what was inside the box. "Should we open it?"

Whitney nodded her head enthusiastically. Tyler pried off the metal lid and set it down gently. He felt like an archeologist who had just uncovered ancient artifacts. He carefully removed the items from the container and laid them out on the floor.

Inside of the box, Tyler and Whitney discovered a tiny plastic baseball glove, elephant, and giraffe, a wooden flute, a silver coin, and a folded-up piece of paper. The paper probably used to be white, but now it was yellow. Whitney carefully unfolded the paper and read it out loud.

"Dear Raymond, thank you again for helping me out at the carnival. If you hadn't been there, my night would have been a disaster! Also, sorry again about your shirt. I'll patch it for you any time. Sincerely, Marilyn."

Tyler tapped his chin. "Raymond..." he mumbled out loud, "do you think that's Grandpa Ray?"

Whitney gasped and her eyes widened. "And Marilyn is Grandma Lynn!" **To be continued...**

Would you reach into this hole in the wall?

Was your prediction correct about the owner of the box? How would you explain what Tyler and Whitney found?

Who do you think this box belongs to? Write predictions down.

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. **What kind of conflicts did we see in this story? How do you think this story will end? What do you think the two siblings will do next?**

★ Answers and ★ Proof

1. The author wrote that the corners of the old house "were very dusty, because they had been covered by dressers and shelves for years." This detail best supports which inference?

- A. This evidence suggests the opposite.
- B. Only corners are described as dusty, because they have been covered by furniture for a long time.
- C. Things get very dusty after a long time.**
- D. This evidence does not describe Tyler and Whitney's cleaning.

2. Which of the following is the best summary for this story so far?

- A. Tyler was not searching for the box to help Grandpa feel better.
- B. Tyler is the main character, but the main problem is that Grandpa is feeling sad. No solution or resolution has been given yet. No climax or falling action.**
- C. Grandpa is not the main character because he is not driving the plot.
- D. Tyler's mom did not say this to solve the problem— she says this at the beginning of the story.

3. Connect to the text. Have you every felt bittersweet about leaving a special place?

Emphasize writing in complete sentences. Suggested frame: was a bittersweet experience. [explain]

Students might share a personal experience or a statement about somebody else.

★

Prior to reading:

What details do you recall from part 1 of this story? What are your predictions for part 2? Why do you think that will happen? We learned that a character was feeling bittersweet. Who was that? What would you say or do if you were a member of this family and you saw that somebody was feeling a little sad about moving? Point out the image: this is the letter that the siblings found.

★ Questions & Notes for the teacher

1. Use evidence in the text to pick the statement that is most likely true.

What do readers need to find to draw accurate conclusions? How can we make sure we have selected the best inference? (find more evidence to support the answer)

2. Which of the following is the best summary for this story?

How can we be sure we select a strong summary? Which story elements did we already find in part 1?

3. Compare and contrast ideas from this story and “A Family Interview”.

Put a ✓ in the column if the statement is true.

If the statement is true for this story, you will put a check under “Old House, New Story”. If it’s true for “Family Interview”, you will put a check in the other box.

★ Read out loud. Pause to react and discuss.

Do you agree with Tyler? What do you think will happen if Tyler shows him the box?	Whitney re-read the letter. “What do you think happened to Grandpa Ray’s shirt? And what did he help Grandma Lynn with? It sounds like some sort of emergency happened, and he saved her night.” Tyler began putting everything back in the box, just as he had found it. “Should we ask Grandpa about this box? Mom said to give him some space, but this might cheer him up!”	
Which idea do you think is most likely? Or, what is your idea for the letter's context?	“We can finish our tasks first,” Whitney suggested. “Then, maybe we can ask him about it at dinner.” The siblings continued cleaning up the empty rooms, but they didn’t find anything as interesting as the mysterious butter cookies tin. They took turns guessing how Grandpa Ray might have helped Grandma Lynn that night so long ago, and what might have happened to Grandpa Ray’s shirt. “Maybe he saved Grandma from an angry dog and his shirt got shredded.” “Maybe Grandma was climbing a tree and got stuck until Grandpa came and saved her, but a branch tore his shirt.” “Maybe Grandpa had to tear off a piece of his shirt to make a bandage!”	
How is Grandpa feeling now?	As the siblings cleaned and hypothesized, time seemed to pass quickly. “Hey kids, come down and eat some dinner,” Mom sang from downstairs. Tyler grabbed the box and they ran down to the kitchen. The family was gathered at a folding table. Tyler and Whitney perched themselves on plastic bins to enjoy their fried rice and chicken with vegetables. Uncle Eddie was happily chatting with Mom, Dad, and Grandma, but Grandpa was just looking down at his plate and eating quietly. Tyler put down his paper plate. “Grandpa, can I show you something?” Grandpa looked up at Tyler. “Of course, my boy,” he said with a smile. However, Tyler thought Grandpa’s smile looked kind of sad. Tyler handed the yellow cookie tin to his grandpa. At first, Grandpa Ray’s face showed confusion. Then, it quickly changed to happy recognition. “Wow, I had forgotten about this little collection!” Grandpa put his plate down and took the tin in his hands. He removed the lid and looked at the contents inside. His smile seemed to grow with each item he looked at. “These are some <i>cherished</i> objects from when I was much younger.” Grandpa lightly touched each item with his fingertips, then he pulled out the three tiny plastic figurines.	

If something is cherished we usually keep it safe. Was Tyler’s prediction right about what would happen if he showed Grandpa the box?

Some people feel happy when they share memories from their lives. If you connect with that, put a check.

"These are from the gumball vending machines. I bought many more than this, but these were my favorites as a kid."

The whole family paused their conversation and turned to listen to Grandpa. He had told them a lot of stories, but this was a box of memories even he had forgotten about!

He pulled out the wooden flute and coin. "As a kid, my neighbor Frank was my best friend. He gave me this flute and coin on my 11th birthday. And this was my favorite baseball player in 1968," he said, holding up the card.

"Grandpa," Whitney piped up, "what about the letter?" She opened the letter and read it out loud.

"Oh my," Grandma exclaimed, laughing and putting a hand to her cheek. Grandpa laughed as well. "I remember that night," Grandma said. "I was working at the cotton candy stand. I didn't even know who your grandpa was yet! He was just a fellow in line buying some cotton candy."

"Then what happened? How did he save your night from becoming a disaster? What happened to his shirt?" Whitney's questions were asked with urgency. "We're dying to know!"

Grandma and Grandpa looked at each other with smiles. "I think we will keep that a mystery," they said while beginning to laugh again. The others laughed as well, sharing out loud their own wild ideas of what happened on that mysterious day.

Tyler felt **content** as he watched his grandfather join in the **animated**, excited conversation. The family's laughter echoed through the empty house. They were saying goodbye to this old building, but they would always have their memories and their stories.

How is Tyler feeling at the end of this story? What is a synonym for "content"?

★ Reflect: Review predictions from before. Verbally summarize the text. **Some of you were able to connect to events in this story related to moving to a new home. Can you connect to the second half of the story?** Invite students to share experiences sharing memories with older relatives. **What kind of emotions do people feel when they share memories? What about when they hear memories?**

★ Answers and ★ Proof

1. Use evidence in the text to pick the statement that is most likely true.

- A. *Grandpa had forgotten about the tin of cherished objects, so he's not sad because of that.*
- ☒ B. *Correct, based on how Grandpa behaved at the beginning and how he behaves after sharing stories*
- C. *Grandpa's daughter offered dinner and he was still not participating.*
- D. *There is no evidence that Grandpa felt weak or needed food.*

2. Which of the following is the best summary for this story?

- A. *The resolution is incorrect. Nobody was working at the end of the story.*
- ☒ B. *correct*
- C. *This option is missing the discovered treasure box, and resolution (how Grandpa is feeling at the end).*
- D. *Tyler's mom offers dinner before Grandpa starts appearing. Resolution is incorrect (food doesn't help him feel better, sharing stories does).*

3. Compare and contrast ideas from this story and "A Family Interview". Put a ✓ in the column if the statement is true.

Memories are valuable and should be cherished: Both (Both stories share the importance of memories. Both stories have characters sharing memories.)

Leaving home and going to a new country can be difficult: "Family Interview" (There is no evidence that the grandparents moved or are moving to a new country in "Old House, New Story")

★

Prior to reading:

What does this title and image suggest about today’s text? Does the name “Robert Clemente” sound familiar to you? Even if you don’t know him, can you infer what he was famous for? Read the quote next to his image: “He played a kind of baseball that none of us had ever seen before... As if it were a form of punishment for everyone else on the field.” – Roger Angell, describing Roberto Clemente. Why is it important to read biographies? How can reading biographies make our lives better?

- ★ Questions & Notes for the teacher

1. Use evidence from paragraph 3 to draw a conclusion.

We can mark paragraph 3 with a “1” to remind us that we will find clues for question 1 in this paragraph.

2. Based on the text, the 1950s were an important time in Roberto Clemente’s life because...

What years are we looking for in the text to answer this question?

3. Based on information given in the text, this author most likely...

This question is asking us to draw a conclusion about the author. After reading the text, we can guess which of these is the author’s opinion. How do we support our answer?

4. What do you think was the most important event mentioned in this text about Roberto Clemente? Why do you think that was so important?

This is an open-ended question for you to answer after reading about Roberto Clemente’s life.

★ Read out loud. Pause to react and discuss.

You can show students on a map where Puerto Rico is. If you have students who have been to Puerto Rico, you can use this to connect to text as well.

Does that quote sound like somebody you would like to face in a game of baseball? Roberto Clemente was a *spectacular* baseball player. However, he faced many obstacles to become a member of the Hall of Fame, and it took many years for his talent to really be appreciated.

Roberto Clemente grew up in Puerto Rico. Puerto Rico is an island in the Atlantic Ocean, and it’s owned by the United States. In Puerto Rico, most people speak English and Spanish. In the 1930s, Roberto Clemente grew up mostly speaking Spanish.

Roberto Clemente had six older siblings. His father worked for a sugarcane factory and a construction company. His mother had a laundry business, ran a grocery store, and worked for the sugarcane factory. Roberto Clemente and his siblings took odd jobs to help support the family too.

Roberto Clemente later became famous as a baseball player, but that wasn’t the only sport he played growing up. He also participated in track and field. He won medals for short-distance races and the javelin throw. As you can imagine, those competitions helped him become an even stronger baseball player.

When he was 18, Roberto Clemente joined a professional Puerto Rican baseball team. His team won the Caribbean World Series in 1954! That is when Roberto received attention from teams around the USA. He joined the Brooklyn Dodgers in 1954, which meant he had to say goodbye to Puerto Rico and move to New York.

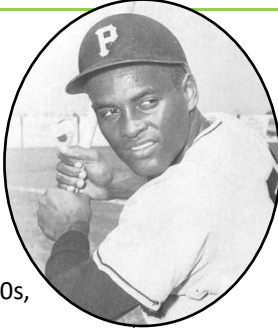
Leaving Puerto Rico brought new challenges for Roberto Clemente. He didn’t speak very much English, so it was difficult to communicate with others. He faced prejudice for his dark skin color. The climate was much colder and drier than Puerto Rico. Luckily, Roberto was supported by his new teammates. The more games he played, the more attention he received. Roberto Clemente soon switched to a new team: The Pittsburgh Pirates. His fame continued to grow.

As he grew more and more famous, Roberto Clemente used his fame and his wealth to help others. After every game, Roberto Clemente would stay on the field, laugh with fans, and sign autographs. He wouldn’t leave until every kid got the autograph they wanted. In the 1960s, when his team wasn’t playing games, Roberto Clemente would coach new teams in different countries in Latin America.

Odd jobs are quick ways to make money, like mowing a lawn or helping somebody build something.

We have to draw a conclusion about paragraph 3. As we read, pay attention to details about Roberto and his family.

What are some ways that Roberto Clemente helped others? What does this say about Roberto Clemente as a person?



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How does the author define the word "humanitarian"? Who are other famous humanitarians? What have they done to help people?

Roberto Clemente knew it was important to help others. He always tried his best to leave a good impression and to inspire others. That is why Roberto Clemente knew he had to help when he heard about a bad earthquake that hit a country in South America in 1972. Roberto Clemente got on a plane loaded with supplies that he wanted to give earthquake victims. Unfortunately, the plane crashed, and nobody survived. However, Roberto Clemente has never been forgotten. He won several baseball awards and there's a museum dedicated to him in Pittsburgh, Pennsylvania. There is even a new award named after him: the Clemente Award. Every year, it is given to the best **humanitarian** in baseball- that is, the person who is doing the most they can to improve the world, just like Roberto Clemente did.

★ **Reflect:** What type of text was this? How do you know? What obstacles did Roberto Clemente face during his life? Does his life remind you of somebody else? Why do you think the author wanted to teach us about Roberto Clemente? After reading this text, do you feel inspired to do anything?

★ Answers and ★ Proof

1. Use evidence from paragraph 3 to draw a conclusion.

- (A) *Most accurate conclusion. Evidence: everybody in Roberto Clemente's family worked, including the kids*
- B. *If everybody in the family had to work, they were probably not rich.*
- C. *This conclusion is supported by paragraph 4, not paragraph 3.*
- D. *There's no evidence suggesting how many sisters Clemente had.*

2. Based on the text, the 1950s were an important time in Roberto Clemente's life because...

- A. *happened when he was a kid*
- (B) *Paragraph 5 states Clemente moved away in 1954.*
- C. *happened in 1960s*
- D. *happened in 1972*

3. Based on information given in the text, this author most likely...

- (A) *The text gives lots of evidence that RC was a hard-working athlete and humanitarian.*
- B. *The text gives lots of evidence that RC already helped people.*
- C. *The author gave evidence RC's a great athlete.*
- This would have a different tone, with more negative adjectives.*
- D. *Also, the author does not describe Clemente beating a specific team.*

4. What do you think was the most important event mentioned in this text about Roberto Clemente? Why do you think that was so important?

Emphasize writing in complete sentences. Suggested frame: It was most important to learn that Robert Clemente... This was important because...

Example: It was most important to learn that Roberto Clemente worked as a coach when his team was finished for the season. This was important because it showed that Roberto Clemente wanted to help others learn skills he had. He could have been on vacation but he decided to help others.

★

Prior to reading:

What does a hero do? How could somebody be an accidental hero? Based on the title and image, what predictions can you make about the text? (genre, events, details about characters, predictions about problem/solution) This text is written in 3rd person. (Explain if necessary) Some of the story is written from Andrew’s perspective, so we are hearing his thoughts. The other part of the text is written in Cory’s perspective, so we will hear Cory’s thoughts. As we read, be thinking about which character you connect most with, and why.

- ★

Questions & Notes for the teacher

1. Unlike Andrew, Cory...

This is a comparison sentence stem. Will we be looking for a detail that shows similarity or difference? (difference)

2. Similar to Cory, Andrew...

This question is also a comparison sentence stem. What detail are we looking for here? (a detail that shows how they’re the same)

3. What do you predict will happen next in this story? What clues did you use to make your prediction?

Encourage students to use evidence from the text to make a prediction. Nonexample: “Cory and Andrew will solve the mystery of the missing baseball glove.” There is no evidence of this in the story– no missing glove, no mystery. Use the story elements that already exist.

★

Read out loud. Pause to react and discuss.

As we read these first 3 paragraphs (mark them) we will identify details about the story and characters.

After: What information did we get from these 3 paragraphs? What can we infer about the characters?

First they find out Caden can’t play in the game, then Tiffany and Taylor can’t play...can you predict what the main problem is going to be in this story? Have students take note of predictions.

When Andrew is thinking about his team and he says, “but Cory didn’t really count”, what can the reader infer?

The Saturday weather was perfect for Andrew’s baseball game. He was the captain for the neighborhood team, The Vipers, and they had been practicing every weekend since August. Today was their first game, and Andrew was confident that they were going to win.

As Andrew was eating breakfast, the phone rang. “Andrew, it’s for you,” called Cory. Cory was Andrew’s younger brother, and another member of the baseball team. Andrew only put Cory on the team because their parents told him to- Cory was going to be hanging around the baseball field during practices anyways, they said.

Cory was too afraid of the baseball to be very good. He had a habit of closing his eyes when the ball was coming towards him, so he always struck out when it was his turn to bat, and he always missed the ball instead of catching it when he was on defense. Cory was better on the sidelines, cheering for the team.

Andrew took the phone from Cory. “Hello?”

“Hi Andrew, it’s Caden,” said the voice on the other end of the line. “I’ve got some bad news. I have to go to my grandma’s house to help clean out her garage. I’m not going to be there for the game.”

Andrew’s mouth dropped open. Caden was their best pitcher! “Alright, Caden, I understand. Thanks for letting me know. Bye.” Andrew hung up the phone and turned to Cory. “Caden can’t play in today’s game”

Cory’s eyes widened. “But he’s the best pitcher!”

Andrew sighed and sat back down. As he chewed on his breakfast, he thought of the players on his team and who else could be the pitcher. Luckily, the team had 2 backup players, and Cory... but Cory didn’t really count. Andrew’s thoughts were interrupted by the phone. He picked up the receiver. “Hello?”

“Hi Andrew, it’s Taylor. Tiffany and I have some bad news...” Andrew squeezed his eyes shut. Taylor and Tiffany played 1st and 2nd base for the team.

“Don’t tell me you can’t play today,” Andrew said.

“We have to finish our social studies project or our parents won’t take us to Adventure Park tomorrow! Sorry, Andrew. Good luck today!”

“Thanks...bye,” Andrew mumbled into the phone. He hung up. “That was Taylor. She’s out, and so is



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Based on this line, the reader can infer that Andrew has no faith in Cory's ability to play baseball. What does Andrew think will happen?

Why did Andrew ask Cory to be on the baseball team? (parents told him to, so Cory wouldn't be left out)
Why did Cory agree to be on the team? (to make big brother happy)

Tiffany."

Cory knew exactly how many people were on the team. "That means..."

"Yep," said Andrew, "I guess you're playing today." *So much for winning today's game*, thought Andrew.

When Cory woke up on Saturday morning, the first thing he thought about was the game. Their team had been practicing every weekend since August, and they were pretty good! Well, except for Cory. When Andrew asked Cory to be on the team, Cory wanted to say no. However, Andrew was his big brother, and Cory knew the baseball team was important to him. Cory agreed to be on the team to make his big brother happy, but he tried to avoid ever having to play. Every time Cory was on the field or up to bat, he was afraid of the ball hitting him. He didn't mean to, but he always closed his eyes when the ball came flying in his direction! Cory felt much more comfortable cheering for the team from the sidelines. In fact, he was great at cheering for the team, and keeping team spirit high.

When Cory started eating breakfast, he was excited for the game to begin. However, he got a bit nervous when Andrew shared that Caden couldn't play in the game. "But he's our best pitcher!" Cory wished he could say something to make Andrew feel better.

The news only got worse. When Andrew said that Tiffany and Taylor couldn't play either, Cory's oatmeal felt like glue in his mouth. Cory knew how many people were on the team. His hands felt sweaty, and he could hear his heart pumping in his head. "That means..."

"Yep. I guess you're playing today," Andrew said.

Cory really wanted to back out of the game. However, if the team didn't have enough players, they would have to forfeit. That might be even worse than losing. Cory gave a big sigh. He tried to stay positive for his big brother. "Awesome," he forced out with a giant smile. *So much for winning today's game*, Cory thought *miserably. To be continued...*

This mark shows that the next part of the text will be a bit different. In this case, there is a change in perspective. First we were reading Andrew's thoughts. Now who's thoughts will we be reading?

"So much for winning today's game," Cory thinks. That's what Andrew thought to himself, too. How does Cory feel about playing in the baseball game?

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story so far?** Summarize the story so far. **How are Cory and Andrew feeling about their upcoming game?** Which character from this story do you connect the most with? Even if students have never played baseball, they might connect with feeling afraid to do something even though they have to, like a performance. **What would you tell the characters if you were in the story?**

★ Answers and ★ Proof

1. Unlike Andrew, Cory...

- A. Both boys were disappointed by the news.
- B. Both boys are members of the team.
- C. Andrew and Cory are brothers.
- (D.) Correct; Andrew enjoys baseball, but Cory doesn't. He's also not very good at it.**

2. Similar to Cory, Andrew...

- (A.) Correct: both boys are on the baseball team.**
- B. This statement is true for Cory but not for Andrew
- C. This statement is true for Andrew, but not for Cory
- D. This statement is true for Cory, not for Andrew.

3. What do you predict will happen next in this story? What clues did you use to make your prediction?

Emphasize writing in complete sentences. Suggested frame: **Based on the text, I predict that... The clues I found were...**

Example:

Prior to reading: In the previous part of this story, a character thought, “So much for winning today’s game...” What was happening in the story? Review characters and problem. Review students’ predictions for part 2. Does the image give any hints about what will happen in the story? Who do you think the accidental hero will be, and what will they do?

★ Questions & Notes for the teacher

1. Which of the following is the best summary for this story? Review fictional summary frame and the elements of a story. If an important element is missing from a summary, the summary is too weak.

2. How do you predict this baseball game will end? What story evidence do you have? We will have to read and identify details about the game so we can make a strong prediction.

3. Compare and contrast “The Accidental Hero” and “Roberto Clemente” below by writing statements. Put a ✓ in the column if the statement is true. For the first row, you have 2 checks. That means your statement must be true for both stories. If the last two statements are true for this story, you will put a check under “Accidental Hero”. If it’s true for Roberto Clemente’s biography, you will put a check in the other box.

Read out loud. Pause to react and discuss.

When a balloon deflates, it gets flat. All the air is gone. A person deflates when they hear bad news. Mimic a person deflating, with their shoulders and head sagging in disappointment. What context clues help us define deflated?

How are the Vipers doing? At the end of the first inning, who is in the lead? (Cobras)

Andrew and Cory were the first teammates in the dugout. Soon, the rest of the team showed up as well. Andrew shared the bad news with the team. Cory could tell that the whole team was *deflated*, Andrew and himself included.

“We’re doomed,” a player said matter-of-factly, as if he were pointing out that the sky was blue.

Looking at everybody’s *solemn* faces, Cory knew that the team would play terribly if they went out on the field with such a negative attitude. He needed to improve their team spirit. “I know it’s a real bummer that Caden, Tiffany, and Taylor aren’t playing today. They’re great players. But at least we don’t have to *forfeit* the game! We will just try our best, the way we do every time we play. Maybe we won’t beat the Cobras, but we can still have successes.” Cory signaled to Arthur, today’s pitcher. “Arthur, every time you get a batter to strike, it will be a success.” Arthur nodded and gave a little smile. Cory signaled to Michael and Angela, today’s 1st and 2nd base players. “Michael and Angela, even if you just get a few players out, you should be proud!” Michael and Angela gave each other a high five. “Plus, you all are awesome batters! *Sprint* as fast as you can out there and we’re sure to make some good runs! And me...” Cory continued, “Well, I’ll just try to keep my eyes open! Go Vipers!”

In the first inning, the rival team batted first. Arthur tried his best, but the Cobras were able to bat each ball he pitched at them. Some of the balls came flying towards Cory, but he was still too afraid of the ball. He would flinch and dodge the baseball instead of reaching for it. Poor Andrew in center field was doing double the work to make up for Cory! Angela and Michael worked together when runners tried to steal bases. The Vipers hustled and got three players out, which meant it was time to switch. Even though the Vipers had a lot of strong batters, the Cobras had more points at the end of the first inning.

It was time for the Cobras to bat again. Cory watched from left field as Arthur pitched the ball. Yikes! Arthur pitched the ball 4 times, and each time it missed the strike zone! The batter was able to calmly walk to first base.

Arthur got ready for the next batter. Arthur pitched the ball to the best of his ability. He wound up...threw the ball... a strike! Cory cheered loudly from left field. Arthur wound up again... another strike! He pitched one more time, and the umpire hollered, “Strike three! You’re out.” All the Vipers jumped up and



Cory believes he is not good at playing baseball, but he is good at keeping the team positive. Did his motivational speech seem to work? How can we tell?

That sentence sounds like something big is about to happen!	down, cheering. Arthur pitched the ball to the next batter. She hit the ball and it rolled towards Michael. Michael hurried to throw the ball to Angela. "Out!" the umpire shouted! The Vipers cheered again. "Great teamwork," Cory shouted from left field. <i>Arthur, Angela, and Michael are giving their all</i>, Cory told himself, <i>and I need to do the same!</i>	The Vipers didn't score a point here, but they are still cheering on Arthur when he does a good job of striking out some players. They cheer on Angela and Michael when they work together.
The ball is coming towards Cory like they're both magnets.	At that moment, Cory got his chance to confront his fear of the ball. Arthur pitched. The batter swung his bat. CRACK! The ball flew high into the air. It was falling straight towards Cory, as if they were both magnetic! Cory saw the whole thing happening in slow motion. <i>Keep your eyes open and follow the ball</i>, he kept repeating in his head. His hand was stretched open. The ball landed in his glove like a bird landing in its nest. Cory and the rest of the Vipers were as still as statues, all their mouths open in shock.	
	"Out!" shouted the umpire.	
	Cory looked at the ball in his glove. "I caught it? I caught it!" He gave a triumphant shout.	
	Andrew ran up to Cory and threw his arms around his little brother. "You didn't close your eyes!" The rest of the team began cheering in triumph. Even though they were only in the middle of the second inning, it felt like the Vipers had already won.	What did Cory just do? Why was this such a big deal?

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Summarize the text, using a summary frame if necessary. **In this story, how are Cory and Andrew different? Cory might not be great at playing baseball, but he does have some important skills. Why is he important for the team? Did the team win their game? (not yet) Why are they cheering in triumph then, which means they are cheering as if they just won? (Cory was able to overcome his fear and the team members support each other)**

★ Answers and ★ Proof

1. Which of the following is the best summary for this story?

- A. *incorrectly identifies main conflict, missing resolution*
- B. *stops at rising action, missing resolution*
- ☒ C. *correctly states the characters, conflict, solution, and resolution/falling action*
- D. *D: missing resolution*

2. How do you predict this baseball game will end? What story evidence do you have?

Emphasize writing in complete sentences. Suggested frame: **In the end, ...**

Example: In the end, the Vipers will probably lose but they will be in good spirits. They are missing important players, but Cory seems to be good at helping the team keep a good attitude. Plus, Cory will probably feel braver now that he has finally caught a ball.

3. Compare and contrast "The Accidental Hero" and "Roberto Clemente" below by writing statements. Put a ✓ in the column if the statement is true.

my comparison statements	The Accidental Hero	Roberto Clemente
<u>The text is about baseball, or baseball players. A character spends time practicing a sport.</u>	✓	✓
<u>The text is fiction. The important characters are two brothers. The characters are kids.</u>	✓	
The author writes about being brave and overcoming obstacles.	✓	✓
The text is a biography.		✓

★ Prior to reading: Examine the image with students, and have them point out details. **It looks like this person has two paths. If they follow the negative arrow, what do you think that means?** (Probably negative, or unhappy events) **What would happen if they follow the positive arrow?** Begin asking for connections. **We make choices every day, and those choices move us along on a path. What is a choice that leads to a negative path? What about a positive path?** (eating a good meal vs skipping a meal; pushing somebody vs saying “excuse me”; tying shoes vs leaving them untied) Explore background knowledge around term “Domino Effect” and have students make predictions for story.

- ★ Questions & Notes for the teacher

1. Which element of the story is still missing?

Students could write out a summary frame and cross a detail off if they can identify it in the story.

2. “Lucky for me, Ms. Bee was already glaring at me and she saw the whole thing.” Based on this line from the text, the reader can infer that...

How can we make sure we have a strong inference? (lots of evidence) Where do we find evidence?

3. Which of the following options show a correct example of cause and effect?

Review cause and effect skills if necessary.

4. What would you say to Maya if you were a character in this story?

After we learn about Maya and what she’s doing, we can decide what to say to her.

★ Read out loud. Pause to react and discuss.

The author has described an event in this paragraph. Every event has a consequence. We will label this paragraph the cause, and read on to find the effect. You can model writing “cause”, underlining key details and noting: stomach ache, tossed and turned, trouble falling asleep.

What do you think the consequence would be if Maya actually threw the apple at her brother’s head? What can we infer about Maya’s mood this morning?

How can you tell that Maya is already in a bad mood? What details does she notice?

On Tuesday night, I went to bed just like I do on every Tuesday night. I *thought* I was just going to relax, close my eyes, wake up, and have a regular Wednesday morning. However, that is not what happened. On Tuesday night, I did close my eyes and try to relax, but I had an ache in my stomach. I tossed and turned in bed, but my brain just wouldn’t shut off. I kept my eyes scrunched closed and tried to ignore the ache in my belly. Finally, I drifted off to sleep...

“MAYA, WHY ARE YOU STILL ASLEEP??!!”

The scream shattered my sleep and woke me up with a start. My heart was beating hard, like the time I stepped on my shoelace while climbing a ladder and almost fell off. “Well I’m definitely not sleeping now,” I mumbled. What happened to the night? I felt like had just gotten to sleep and already it was time to wake up.

My older brother stomped into my room, groaning. He turned on the light. “Maya, you have 30 seconds to get dressed! You are making us so late for school!” I rubbed my eyes. My brother tossed my backpack at me. He tossed pants and a shirt at me.

The clothes landed on my head. I yelled at him, “Ugh, stop!!” He ignored me and walked out.

My mom rushed us out the door and into the car. I didn’t even have time to eat breakfast. I grabbed an apple off the table as we were leaving. It was bruised on one side. I imagined throwing the apple at my brother’s head.

Mom stopped the car near my school’s front doors. “I can’t walk you in today, or your brother will be late getting to his school. Have a good day.” I left the uneaten apple on the car seat.

“Hurry, Maya,” called out my brother, handing me my backpack. I yanked it from his hands. I got out of the car and slammed the door shut.

My stomach grumbled as I walked to my class. I found a smiling substitute teacher standing at the door. “Good morning! I’m Ms. Bee. Put away your things and take your seat.” Our teacher normally plays relaxing music in the morning, but Ms. Bee chose a song that sounded *shrill* and whiny. I tried to cover my ears, but I

This is an ugly feeling, and not a pleasant way to wake up. Readers can write a check if they have experienced this before. **Why did Maya wake up late? This is the effect of the 1st paragraph.**

What were the effects of Maya going to sleep late? Label “effect” and draw an arrow from previous “cause”. Underline key details: Older brother scolds Maya; she yells at him; she doesn’t have time to eat breakfast; mom can’t walk Maya into the school.

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for TEKS/STAAR

Maya pushed Jeremy. What was the cause? Jeremy elbowed her, because students were rushing to line up, because the substitute did not line them up like the usual teacher. What was the effect of pushing Jeremy?

still heard it. I imagined bopping the speakers with my workbook.

Then, it was time to line up and go to art class, but this substitute didn't know how to call us to line up. Everybody made a mad rush to the door, trying to be line leader. Jeremy elbowed me in the ribs as he tried to run to the front of the line. "OW!" I pushed Jeremy back. Jeremy tripped on his untied shoelaces and fell to the ground.

"Maya, that's unacceptable," cried Ms. Bee. "I won't have you starting trouble in my line. Instead you will walk next to me." I was **fuming**! Jeremy was the one that elbowed me, and yet I was the one that got in trouble! I rubbed my sore ribs.

In art class, we were continuing a collage project. I was very proud of my collage, because I had put in a lot of effort over many days. The teacher handed me tape and I put it on the wall. Stephanie came and put her poster next to mine. "Nice work, Maya," Stephanie said. Then she moved her closer to mine, which tore the corner of my poster.

"Stephanie!!!!" Angry tears started to well up in my eyes. This was simply the most awful day ever, and people were treating me so terribly! I tore Stephanie's poster off the wall and stormed to the door of the art room. My heart was pounding so loud I could hear it echoing in my head.

Lucky for me, Ms. Bee was already **glaring** at me and she saw the whole thing. "Ms. Maya, that is the second time I see you disrespecting another classmate. You're being a real trouble maker."

I looked back at Stephanie. She was staring down at her torn and wrinkled collage, devastated. The art teacher was walking towards us. "First my brother was treating me terribly, then Jeremy, and then Stephanie, and now I'm in even more trouble! This is the worst day of my life!"

What caused Maya to tear Stephanie's poster off the wall? Would you have done the same thing? Write a note about why you think Maya reacted this way.

★ Reflect: Review predictions from before. **Did we correctly predict anything from the story?** Point out any similarities in students' prior knowledge and the characters' experiences. Summarize the text, using a summary frame if necessary. **After reading this story, it seems that Maya was experiencing a domino effect.** Explain the image: one domino knocking down the next one until they all fall. Maya's negative mood got worse and worse because she experienced negative consequences for her actions. **What do you think will happen next in the story?**

★ Answers and ★ Proof

1. Which element of the story is still missing?

- A. *We can tell Maya is the main character because the story is in her point of view.*
- B. *The conflict might seem like Maya vs. the world, but it's internal—she is in a bad mood and it keeps getting worse, but she has to make choices for it to get better.*
- C. *Rising action is the series of events leading to the climax—the whole story is rising action as Maya's actions get worse and worse.*
- ☒ D. *The falling action/resolution comes after finding a solution to conflict.*

4. What would you say to Maya if you were a character in this story?

Emphasize writing in complete sentences. Suggested frame: **If I were in this story, I would tell Maya...**

2. "Lucky for me, Ms. Bee was already glaring at me and she saw the whole thing." Based on this line from the text, the reader can infer that...

- A. *counter evidence— Ms. Bee has already scolded Maya*
- ☒ B. *"Lucky for me" is an example of sarcasm. Maya thinks the teacher is glaring at her, so this is not actually lucky. Maya already thinks Ms. Bee is mad at her.*
- C. *counter evidence— Ms. Bee has seen what Maya did*
- D. *sentence says "lucky for me", meaning Maya, not Ms. Bee.*

3. Which of the following options show a correct example of cause and effect?

- A. *example of sequence, not cause/effect*
- B. *reversed cause and effect;*
- ☒ C. *Cause and effect means an event and its consequence*
- D. *reversed cause and effect*

★ Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. This is a fictional text about two characters. They’re not actually brothers. Invite predictions about the text. As students read, they can build connections with the characters and the events of the story.

- ★ Questions & Notes for the teacher

1. Complete the statements. “Unlike me, ...” “Similar to me,...”

This question is asking readers to make comparisons. Make a comparison to another character, or to an event that happens in the text.

2. Compare and contrast David and Sergio below by writing statements. Put a ✓ in the column if the statement is true.

For the first row, you have 2 checks. That means your statement must be true for both characters. You decide if the last two statements are true for David, Sergio, neither, or both.

3. Based on what you have read so far, which prediction makes the most sense?

We will have to read and identify details so we can make a strong prediction.

4. Explain your reasoning. What evidence did you use to answer question 3?

Students should mark text and write notes to make this question easier to answer.

★ Read out loud. Pause to react and discuss.

Based on this paragraph, the title, and the image, what do you predict will happen with these two boys? Readers can write their prediction and you can have few share out.

Sergio thought he was an unlucky kid when he found out that his dad had gotten a new job in a different state. He knew that meant he had to say good-bye to his school friends and his neighborhood friends. 1,900 miles away, a kid named David was thinking the same thing when he found out his mom had gotten a job in a different state also.

Both boys happened to move to the same new state and start at the same elementary school in 5th grade, and by *coincidence* they were put in the same class. On that first day of 5th grade, the teacher introduced herself, and then told the class that they were now going to meet each other. “I know most students are uncomfortable speaking up on the first day, and that is especially true for kids that are new to the school. So, you will just have to meet one other student right now. You’ll ask each other some questions, then write a quick summary of the student you were paired with.” The teacher picked popsicle sticks that had students’ names on them. She called out David’s name, then Sergio’s, and told them to meet at the blue table for their ice-breaker activity.

At the blue table, David held out his hand and Sergio shook it. They introduced themselves. They started going through the list of questions the teacher instructed them to ask each other.

David began talking first. “The directions say the person with the earlier birthday starts. My birthday is August 8th. What about you?”

Sergio’s eyebrows jumped up for a second. “My birthday is August 8th, too! How weird.”

“Whoa,” David replied. “I’ve never met somebody with the same birthday as me. My family is Chinese, and we believe that the number 8 is really lucky. So, you and I have one of the luckiest birthdays, because it’s ‘eight-eight’!”

“That’s cool,” said Sergio. “Imagine if we were born in 1888... then we would be super lucky!” Both boys laughed. “I guess I’ll ask the first question then,” Sergio continued. “Would you rather live in the country or the city?”

“I’d rather live in the city. I actually just moved here from a much busier city: San Francisco, California. I

Coincidence is when the same thing happens to different people. What coincidences have already happened for David and Sergio?

As we read, underline details we learn about the two boys. Be ready to make an inference about one boy based on what you read.



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miss it."

"I just moved here, too," Sergio said. "I moved here from Houston, Texas. Even though Houston is a big city, I think I would like to live in the country and learn to ride horses and stuff."

David nodded. "I'll go next. Do you speak a second language, or do you want to learn one?"

"I speak English and Spanish," replied Sergio.

"Cool, maybe you can teach me a few Spanish words. I speak some Mandarin Chinese but I'm still learning. I used to go to school on the weekend to practice it." David and Sergio smiled at each other. They already felt much less awkward about being the new kid on the first day of school.

After 5 minutes of asking each other questions about video games, science facts, movies, books, and pizza toppings, Sergio and David were pretty sure they were going to be best friends. At the end of the day, they both had the same thought: 'Maybe I'm not so unlucky after all.'

However, they still didn't realize just how lucky they were.

What coincidences have happened for David and Sergio? What can we infer about one of these characters?

★ Reflect: Have a student read the first sentence of this text out loud. "Sergio thought he was an unlucky kid when he found out that his dad had gotten a new job in a different state." David thought the same thing. Why did they think they were unlucky at first? Have a student read the last sentences of the text: At the end of the day, they both had the same thought: 'Maybe I'm not so unlucky after all.' At the end of this text, the boys have changed their mind. What caused them to change their mind? Invite students to share connections to the events in this story—perhaps moving, attending a new school, making a new friend, or getting to know somebody. Compare yourself to one of these characters. Share some verbal responses. All students will be writing their comparisons down for answer 1.

★ Answers and ★ Proof

1. Complete the statements. "Unlike me, ..." "Similar to me, ..."

Emphasize writing in complete sentences. Students can compare themselves to one of the characters or an event a character experienced.

Example: Unlike me, the teacher in this story has a blue table. Similar to me, the teacher in this story decided to use icebreakers so that new students could get to know each other. Similar to me, Sergio can speak Spanish.

2. Compare and contrast David and Sergio below by writing statements. Put a ✓ in the column if the statement is true. (Have students verbally state answers with comparison frames.)

my comparison statements	David	Sergio
The character moved from a different state. The character's in fifth grade.	✓	✓
The character can speak Mandarin. The character is from San Francisco.	✓	
The character is from Houston. The character can speak Spanish.		✓
The character has a birthday in August.	✓	✓
The character would rather live in the country.		✓

3. Based on what you have read so far, which prediction makes the most sense?

- A. counter-evidence: boys think they will be best friends; no evidence they are clumsy.
- B. no evidence that they are working with a spaceship—this does not fit the setting or rising action we were given.
- C. This does not fit the setting or rising action we were given.
- D. evidence: Sergio and David think they will be best friends; they laugh together.

4. Explain your reasoning. What evidence did you use to answer question 3?

Emphasize writing in complete sentences. Suggested frame: The author states that... This shows that...

Example: The author states that both boys were put in the same fifth grade class. The title of the story is "Lucky Brothers". This shows that...

★ Lucky Brothers, part 2

5.3b, 5.4a, 5.6a-f, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8a, 5.8b, 5.8c

★ **Prior to reading:** Review yesterday's text. **What did we learn about the characters in this story?** Yesterday's story did not end with a "To be continued..." because this next part is like a new chapter. Time has passed. **What predictions did we make for the next chapter in this story about Sergio and David?** Can you tell what the woman is making in the photo? (It's tamales) Ask students to support their answers with evidence from the text. **Why do David and Sergio think they are lucky?** Today, we will confirm our predictions and read about how David and Sergio develop their friendship.

★ Questions & Notes for the teacher

1. Based on the foreshadowing in the first paragraph, what do you predict happens next? Foreshadowing is when an author gives strong clues that something big will happen in the future. Foreshadowing might be positive or negative.

2. Underline context clues that help define the word "scrumptious". Which of the following is a synonym for the word "scrumptious"? If students already know how to define scrumptious and find a synonym, have them underline context clues that support their definition.

3. "Sergio wanted to show David how to cook tamales. However, it was difficult for David to learn how. So, they decided to eat a few tamales hoping to find Mia's ring." What revisions need to be made to this summary? Put an insert arrow where your revision goes. This gave us some clues for what happens in the story. After reading, we will revise the summary. Have students use editing marks consistent with your class.

★ Read out loud. Pause to react and discuss.

How do you think their luck will come in handy today?

David and Sergio did indeed become best friends. They took turns visiting each other on the weekends to play video games, ride bikes, do homework, and cook. David had never cooked before, but Sergio had always enjoyed it. One day, David went over to learn how to make Sergio's favorite food: tamales. That day, David and Sergio's luck really came in handy.

David rode his bike to Sergio's house. He was greeted at the door by Sergio, who started giving him a rundown of what it was like to make tamales. "My sister already started mixing the dough. You'll take over. Just know that it's going to be a little messy... but in the end, you'll have a delicious meal!"

David took his shoes off at the door and followed Sergio to the kitchen. Sergio's mom was standing at the stove, stirring a large pot. "Hola, David," she called to him. "Come over here and see what we're doing."

"Hola," replied David as he moved closer to the kitchen. The scent of something spicy and mouth-watering met his nose. He looked in the pot and saw meat simmering in a red sauce. "This is shredded chicken," explained Sergio's mom. "I'm cooking this chicken in a spicy sauce made from chili peppers, garlic, and other seasonings. How does it smell?"

David took a big whiff. "It smells *scrumptious*!"

Sergio's mom smiled. "Good. It's almost ready. Then, we will start making the tamales. Sergio, show David the rest of the materials."

Sergio pointed out the dough, or masa, used for making tamales. "It's made from a type of corn that is ground up," Sergio explained. "Then some broth and other stuff is added. We're going to spread it on these." Sergio pointed to some large yellow leaves. "These are corn husks, and they're going to be the wrapper for the tamales."

"Your turn!" said Mia with a smile.

David was still a little confused. "Maybe I'll just watch first," he said.

Sergio smiled. "Don't worry, remember that we're lucky! You'll probably make perfect tamales on the first try."

Sergio's prediction turned out to be quite wrong.

The first part was easy: David just had to knead the dough, or masa. He pushed his hands into the masa and mixed it up. The masa felt like very thick cake batter. When it was ready, he wiggled and scraped the sticky dough off his hands. "This isn't so bad," David said confidently.



Based on these details, I can conclude that Sergio's mom cooks well.

Readers can mark if they have mixed masa or a similar dough before. If not, they can mark if they think they would enjoy it.

The next part was definitely not easy. David had to spread an even layer of the masa all over the corn husk leaf.

How is David doing?
How can you tell?

Then he would put some of the meat in the middle and wrap up the leaf. It was much easier said than done. First David spread too little of the masa, and then he **dolloped** on too much. Some of it fell off his corn husk leaf and splatted on the table when he tried to fold the tamal.

"Don't worry," Sergio's mom said. "Keep practicing and you'll get it." She **deftly** spread masa on her leaf, placed some meat in the middle, and folded up the leaf. David was watched with amazement as she made tamal after tamal.

"You make it look so easy!"

Sergio's mom laughed. "I can't even guess how many tamales I've made in my life. Hundreds and hundreds. But I still remember the first time I tried to help make some...it wasn't pretty."

Sergio, his mom and sister, and David talked and laughed as they made tamales. After each tamal was folded up, it was carefully placed in a huge pot. The pot was then covered, and the tamales were steamed.

David and Sergio played checkers while the tamales cooked. They were interrupted by a loud gasp as Mia came running out of her room and into the kitchen. "I can't believe this!" She was holding her hand up in the air as she walked. "My ring!"

"What ring," David and Sergio said at the same time.

"Exactly!" she responded. "I had on a ring before I started mixing the masa...I think my ring fell off in there!"

Right at that moment, the timer dinged. The tamales were ready.

Sergio's mom tried not to laugh. "Well Mia, I'm supposed to be selling these tamales at a fundraiser tomorrow.

Maybe somebody is going to have an extra special prize in their tamal!"

Mia's face was stricken with grief. "Not funny, mom..."

"Maybe we'll get lucky and open the tamal that has your ring in it," Sergio said with a shrug.

Mia looked inside the pot of tamales. "There are more than 60 tamales in here... You really think we'll happen to pick the one that has my ring?"

Sergio looked into the pot of tamales and smiled widely. "I guess we'd better get started on the best part of making tamales...the taste test!"

David smiled. "Let's eat!"

Based on these context clues, what is a synonym for **deftly**?



This is the pot of tamales after they've all been prepared.

Where do they think Mia's ring is?

How is Sergio planning to find Mia's ring? Why does he think they'll find it?

★ **Reflect:** Did we correctly predict anything from the story? Point out any similarities in students' prior knowledge and the characters' experiences. How would you explain what the woman is doing in the photo, after reading this text? Can you identify all the objects in the image? Who do you think that is? Summarize the text, using a summary frame if necessary. How do you think this day will end? Ask for evidence.

★ Answers and ★ Proof

2. Underline context clues that help define the word "**scrumptious**". Which of the following is a synonym for the word "**scrumptious**"?

- A. "Delectable" might be an unfamiliar word, but it can be deduced by process of elimination. **Context clues:** David smells something mouth-watering; When David says it smells "**scrumptious**", Sergio's mom replies "Good" with a smile.
- B. "Delectable" might be an unfamiliar word, but it can be deduced by process of elimination. **Context clues:** David smells something mouth-watering; When David says it smells "**scrumptious**", Sergio's mom replies "Good" with a smile.
- C. "Delectable" might be an unfamiliar word, but it can be deduced by process of elimination. **Context clues:** David smells something mouth-watering; When David says it smells "**scrumptious**", Sergio's mom replies "Good" with a smile.
- D. "Delectable" might be an unfamiliar word, but it can be deduced by process of elimination. **Context clues:** David smells something mouth-watering; When David says it smells "**scrumptious**", Sergio's mom replies "Good" with a smile.

1. Based on the foreshadowing in the first paragraph, what do you predict happens next?

Emphasize writing in complete sentences. Suggested frame: The text states...So, I believe that...

Example: The text states that the boys' luck will come in handy, so I believe they will find Mia's ring.

3. "Sergio wanted to show David how to cook tamales. However, it was difficult for David to learn how. So, they decided to eat a few tamales hoping to find Mia's ring." What revisions need to be made to this summary? Put an insert arrow where your revision goes.

The climax needs to be added after the sentence beginning with "However".

Example: Then, Mia realized her ring was missing and it might be in the masa for tamales!

★ Lucky Brothers, part 3

5.3b, 5.4a, 5.6a-f, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8a, 5.8b, 5.8c

★ **Prior to reading:** Review the previous 2 texts. **What did we learn about the characters in this story?** Yesterday's story did not end with a "To be continued..." because this next part is like a new chapter. Time has passed. **What do we know about David and Sergio?** **Based on the image, what main event do you think will be occurring?**

★ **Questions** & Notes for the teacher

1. What context clues help a reader to understand the meaning of the word "turbulence"? Review how to use context clues to define a word.

2. Look at the words "boarded" and "deboarded". How does an affix change the meaning of these words?

Even if students can verbally answer now, have them write independently after reading the story. For added practice, have students underline context clues that define the two words.

3. Foreshadowing is when the author hints that something is about to happen. An example of foreshadowing in this story is when the boys notice the bus. What do you predict will happen in the next part of this story?

As we're reading, we should mark when we see something happening with the bus. It will seem like a clue that the author is leaving us.

4. One reader claims, "Sergio was most likely disappointed by his trip so far." What evidence did the reader use to make this claim? As we're reading, we can look for clues that support this inference.

★ **Read** out loud. Pause to react and discuss.

What do you predict will happen in this story, after reading the first two paragraphs? Readers can write their prediction or orally share.

These details help the reader imagine what Sergio is seeing after the plane ascends into the air. Next, underline David and Sergio's birthday celebration plans.

David and Sergio always thought they were quite lucky, but one day it seemed like their luck might have gotten used up. It started with a trip to California.

David's family invited Sergio to join them on a trip to San Francisco. They wanted to visit David's grandmother, and they decided to also make it a birthday trip.

Since David and Sergio shared the same birthday, it seemed like a great idea to celebrate it together in San Francisco.

Sergio had never been to California, but he had read about it before. He knew California had an extremely long coast line, which meant a lot of beaches. People surfed in different parts of California. Lots of fruits and vegetables were grown in California. David warned Sergio that it would be a little chilly in San Francisco, so he should pack a sweater or jacket.

"Chilly? But I thought it was always warm and sunny in California," Sergio said, imagining the surfers under a golden sky.

"That's true for the most part," said David with a shrug. He explained something about "bay areas" and wind and fog, but Sergio had stopped listening—he was still daydreaming about sunny beaches.

Soon enough, Sergio **boarded** a plane with David and his family headed to San Francisco! He had been on a plane before, and he enjoyed watching through a window as the plane took off into the air. He watched as the cars got smaller and smaller, until they looked like tiny toys moving by themselves. Fields started to look like the green patches of a quilt.

David and Sergio ate snacks, played card games, and made plans for their time in San Francisco. "I want you to try my favorite restaurant," David said. "And there's a really good ice cream shop next to Golden Gate Park!"

"And then we can go to the science museum inside Golden Gate Park," Sergio added.

"This is going to be an awesome birthday," David said with a smile.

"Of course! We share one of the luckiest birthdays. What could go wrong?"

The passengers heard a ding as the captain made an announcement. "Please make sure all seatbelts are



"Sergio stopped listening..." what do you think will be the consequence of this action?

fastened. We are about to encounter some **turbulence**." Sergio and David sat back as the plane made its way to San Francisco.

If an **ascent** is when the plane goes up, then what is the **descent**?

The ride was much bumpier than the last time Sergio flew in a plane. He gripped the armrests. "They weren't kidding about the turbulence," he mumbled to David, but David was sound asleep. Sergio took a sip from his water bottle, sighed, and tried closing his eyes too.

David's mom also suggests it's going to be chilly. Hopefully Sergio listened to their warning.

During the **descent**, Sergio started looking out the window. There was so much fog that it was hard to see anything. David's mom explained that San Francisco is known for being foggy. "Also, I hope you remembered to pack a sweater," she added, eyeing Sergio's t-shirt.

They **deboarded** the plane. The flight attendants wished Sergio and David a happy birthday as the friends exited the plane. When he walked out of the airport, Sergio could tell why David's family kept mentioning a sweater. It was cold! Sergio quickly pulled a hoodie out of his backpack. Shivering, he surveyed this unfamiliar area. It wasn't at all what he imagined— the air was gray, cold, and damp.

"If we're lucky, the fog will clear by the afternoon," David's mom said cheerfully.

As the group waited to be picked up by David's uncle, the boys watched cars and buses pass by. One bus had a sign that said, "You're never out of luck!" However, both boys noticed that when the bus doors opened, the word "never" disappeared. 'That's interesting,' both boys thought to themselves. **To be continued...**

Have you been on a plane and felt the **turbulence**? Put a check if you enjoyed the experience or an x if you didn't. How do you think Sergio will feel about the **turbulence**?

You could help students visualize this better by writing the phrase "You're never out of luck!" on the board and covering the word "never" with your hand.

★ Reflect: I noticed this text does end with a "to be continued..." which means that the next text will pick up where this one left off. What predictions do we have for the next part of this story? Summarize the story, using frames if necessary.

★ Answers and ★ Proof

1. What context clues help a reader to understand the meaning of the word "turbulence"?

A. Usually, context clues are located closer to a mystery word.

B. This clue does not help define turbulence.

☒ C. This clue suggests turbulence makes the ride bumpy.

D. This clue doesn't explain the word turbulence. It does show Sergio was perhaps uncomfortable.

2. Look at the words "boarded" and "deboarded". How does an affix change the meaning of these words?

"Boarded" means to get on a plane. Adding the affix "de" gives a word the opposite meaning. So, "deboarded" means to get off a plane.

Suggested stem: When you add "de" to "boarded", it means...

3. Foreshadowing is when the author hints that something is about to happen. An example of foreshadowing in this story is when the boys notice the bus. What do you predict will happen in the next part of this story?

The foreshadowing suggests that the boys are "out of luck".

Emphasize writing in complete sentences. Suggested frame: **Based on this foreshadowing, I predict...**

Example: Based on this foreshadowing, I predict that the characters will face something unlucky. Maybe the weather will get worse or the characters will get lost.

4. One reader claims, "Sergio was most likely disappointed by his trip so far." What evidence did the reader use to make this claim?

Suggested frame: **In the text... So, Sergio was most likely disappointed.**

Example: In the text, Sergio was daydreaming about sunny beaches. So, he was most likely disappointed by the cold and foggy weather.

★

Prior to reading:

Review yesterday’s text, and student predictions. **What do you think this image means? I see a small door at the bottom of a tree.** Invite responses. **The top of the text states “Previously…” This is a review of part 3.** Read the text. Revise predictions. Make connections with the characters, their setting (San Francisco), and the main event (birthday celebrations). **How have you celebrated something special? Was there a time when your plan didn’t go the way you wanted? How did that feel? What helped you feel better? We are pretty sure David and Sergio will feel unlucky on their birthday, but we don’t know how yet.**

- ★

Questions & Notes for the teacher

1. What can the reader claim about David and Sergio’s luck? Use evidence from the text.

Have students help you make a frame for writing a claim and providing evidence. Try to mark details about their luck as we read.

2. Which of the following is the best summary for “Lucky Brothers, part 4”?

Review the elements of a strong summary: goes in order; has characters, setting, rising action (events that lead to problem and solution), problem, solution, resolution (how everything ends)

3. What do you predict will happen next?

We will have to read and identify details so we can make a strong prediction.

★

Read out loud. Pause to react and discuss.

Have you ever been very hungry while somebody is talking about food? It’s just making Sergio even hungrier.

Previously: David and Sergio went to San Francisco to celebrate their birthday. The boys are supposed to be lucky, but their plane ride was very bumpy. Sergio was surprised by the cold, gloomy weather.

David’s uncle picked up the family and drove them into the city. The first stop was David’s favorite restaurant. David was listing all the dishes he wanted to order as he walked up to the door. “If you don’t stop talking about food, my stomach is going to eat itself,” Sergio cried out. Finally, they arrived at the restaurant! David jumped out of the car and pulled on the handle of the restaurant’s door, but it didn’t open. He tried again. Sergio noticed that the lights were off.

“Uh oh,” said David’s mom. “It looks like the restaurant is closed for the month of August!” She pointed to a note taped to the window.

“Dear customers,” Sergio read out loud, “We are remodeling the kitchen. We will be closed until August 31st. We apologize for the inconvenience. Please visit us again in September.”

“Noooo,” moaned David, with his face pressed against the window.

“Well that’s lousy luck,” David’s uncle said. He shrugged his shoulders. “I guess we can go across the street to Bart’s Fish and Burgers!”

David sighed. “Okay. Burgers sound fine. Then, we can go to the ice cream shop afterwards.” He pointed to Neville’s Frozen Delights. “They have so many choices, Sergio, but the chocolate chip cookie dough is seriously the best.”

“I don’t know about that,” Sergio replied as they walked over to Bart’s Fish and Burgers, “I can’t resist rocky road!”

After their burgers, the group walked over to Neville’s Frozen Delights. When the door opened, they were enveloped in the sweet smell of ice cream cones. Sergio was blown away by how many types of ice cream there were! Every flavor he could think of was listed on the wall. Sergio immediately asked for the rocky road, and David asked for the chocolate chip cookie dough.

“Sorry, we’re out of those two flavors,” the ice cream server said. “We’re actually out of a lot! It was a busy afternoon. You can have avocado sorbet, spicy chocolate, vanilla, or strawberry.”



This is unfortunate news for David. We can infer how disappointed he is by his actions.

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Sergio and David glanced at each other. Today was their birthday, and it was supposed to be a lucky day, but it sure didn't feel very lucky.

The boys weren't crazy about their birthday lunch, and they had to settle for their 3rd-favorite choice of ice cream flavor. They walked through Golden Gate Park on the grey, cloudy day, and pondered what happened to their luck. It only got worse when they got to the doors of the museum they planned to visit, the California Academy of Sciences.

A museum employee greeted them at the door. "Hello! I'm so happy you've come to visit our museum. Unfortunately, we are hosting a special event in 30 minutes. The event is private and is not open to the community."

David's mom whispered, "It looks like the museum won't be an option today."

The museum employee continued talking. "Our apologies! Please come back another time!"

The group walked down the stairs, away from the museum. David and Sergio sat down on a bench. David slumped down. "This is supposed to be our luckiest day, but it is feeling really unlucky."

Sergio didn't say anything, but he felt the same way. This was supposed to be an awesome trip but so far it was cloudy, cold, and disappointing. Sergio started looking at all the trees when he noticed something very odd. At the bottom of one of the trees was a tiny door.

"Am I seeing things, or..." He pointed out the tiny door and started walking closer to investigate. David followed him. The door was about 8 inches tall. David jokingly knocked on the door. Sergio pulled it open.

Behind the door were small flowers, some stickers, and folded pieces of paper. An older woman walked by with her dog and saw the boys looking inside the tree. "Lucky boys," she said to them, "you found the fairy tree! If you write a note with a wish on it, the fairies might read it." The old woman walked away. The boys looked at each other. Had they just found the solution for their unluckiness? **To be continued...**

What have they experienced so far that hasn't felt very lucky?

Can you guess what will happen when they get to the museum?

★ **Reflect:** So what are we seeing in the image? (The fairy door that Sergio and David found.) Summarize this text with students. **What do you think the main conflict is in this story? How would you solve this? After reading this text, what have we learned about these characters? Why do David and Sergio think they are supposed to be lucky? Do they feel lucky anymore? What evidence supports that? Do you think they are lucky, or unlucky? Why?** Invite predictions for the next part of the text. **What would you do if you found a fairy door?**

★ Answers and ★ Proof

1. What can the reader claim about David and Sergio's luck? Use evidence from the text.

Emphasize writing in complete sentences. Suggested frame: In paragraph #_, ... This shows that Sergio and David's luck...

Evidence: The first choice restaurant is closed so they go to a different restaurant. Their first choice ice creams are sold out so they settle for other flavors. The museum is closed to visitors. They find a fairy door instead.

3. What do you predict will happen next?

Emphasize writing in complete sentences. Suggested frame: Based on the text, I predict...

Example: Based on the text, I predict that Sergio and David will get lucky again and they will have a great birthday.

2. Which of the following is the best summary for "Lucky Brothers, part 4"?

- (A) *This is the best response, because it contains information about the characters, the problem, and the rising action (finding the fairy door).*
- B. *The restaurant closure is not the main problem, just a part of it. This is also missing some important parts of rising action.*
- C. *This option does not state the main problem, or the rising action (finding the fairy door).*
- D. *These statements are out of order, and do not give enough elements of plot.*

★ Lucky Brothers, part 5

5.3b, 5.4a, 5.6a-f, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8a, 5.8b, 5.8c

★ Prior to reading: Review yesterday's text. The top of the text states "Previously..." This is a review of part 4. Read the text. This is the final text about David and Sergio. What can we expect to read in this text? (resolution) Invite student predictions. What do you observe in the image? Invite responses. Some students may recognize these as the red envelopes given as gifts during Chinese celebrations.

★ **Questions** & Notes for the teacher

1. At the end of this story the author wrote, “The fog receded and sunlight started to warm the air”. Why did the author write this detail? This sentence might help create a tone for the story. When we find this sentence, we should underline it and think about what is happening in the story at that moment.

2. Based on the text, readers can infer that... Readers need to find evidence in order to make an inference.

3. Which of the following is the story's main conflict? Review types of conflict: person vs person, person vs self, person vs environment, person vs society

4. What does this whole story teach the reader about luck? After reading finishing this text, we can think about any lessons we might have learned.

★ Read out loud. Pause to react and discuss.

Previously: David and Sergio wanted to have a fun birthday in San Francisco. However, things didn't seem to go their way. Then they found a fairy door in the park. A woman suggested they write a wish for the fairies.

Do you think this note will make the boys luckier? Students can write a note or share orally.

Maybe this is how the boys could get their luck back! David asked his mom for a piece of paper. Sergio scribbled a quick note for the fairies. He read out loud as he wrote. "Dear fairies, please give us some luck. I think we ran out. You're awesome. Sincerely, Sergio and David." Sergio folded up the note, put it in the tree, and closed the little fairy door.

Sergio and David felt a little better after **depositing** their note behind the fairy door. Their next stop was a visit to David's grandmother. Uncle Kong drove them to a large apartment building and parked the car. The group went inside the building and climbed the steps to the 3rd floor. David knocked on the door, and his grandmother answered. "Hello, Nai Nai," exclaimed David as he threw up his arms. 'Nai Nai' means grandma in Mandarin. Nai Nai gave a huge smile and talked excitedly in Mandarin as she hugged David.

"Hello! I'm David's friend," Sergio said with a smile. He threw up his arms like David, making David laugh.

We can also infer that David's Nai Nai is very kind. What clues help us infer this?

She didn't speak much English, but she hugged Sergio and said, "Hello!" When the family explained who Sergio was, she nodded and smiled. "Happy birthday," she told Sergio. She beckoned everybody inside her home. Everybody took off their shoes at the door.

The space was very small. There was a bathroom, a kitchen, and a room with a bed, chairs, and a small table to eat at. "My grandma lives alone," David explained, "and she doesn't need much space."

The adults sat in chairs and talked, while David and Sergio played a card game. Nai Nai interrupted the game to give David a small red envelope. David hugged his grandmother.

"What's that," Sergio whispered to David.

“This is called a ‘hong bao’. ‘Hong’ means red, and ‘bao’ means envelope! It’s a tradition to give one to kids on their birthday. There’s a gift of money inside. It’s a symbol of good fortune.”

Nai Nai put her hand on Sergio's shoulder and handed him a red envelope, too. "Thank you," Sergio said with surprise.

Based on these actions we can tell David and his grandmother are excited to see each other.

So the red envelope is a little birthday gift. It is also a symbol of good fortune. What's a synonym for fortune? (luck)



Nai Nai responded in Mandarin. David translated. "She says that she is very happy we met. She was sad when my mom and I left San Francisco, and she was worried about us. She says she is not worried about us now. She hopes we will count all our blessings."

Eventually, the group said goodbye to Nai Nai. She hugged each person, and they got back in the car. On the way to the hotel, Sergio and David silently thought about their blessings as they looked at their red envelopes. Even though things didn't go as planned for their birthday, it wasn't a total disappointment. In fact, they were being a bit ungrateful. David didn't get to eat at his favorite restaurant, but he still had a good lunch. Sergio settled for his 3rd-favorite ice cream flavor, but it was still **delectable**!

The boys still had one more day in San Francisco. 'I'm really grateful that I am able to take this trip with my friend,' each boy thought to themselves. At that moment, the fog **receded**, and sunlight started to warm the air. 

Are the boys still feeling unlucky? What made them change how they were feeling? If the fog receded, that means it went away. How does this weather change the feeling in the story?

★ Reflect: How were Sergio and David feeling at the beginning of part 5? Why? How are they feeling at the end? What do you think caused this change? Invite students to make connections. **I know how it feels when plans don't go the way they're supposed to. I've felt disappointed and frustrated before. However, it did help me feel better when I remembered to be grateful for what I have. Can you connect with that?** Ask for student input on the ending, and if Sergio and David learned a lesson from this experience.

★ Answers and ★ Proof

1. At the end of this story the author wrote, "The fog receded and sunlight started to warm the air". Why did the author write this detail?

- A. *This story is realistic fiction, not a fantasy. There are no clues that fairies really exist in this story.*
- ☒ B. *Right before this sentence, the boys were thinking about their blessings. Sunny days usually seem happier than cloudy days.*
- C. *The boys are not leaving San Francisco yet; the text says they still have one more day.*
- D.

2. Based on the text, readers can infer that...

Finding evidence for an inference requires looking at the context.

- A. *The boys were playing a game. This might be why they sat on the floor. There is no other evidence to support that David's family is strict.*

- ☒ B. *David's grandmother also smiles and says "Happy birthday" to Sergio.*

- C. *David's grandmother gives Sergio a gift. She talks to him in Mandarin and David translates. Most likely, David's grandmother doesn't speak much English.*

- D. *Sergio does things to make David laugh, like throw his hands up when he greets David's grandmother.*

3. Which of the following is the story's main conflict?

- A. *The main conflict can be identified by thinking about the solution and resolution.*
- B. *In this story, the boys had to start thinking about their blessings to realize they're actually still lucky. Students might choose B, but this problem isn't solved—the places are still closed. David and Sergio have to change their perspective, which is option C.*
- ☒ C.
- D.

4. What does this whole story teach the reader about luck?

Open-ended. Encourage conversation after answering this question. Emphasize writing in complete sentences. Suggested frame: The lesson in this story is that luck...

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If you were in Marisol's place, would you be feeling that embarrassment too? Has something similar happened to you before? What would you tell her if she were your friend?

We hurried to the bathroom. I looked at my face in the mirror. My lip was a little more purple than usual. It was probably going to have a bruise from when I hit the bar. I smiled at my reflection, and then gasped in horror. My two front teeth used to look like little white rectangles, but now they were more like a trapezoid and a triangle! The bottom corners of both of my front teeth were missing. I covered my mouth with my hand. I didn't smile or open my mouth for the rest of the day. Each time my tongue touched the edges of my chipped teeth, I felt my stomach drop in embarrassment and my mood got worse and worse.

At dismissal time, my teacher explained the whole event to my mother. "Let me see," my mom said. I didn't feel like smiling so I showed my teeth with a **grimace**. My mom looked shocked when she saw my teeth, but she kept herself from exclaiming anything. Instead she just asked me, "Does it hurt?"

I shrugged. "I can't really feel it unless I drink cold water," I replied. It sounded different when I talked now, and I could feel my chipped teeth when I talked too.

My mom called the dentist. They made an appointment to repair my teeth in 2 weeks. I ate my dinner in silence and went to the bathroom. I looked at my reflection. I smiled with my mouth closed. I showed my teeth, and my smile turned into a frown. I wish we had never thought of that terrible racing game on the monkey bars. It wasn't until I was lying in bed that night that I realized my grandmother's birthday was in a few days. That meant all my relatives were going to see me with these chipped teeth! "This is going to be terrible," I groaned to myself. ~~To be continued...~~

Why does Marisol think it will be terrible when her relatives see her chipped teeth?

★ Reflect: Who is the main character in this story? How do you know? (Marisol— we are reading her thoughts and feelings, she is the one experiencing the problem) What happened to Marisol in this part of the story? Did Marisol expect this consequence from a simple game on the monkey bars? Sometimes, we think we have a good idea, or a fun idea, but then there is a big consequence we didn't expect. Maybe we get hurt, or somebody else does. Has this happened to you before? Invite responses. What can students learn from this situation so far? How is Marisol feeling at the end of part 1? Why?

★ Answers and ★ Proof

1. Based on context clues, a synonym for *annual* is...

- A.
- B. A context clue for answering this question: the party happens on her grandmother's birthday. Birthday's happen once a year.
- C.

☒ D.

2. Which context clues help a reader define *grimace*?

Model thinking out loud: "grimace" is something Marisol does. She is not in a good mood.

- A. Context clues are usually not this far away from the target word.
- B. does not explain the verb "grimace"

☒ C. Smiling is a verb, and this sentence shows that Marisol does the opposite of smile when she grimaces.

- D. This statement is far from the target word and does not explain verb "grimace".

3. Which of the following is the best summary for this story so far?

The main problem is Marisol's teeth are chipped, and she's very embarrassed. This part of the story has rising action leading to Marisol getting embarrassed by her chipped teeth.

- A. The goal is correct, but the rest of the summary over-explains the detail of Marisol's chipped teeth.

☒ B. This option explains the goal, problem and rising action.

- C. This option over-explains how Marisol chipped her teeth and doesn't mention the family party or Marisol's embarrassment.

- D. This option does not explain Marisol's embarrassment, which is her main problem.

4. What do you predict will happen next in the story?

Emphasize writing in complete sentences. Suggested frame: Based on the text, I predict that...

★ Prior to reading: Review yesterday's text. The main character in the story is _____. (Marisol) What was the important event that happened in part 1? (Marisol chipped her front teeth when playing a game on the monkey bars) Why is this a problem for Marisol? (Her family is having a big party and she is embarrassed about showing her front teeth). What would you tell Marisol if you were a friend or family member?

★ **Questions** & Notes for the teacher

1. What change needs to be made to this student's summary? Mark with an insert arrow. Skip the summary for now. After reading, we will use editing marks and make the summary stronger.

2. Which of the following best describes this story's main conflict? Review types of conflict in literature. After reading, students can decide which type best fits this story.

3. At the beginning of this story, Marisol is feeling nervous and embarrassed about seeing her family. She doesn't feel embarrassed about her teeth at the end of the story. What did she observe that changed how she was feeling? This gives us a clue about what happens in the story. We will read for clues of how Marisol's feelings are changing.

R **Read** out loud. Pause to react and discuss.

Before I was ready, it was the 23rd of March: my grandmother’s birthday. We got ready to meet the family at Aunt Emma’s house. My mom and I didn’t talk. The radio was off. The only sound in the car was the air blowing, and occasional pops from the gum my mom was chewing. The drive was over too soon. My mom parked in front of the house and turned off the car. She looked at me. “Marisol, you know that your whole family loves you.”

If Marisol is thinking “the drive was over too soon” it means she didn’t want the drive to end. She must be feeling *dread*, or fear, about seeing her family.

Marisol drew the conclusion that her relatives were going to tease her about her teeth. Mark a check or an x if your family is similar, and your relatives poke fun at each other.

I nodded my head. "Did you tell everybody about my teeth?"

My mom shook her head. "Not yet," she said.

I knew my family loved me, but I still felt nervous about what people would say when they saw my teeth. My relatives like to poke fun at each other. They'll tell jokes about each other and laugh at each other about silly things. Usually it's not a problem, but I was still feeling sensitive about my teeth. When I lost my front baby teeth, my aunts and uncles made a lot of jokes. Imagine how much worse it could be now that I lost pieces of my adult teeth too!

I took a breath and stepped out of the car. Maybe I could make it through the whole day without anyone even noticing! _____

Do you think she'll be able to get away with this?

I rang the doorbell. The butterflies in my stomach were a mix of **dread** and excitement. My cousin Julieta opened the door. “Hola, tía,” she said with a smile to my mom. Then she saw me, and her eyes lit up with joy. “Marisol!” Julieta pulled me into a hug.

I smiled with my mouth closed and hugged Julieta back. "Long time no see," I said, barely opening my mouth. Julieta and I were the same age and we always got along and had a blast at family gatherings.

"What have you been up to since Christmas," Julieta asked me.

Is Marisol even going to enjoy herself if she spends the whole time worried about hiding her teeth?

I tried to talk to her without moving my lips. “Well,” I mumbled, “I’ve just been in school, and playing some sports.” Julieta looked puzzled, but she didn’t say anything about the way I was talking. “I’m going to go get some water,” I continued. I nervously waved towards the kitchen and smiled with my mouth closed again.

“Okay. I’m thirsty too.” Julieta smiled with her white, unchipped teeth. “I’m not playing sports this year. I’m just on the dance team,” Julieta continued. She started talking about some of the songs she was going to perform in her upcoming dance *recital*. I realized I could just keep her talking and maybe she wouldn’t ever notice my teeth.

My mom was chatting with my aunts and uncles in the kitchen when Julieta and I walked in. I gave a close-lipped smile and greeted everybody with a hug.

Just then, Julieta tried to grab a plastic cup, but it slipped out of her hand. She juggled it in a panic and accidentally bopped it over to my aunt who accidentally bopped it over to my grandma who gracefully caught it. Everybody in the kitchen burst out laughing and clapping. My mom, aunts, and uncles were slapping their legs and howling. I was laughing so hard I couldn't even catch my breath! "Marisol, what happened to your poor teeth," my aunt Luz cried out. Everybody quieted down and turned to look at me.

When we all saw the accidental juggling act, I had completely forgotten about my chipped teeth and just laughed along with everybody else. Now my mouth clamped shut. My mom answered for me. "Marisol had a little accident at school... we should be able to get her teeth repaired soon."

I waited nervously to see how everybody would react. A little smile appeared on my uncle Humberto's face. "Luz, remember when I knocked out my tooth after I ran straight into that tree?" Both of them started to laugh again.

"I wonder if I still have a picture," Luz said through her giggles as she reached for her phone.

"I've never run into a tree," my uncle Sal said, "But I did almost knock myself out when I was trying to get in to my friend's tiny car." Now, everybody laughed as my tall uncle pretended to crouch down into a tiny car and pantomimed bumping his face.

I looked around. Everybody was laughing, but they weren't laughing at me. They were laughing about these *mishaps* they had experienced instead of being embarrassed and trying to keep them hidden. I smiled wide, showing my chipped teeth. I didn't have anything to be ashamed of here after all.

Do you think it's better to hide mishaps like these or laugh about them? Why?

★ Reflect: At the beginning of the story, Marisol was feeling embarrassed about going to her family party with chipped teeth. Why did she feel embarrassed? (Her relatives like to poke fun at each other, so she thought they would make fun of her teeth) Can you connect with the way Marisol felt? Have you felt embarrassed about the way you looked, or did you feel nervous about somebody making fun of you for something? Invite connections to this event or Marisol's feelings about going to the party. What lesson did Marisol learn about her family in the end?

★ Answers and ★ Proof

1. What change needs to be made to this student's summary? Mark with an insert arrow.

"Marisol was excited about her family's party. However, she chipped her teeth and now she felt embarrassed about seeing her family. Then, she realized she didn't need to be embarrassed about seeing her family."

The *climax* is missing: the moment when Marisol laughs in the kitchen and people see her teeth. This should go before the last sentence.

2. Which of the following best describes this story's main conflict?

A.

☒ B. Marisol is embarrassed by her teeth. In the end she realizes she didn't need to be embarrassed. The solution depended on her

C. changing her feelings.

D.

3. At the beginning of this story, Marisol is feeling nervous and embarrassed about seeing her family. She doesn't feel embarrassed about her teeth at the end of the story. What did she observe that changed how she was feeling?

Emphasize writing in complete sentences. Suggested frame: Marisol noticed... That is how she knew she didn't need to be ashamed of her chipped teeth.

Example: Marisol noticed her relatives were laughing about the accidents they experienced instead of trying to hide them. This taught her she didn't need to be ashamed of her chipped teeth.

★ **Mysteries and Metal — Two Texts**

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6h, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8a, 5.8c, 5.10e

Prior to reading: This is two small texts in one. This first text is from a neighborhood newsletter. The title is "The Mystery at Williamson Fountain". We can conclude that the image is of Williamson fountain, then. What is the title of the second text? (Wacky Metal) If something is wacky, it is strange or unusual. What can you conclude about the three images in the second text? After reading these two texts we will try to figure out how they fit together. Readers should be able to use information from the second text to solve the mystery in the first text.

★ **Questions & Notes for the teacher**

1. Which answer below best summarizes the first text? Review strong summaries for nonfiction texts. You can use the 5 Ws: Who/did What/Where/When/Why was this important?

2. Which caption fits best with the image in the first text? The caption needs to fit the information in the text.

3. What context clues help the reader define *rigid* and *malleable* in the 2nd text? Review how to identify context clues.

4. Based on context clues, which of the following is the best synonym for combustion? Synonyms are different words that mean the same thing. Confirm a synonym by replacing the target word in a sentence and seeing if it still seems to mean the same thing.

5. Based on evidence in both texts, can you solve the mystery of the Williamson Fountain bouncing lights? Readers should use the information from the 2nd text to deduce what caused the mysterious lights at the fountain.

★ **Read** out loud. Pause to react and discuss.

Mark important details as we read. We will summarize this first section using the 5Ws (Who/What/Where/When/Why is this important?)

TEXT ONE: THE MYSTERY AT WILLIAMSON FOUNTAIN

Last weekend, many of our town's citizens were enjoying an evening stroll by Williamson Fountain when something very unusual started to take place. The fountain was turned off for the night, so the water was very still. However, witnesses claim they saw small lights bouncing on the water's surface.

"My dog noticed the mysterious lights before I did," stated one witness. "He started to bark in the direction of the fountain. I couldn't believe my eyes!"

Another witness said that strange sounds attracted his attention to the fountain. "There was a loud fizzing and banging, like a bunch of small fireworks," he reported.

So far, there is no word on what could have caused these mysterious lights to appear at the fountain. Was it a prank? Was it magic? Was it, perhaps, a message from outer space?



Allow students a moment to predict what may have caused this mysterious event.

As we read this text, underline facts about metal that you think are interesting or important.

TEXT TWO: Wacky Metal

Metal has many different uses in our world. We often see metal used to build items such as cars, bicycles, furniture, and buildings. Metal is also used to make electrical wiring. Our body contains tiny amounts of metals as well. Metal can be found in so many different forms because it can be hard and **rigid**, or soft and **malleable**. Some metal mixtures are strong enough to make the frames for skyscrapers. However, some metals can be as soft as butter. Some are so soft that they stay a liquid at room temperature.

Chemicals react when they are mixed with other chemicals. For example, when you mix baking soda and vinegar together you will see lots of fizzing and bubbling. This happens because the chemicals in baking soda and vinegar are having a reaction. Metal is a chemical, too. If you mix certain metals with other chemicals, you can observe a reaction. Sodium is a type of soft metal that has a big reaction. If you drop a piece of sodium

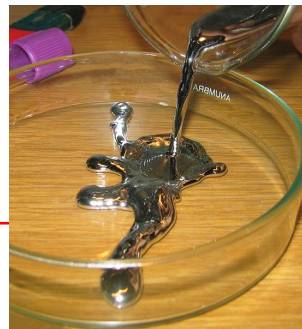
What is the main idea of the first paragraph? Sentences are repeating the idea that metal can be found in lots of places—wiring, our body, etc.—and that metal can be in different forms.

um into water, you will observe a **combustion** that looks like fireworks. You will also hear some fizzing, banging, and popping as the sodium reacts with the water. This might sound like an exciting experiment to try on your own but be careful! A **combustion** means there is a lot of heat and pressure. Always make sure you are wearing proper safety equipment, and that your environment is safe as well.

What is the main idea of the second paragraph?

This paragraph explains that metals are chemicals and they can have chemical reactions. One example is sodium mixed with water causing **combustions**.

The author most likely picked these three photos because they illustrate the main ideas of this text.



1) Tin can be bent easily to make cans; 2) Sodium combusts when it is dropped in water; 3) Mercury is a liquid metal at room temperature.

★ Reflect: Don't share your solutions for the mystery at Williamson Fountain yet. First, let's review the evidence. Summarize the text explaining the mystery. **What were some interesting or important facts you learned about metal? What were the different metals mentioned in the 2nd text? What were some characteristics of the metals mentioned in the 2nd text?** Have students review and underline the text for evidence. Revisit vocabulary as well if you would like: **If something is rigid, is it hard or soft? What about if something is malleable? How do you know?** (support with context clues)

★ Answers and ★ Proof

1. Which answer below best summarizes the first text?

- ☒ A. A news article can often be summarized with the 5 W's. This answer contains the 5 W's.
- B. missing setting
- C. missing what people saw
- D. missing setting and why this is important

2. Which caption fits best with the image in the first text?

- A. Option B matches the content and voice of the article.
- ☒ B. For A, C, and D you can ask students what type of content this caption might fit better. For example, C sounds like it might be in a visiting brochure for this town.
- C. missing what people saw
- D.

3. What context clues help the reader define "rigid" and "malleable" in the 2nd text?

Emphasize writing in complete sentences. Suggested frame: A clue to help define "rigid" is... I know "malleable" means ___ because...

The author used pairing to create context clues. "hard and rigid"; "soft and malleable"

4. Based on context clues, which of the following is the best synonym for "combustion"?

- A.
- B. The paragraph also mentions fizzing, popping, and fireworks. These are all types of explosions.
- ☒ C.
- D.

5. Based on evidence in both texts, can you solve the mystery of the Williamson Fountain bouncing lights?

If necessary, guide readers to make the connection between the bouncing lights and the description of sodium reacting with water.

Emphasize writing in complete sentences. Suggested frame: **The author states that... So, I conclude that...**

Example: The author states that people saw lights bouncing on the water at Williamson fountain. They heard fizzing and banging. When sodium goes in water, it explodes. So, I conclude that somebody threw sodium into the water of Williamson Fountain.

★

Prior to reading:

The title of this text is “Survival Camp”. What do humans needs to survive? Analyze the image as well. What do you think happens at a survival camp? What do you predict this text will be about? Invite responses. Ask for connections and background knowledge around survivalist skills, camping, and trips through the outdoors.

- ★

Questions & Notes for the teacher

1. “The students peered in the window and saw a man sitting at a table.” Make a prediction about who the man is and what will happen next.

We will have to read the text before we can make a strong prediction about this part of the story.
2. Which of the following is the best summary for this text so far?

Review elements of a strong story summary.
3. Select all the sentences that use *imagery* to help the reader understand the setting better.

Imagery is the use of language to remind us of our 5 senses. Authors use imagery to help us feel like we are experiencing what the characters are experiencing.
4. Based on evidence in the text, which adjective best describes Ms. Jay?

We will need to learn about Ms. Jay before we can describe her.

★

Read out loud. Pause to react and discuss.

Based on the information in this paragraph, have students decide their opinion on the field trip so far. They can share reasoning out loud.

Some students in Ms. Jay’s 5th-grade class thought this was about to be the best field trip ever. Some thought it was about to be the worst field trip of their lives. Some were still too sleepy to have an opinion. No matter their opinion on the field trip, here were the facts: all the students had to be at the school by seven in the morning, the sun still hadn’t risen, it was 38 degrees outside, and students were on their way to some outdoor location in the woods.

“Are you for real, Ms. Jay?” a student cried out, her teeth chattering. “It’s freezing cold and we’re going to spend all day in the middle of a forest?!”

Ms. Jay smiled. This wasn’t the first time she had organized this field trip. In fact, she had taken her 5th graders on this field trip for the last 3 years. Each time, it started the same way. “Don’t worry,” Ms. Jay responded to the shivering student, “At least it isn’t snowing! Plus, when we’re out in the forest, you’ll be so busy that you won’t have time to think about how cold you are.”

Other students overheard Ms. Jay’s response. “What does that mean?” a student murmured to his friend. His friend shrugged her shoulders. Ms. Jay had kept the details of this field trip a mystery. All they knew was that they had to bring warm clothes, comfortable shoes, and a backpack with water and a lunch. Students were warned that there wasn’t going to be a trash can at their location, so they had to keep all their trash in their backpacks.

A student tried to get more clues about where they were going. “Is this a science field trip?”

“Sort of,” answered Ms. Jay.

“Is this one of those historical places where people dress like they’re from the 1800s?”

“In some ways,” answered Ms. Jay.

“Are we going to have to do math?”

“Yes, and no,” said Ms. Jay. Her smile kept growing. She was loving this!

“Ms. Jay! Where are you taking us??”

“Let’s go find out,” said Ms. Jay. At that moment, the bus had arrived. “Everybody on the bus!”

What kind of inferences can we make about Ms. Jay based on this story so far? Read on to hear some clues about the class’ field trip.

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for TEKS/STAAR

What do you think students will have to do at a survival camp?

Read on to visualize the setting.

Some students were groaning and others were chattering excitedly as they climbed the steps of the large yellow bus. Soon enough, the class was on their way to experience something they would never forget.

The bus squeaked to a halt in front of a large wooden sign that read "WELLINGTON SURVIVAL CAMP". Student got off the bus and lined up. The air was still very cold, and the sky was gray. The bus was in the middle of a small parking lot, but there were no other cars. "Follow me," sang out Ms. Jay. She was so excited to be here, but the students were still mostly confused.

"Survival camp? What are we trying to survive," Itzel asked her friend, Judah.

As Ms. Jay walked along a trail, the students followed quietly. Some were having quiet conversations, but some walked silently, observing their setting. The group was far away from any street, so there was no sound of cars and trucks rushing by. Instead, they heard the crunching of gravel under their feet. Itzel heard the tree branches creaking, and leaves rustling. She heard birds chirping and cawing, and saw animals scurrying into shadows as the students approached.

The group walked for 10 minutes before they arrived at a small cabin. The cabin had a single window. The students peered in the window and saw a man sitting at a table. The man noticed them and smiled. *To be continued...*

The author included details in this text to help readers feel like they are experiencing the same things as the characters. Can you find details of text that reminds us of one of our 5 senses?

★ **Reflect:** What kind of text is this? Prompt for genre. Let's list the characters we learned about in this story. Which character do you connect most with? Why? How would you feel if you were a student in this story? How do you think Ms. Jay is feeling in this story? Let's summarize the text so far. What do you think will happen in the next part of this story? Why do you think that? Have students share connections with events or setting of this story so far.

★ Answers and ★ Proof

1. "The students peered in the window and saw a man sitting at a table." Make a prediction about who the man is and what will happen next.

Emphasize writing in complete sentences. Suggested frame: **Based on the text, I predict that the man...**

Example:

2. Which of the following is the best summary for this text so far?

A. over-explains the beginning and ignores the rest

B. leaves out the beginning of the story

C. leaves out the cabin (part of rising action)

☒ D. mentions character, setting, and rising action.

3. Select all the sentences that use imagery to help the reader understand the setting better.

- A. Imagery is when the author uses specific words to help the reader
☒ B. imagine how a scene feels/looks/smells/sounds/tastes.
☒ C. B recalls our sense of touch and sight; C recalls our sense of hearing; D recalls our sense of hearing
☒ D.

4. Based on evidence in the text, which adjective best describes Ms. Jay?

The words might be unfamiliar to readers but encourage them to decode meaning by looking at affixes and eliminating incorrect answers.

A. sluggish—slow, lazy

B. predictable—able to predict what she will do next

C. unsure—not sure of herself

☒ D. adventurous—has adventures (evidence: she has planned an adventurous trip for the students)

★ Survival Camp, part 2

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6h, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8c, 5.10f

★ **Prior to reading:** Review part 1 of this story. Read the italicized text at the beginning. "Previously..." Review predictions for part 2, considering the image. As we read, we might learn some lessons for surviving out in nature. Underline any lessons the author gives readers as we go through the story.

★ Questions & Notes for the teacher

1. Which step came first for building a shelter? This question gives us a clue about what we will read. If a question is asking about a specific step, we need to underline this part in the text to make it easier to find later.

2. According to Mr. Omar's information, which statement is true? Mr. Omar must be another character in the story. We should mark lessons the author gives us in this text.

3. Make a prediction about what will happen in the next part of the story. We will have to read and identify details so we can make a strong prediction.

★ Read out loud. Pause to react and discuss.

Previously: Ms. Jay's class was on a mysterious field trip to Wellington Survival Camp. They walked along a path and stopped at a cabin.

The group walked for 10 minutes before they arrived at a small cabin. Now that everybody had stopped moving, they noticed it didn't feel as cold. The same students who had been complaining that it was too cold to be outside were now muttering about the heat and taking off their jackets!



What did we find out about the man in the cabin? Confirm reader predictions about the man in the cabin.

A man saw them through a window of the cabin. He smiled and waved, then stepped out to greet the group. "Welcome," the man cried out cheerfully. "My name is Mr. Omar. How is everybody?" He received a mixed response. "Well, we're about to get started. Before we do, does anybody need to use the restroom? Does anybody need an extra scarf or pair of gloves? We're going to be outside all day. Okay then, while those students take care of business, Ms. Jay will be putting you all into groups."

Ms. Jay divided her class into groups of 3. Itzel, Judah, and Kelechi were put in a group together. They turned to look at each other. "I've never been out here before," Kelechi said to Itzel and Judah.

"I've been to a national park before," Judah responded. "My club did a hike there one day."

"I like the forest," Itzel said. "It's peaceful here."

"Sure, but this place is called survival camp. Does that sound very peaceful to you?"

Itzel shrugged. "I guess we'll find out if it's peaceful or not very soon," Itzel responded.

What is the first thing the students in this story are going to learn? (How to build a shelter) Have students connect any background knowledge.

Mr. Omar gave a short whistle to get everybody's attention. "Alright, everybody. It's time to continue with our adventure for the day. Follow me!" Mr. Omar began walking further into the forest as he continued to talk. "As you all saw, you are in Wellington Survival Camp. This area is a natural forest, and you all are going to learn some skills that could help you survive out here. The first challenge is building a shelter." Mr. Omar stopped walking. The group was surrounded by tall trees and fallen branches. The ground was covered in moss.

"There are many ways you could build a shelter in the forest," Mr. Omar said. He put his hand on a tree's trunk. Three feet above the ground, the trunk had thick branches sticking straight out like arms. "If you don't have any tools or resources, you need to use what you find around you." The students watched as Mr. Omar leaned a very long branch against the tree's outstretched "arm". The branch rested there. "This is going to be

Which of these characters do you connect with most already? Why?

the frame of my shelter," Mr. Omar said. He tested his frame by hanging on the leaning branch. It didn't budge. Next, I will lean more sticks against my frame to make two walls. He started leaning sticks on the frame. "Alright, go get started!"

Students began working in their groups to make a shelter. Itzel, Kelechi, and Judah found a branch that was already leaning against a tree. They tested the frame, just like Mr. Omar. Then, they started arranging sticks for the walls. They had to break some branches to get them to fit right. Eventually, they had two walls of sticks leaning on their frame. The shelter looked like a triangular prism. Looking around, they noticed other shelters in different shapes.

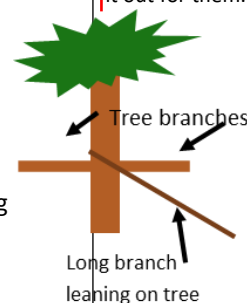
Mr. Omar and Ms. Jay walked around, assessing shelters. "Nice job so far! You have the beginning of an A-frame shelter! A shelter out here should protect you from wind, rain, and cold. Your shelter would start to protect you from the cold, but the wind and rain can leak in through the gaps between sticks. We're going to cover the shelter with **moss**." Mr. Omar knelt down and began peeling up large chunks of moss. He placed the moss on the walls of a shelter.

Students continued working on their shelters. Sometimes, Kelechi was able to roll up huge chunks of moss like she was rolling up a carpet! Then she would unroll the moss on the walls of her group's shelter. When the walls were all covered up, Judah, Itzel and Kelechi crawled into their shelter. It was warmer in the shelter than it was outside!

Mr. Omar and Ms. Jay came to see their shelter. "Nice job, you three!" Itzel, Kelechi, and Judah exchanged high-fives.

Mr. Omar gathered the students again. "Can you believe that it's already been 2 hours since you got here? Now, it's time for our next challenge: finding and eating food!" **To be continued...**

Can you explain how Mr. Omar is making this shelter? If students have difficulty, you can sketch it out for them.



Is this an activity you would enjoy participating in?

Moss is a soft clumpy plant that grows in forests.

★ Reflect: Who was the man in the cabin? What can we infer about Mr. Omar? What were some important lessons the students learned in this part of the story? Review the sequence of events for this part of the story. Invite students to make connections to the events in part 2. At the end of part 2 we got a hint about what will happen in the next part of this story. When it's time to write your prediction, try to add some details about what you think will happen in part 3.

★ Answers and ★ Proof

1. Which step came first for building a shelter?

A. not a part of building a shelter

☒ B. correct

C. comes after leaning the long branch on the tree

D. comes after making walls.

2. According to Mr. Omar's information, which statement is true?

☒ A. Correct. Mr. Omar says that a shelter made with walls of branches will provide some shelter but it will not protect from wind and rain. The solution he presents is using moss.

B. Moss will protect you from wind and rain.

C. The students do not use tools to make a shelter.

D. Mr. Omar calls the students; shelter an "A-frame shelter" because it looks like a capital A.

3. Make a prediction about what will happen in the next part of the story.

Emphasize writing in complete sentences. Suggested frame: **Based on the text, I predict that...**

Example:

★ Survival Camp, part 3

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6h, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8c, 5.10f

★ **Prior to reading:** Review parts 1 and 2 of this story. Review predictions for part 3, considering the image. **As we read, we might learn some lessons for surviving out in nature. Underline any lessons the author gives readers as we go through the story.** Invite students to share skills they already know about surviving in nature and finding food. Ask if they have any questions that might get answered in this part of the story.

★ **Questions** & Notes for the teacher

1. Which of the following sentences correctly describes the word "forage"? You will need to find the meaning of "forage" to answer this question. How can you find the meaning of an unfamiliar word?

2. Explain a context clue that helps the reader define "foraged". Review how to find context clues.

3. Based on the second-to-last paragraph, which conclusion is most likely true? We will have to read and identify evidence so we can draw a conclusion.

4. "Panting, he smiled and said, 'Next time don't put me on berry duty, put me on fire duty!'" Why did Jamar say this? What should we do as we're reading to make this question easier to answer? Students should mark when they find this in the text.

5. Would you enjoy being on a field trip like the one in this story? Why, or why not? Use evidence from the text for your answer. What should we do as we're reading to make this question easier to answer? Students can make notes when they find details that support why they would or would not enjoy this field trip. Then it will be easy to recall and write this answer.

★ **Read** out loud. Pause to react and discuss.

Have you ever plucked berries from their bushes? What kind? How did you feel about the experience?

Mr. Omar led the group past their shelters. He started to point out some of the different plants around them. He pointed out plants to avoid, like poison ivy and stinging nettles. He also pointed out some plants to collect for soothing bug bites. Then, Mr. Omar plucked a berry from a bush and popped it in his mouth. "To survive in a forest you might have to **forage** for water food. You can't eat everything you find in the forest," he warned. "These blackberries are safe though!" Mr. Omar and Ms. Jay passed out a paper bag to each group and gave us a few minutes to collect some.

"This might be my favorite part," Itzel said eagerly.

Have students note if they might react like Jamar or not in this situation.

What can we infer about Jamar from this reaction?

Everybody was startled when Jamar let out a high-pitched scream and dropped his bag of berries.. They all turned to look at him. "A spider jumped on my hand," he mumbled. Students chuckled and kept picking berries.

The students sat near a ditch to eat their **foraged** food along with their lunches. They watched as Mr. Omar stacked thick branches into a crisscrossed pile. He put some smaller sticks and dry leaves in the middle of the stack. He took an orange object out of his pocket. "This is a fire starter," Mr. Omar explained. He opened it like a pen and revealed two pieces of stone. He held the fire starter close to the stack of wood. When he rubbed the two pieces of the fire starter together, it made a spark. The spark landed on the leaves and twigs. Mr. Omar blew on the smoking leaves, and they all watched a flame grow. Soon, the thick branches caught on fire, too. Everybody inched a little closer to the warm, blazing fire.

What did Mr. Omar do while students ate their food?

"And now it's time for another special treat," Ms. Jay announced. She passed out a long, thin stick to each student.

Kelechi looked at Judah and whispered, "Are we supposed to eat this?" Judah pointed at Mr. Omar. He was passing out large marshmallows. "Ohhhh, never mind," Kelechi said.

After their treat, students got the chance to practice making a fire. However, they weren't given a fire



"Forage" is in a question so let's mark this sentence so it's easier to find later. If you think students need support, work together to define **forage**.

Can you infer what the sticks are for? (roasting marshmallows)

for TEKS/STAAR

How is this different from the way Mr. Omar started a fire earlier? Have students mark if they have ever started a fire.

starter. They only had two pieces of wood! Mr. Omar showed everybody how to do it. One piece of wood was shaped like a long pencil. The other piece was a flat board that rested on the ground. Mr. Omar quickly twisted the pointy tip of the pencil-shaped wood on the flat piece. Students saw smoke starting to float up from the wood. "Next, I would add leaves to start a flame."

Mr. Omar looked up at the group and smiled. "Who wants to give it a try?"

Students raised their hand to volunteer. One by one, they tried their hand at starting a fire. They all huffed and puffed. The only student who was able to get a tiny ribbon of smoke was Jamar. Mr. Omar added a few dry leaves and softly blew on the smoking wood to make a tiny flame. Panting, Jamar smiled and said, "Next time don't put me on berry duty, put me on fire duty!"

Before the class knew it, it was time to say goodbye to Mr. Omar. Each student got a Survival Camp pin. They helped each other attach the pins to backpacks and jackets. Mr. Omar and Ms. Jay shook hands. "Thanks again, Mr. Omar," Ms. Jay said. "I think this visit was definitely another success." Exhausted but happy and proud of their hard work, everybody began the hike back to the bus. 

What did we learn about Jamar earlier in this passage? (he's afraid of spiders)

★ Reflect: Review the different lessons students learned in this story about food, shelter, and fire. Ask students to share their own connecting experiences to the lessons characters learned. **Which character did you connect with most in this story? If you didn't connect with any character, why is that? What made them too different from you?** Invite discussion about whether students would want to have a field trip like this. Encourage students to refer to the text. This will help facilitate answering question 5 later.

★ Answers and ★ Proof

1. Which of the following sentences correctly describes the word "forage"?

- A. *Clues: Mr. Omar mentions foraging for food (sounds like a verb).*
- B. *In the sentence, foraged describes something the kids are eating.*
- ☒ C. *Right before the word foraged, the students were picking berries.*
- D.

2. Explain a context clue that helps the reader define "foraged".

Emphasize writing in complete sentences. Suggested stem: **The author wrote... This shows that...**

Example: The author wrote that the children had to search for berries to pick and eat. This shows that foraging is when you search for food.

3. Based on the second-to-last paragraph, which conclusion is most likely true?

- A. *Mr. Omar was able to start a fire.*
- ☒ B. *Students were huffing and puffing; most could not start a fire.*
- C. *Mr. Omar started a fire using 2 methods.*
- D. *There is no evidence that students have already practiced starting a fire.*

4. "Panting, he smiled and said, 'Next time don't put me on berry duty, put me on fire duty!'" Why did Jamar say this?

- A. *There is no evidence that Jamar is allergic to berries.*
- B. *Jamar did learn to start a fire— the author says he got a ribbon of smoke, so he made a tiny fire at least.*
- C. *Jamar dropped his berries but he did find some.*
- ☒ D. *Jamar screamed, then explained he saw a spider.*

5. Would you enjoy being on a field trip like the one in this story? Why, or why not? Use evidence from the text for your answer.

To guide students' writing, you can create list of details from the field trip. Have readers recall the text: **In paragraph __, it says...**

Emphasize writing in complete sentences. Suggested stem: **I would/ would not enjoy this field trip because in the text...**

★ Prior to reading: What do you consider a treasure? Invite responses. Have you heard of phrases like “One person’s trash is another person’s treasure”? What does this mean to you? Explore the different items people might consider treasure. In this text, a group of boys meet a man who is looking for a type of treasure. Can you tell what the man in the image is doing? What are your predictions for this story?

- ★ Questions & Notes for the teacher

1. Based on the context clues, “*arid*” most likely means... Students will need to define using context clues.

2. Which of the following is the best summary for this text? What makes a strong summary?

3. How did you pick your answer for #2? Here, you will have to describe why your answer is the best summary.

4. Which statement is most likely true? These are conclusions, or inferences. What do we need to find to support these statements?

★ Read out loud. Pause to react and discuss.

Have you ever seen flowers wilt, or go limp? How does this help describe what David’s feeling?	It was an <i>arid</i>, hot, sunny summer day in the town of Austin, and kids everywhere were brainstorming how to keep themselves cool. Samuel was sitting on a shady bench with his two friends. Even the breeze felt hot. “I’m wilting like a daisy,” hollered David as he melted off the bench and onto the ground.		
	“It feels like we’re sitting in an oven,” added Louis. He took a gulp from his giant bottle of water.		
These details help me visualize a shady, beautiful swimming area. Is there a place that you can go like this in the summer?	Samuel saw the water, and a thought struck him. “Let’s go down to the spring! It’s shady down there and the water is always nice and cool.” Samuel could already imagine the natural swimming pool with its shade and gently rushing water.		Mark with a check if you agree with this solution to experiencing such a hot day.
	Samuel’s friends nodded and cried out in agreement and they all rode their bikes to Spring Park, pedaling slowly in the heat. They certainly were not the only ones who thought to cool down at the town spring on such a hot day. The water was full of children and adults, laughing and splashing about. Dogs were barking playfully as they played fetch with their owners.		
	Samuel, David, and Louis locked up their bikes and walked to the water’s edge. Samuel took off his shoes and sat with his feet swinging in and out of the cold water. David and Louis didn’t think twice before diving into the water, shoes and all!		What can we infer about these three boys from their actions? Perhaps Samuel is more cautious than David and Louis– they didn’t even take off their shoes!
This must be the man in the picture.	While David and Louis swam and splashed around in the water, Samuel began to observe all the other people enjoying the park. One man caught Samuel’s attention. The man was walking at the outer edge of the park, near a bunch of bushes. At first, Samuel thought the man was vacuuming! However, he soon realized that the man was walking with a metal detector.		
	I wonder what that man is looking for, Samuel thought to himself. Could there be some sort of buried treasure in Spring Park? “Hey guys,” Samuel called out to his friends. “I’m going to go ask that man if he’s looking for treasure.” Samuel pointed in the direction of the man with the metal detector.		
	Now that they were nice and cool, David and Louis were also interested in lost treasure. Together, the three boys walked up to the man with the metal detector.		
	“Excuse me,” Samuel called out to the man. The man paused and looked up at the three boys. Samuel continued. “Is there some sort of treasure buried here, or something?”		

The man gave a small smile. "There is a sort of treasure, but it's not gold or jewels." The man opened a map he had in his pocket and showed it to the boys. "This map is from 50 years ago. Back then, Spring Park was just as popular as it is now. However, 50 years ago there weren't bushes here!" The man pointed to a spot on a map. It was the same spot the boys were standing at. On the map, there was a box that was labeled "**Concessions**".

The man continued explaining, "50 years ago, there was a **concession** stand here. They sold all sorts of snacks and drinks to everybody. I am here looking for anything that people may have left or dropped on accident. Sometimes, people drop coins. That's what I really hope to find. You see, I'm a coin collector."

David's forehead **furrowed**, totally confused. "A coin collector? You mean, you just collect coins and you don't spend them??"

The man laughed. "If I take any penny to the store, it will be worth one cent. However, some pennies are much more special than other pennies. There are people who will spend a lot of money to buy a **rare**, or special penny. The same is true for special postage stamps, toys, and pretty much anything else in the world! If it's a very special and unique item, and it's still in good condition, it can be very valuable."

"What have you found in a place like this before," Louis asked the man.

The man showed them a few of the items he had already found. "Just today I've found hair pins that women wore 50 years ago, shoe buckles, a beautiful comb, and many coins- some valuable, and some not as much. I have friends who study history, and they will enjoy examining what I've found."

Samuel turned to **survey** the park. He tried to imagine the park 50 years ago, with its concession stand and people walking around with fancy shoe buckles and combs. By accident, the people from 50 years ago had left us clues to their ways of life. It wasn't gold and jewels, but these clues were a sort of treasure. "*I wonder how much a metal detector costs...*" Samuel said to himself as the boys walked away.

The man explained why he is searching in the bushes for his treasure. What used to be where the bushes are now?

Students can note any other collectable items they have heard of.

★ **Reflect:** Do you have any interest in how people lived a long time ago? Invite students to share out experiences that connect with the characters, setting, or events of the story. Perhaps some students have collections of their own. **How would you describe the man with the metal detector?** Summarize the story.

★ Answers and ★ Proof

1. Based on the context clues, "arid" most likely means...

- ☐ A. makes most sense, if students replace the word in the sentence.
- ☐ B. Misty weather is rainy weather.
- ☐ C. The characters are complaining about how hot it is.
- ☐ D. There are no clues that it is a smelly day.

2. Which of the following is the best summary for this text?

- ☐ A. This summary contains all the important events in the story.
- ☐ B. This summary does not mention meeting the man w/ the metal detector.
- ☐ C. This does not mention the beginning of the story, when the boys are hot and decide to go to the springs.
- ☐ D. This does not mention the beginning of the story.

3. How did you pick your answer for #2?

Emphasize writing in complete sentences. You can encourage students to use words to describe plot; beginning/middle/end, event, rising/falling action, characters

4. Explain your reasoning. What evidence did you use to answer question 3?

- ☐ A. No evidence. Samuel sat on the edge instead of jumping in, but the author does not say why.
- ☐ B. The man did find items at the park.
- ☐ C. Samuel starts thinking about history and people of the past.
- ☐ D. Samuel thinks about how much metal detectors cost.

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Caracals are a type of feline, like leopards. Why do you think the penguins were safe from predators when they would hide on islands? The predators can't swim as well as penguins.

The penguins are safe from caracals and leopards, but what is harming them now?

Brave Penguins of Cape Town

African penguins are great swimmers, but they are not great at defending themselves from larger predators like leopards and caracals. So, penguins learned to avoid these predators by spending most of their time on small islands nearby. However, as humans moved in to Cape Town in South Africa, nearly all the leopards and the caracals had to move out. With those big, scary predators out of the picture, penguins realized that they could now visit the beaches of Cape Town without getting eaten!

Today, African penguins are famous on Betty's Bay and Boulders Beach in Cape Town. However, their population is dropping. They were able to use new land when the cougars and caracals got scared away by humans, but the penguins' food supply is decreasing. Penguins must compete with human fishers to get enough sardines and anchovies. Plus, some humans collect penguin eggs for money. 

After reading the text, see if you can guess where this photo was taken.

Why have the leopards and caracals disappeared from Cape Town?

★ Reflect: How would you describe this text? (nonfiction, informational, about animals and changing environments) What were the three main animals mentioned in this text? Where does the ___ live? What do all these animals have in common? What is different about them? What do you think was the most important detail mentioned in this text? Depending on time, this text can be a jumping point for more research on changing environments for animals. Perhaps your own environment has changed a lot, causing wild animals to suddenly become urban animals.

★ Answers and ★ Proof

1. Based on the text, which answer would be the best caption for the third image?

- A. The image does not show caracals or leopards, and the text says those predators have disappeared.
- ☒ B. This caption describes the image and also matches information in the text.
- C. This image does not show anchovies or sardines.
- D. This image doesn't show us how the penguin population is dropping.

2. Which cause and effect statement is true?

- A. How to correct the statement: the coyote population is **growing**.
- B. How to correct the statement: switch the order of the statements.
- ☒ C. Correct.
- D. How to correct the statement: switch the order of the statements.

3. Use the text to write two statements of your own that show cause and effect.

Emphasize writing in complete sentences.

Suggested frame: (cause), so (effect)

Examples: Humans are not allowed to hunt coyotes in Chicago, so the population is growing. Caracals and leopards disappeared from Cape Town, so the penguin population grew. Humans are taking the penguins' food supply, so the penguin population is shrinking.

4. Before living in the city, leopards would most likely eat...

- A.
- B. The answer can be found in the text.
- C. Penguins eat sardines and anchovies. Leopards started eating stray dogs after moving to the city.
- ☒ D.

5. Because _____, the penguin population is declining in Cape Town.

- A. This is not happening, but **would** cause the penguin population to decrease if it did happen.
- B. This has caused the penguin population to **increase**.
- ☒ C. The answer can be found in the text.
- D. There is no evidence in the text that this affects the penguin population.

★

Prior to reading:

Name the text features you see here. (title, image, subtitles)

To encounter something is to meet it. Make some predictions about this text. Invite responses. This text is a narrative— a student wrote about a very special memory. The first paragraph has a “hook” in the form of dialogue. “This is a dream come true,” is written so we want to continue reading and see what was so special. As we read, we can mark other elements of a strong narrative.

- ★

Questions & Notes for the teacher

1. The author wants to include a sentence describing what the elephants’ feet looked like. Which section should this sentence go under?

Before reading the text students might already predict correctly. If so, ask how they know. They will still need to support their answer after reading the text.
2. What evidence supports the claim that Jack takes good care of his elephant family?

In which section do you think we will find this information?
3. Which of the following is the best summary for this text?

What elements might we need to include for a summary of a narrative?
4. What is the main setting of this text?

A text might have lots of settings in it. How do we decide which one is the main setting?

★

Read out loud. Pause to react and discuss.

This first paragraph introduces the story to us. The author used a dialogue hook to begin. Who is the narrator? A child, excited about their upcoming adventure. What evidence does the narrator give to show how much they love elephants?

According to the text, what are an elephant’s favorite activities? Eating, walking, bathing, and sleeping. Are any of these also your favorite activities?

A Dream Comes True

“This is a dream come true,” I told my mom as we loaded up our bag for the day. My family was giving me the most amazing gift I could imagine. For my whole life, elephants have been my favorite animal. I always doodle them in my notebooks and pick them for my research projects. If I had a choice between a poster with an elephant on it or a poster with a sloth on it, I bet you could guess which one I would pick. And today, for the first time in my life, I would be able to meet a family of elephants.

A Long and Winding Journey

Our journey to meet the elephant family began with a plane ride to a different country. This elephant family lived in Thailand, which is in Asia. The plane ride took 18 hours! We landed in Thailand and found a taxi to drive us to our hotel. I was exhausted from travelling, but I could barely sleep because I was so excited about the adventure that we were going to have the next day.

In the morning, we eagerly waited for a van that would take us to meet the elephants. This family of elephants lived with a man named Jack. Jack had adopted two adult elephants from a logging camp. Before living with Jack, the elephants had to spend all day dragging chopped-down trees through the jungle. However, that sort of business was illegal. With Jack, the elephants just spent their days doing an elephant’s favorite activities: eating, walking through the jungle, bathing, and sleeping. The two adult elephants had a baby. Jack invited very small groups of people to meet his elephants. He taught people facts about elephants, and how to help take care of them.

Elephant Encounter

We saw the first elephant before we even parked the van; he was standing in the middle of the road! The elephant’s long trunk pulled a chunk of grass out of the ground and carried it to the elephant’s mouth. “That’s Boon,” Jack told us with a smile. A man was sitting on Boon’s shoulders. “The man is my brother, Sunny. He helps me take care of the elephants.”

“When Sunny sits on Boon’s shoulders, does it hurt Boon?”



You can have students note if they have taken a long journey to get somewhere before.

Based on this subtitle, we can predict what happens in this section of the text.

Jack shook his head. "No, Boon is fine. Sometimes we ride the elephants instead of walking next to them, because the elephants can move much faster than us. We do not ride them for too long, and we do not give them too much weight to carry." Sunny tapped Boon's sides with his feet. Boon kept walking on the road, and we followed behind him in the van.

What important facts does Jack share about riding on top of an elephant?

What are some foods the elephants eat?

Jack stopped the van and we all got out. Jack led us to Boon and Sunny who were standing near a large pile of grass, sugar cane, and bananas. "As I said before, this is Boon," Jack began, "and that is Maekwan with her baby, Peytai." Jack pointed to two elephants walking towards us. The baby elephant was 1 year old. He jogged up to the pile of food, excited to eat. As the elephants munched away, we learned about them. They were not scared of us at all. I put my hand on the baby's back as he ate.

I never knew elephants were so hairy! Each strand of hair was one or two inches long, and very thick. The hair was like long bristles on a toothbrush. Their skin was thick and dry. They had long eyelashes, and their eyes were always looking around for the baby, or food, or humans.

A Treasured Memory

We spent all day with Jack, Sunny, and their elephant family. As we got in the van to start the long ride home, I knew this was a day I wanted to remember for the rest of my life. I was able to see my favorite animal up close. I was able to touch and play with a baby elephant! And, I learned what humans can do to help elephants live peaceful, happy lives. I closed my eyes and tried to store every detail away so that I would never forget the magic of this day.

The narrator wrapped up the story with a bow by giving a short reflection on how special the day was.

★ Reflect: Summarize the text with students. **What details made this a strong narrative? What could the author have included to make it an even stronger narrative?** Invite connections to the events, setting, or experiences of the characters. Perhaps somebody also loves elephants, or has an animal they enjoy learning about. **If you had to write a narrative about a special memory, which memory would you write about?**

★ Answers and ★ Proof

1. The author wants to include a sentence describing what the elephants' feet looked like. Which section should this sentence go under?

- A.
- B. "Elephant Encounter" is the section where the narrator describes seeing the elephants up close and touching them.
- ☒ C.
- D.

2. What evidence supports the claim that Jack takes good care of his elephant family?

Emphasize writing in complete sentences. Suggested stem: **The narrator states that... This shows that...**

The narrator mentions that Jack feeds them; does not ride them too much; does not put too much weight on their backs; only allows small groups to meet the elephants

3. Which of the following is the best summary for this text?

- A. This option doesn't mention seeing/touching the elephants or learning about them.
- B. This option only contains details from the first section of the story.
- ☒ C. This option contains details from all sections of the story.
- D. This option only contains information from "elephant encounter" section of story.

4. What is the main setting of this text?

- A.
- ☒ B. Thailand is the main setting. An airplane and house are mentioned, but most of the story happens in Thailand.
- C.
- D.

Prior to reading: What do the text features suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. What background knowledge do you already have about primates? Do you have evidence that they are clever? Review the names of the primates mentioned before reading so students are in agreement on how to pronounce: macaque, capuchin, chimpanzee, bonobo

- ★

Questions & Notes for the teacher
- 1. Based on the context clues, the reader can infer that “repellant”...** We will need to define this word after finding context clues. If we notice the word “repellant” when reading, we should mark it.

2. Which detail from the text is the most important? Why do you think that? This is open-ended. How can we make it easier to answer this question as we are reading?

3. Which of the following is not a tool mentioned in the text that primates know how to use? To answer this question easily, students can mark the different tools they notice in the text.

4. What is the author’s main purpose in writing this text? Review the different purposes authors have for writing: persuading, informing, entertaining, expressing. What are special details of these types of text?

Read out loud. Pause to react and discuss.

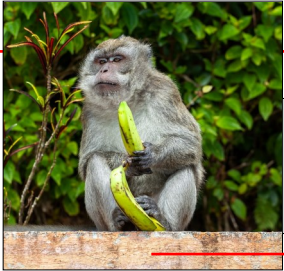
Students can add thoughts on how humans are clever; predict ways the text will mention that other primates are clever as well

What resources do you predict the macaques use?

Have students confirm predictions: What resources to the macaques get from humans? (Food, hair for floss)

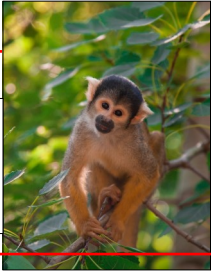
Most people would agree that us humans are very intelligent creatures. We know how to manipulate our environment to make it more comfortable for us. We use tools to get food, build shelters, and protect ourselves. Plus, we have languages that make it easy to communicate with anybody around the world. Humans are a part of a larger family: the primates. Other primates, such as macaques, apes, and bonobos, have shown that they are very intelligent as well.

Humans have tools for different occasions, but other primates have learned to use some tools of their own. Watch out for the long-tailed macaques if you ever visit Thailand; they have learned how to use resources from the humans in their environment. Every year, there is a festival in honor of the macaques. People leave large varieties of food from yogurt to melons to packages of cookies. The macaques eat everything up and leave a huge mess! After the macaques’ feast, humans must beware: those primates will approach, snatch a handful of your hair, and use it as dental floss! Macaques also know how to use rocks as tools to break open shell animals like clams and crabs. The capuchin uses rocks to break open nuts as well. Capuchins also know how to prevent bug bites! These primates know that mosquitoes are the cause of irritating and itchy bites. So, the capuchins work together to cover themselves in the sticky sap from a guapinol tree. This sap is a natural bug *repellant*!



Left: a macaque

Right: a capuchin



We humans are very proud of our brain, because we can learn all sorts of skills as we grow up. Other primates have shown an amazing ability to learn as well. Apes live in communities, and the babies have many years to learn from their elders. They learn which plants to eat, and they even learn tricks for how to chew and swallow the plants. Just the way your family might eat dinner a little differently compared to another family, baby chimpanzees learn unique tips from their families, too. One chimpanzee might learn to use a stick to get honey out of a tree; another chimpanzee might learn to use sponge-like leaves to soak up the honey instead.

Reread the first sentence of the paragraph. The main idea is that primates use different tools. What details the author give to support this main idea?

Review details: What has the text told us about these two primates?

Review the details given in this paragraph. What is the main idea? (Primates learn new skills as they grow.)

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Left: a chimpanzee



Right: a bonobo

Review details:
What has the text told us about these primates?

What is empathy? (feeling what other people are feeling) Why is this important?

The author put "cousins" in quotation marks because other primates aren't really our cousins. We are in the same animal kingdom group, like cats and tigers.

We have observed how many different members of the animal kingdom communicate from bugs, to birds, to bees, but primates are the champions of communication. Humans use language to communicate and are also able to share how they are feeling through body language. We can **empathize** with each other, and other primates do this as well. When a young bonobo is injured, other bonobos will come and try to comfort him. A mother primate shows **grief** when her child is ill or injured. Different primates also participate in activities just for fun, like jumping into a fountain over and over again. Doesn't that sound familiar?

Humans are part of the primate family. Other primates such as the macaque, capuchin, chimpanzee, and bonobo have learned some skills from us. They have adapted to a world with humans. Perhaps there is a lot that we humans can also learn from our clever "cousins".

Which of these actions remind you of humans?

★ **Reflect:** What were some of the most important details mentioned in this text? Why do you think that detail was important? Did you notice the author repeating any words or ideas? Which specific primates did the author mention? These aren't the only clever primates, but these primates do things that support the idea that primates are clever. Invite students to share other evidence they know that primates can be clever. Why is this important? What do you think we could learn from our primate "cousins"?

★ Answers and ★ Proof

1. Based on the context clues, the reader can infer that "repellent"...

- ☒ A. A is correct. The capuchins have a problem (mosquito bites) and they found a solution (repellent).
- ☐ B. Review how to use context clues if necessary.
- ☐ C.
- ☐ D.

2. Which detail from the text is the most important? Why do you think that?

Emphasize writing in complete sentences. Suggested stem: The most important detail is... This is important because...

3. Which of the following is not a tool mentioned in the text that primates know how to use?

- ☐ A. Found in paragraph 2: rocks are used to break open food
- ☐ B. Found in paragraph 3: sticks are used to collect honey
- ☒ C. Found in paragraph 2: hair is used as dental floss
- ☐ D. No evidence in the text of primates writing

4. What is the author's main purpose in writing this text?

- ☐ A. Persuasive texts clearly state their claim and argue with many supporting reasons.
- ☒ C. Informational texts give several details to educate readers. All the details in this text are facts about primate intelligence.
- ☐ D. The facts aren't written as stories in this text. They are written as a list of examples.

★

Prior to reading:

A bonobo is a type of primate. What do we already know about primates? Invite background knowledge, including information from exercise 38. Based on this title, the text could be fiction or nonfiction. There is also an image. What do you predict? Will this text be fiction or nonfiction? What do you think makes Kanzi amazing? Who do you think the woman is?

- ★ Questions & Notes for the teacher

1. Which detail from the text is the most important? Why do you think that?

This is open-ended. How can we make it easier to answer this question as we are reading?

2. Which of the following is the best caption for the image?

How do we know which caption is best? The caption should fit the voice and the content.

3. Which of the following is the best summary for this text?

Review the elements of a strong summary, for nonfiction.

4. What is the author's main purpose for writing this text?

Review the different purposes authors have for writing: persuading, informing, entertaining, expressing. What are special details of these types of text?

★ Read

out loud. Pause to react and discuss.

As students read, they can connect with these questions by marking yes or no. You can model answering these questions out loud, or invite student responses.

Have you ever been to a zoo and seen the primates *lounging* or playing in their enclosures? Sometimes, they look just like humans when they are relaxing! Sometimes, they even play the same games we play, like tag and catch. When they screech and growl at each other you might think, what are they saying to each other? Maybe you have pondered what a primate was thinking when they looked at you. Well, one group of scientists has spent years figuring out how to answer those very questions with one impressive bonobo.

Kanzi is a bonobo that is teaching the world a lot about how primates communicate. Kanzi was born in 1980. When he was an infant, *primatologist* Sue Savage-Rumbaugh tried to teach his mother, Matata, to communicate. They used a keyboard labeled with shapes and symbols instead of letters. The scientist would practice with Matata while Kanzi played in the background. Unfortunately, Matata never really *got the hang of it*. However, Kanzi did pick up the language.

Sue Savage-Rumbaugh and her team added more symbols to the keyboard. At first, Kanzi used 6 symbols to communicate. Then, he used 18 symbols. Then, he started using 348 symbols. Each symbol refers to a familiar object or activity: yogurt, a key, tummy, bowl, chasing, or tickling to name a few. There was also a symbol for “good” and one for “bad”.

Kanzi learned to combine these symbols to communicate with humans. He also learned by watching the humans around him. One day, Kanzi went for a walk in a nearby forest. Kanzi touched the symbols for “marshmallow” and “fire”. Kanzi was given matches and marshmallows. The bonobo then collected twigs into a pile, lit them with the matches, and toasted some marshmallows!

Kanzi can communicate his needs, and he can understand up to 3,000 English words when a human talks to him. Sometimes, he gets tested by receiving a phone call from a human. The human tells Kanzi a word, and he must type that word on his special keyboard. He also follows directions during his listening test over the phone. For example, the human might read Kanzi a list of objects to gather, and see if Kanzi is able to follow all the directions.

A geologist studies rocks. Scientists study science. What do you think a primatologist studies?

Dr. Savage-Rumbaugh wanted to teach Matata different words, but it wasn't successful.

What are ways Kanzi's skills get tested? How is this similar or different from how students are tested?

We can conclude that Kanzi was very successful at learning to communicate with humans because they kept teaching him more new words.

How do you think Kanzi knew to start a fire and toast marshmallows? He learned by watching humans. How would you react to seeing a primate do this?

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for TEKS/STAAR

When we read this paragraph, it sounds like the author is describing the life of a human family. Why do you think the author wanted to mention these details?

Kanzi now lives near Des Moines, Iowa, with his sister, mother, nephew, and four other bonobos. The bonobo family has their own kitchen, including a vending machine and a microwave oven to heat up their own snacks. They spend their evenings *sprawled* on the floor, snacking on candy, fruit, and vegetables. Sometimes, Kanzi asks for ingredients to make himself an omelet. The bonobos watch DVDs they pick themselves. Their favorites appear to be *Quest for Fire*, *The Legend of Tarzan*, and *Babe*. This bonobo family has learned a lot from their human caretakers, and the caretakers are learning a lot from the bonobos as well.

★ Reflect: What kind of text was this? What were some important details we read in this text? Invite students to make connections to past experiences and background knowledge. Does this text support what we read in the previous text, "Clever Primates"? How? Review the different types of summaries that can be used for nonfiction texts. This story follows a sequence about Kanzi learning to communicate, so you can use a sequence of events as the summary. What follow-up questions do you have about Kanzi or primates after reading this text?

★ Answers and ★ Proof

1. Which detail from the text is the most important? Why do you think that?

Emphasize writing in complete sentences. Suggested stems: **The most important detail I read was...** **This is important because...**

2. Which of the following is the best caption for the image?

A. This image does not show Kanzi playing.

☒ B. Captions usually provide information directly connected to the image, and in the same voice.

C. This image does not show Kanzi roasting marshmallows.

D. This image does not show Kanzi's kitchen.

3. Which of the following is the best summary for this text?

For informational nonfiction, students can create a summary using the main idea from each paragraph/section of the text and writing them in order, since the text goes in order.

Does not mention enough details from the beginning or end of the text. Also, this summary sounds like a story from the point of view of Kanzi.

B. This option does not mention details from end of text.

C. This option does not mention details from middle and end.

☒ D. correct—This option has details from beginning, middle, and end, in order.

4. What is the author's main purpose for writing this text?

A. If this were the purpose, the author would have given us reasons why we should teach primates to communicate.

☒ B. The text gives details to inform us about one primate learning to communicate.

C. If this were the purpose, the author would have given us clear steps so we could teach primates to communicate.

D. If this were the correct answer, the author would have written more details about roasting marshmallows.

★ Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. What background knowledge or connections do you already have to unicorns? “Uni” means 1; “-corn” is a word for horn. A “global icon” is something that is famous all around the world. Did you know that unicorns are global icons? Invite responses and questions students might have about unicorns. [names in other languages you’ll encounter: qilin (pronounced /chee-lin/); kirin; Gilen; Kỳ lân]

★ Questions

& Notes for the teacher

1. Ancient writers thought there were unicorns with 28-inch horns in...

We don’t have to infer or draw a conclusion for this question; the answer is written in the text somewhere. How can we make it easier to answer this question as we are reading? (If students notice “28-inch horns” and a location, they can circle the text.

2. Which of the following is a fact from the text?

These are all statements from the text. We need to identify which one is a fact and NOT an opinion.

How can you tell when something is a fact?

Students will need to explain a rule for facts and opinions. Facts are statements that are either true or false, correct or incorrect (Her shirt is yellow). An opinion is a personal belief– it can’t be proven correct or incorrect (Her shirt is uncomfortable.)

3. Which detail from the text is the most important? Why do you think that?

This is open-ended. How can we make it easier to answer this question as we are reading?

4. What is the author’s main purpose in writing this text?

Review the different purposes authors have for writing: persuading, informing, entertaining, expressing. What are special details of these types of text?

★ Read out loud. Pause to react and discuss.

What genre would include a unicorn that can fly or talk?

After this paragraph, I’m going to ask how the Chinese qilin compare to unicorns we usually see in media.

Review: Compare the Chinese qilin to other unicorns we see.

Use text to identify details in the statue images. Students can label.

Magical, peaceful, and incredibly rare: these are just some adjectives we might use to describe the creature known as a unicorn. You have probably seen one before in a movie or illustration. Sometimes they are a pure white horse with a single golden horn on its head. Sometimes they can fly, and sometimes they can even talk! “Unicorn” is not the only name for this magical creature. This creature has been made into statues, painted, and depicted in stories all over the world for more than a thousand years! Some details change depending on who is describing this one-horned animal, but this animal is always a thing of magic.

In China, this **mythological** being is called a qilin (pronounced /chee-lin/). Sometimes, the qilin is depicted as a combination of different animals. The qilin might have the body of a deer, but it is also covered with fish scales. Its head is a dragon, but with a single horn. Its face looks **fearsome**, with a snarling, growling mouth. Sometimes, artists paint flames all around the qilin’s body, as if it is made of fire. Artists have painted the qilin with many combinations of colors and have sometimes included decorations like fluffy hair, fins, or whiskers.

Can you spot the different animal characteristics in these qilin statues?




Even though the qilin might look **fearsome**, it is usually a gentle being. In fact, some writers say it is so gentle that it chooses to walk on clouds so that it does not harm a single blade of grass. Other writers remind readers that the qilin is very powerful and will punish evil-doers and protect innocent people. The qilin is very



Before continuing, do any students know other names for the unicorn?

If you didn’t know what the word “fearsome” meant, how could you guess with context clues in this sentence? This sentence is set up to contrast two words: gentle and fearsome. They’re opposites.

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wise, and it only appears in areas ruled by wise, kind leaders. Some people in China perform dances that honor the qilin. The qilin is often seen in the form of a statue or as a decoration on fabric items like purses.

There are Korean and Japanese forms of the qilin called a kirin. In Thailand, the creature is known as 'Gilen' and in Vietnam it is called 'Kỳ lân'. Ancient writers were sure that there were unicorns with 28-inch horns in India. Unicorn sculptures have been found in ancient cities in Iran. How did all these different people imagine a unicorn? The origin of a unicorn might always be a mystery, but its magic is here to stay!



Images of unicorns have been found all over the world, dating back thousands of years.

This image on the right might show an ancient language above the image of a unicorn. What do you think this writing might say?

According to the author, what areas around the world have records of unicorn stories? How do you think all these different people came up with these stories?

★ Reflect: Describe the genre of this text. What was the main topic of this text? What were some ideas the author seemed to repeat? (Unicorn stories have been found all over. Unicorns are mysterious creatures.) The author gave examples of different unicorns around the world. What did some of these unicorns have in common? What were some differences? Which type of unicorn do you prefer? Why?

★ Answers and ★ Proof

1. Ancient writers thought there were unicorns with 28-inch horns in...

- (A.)
 B. This answer is found by referring back to the text. You can use it to clarify information about each of the other mentioned locations,
 C. too. A is correct, found in paragraph 4.
 D.

2. Which of the following is a fact from the text?

- A. Facts can be proven true or false. An opinion can't be proven true or false because it is based on a personal feeling about something.
 B. Opinions can change if given enough reasons.
 C. D is the fact, because it is either true or false— authors either write these stories or they don't. The other statements show opinions, or
 (D.)

How can you tell when something is a fact?

Emphasize writing in complete sentences. Suggested stems: A fact is... However, an opinion is...

3. Which detail from the text is the most important? Why do you think that?

Emphasize writing in complete sentences. Suggested frame: The most important thing I read was that... This is important because...

4. What is the author's main purpose in writing this text?

- A. Each paragraph would contain reasons arguing this claim.
 B.
 (C.) The author has given details to teach the reader about unicorns around the world.
 D. The author did not tell the reader stories, just mentioned them.

★ The Ch'i-lin Purse

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8c, 5.8d, 5.9a

★ **Prior to reading:** This story is adapted from a story written by Linda Fang. The title of this text has a Chinese word in it. Does it sound familiar? (this is the creature mentioned in the unicorn text, the qilin.) Based on this title and the image, what predictions can we make about the text? Invite responses. This is a tale about a girl named Feiyan. As we read, we will describe her and other characters. We will use actions, thoughts, and dialogue to draw conclusions about Feiyan and the other characters. Other character names: Mrs. Guo. There's a box at the bottom of this page. We will use this space to draw something we visualize from this text.

★ Questions & Notes for the teacher

1. Describe the main character of this story. Use evidence from the text. To describe a character, we have to draw conclusions using evidence. (evidence: actions, thoughts, dialogue)

2. Which elements of the story have already been written in the first part of this story? Review elements of a fictional story. As students discover these elements they can write notes in the margin.

3. What is a wedding sedan? We may be able to circle this answer in the text.

4. Which of the following statements is a fact? Review the difference between facts and opinions, if necessary: a fact can be proven true or false, while opinions are personal beliefs.

5. What is a question or opinion you have about the main character so far? This will be open-ended but questions should be follow-up questions from the text, and opinions should be based on the text.

★ Read out loud. Pause to react and discuss.

The first sentence of this text tells us the genre. A legend means the story may or may not have a real person. Some details have been made up. The goal is to teach the reader a lesson by paying attention to how the characters behave.

Mrs. Guo dotes on her daughter. Using context clues, can we define doted? (gave her lots of love, coddled her, spoiled her) Mark evidence.

There is a legend that starts with a kind, wealthy widow in a Chinese town. This widow's name was Mrs. Guo. She had one daughter, named Feiyan. Feiyan was lovely and intelligent. Mrs. Guo **doted** on her daughter and gave her everything she could ever want. As a consequence, Feiyan grew up rather spoiled and was hard to please.

When Feiyan turned sixteen, it was time for her to get married. Traditionally, the bride is supposed to take many gifts with her to her new home. Mrs. Guo put together a mountain of special and valuable gifts. However, Feiyan was not very impressed. Mrs. Guo decided that the most valuable gift would be a Ch'i-lin purse. A ch'i-lin is an ancient, legendary animal. It has scales all over its body, and a horn on its head. The ch'i-lin is supposed to bring good luck and a healthy child to the new family.

Mrs. Guo ordered a purse made of red satin. There was a ch'i-lin embroidered on each side of the purse. The purse was a lovely piece of artwork.



On her wedding day, Feiyan was ready to be taken to her new home. She admired her special wedding sedan. A sedan is a beautiful carved chair with its own little walls and roof. Soon, she would sit in this sedan and be carried to her husband's town.

Feiyan wore a beautiful red silk dress. All her wedding gifts were stacked nearby. Mrs. Guo gave her daughter the final gift: the Ch'i-lin Purse. "My dear child," the

A widow is when a woman's husband passes away.

What do we know about Mrs. Guo so far?

This story shows a different time and place, so some traditions are going to be different from what we might see today. Note differences/connections.

This might be what Feiyan's wedding sedan looked like. Servants would hold on to the poles and carry the bride all the way to her husband's house.



for TEKS/STAAR

Feiyan is about to leave her home and mother. Her mother gives her a very special gift. How would you feel if you were Feiyan?

Students can be given time to independently draw something they visualized. Share responses and discuss.

widow told her daughter, "I am so happy to see you married but I will miss you so much. Here is my final and most precious gift to you. I have put something wonderful in the purse, but please do not open it until you are in your new home. I hope this gift will help you feel that I am with you always."

Feiyan barely looked at the purse as she took it from her mother. Feiyan wasn't impressed with the final gift. 'I don't really like the pattern, and the colors are too dark,' Feiyan thought when she saw the purse.

A few minutes later, it was time to go! Feiyan, sitting in her wedding chair, looked at her mother one last time. Then several servants lifted the chair and began to carry Feiyan all the way to her new home with her new husband.

To be continued...

Visualization helps readers understand stories. Use this space to draw a scene from the text or write words that help describe something from the text.

Are you surprised by Feiyan's response? (The text did say she was spoiled and hard to please.) Do you agree with her response? How would you have responded when given a gift?

★ Reflect: You can start reflection by asking students what they drew in the visualization box. Invite connections. **What story elements did the first part of this story give us?** (characters, setting, rising action) **What problems do you think Feiyan might encounter in the future? Why do you think that?** This story is a legend. Usually, there is a lesson for readers. **What lesson do you predict the author will give us with this story?** Students might be drawing conclusions about Feiyan. Ask for evidence.

★ Answers and ★ Proof

1. Describe the main character of this story. Use evidence from the text.

Emphasize writing in complete sentences. Suggested stem: Based on the text, Feiyan is... The author states that...

Example: Based on the text, Feiyan is ungrateful. The author states that Feiyan did not show any gratitude for her gifts. She was even criticizing the gift.

2. Which elements of the story have already been written in the first part of this story?

- (A) _____
- B. Part 1 of the story has already shown us the main character, and some of the setting. We don't know what the main conflict will be.
- C. The resolution will be at the end.
- D. _____

3. What is a wedding sedan?

Emphasize writing in complete sentences. Suggested stem: A wedding sedan is...

Answer is found in text: A wedding sedan is a covered chair that a bride sits in. She's carried in this sedan all the way to her husband's house.

4. Which of the following statements is a fact?

- A. counter-evidence: Some people might think the sedan is ugly.
- (B) correct: Mrs. Guo either gave the final gift or she didn't. This is a fact because it is either true or false.
- C. counter-evidence: Some might feel the purse is ugly— this is a personal belief.
- D. "Precious" is an opinion word. It is how somebody feels about an object.

5. What is a question or opinion you have about the main character so far?

Emphasize writing in complete sentences. Suggested stem: So far, I am wondering...

Share responses so students can confer.

★ The Ch'i-lin Purse, part 2

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8c, 5.8d, 5.9a

★ **Prior to reading:** Review part 1 of this text by summarizing and describing the characters. Review predictions. **Based on where we left off, we will probably read about Feiyan getting married in part 2. Based on the images, can you predict what might happen in part 2? At the end of the text is another box to draw something we visualize. Mark a section you read and you can go back to it later when it's time to draw.**

★ Questions & Notes for the teacher

1. "She had no idea that her fortune was going to turn upside down in a few years." Based on this sentence of foreshadowing, what do you predict will happen in the next part of the story? This question is asking readers to make a prediction based on evidence. What is a person's fortune? (fortunate/unfortunate, good fortune) What does it mean for somebody's fortune to be turned upside down?

2. Which of the following shows a correct example of cause and effect from this story? Review the concept of cause and effect/event and consequence, if necessary.

3. According to the text, why did Feiyan decide to give the other bride a gift? When we read this part of the story, we will look for reasons why Feiyan decides to give away a gift.

4. What is a question or opinion you have about the main character after reading this part of the story? This will be open-ended but questions should be follow-up questions from the text, and opinions should be based on the text. As students read the text, their opinions/questions should progress and develop as they understand the story and characters.

★ Read out loud. Pause to react and discuss.

Why did the servants quickly move to a sheltered area? (It's raining. Detail recalled in text and in image)

The trip to her new husband's home was interrupted when rain started to pour down. The servants quickly moved Feiyan's chair to a sheltered area. Feiyan didn't get out of the chair, because it would be bad luck for her feet to touch the ground before she got to her new home. Feiyan and her servants weren't the only ones in the shelter, waiting for the storm to pass.



Who do you think the crying woman is? Students can write a note.

Who is the crying person? Confirm predictions. Why do you think she's crying? What can we guess about her based on the state of her sedan?

From inside her wedding sedan, Feiyan could hear a woman crying.

Feiyan sighed and closed her eyes, hoping the woman would stop crying soon. Anybody crying near a bride on a wedding day can be bad luck. The crying continued. Feiyan peaked over and saw another wedding sedan, but it looked shabby and much older than her own. Feiyan beckoned one of her servants. "Please go find out why that other bride is crying." The servant nodded and went to investigate.

The servant returned and explained that the other bride was crying because she was on her way to her new husband's home, but her family was too poor to send her with any gifts. The new bride was ashamed to be showing up with nothing, and worried about what her new family would say and do.

What would you do if you heard this about another bride? What do you think Feiyan will do?

Are you surprised by Feiyan's action? Do you agree with her action? What do you think was inside the purse?

Feiyan looked around at all her gifts. She felt a little bad for the other bride. "This should make her stop crying," she said. Without a second thought, she handed the Ch'i-lin purse to the servant. "Please give that to her." The servant nodded and walked back to the wedding chair. A moment later, the bride's crying immediately stopped. Feiyan had given away her mother's gift without even seeing what was inside. 'No matter,' she thought to herself with a shrug, 'I have plenty of gifts.'

Based on context clues, what is a synonym for ceased?

After a few minutes, the rain ceased. Feiyan's servants were able to pick her up and continue carrying her to her new home. Feiyan arrived at



her husband’s home an hour later.

Why did Fei-
yan feel like
she was the
luckiest per-
son in the
world?

Feiyan was delighted to discover that her new husband was kind and interesting. They had a beautiful wedding ceremony. A year later, they had a lovely baby boy. Feiyan felt that she was the luckiest person in the world. She had no idea that her fortune was going to turn upside down in a few years.

To be continued...

Visualization helps readers understand stories. Use this space to draw a scene from the text or write words that help describe something from the text.

Students can be given time to inde-
pendently draw something they visualized. Share respons-
es and discuss.

★ **Reflect:** Summarize part 1 and part 2 of this story. **So far, what do we know about Feiyan’s story? What do we predict will happen next?** **Why?** Remind students that legends are supposed to teach us some sort of lesson. **What new characters were introduced in part 2? Do we know what the main problem is yet?** So far, this has been a lot of rising action. **Has your opinion changed about any character? What are you wondering about the story elements so far?**

★ **Answers** and ★ **Proof**

1. “She had no idea that her fortune was going to turn upside down in a few years.”
Based on this sentence of foreshadowing, what do you predict will happen in the next part of the story?

Emphasize writing in complete sentences. Suggested stem: **Based on this sentence, I predict that...**

Example: Based on this sentence, I predict that something terrible is going to happen and Feiyan will suffer. Perhaps she will learn a lesson about being grateful for what she has.

2. Which of the following shows a correct example of cause and effect from this story?

For extra practice, you can break up cause and effect phrases into a table. Label one side “cause/event” and the other side “effect/consequence”. This will help students see the sequence and relationship between events.

- A.
- B. C is correct. Cause and effect is an action and its consequence. A, B, D are misworded examples. You can practice identifying/explaining cause and effect by correcting A/B/D.
- C.
- D.

3. According to the text, why did Feiyan decide to give the other bride a gift?

- A.
- B. B is the most likely reason, based on evidence in the story. Feiyan is spoiled and hard to please (she criticizes her mother’s special gift).
- C. Her first thought when she heard the crying was that crying is bad luck.
- D.

4. What is a question or opinion you have about the main character after reading this part of the story?

Emphasize writing in complete sentences. Suggested stems: **So far, I am wondering...**

In my opinion...

Students can also respond to their answers from yesterday, if something has changed. Share responses so students can confer.

★ The Ch'i-lin Purse, part 3

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8c, 5.8d, 5.9a

★ **Prior to reading:** Review parts 1 and 2 of this text by summarizing and describing the characters. **At the end of part 2, the author wrote that Feiyan's fortune was going to turn upside down. What do you think this will mean for her? Review predictions. Based on the images, can you predict what might happen in part 3?**

★ Questions & Notes for the teacher

1. What is the main conflict in this part of the story? Review types of literary conflict if necessary. **We can mark any problems Feiyan faces in this text. After reading part 3 we will choose the correct conflict.**

2. Explain the main conflict of this part of the story. Based on answer 1, students will elaborate on Feiyan's conflict in part 3.

3. Based on context clues, a synonym for *devastated* is... How can we identify context clues to help define a word?

4. Based on context clues, a *queue* must be _____. (pronounced like "cue") Students will need to think of a synonym for this word.

5. What is a question or opinion you have about the main character after reading this part of the story? Have students review and develop previous questions/opinions if you like.

★ Read out loud. Pause to react and discuss.

There is a question about the word devastated. Take a moment to underline context clues that help define devastated.

Have you ever cried so much that you too tired to keep crying? This detail shows us how sad and hopeless Feiyan is feeling.

What happened right after Feiyan got her scoop of rice? There was no more food. Feiyan is fortunate to have received the last of the food.

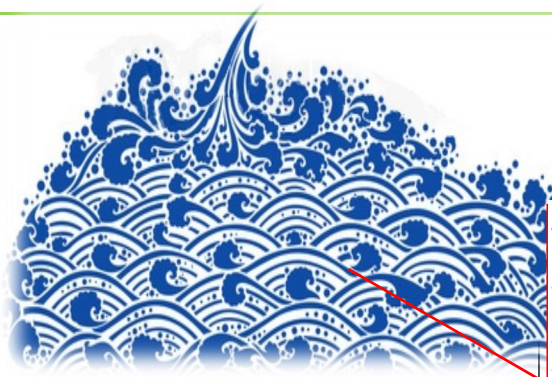
When Feiyan's boy was 6 years old, a terrible flood swept through their town. Feiyan's family lost everything. As they travelled away from the town with the other flood victims, Feiyan got separated from her husband and son. She called out for them, but it was no use. ***Devastated*** and lonely, Feiyan followed a group of flood victims to a nearby town.

By the time Feiyan arrived at this unknown town, she had given up hope that she would ever see her husband and son again. She sat down near the road and cried. Soon, she was too ***weary*** to cry anymore, and she just sat quietly, staring at the ground. An old woman approached her. "Dear girl, you must be so hungry and exhausted. Don't give up hope. Walk just a little more. A wealthy family built a food station to help flood victims." The old woman handed Feiyan a clean, empty bowl.

Feiyan ***trudged*** to the food station. The line of people waiting for food seemed to stretch hundreds of feet. Feiyan had never, ever had to wait in a line for food like this. She took her place in the ***queue*** of people and held back tears. She could hear other people sniffing and sobbing in the line also. 'I was not the only victim of this terrible flood,' Feiyan thought to herself. 'Everybody else in this line is suffering as well.'

Step by step, Feiyan made her way to the front of the ***queue***. Finally, it was her turn. A man scooped out the last serving of rice into Feiyan's bowl. "That's it for today, everybody. Please come back tomorrow," he announced to the crowd.

The woman in line behind Feiyan burst into tears when she heard the announcement. Feiyan turned to look at her. The woman's shoulders were slumped down, and she was covering her face with one hand while holding an empty bowl in the other. 'She is probably the same age as my mother,' Feiyan thought to herself as she examined the crying woman. Feiyan silently emptied her rice into the crying woman's bowl. The woman stopped sobbing, and looked at Feiyan with surprise and gratitude. The man serving food saw what Feiyan



This image must represent the flood that destroyed Feiyan's whole village.

What do all the people in this line have in common? Do you think they are used to waiting in lines for food or are they like Feiyan?

What did Feiyan decide to do with her food? Why did she do that? Are you surprised by her actions? Do you agree with them?

had just done.

"Excuse me," the man called out to Feiyan. "Why did you give that woman your food? You must be hungry as well."

"I am hungry," Feiyan replied, "but I am younger. I can stand to be hungry one more day."

"That was very unselfish, and compassionate," the man said. He thought for a moment. "I'd like to help you. My employer, Mr. Lu, is seeking a **governess** to care for his child. If you are interested, I will recommend you for the job."

Why did the man decide to help Feiyan?

How is he helping her?

What does a governess do?



Feiyan did not need to think about the offer. For the first time in her life, Feiyan had no money or shelter. She immediately nodded and thanked the man. The next day, she went to meet Mr. Lu. He was impressed with her graceful nature. He didn't ask about her history, but he did hire her to be the family's **governess**. 'I had so much wealth before, but I was ungrateful. Now I will begin a new life,' Feiyan thought to herself. **To be continued...**

★ **Reflect:**

Summarize parts 1, 2, and 3. **Feiyan grew up spoiled. This means she was ungrateful for everything she had. However, her fortune has turned upside down. How?** (the flood destroyed everything she owned and she lost her husband and son) **What are some words we can use to describe how Feiyan is feeling during part 3 of this story?** Post this question for students to think about: **What are the rewards in helping others?** Ask for examples from this story that help answer this question.

★ **Answers**

and

★ **Proof**

1. What is the main conflict in this part of the story?

A.

B. *The main conflict in this part of the story is "Feiyan vs environment." The flood has left Feiyan lost and hopeless. This drove the*

C.

rest of the plot for part 3.

D.

2. Explain the main conflict of this part of the story.

Emphasize writing in complete sentences. Suggested frame: **The main conflict is _____. In the story...**

Example: The main conflict is Feiyan vs. the environment. In the story, there is a flood and Feiyan loses her family and her home. The rest of the story shows what Feiyan is doing to survive after the flood.

3. Based on context clues, a synonym for devastated is...

A.

B. *"Devastated" means "heartbroken". You may need to explain se-*

C. *mantics to students. Sad is not as strong a word as heartbroken.*

D.

4. Based on context clues, a queue must be _____.

A queue is a line. The text states that Feiyan saw a long line of people. Then she joined that queue of people, and made her way to the front of the queue. If students visualize this scene, they can replace the word "queue" with the word "line".

5. What is a question or opinion you have about the main character after reading this part of the story?

Emphasize writing in complete sentences. Suggested stems: **So far, I am wondering...**

In my opinion...

Encourage students to think about how their opinions have changed, and to see if they can answer any questions from part 1 or 2. Share responses so students can confer.

★ The Ch'i-lin Purse, part 4

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8c, 5.8d, 5.9a

★ **Prior to reading:** Review parts 1 through 3 of this text by summarizing and describing the characters. **Did you notice how Feiyan changed during part 3 of the story? What details show that she has changed?** Invite connections, conclusions. **At the end of part 3, Feiyan was offered a job. What is her job? Make predictions. Based on the images, can you predict what might happen in part 4?** Before reading, remind students of the big question: **What are the rewards in helping others?**

★ Questions & Notes for the teacher

1. In this story, Feiyan discovered that Mrs. Lu was... Feiyan must have a surprise connection to her new employer.

2. Based on the context clues, a *benefactor* is... How can we make it easier to answer this question using the text? (mark when we find the word)

3. Why did Mrs. Lu offer to give half of her property to Feiyan? We will have to read and identify details so we can answer this question.

4. What is a question or opinion you have about the main character after reading the ending of this story?

After finishing this story we will make share our final thoughts on the characters or events.

★ Read out loud. Pause to react and discuss.

It sounds like there are two rules for Feiyan. Take care of the Lu family's son, and don't go in the pearl hall. When the author says "dismissed", it means "fired".

How did the Lu family end up with Feiyan's purse? Review, if necessary, how Feiyan got the purse on her wedding day from her mom and what Feiyan did with it.

The Lu family had a very large property. Mr. Lu showed Feiyan around the home and explained her responsibilities. "My wife is ill right now, so your responsibility will be looking after my son. You may go anywhere in the house, except the Pearl Hall. That area is sacred and if you enter it, you will be dismissed immediately."

The boy that Feiyan looked after was very spoiled. When he wanted something, he wanted it immediately and he would cry if he didn't get it. This bothered Feiyan, especially because she realized that she used to be just as spoiled as this boy.

One day, Feiyan followed the boy around as he played. The boy's ball rolled right into the Pearl Hall. "I want my ball," the boy called out to Feiyan as he pointed into the Pearl Hall.

"But I'm not allowed to enter the Pearl Hall," Feiyan responded. "Let's go find something else to play with."

"No! I want my ball! I want my ball!" Feiyan could tell that the boy was about to throw a large **tantrum**. She sighed and went to retrieve the ball.

'Hopefully nobody will find out I entered the Pearl Hall,' Feiyan thought to herself as she crept into the mysterious room. She looked around for the ball but found something much more surprising. There was an altar with candles and incense. In the middle of the altar was her Ch'i-lin purse! Seeing the purse brought back memories of her mother, her wedding, and the life that had been destroyed by the flood. Feiyan started to weep.

"What are you doing in here," a woman's voice asked angrily.

Feiyan quickly turned around. It was the boy's mother, Mrs. Lu. "I'm sorry ma'am," Feiyan said as she bowed. "Your son's ball rolled in to this room, and I was retrieving it for him."

"Then why are you weeping at this altar?"

"Because I saw this purse, which once belonged to me."

The response startled Mrs. Lu. She sat down in a nearby stool. "Where are you from," she asked the nervous and tearful Feiyan.



When Feiyan looks at the boy, she thinks about how spoiled she was. This shows that Feiyan has changed.

Feiyan began to tell the story of leaving her mother and travelling in the wedding sedan when rain started to fall.

"Please sit with me," Mrs. Lu said while retrieving another stool. Feiyan did as she was told and continued her story. She described her wedding, her lovely husband and son, and the day the flood destroyed everything. Now Mrs. Lu was weeping as well. "Feiyan, you are my **benefactor**, my generous angel! For years, I have come to this altar to pray for your wellbeing and to give thanks.

"On my wedding day, I was carried in an old sedan but we had to stop because of rain. I sat there weeping because I had nothing to offer my new husband— no gifts, no money. Then an **anonymous** bride sent me a beautiful purse. Inside was a precious piece of carved jade. My husband was able to sell this jade for a large sum of money, and we used the money to start a business. The business did so well that I was able to buy the jade back! I built this altar and the Pearl Hall to honor you and show gratitude every day for the gift you had given me.

"When we heard about the flood in your town, I prayed every day that your family would survive. I prayed that someday we would meet, so that I could express my gratitude to you. And here you are, taking care of my son! I know what we must do. We must divide our property and give you half of everything. You will be able to rebuild your life. That would make me very happy."

Feiyan was speechless as Mrs. Lu handed her the purse with the jade in it. The same day, the Lu family sent servants in all directions to retrieve information about Feiyan's husband and son. They were found in another town, and brought to Feiyan. The three **wept** as they held each other.

A strong friendship developed between the two families. Feiyan proudly displayed the Ch'i-lin purse in her home. When anybody asked about it, Feiyan shared its story. She always ended the story by saying, "If you have a chance to do something good, you must. That goodness will always come back to you." ❧

Review for clarity. So Mrs. Lu was the crying bride on that rainy wedding day, and Feiyan's gift changed the other woman's life! What did the woman do with her gift from Feiyan?

Why does Mrs. Lu want to give Feiyan half of their wealth?

Are they weeping because they are devastated now? (they're crying out of joy)

★ Reflect: Summarize the entire text. **What do you think the image is showing us? What lesson did Feiyan learn during this story? Why do you think this is an important story for people to read today?** Invite connections to the lesson, to characters, or to actions. **Feiyan's fortune went up and down during this story. At the end of this story, what kind of life does Feiyan have? How did this happen?** (Feiyan had given a huge gift to Mrs. Lu, and so Mrs. Lu returned the favor out of gratitude.) **Did Feiyan know she was going to be rewarded for helping Mrs. Lu all those years ago? How did Feiyan's thinking probably change by the end of this story?**

★ Answers and ★ Proof

1. In this story, Feiyan discovered that Mrs. Lu was...

- A.
- B. Review Mrs. Lu's explanation if necessary. Point out that the dialogue punctuation shows that Mrs. Lu is talking for several paragraphs.
- C.
- D.

2. Based on the context clues, a **benefactor** is...

- A.
- B. context clues: Mrs. Lu calls Feiyan an "anonymous angel", Feiyan gave a gift to Mrs. Lu.
- C.
- D.

3. Why did Mrs. Lu offer to give half of her property to Feiyan?

Emphasize writing in complete sentences. Suggested frame: Mrs. Lu gave Feiyan half of her property because...

Example: Mrs. Lu gave Feiyan half of her property to show gratitude. Mrs. Lu was so thankful that Feiyan had once given her a life-changing gift, and she wanted to repay the favor now that Feiyan needed it.

4. What is a question or opinion you have about the main character after reading the ending of this story?

Emphasize writing in complete sentences. Suggested stems: I am wondering...

In my opinion...

Encourage students to think about how their opinions have changed, and to see if they can answer any questions from part 1, 2, or 3. Share responses so students can confer.

★ Journey to the Center of the Earth

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.8c, 5.8d, 5.9a, 5.10f

★ **Prior to reading:** What does this title and image suggest about today's text? Do you predict that this will be fiction or nonfiction? Invite responses. In this story, two people are going on an *expedition*, or journey. Can you tell where their *expedition* will take them? How will they get there? What sort of problems might these 2 people encounter on an expedition to the center of the earth? Invite responses, connections to other stories or experiences, predictions.

★ Questions & Notes for the teacher

1. Based on context clues, to *embark* means... Review how to find context clues to define a word.

2. Which context clues help a reader to define the word *descent*? What words should we look out for as we're reading?

3. Which of the following statements is true? This question is asking us to find the correct statement. We might need to draw a conclusion from the text as we're reading. What words should we look out for as we're reading? (geologist, botanist)

4. By the end of the story, what conclusion can the reader draw about Ivan and Anandi? Support with evidence. We can conclude that Ivan and Anandi are two characters in this story. As we read, we will think about the details the author mentions about these characters.

★ Read out loud. Pause to react and discuss.

What do we know about these two characters already? They're going on a journey/ expedition; they're scientists. They're standing at the edge of a hole, so they are probably about to go down the hole. Would you embark on this journey?

After planning this *expedition* for so long, the geologist Doctor Anandi Richards was eager to finally *embark* on the adventure. She was at the meeting point several minutes early. She kept looking at her watch. Finally, Doctor Ivan Jones, a botanist, jogged up to her. "Hello, Doctor Richards! Sorry I'm late."

"No problem, Doctor Jones! Are you ready to *embark*?" Doctor Richards turned around and picked up her backpack. The scientists stood at the edge of a deep, dark hole in the ground. Their measuring devices estimated that the hole was more than 3,000 miles deep. It was quite possible that the hole went all the way to the center of the earth!

Doctor Jones stepped next to Doctor Richards. Both scientists put on their harnesses and prepared for their *descent*. They secured a rope at the edge of the hole and attached it to their harnesses. They took one step over the edge of the hole, and then another. Step by step, they *descended* into the mysterious, deep hole. The air got cooler with each step.

The scientists climbed down in silence, occasionally shining their flashlights in different directions to see what they could observe. Doctor Richards noticed that the dirt was getting rockier. Soon, it was all rock. "Doctor Jones," she said, "watch your step here. This variety of rock can get quite slipp"-- Doctor Richards wasn't able to finish the word "slippery" before her colleague let out a startled shout. He had slipped and missed his footing!

Doctor Jones was now swinging from the rope attached to his harness. Unfortunately, these slippery rocks were also quite *jagged*. The swinging rope kept rubbing against an especially sharp rock, and Doctor Jones' rope snapped.

"Doctor Jones!" Doctor Richards reached for her partner's outstretched hand, but it was too late. He fell into the darkness.

A second later, Doctor Richards heard a thump. "Oof! I'm okay," Doctor Jones called. "That was about a fifteen-foot drop...luckily, my backpack broke my fall."

Doctor Richards let out a sigh of relief. She pointed her flashlight down and saw Doctor Jones standing



So they are climbing down with ropes. Make predictions of mishaps. Why do you think the air is getting cooler with each step? There's less sun.

Her colleague, or partner, just slipped! Was this a prediction that anybody made? Confirm predictions.

Did anybody think Doctor Jones was a goner?

Can you visualize the stalactites and stalagmites of this cave they are standing in? If not, draw for student reference.

below her, rubbing his shoulder and ribs.

Doctor Richards carefully scaled down the last 15 feet of rocky wall. When she was standing next to Doctor Jones, she detached the rope from her harness. The two scientists walked further towards the center of the earth. Doctor Richards noticed there were colorful **stalactites** and **stalagmites** all around them. "Very unusual rocks," she muttered. The **formations** and shadows looked sinister and mysterious under the shining flashlights.

Doctor Jones paused, staring closely at a stalagmite that stood taller than him. "There is an unusual plant growing on these rock formations," Doctor Jones stated. "It is a type of creeping vine. However, I have never seen a vine with this grey and purple color. Strangely enough, these vines appear to be growing before my eyes."

Is Doctor Jones a geologist or a botanist? Refer back— he's a botanist. What information does he share here?

What do you think this plant is going to try to do?

Doctor Richards peered at one of the vines, and then touched one of the leaves with her index finger. The vine quickly responded by tightly wrapping around her finger. She tried to pull her finger back, but the vine wouldn't let go! She dropped her flashlight and a vine grabbed that too. "Doctor Jones!" The vine wouldn't budge! It was coiling around her finger, and then her whole hand!

Doctor Jones turned towards his colleague. He saw her struggling to remove her hand from the small vine, but then he noticed that the scientist was in even larger trouble. A very thick vine was slowly creeping towards her feet. Doctor Jones had to think quickly. He reached into his bag, searching for-

"Ivan! Anandi! Time for dinner," cried out a voice.

"When I grow up" means these aren't adult scientists. Who are they?

Ivan Jones and Anandi Richards crawled out of the tunnel of boxes they had spent the day constructing. "That was a lot of fun," said Anandi. "I really do want to be a geologist when I grow up, so I can go on an adventure like that."

"Let's play 'Journey into the Center of the Earth' again tomorrow! Maybe we'll find the ocean and ocean monster in the cave next time," said Ivan, as the two kids walked inside for dinner. 

★ Reflect: Summarize the text. **This text is a story within a story. What do I mean by that?** (this is a story about two children pretending to be scientists on an adventure) **What connections can you make with this text?** Perhaps students also enjoy imagining adventures with friends, or have interest in botany/geology/exploring. **What part of the text do you think this image is showing us? How would you describe Ivan and Anandi?**

★ Answers and ★ Proof

1. Based on context clues, to **embark** means...

- (A) *A is correct— to begin something. The word is found in the 1st and 2nd paragraph. Students can try substituting these definitions for the word embark, and use context: the word is used at the beginning of their adventure.*
- B. *the word embark, and use context: the word is used at the beginning of their adventure.*
- C. *the word embark, and use context: the word is used at the beginning of their adventure.*
- D. *the word embark, and use context: the word is used at the beginning of their adventure.*

2. Which context clues help a reader to define the word **descent**?

Emphasize writing in complete sentences. **Descent means...**

Example: Descent means to go down. Scientists are standing at the entrance of a hole. They are climbing down.

3. Which of the following statements is true?

- A. *Correction: A geologist is somebody who knows a lot about rocks.*
- (B) *B is correct. Dr. Richards is the geologist and she explains details about the rocks they encounter.*
- C. *Correction: A botanist is a person who knows a lot about plants.*
- D. *Correction: A botanist is a person who knows a lot about plants.*

4. By the end of the story, what conclusion can the reader draw about Ivan and Anandi? Support with evidence.

Emphasize writing in complete sentences. Suggested stem: **Based on the text...**

Examples: Ivan and Anandi are not adult scientists. They're children. They might be related because they eat dinner together. They're imaginative because they created a story and setting to play in.

★ The Mighty Chicken

5.3b, 5.4a, 5.6a-f, 5.6g, 5.6i, 5.7a, 5.7b, 5.7c, 5.7d-f, 5.7g, 5.9d, 5.10f

★ **Prior to reading:** When you think of the word "mighty", what does it usually describe? Would you ever describe a chicken as "mighty"? How would you normally describe chickens? What do you observe in the image? This text is nonfiction. Based on the text features, what are your predictions for this text?

★ Questions & Notes for the teacher

1. Why did the author mention the character Chicken Little? For this question, readers need to think about what the author said and how it fits with the rest of the author's information. They will draw a conclusion using evidence from the text.

2. Based on context clues, *devour* means... Review context clues. What should we do to make this question easier?

3. Which context clues help readers define the word *oracles*? We can mark the word "oracles" when we see it in the text.

4. What is the author's main purpose in writing this text? Review the main categories of an author's purpose and details for each one, if necessary.

5. What do you think was the most interesting or important detail from this text? This will be your opinion after reading the text.

★ Read out loud. Pause to react and discuss.

If somebody calls you a chicken, it is usually an insult. I'll underline this statement because I agree with this. As students read this 1st paragraph, they can underline statements about chickens that they agree with.

"You're such a chicken!" In our modern time, this is not a positive **remark**. If somebody is calling you a chicken today, they are claiming that you're **cowardly**, or scared of something. Chickens are jumpy, or anxious like in the tale *Chicken Little*. In that story, the poor chicken was terrified that the sky was falling and that the world was ending after an acorn fell on its head. Chicken Little started running around telling other animals that the sky was falling, and they started to get anxious too! If we're not thinking of chickens as cowardly, we are often thinking of them as delicious meals. Many people **devour** chicken all over the world in fried, roasted, baked, or stewed dishes. Some people eat chicken eggs every morning for breakfast. However, for being such a small animal with a poor reputation, the chicken is a famous celebrity in history all around the world.

The Jungle Bird

Even though chickens are found all over the world today, scientists believe the original chicken started as a creature of the jungles of southeast Asia thousands of years ago. Humans noticed that this animal spent most of its time eating on the ground, and that it could only fly a few feet to nest in a nearby tree. It's easy to catch and keep a bird that can't fly! Humans started keeping chickens for food, superstition, religion, and entertainment.

The Sun-Bringer

Zoroastrianism is a religion that worships the sun. Zoroastrians believed that when chickens clucked and crowed, they were telling a story of the battle between light and dark. Every morning, when Zoroastrians heard the "cock-a-doodle-doo!" they knew that the sun had once again won in the battle against darkness. They thought chickens explained why we have day and night.

The Fortune-Teller

Ancient Romans would never go to battle without having a chicken nearby. They believed that a chicken could tell the outcome of a battle. **Oracles**, or fortune-tellers, would figure out messages based on how the



[Image credit: Tim O'Brien]

What other chicken ideas did you agree with from this paragraph? These are the ways we perceive, or think about chickens today.

In this religion, the chicken was very respected. Do you know of other animals that are respected in different religions?

So where did chickens originate? Where did they originally come from?

chicken behaved. If the chicken had a very strong appetite that day, the next battle would be a success. If the chicken didn't eat that much, the battle would be a failure.

The Warrior

Roosters are male chickens, and they can be very aggressive. They have sharp beaks and claws, but they also have an extra *spur*, or spike, on their legs that can be used as a weapon. Some humans have been impressed and entertained by watching roosters fight each other. Ancient Greek warriors even thought of these roosters as their mascot because they could be so aggressive. Others have thought that making roosters fight is cruel, or very mean.

Did you know that roosters can be very aggressive, meaning they fight a lot? What was the effect of characteristic?

What is the main idea of this paragraph? Ancient Romans used chickens as fortune-tellers, or oracles.

★ Reflect: Before reading this text, we knew of a few roles chickens play in our world. They're food, they're scared characters in stories... Invite more background knowledge from before reading the text. **What other roles have chickens played for humans in the past?** Invite connections and follow-up questions. **This text reminded me of a cartoon I saw once with a big, mean rooster. After reading this text, I wonder: What other animals had interesting roles in human history?**

★ Answers and ★ Proof

1. Why did the author mention the character Chicken Little?

- A. *There are no clues that the author enjoys this story.*
- ☒ B. *correct— The author claims chickens are cowardly, then uses Chicken Little as an example.*
- C. *In this sentence Chicken Little is described as jumpy and anxious, not brave.*
- D. *Mentioning Chicken Little doesn't help a reader know what a chicken is.*

2. Based on context clues, devour means...

- A. _____
- B. *C is correct. Students should refer to paragraph one and read sentences around "devour"- author is describing food. Then students*
- ☒ C. *can try substituting the different options and see which one makes the most sense.*
- D. _____

3. Which context clues help readers define the word oracles?

Emphasize writing in complete sentences.

The author uses pairing to define the word "oracles". Oracles, or fortune-tellers, would figure out messages. "Oracles" is paired with "fortune-tellers".

4. What is the author's main purpose in writing this text?

- A. _____
- B. *The author's main purpose is to inform. The author provides lots of details. Persuasion requires reasons supporting a claim. Each paragraph gives examples of how humans used chickens.*
- ☒ C. _____
- D. _____

5. What do you think was the most interesting or important detail from this text?

Emphasize writing in complete sentences. Suggested frame:
Something interesting I learned was...

Example: Something interesting I learned was that chickens were used as fortune tellers. Today, people think chickens aren't very smart so we're probably not going to use them to decide our fates.

Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. **This text will be fiction. Somehow, it will mention weather and climate. What do you predict the conflict will be?** Invite predictions, connections, and background knowledge to travelling, New Orleans, weather, climate.

- ★ Questions & Notes for the teacher

1. What is another example of the phrase, “A watched pot never boils”?

This is an adage/proverb. We’ll find this phrase somewhere in the text. We can mark it and think about this question after reading.

2. Based on evidence in the 5th paragraph, the reader can infer that...

What do we need to do in order to make a strong inference? (Read and think about evidence)

3. What is the author’s main purpose in writing this text?

Review the main categories of an author’s purpose and details for each one, if necessary.

4. In this story, a character learns a lesson. Write about a time you or somebody else learned a similar lesson.

After deciding what the lesson is, we will make a personal connection.

★ Read out loud. Pause to react and discuss.

In what ways can you connect to Jeremiah? Could be a history with New Orleans, hearing stories from relatives, yearning to visit a new place.

Can you connect to this phrase, “A watched pot never boils”?

Students can put a Y or N and you can discuss a few examples to ensure understanding.

Is there a particular place you have **yearned** to visit? For Jeremiah, that place was New Orleans, Louisiana. His great-grandmother was from New Orleans and always told fun stories from her time living there. Ever since he saw pictures of the old city in an encyclopedia, Jeremiah knew he wanted to see it for himself. People from so many different cultures had lived there over the centuries, and those cultures showed themselves in the buildings, food, and music of the city today. After Jeremiah started learning about New Orleans, he couldn’t stop! So, when he heard the fantastic news that his dad was going to take him to visit the city, Jeremiah was thrilled.

“When do we leave,” he shouted out eagerly.

“We’ll be going in two weeks,” his dad replied with a smile. Jeremiah marked the weekend on a calendar mounted on their refrigerator.

Have you heard the phrase, “A watched pot never boils”? This phrase means that when we expect something to happen or we keep watching for something to happen, it seems to take even longer. That’s how Jeremiah felt as he waited for the day that his trip would finally happen. Soon, he would finally board a plane with his father and land in New Orleans for the weekend. He started a countdown and marked off each passing day on the calendar.

Finally, it was the day before the trip. “Okay dad, here’s your packing list,” Jeremiah said as he handed his dad a piece of paper. “New Orleans’ climate is **subtropical**. That means the winter is mild and the summer is hot and humid. We can expect the **latter** since it’s May. So, we aren’t going to need any sort of jacket. We’ll take some t-shirts and shorts.”

The father and son woke up early the next morning and drove to the airport. They boarded the plane, and Jeremiah’s father immediately fell asleep. ‘How can he sleep at a time like this,’ Jeremiah thought while shaking his head. He watched the plane take off through the little window. After a while, he took out a notebook and began writing a list of the different places he wanted to visit in New Orleans. He had written a list of 178 different restaurants, spooky cemeteries, and landmarks by the time the pilot announced that they were

What does Jeremiah predict the weather will be in New Orleans during their visit? Hot, humid. Why does he think that?

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How many places did Jeremiah write on his "To-Visit" list? 178. What can we infer? Jeremiah is really excited.

Why is Jeremiah so surprised by the cold air?

about to land. He smiled as the plane began to **descend**.

However, Jeremiah's smile fell when he noticed the sky was a dark gray, and rain started to stream across the plane's windows. 'Well, I guess the climate is hot, humid, and sometimes rainy,' Jeremiah thought to himself.

Jeremiah's dad woke up just in time to stand up and get off the plane. They walked to the airport's exit. Jeremiah noticed that a lot of people were wearing jackets. 'That's silly,' he thought. 'They must not know about New Orleans' summer climate.' However, the reason for the jackets became clear as soon as Jeremiah stepped out of the airport. A strong gust of wet wind hit him. "It's freezing!"

"Yep," Jeremiah's dad said. Jeremiah turned around to see his dad zipping up a jacket. "The climate might be subtropical, but weather can change from moment to moment. Sometimes the weather doesn't follow a climate pattern!" Jeremiah's dad smiled and pulled another jacket out of his suitcase and handed it to his son. "Now let's go get some food!"

What does it mean when somebody's face falls? He's disappointed about something. What is he disappointed about?

★ Reflect: "A watched pot never boils." How did the author use this phrase in the story? Invite responses. Jeremiah knows a lot about the city of New Orleans. What evidence supports that conclusion? (Jeremiah has heard stories about the city, he's looked it up in encyclopedias, etc) However, Jeremiah made a mistake when he was planning the trip. What mistake did he make? (he thought knowing the climate meant he would know the weather during their trip). How can you connect an experience to this story's mistake and lesson?

★ Answers and ★ Proof

1. What is another example of the phrase, "A watched pot never boils"?

- A. *C is correct: in this example, a person is waiting impatiently for something to happen.*
- B. *something to happen.*
- ☒ C. *The other examples require doing a lot of work, (more like "slow and steady wins the race" or "brick by brick")*
- D.

2. Based on evidence in the 5th paragraph, the reader can infer that...

- A. *Jeremiah's dad falls asleep, but that does not mean he's unhappy.*
- ☒ B. *Jeremiah writes a long list of places to visit in New Orleans, which shows he's thrilled about the visit.*
- C. *No evidence to support this statement*
- D. *It was comfortable enough of a ride for him to fall asleep.*

3. What is the author's main purpose in writing this text?

- A. *Each paragraph would have reasons supporting the claim.*
- B. *Each paragraph would help describe weather/climate.*
- C. *Each paragraph would give details about New Orleans.*
- ☒ D. *Correct*

4. In this story, a character learns a lesson. Write about a time you or somebody else learned a similar lesson.

Emphasize writing in complete sentences. Responses should be about the difference between weather and climate, or misinterpreting weather. Suggested stem: One day...

Example: One day during the winter break I was sure it would be another cold, cloudy day. I wore a sweater outside, but it was hot and sunny!

★ Prior to reading: This title is the same as the previous text. However, the other text features are different. Analyze the text features and review background knowledge related to content. **What do you think the genre of this text will be? How do you think this text will be different from the previous text about weather and climate?**

- ★ Questions & Notes for the teacher

1. What is the author’s main purpose in writing this text?

Review the main categories of an author’s purpose and details for each one, if necessary.

2. According to the author, which statement is true?

Based on the options what are important words we will need to understand to answer this question? (weather, climate)

3. According to the author, what is the difference between weather and climate?

What do we need to do to answer this question correctly? This requires referring to the text for definitions, and writing as a comparison statement.

4. Based on information in this text, describe the current weather. Then, describe the climate you live in.

Students will need to understand the difference between climate and weather to answer this question.

★ Read out loud. Pause to react and discuss.

Allow students a chance to describe their perfect weather day. You can define any unfamiliar terms in the graphic.

When you imagine the perfect day, you can probably describe the weather. Do you think your perfect day is sunny and warm, or cloudy and cool? Is it a rainy day, or is there snow? These are all details that describe the condition of the air, or the atmosphere, and that is the definition of weather.

Weather: the minute-by-minute changes in the atmosphere

temperature

wind speed

wind direction

humidity



The author gave a definition for weather in the graphic. Let’s read this paragraph to find a definition of climate.

So then why do we see the word *climate* when people are describing the details of a city or country? Why do people talk about “climate change” when mentioning details like temperature and precipitation? Well, when you are describing the patterns in weather of a particular place, you are actually talking about climate. Weather is the minute-by-minute changes in the air. Climate is what the weather is like over a very long period of time in a specific area. There can be a lot of changes in the weather over one day: it might be foggy in the morning, rainy at lunchtime, and sunny by dinner. However, a location’s climate takes hundreds of years to change.

If a city is in the desert, what can you predict about the climate? What can you predict about the weather on a specific day?

Imagine you decide to stay in Phoenix, Arizona, a city in the desert. The first day you are there, it is sunny and warm during the day. The next day, there is a light rain. The following day, it is sunny. Here’s a calendar you fill out documenting the weather each day of the month that you are in this city:

How many days are sunny? What do you think these other icons mean? Make observations about rainy/partly cloudy/light rain days.

Why do we know this city has a sunny climate? It was sunny most days, and that is the way it has been for many years.

You observed a light rain a few days out of that month. However, it was sunny most of that month. When you ask other people in the city, they tell you that it is usually sunny during the day, and it is very unusual for it to rain more than two days in one month. Based on this information, you could draw the conclusion that this city has a sunny climate even if there are rainy or cloudy days every now and then.

So, next time you are researching a location for a trip or a project, pay attention to the words "climate" and "weather". Climate tells you what clothes to keep in your house, but weather tells you what to wear on a specific day.



Reflect: What were important facts from this text? Ensure understanding of the difference between climate and weather. How was this text different from the previous text? How are the texts the same? Ask for follow-up questions regarding the content. Based on what we have read about weather and climate, how would you describe our climate here? How would you describe our current weather? Invite background knowledge on other climates, if students have lived elsewhere or if they have travelled somewhere with a different climate. Why is it important to understand weather? What about climate? Why is it important to know the difference between weather and climate?

★ Answers and ★ Proof

1. What is the author's main purpose in writing this text?

- A. Each paragraph would have reasons supporting the claim.
- ☒ B. Correct— all paragraphs give details about weather and/or climate.
- C. Each paragraph would give details about desert climates.
- D. This text doesn't provide a story.

2. According to the author, which statement is true?

- ☒ A. Correct
- B. This is the definition for climate.
- C. This is the definition for weather.
- D.

3. According to the author, what is the difference between weather and climate?

Emphasize writing in complete sentences. Students might paraphrase or recall directly from the text. Suggested frame: **Weather is _____, but climate is _____.**

4. Based on information in this text, describe the current weather. Then, describe the climate you live in.

Emphasize writing in complete sentences. Students might benefit from list of key terms to use: **climate, weather, precipitation, wind, temperature, humidity, seasons**

Suggested frame: **Right now, the weather here is _____. Usually, our climate is...**

★

Prior to reading: What does this title and image suggest about today’s text? Do you predict that this will be fiction or nonfiction? Invite responses. This is a fictional text about a family that has plans to go ice fishing. Invite connections and background knowledge. For ice fishing, a person goes to lake that’s frozen over. They drill a hole through the ice and are able to catch fish. Does this sound like something you would want to do? Why or why not? What do you think this title means? Invite responses. Even if we have never gone ice fishing, how can we connect to this story? Think about character actions, thoughts, feelings.

- ★

Questions & Notes for the teacher

1. Which of the following is the best summary for this text?

Review the elements of a strong story summary.

2. What is a synonym that the author could use instead of the word *accelerated*?

Ask for examples of how to use the word “accelerated”. What should we do to make it easier to answer this question as we read? What skills can help us answer this question if we don’t know what the word “accelerated” means yet?

3. Why did the author title this text “Look Before You Leap”?

After reading this story, we can think about the meaning of this title.

4. Make a connection. Tell your own version of a time when somebody should have looked before leaping.

★

Read out loud. Pause to react and discuss.

Based on this paragraph, we can infer that...

(setting, characters)

The dismissal bell rang, and Ms. Jackson’s fifth grade students began putting on their parkas, hats, and gloves. Arham glanced at Josh and said, “Hey, Josh! What are you doing this weekend?”

Josh replied excitedly, “My brother and I are going ice fishing tomorrow with my dad at Blue Dog Lake.” Josh had fished during the summer, but he had never ice fished in the winter. Earlier in the week, his dad had purchased a powerful electric machine that could drill fishing holes through 2 feet of ice in less than a minute. Josh continued, “We are leaving early tomorrow morning, so we can get to Blue Dog Lake at sunrise. Since the ice is so thick right now, my dad says we can drive our car to the middle of the lake and park on the ice! After we drill the holes, we will be able to fish the whole day.”

Arham replied, “That sounds like a lot of fun. I hope you catch a ton of fish. See you Monday!”

A trio is a group of three people. What three people is the author talking about?

Early the next morning, the trio arrived at the lake. A foot-high snowdrift surrounded the shoreline. It looked like a tiny white mountain bordering the whole lake. Josh’s dad drove the car along the shore, looking for an opening to access the lake. The two boys looked up and down the shore, hoping to find a break in the snowdrift so they could drive onto the lake!

Did anybody predict that Dad would decide to drive through the pile of snow?

After 15 minutes of driving up and down the shoreline, the boys grew restless. Josh and his brother urged their father to drive the car through the snowdrift since it was so small. “It’s just snow, Dad! It’s a pile of snow that’s only a foot high. The truck should be able to drive through it easily! Then we can finally get on the lake and start fishing!” After another 10 minutes of driving and listening to the restless boys, their father agreed.

Dad turned the truck until they faced the snowdrift. Josh and his brother cheered, “Ram it, Dad! Ram it, Dad! Ram it, Dad!” The truck moved forward and *accelerated* toward the snowdrift.

As the truck hit the snowdrift, there was a loud bang and crash. The truck shot upwards and slid onto the lake. After the truck came to a rest, Josh’s father and the two boys got out. They looked at the front of the



What is Josh’s plan? He’s going ice fishing with his brother and dad. He says they will drive the truck to the middle of the lake. Why can they do this? How is Josh feeling about his weekend plans?

Why are they just driving around the lake? There is a pile of snow bordering the whole lake. What would you do to solve this problem? What do you predict Dad will do?

This is more rising action. You can tell because the characters’ energy is building, and the car is speeding up.

for TEKS/STAAR

What do you think happened? How did a small snowdrift cause all this damage?

truck. The bumper was crushed inward and both front tires were flat.

Josh's dad walked over to inspect the snowdrift. He shook his head and said, "This is not a little snowdrift, after all. This is solid ice with a thin layer of snow covering the ice." Still shaking his head, Josh's dad walked back to the truck, took out his cell phone, and called a tow truck.

On Monday morning, the class always had time to discuss good news from their weekend. Arham was invited to share. "I just watched a movie this weekend, but on Friday Josh told me he had a fun weekend planned with his brother and dad. Josh, did you all have a good time? How many fish did you catch??"

Josh's face got a bit warm. He wrinkled his nose and replied softly, "None. We had an accident at the lake."

Ms. Jackson overheard and quietly asked Josh what had happened. Josh retold the happening at the lake. Ms. Jackson asked what his father had said. Josh replied, "Not too much. He said he should have checked out the snowdrift before driving through it." When the tow truck driver arrived, Josh told Ms. Jackson, "My father

Josh's dad figured out how the truck got so damaged. It wasn't snow after all. What happened?

★ Reflect: Summarize the story. "Look before you leap." This sounds like a warning. Imagine you are about to leap off a sidewalk curb. Why should you look before you leap? Invite responses. In this story, nobody did any leaping. Why do you think the author gave it this title? Invite responses—this title is a metaphor for the lesson learned. Josh's dad didn't "look before leaping" when he drove the truck through the snow. He was surprised to find out it was ice. I have made this mistake before too. One time, my friend was helping in the kitchen. She reached for a pan on the stove without checking if the stove was on. She yelled when her fingers touched the hot metal. Invite other examples from students. Even if we have never gone ice fishing, or driven through snow, how can we connect with this story?

★ Answers and ★ Proof

1. Which of the following is the best summary for this text?

- A. focuses only on the beginning of the story
- B. doesn't say who the characters are.
- C. missing what Josh and co. were doing at the lake, and rising action.
- ☒ D. shares elements from the beginning, middle, and end of the story.

2. What is a synonym that the author could use instead of the word accelerated?

- A.
- B. Students might have knowledge of the word, can use context clues, or elimination. C is correct.
- C.
- D.

3. Why did the author title this text "Look Before You Leap"?

Emphasize writing in complete sentences. Suggested stem: The author chose this title because...

"Look before you leap" is a warning to be cautious before acting. The father in this story should have been cautious before driving the truck into the "snowdrift".

4. Make a connection. Tell your own version of a time when somebody should have looked before leaping.

Emphasize writing in complete sentences.

Students might restate this story with new characters if they can't think of their own. Try to encourage original stories by sharing examples of "looking before leaping".

Example: One time, my friend was helping in the kitchen. She reached for a pan on the stove without checking if the stove was on. She yelled when her fingers touched the hot metal.

★ Prior to reading: What does this title and image suggest about today’s text? What is happening in this image? Do you predict that this will be fiction or nonfiction? Invite responses. What connections or background information can you share based on this title and image? As we read, we will see if the author makes similar connections. What questions do you think this text might answer? Write questions down.

- ★ Questions & Notes for the teacher

1. Which of the following is the best caption for the image?

Captions should match the image and the content/voice of the text.

2. Which statement is true?

To answer this question, we will need to read the text first. What keywords should we look for when reading the text? (fat-tailed dwarf lemur) This must be an animal mentioned in the text.

3. What is the most important or interesting detail you noticed in this text?

We will have to read and identify details so we can make a strong prediction.

4. Drastic is a synonym for...

What is a synonym? How can we confirm our answer? (substitution, context clues)

5. How do you think human life would change if we could hibernate?

This will be open-ended. We should try using some details from the text to answer this question. So as we read, we can think, “what if humans could do that too?”

★ Read out loud. Pause to react and discuss.

The author is trying to get us interested in the text by asking us questions. As we read a question, we can think about our answers.

To connect to the text, students can pause and feel their heartbeat (usually around 60-70 beats per minute). You can try modeling the change in heartbeat and breath for the lemur by tapping a pencil.

This paragraph mainly explains how hibernating helps animals survive. What are some reasons animals must hibernate?

When you think of hibernation, do you imagine a particular animal? What does a hibernating animal do? Humans don’t hibernate, and neither do our common pets like dogs, cats, or fish. We usually don’t see animals in the middle of hibernation, unless we’re watching a nature documentary or taking a wildlife *excursion*. However, there are more than 200 different types of animals hibernating around us during the year. You might be surprised by where these hibernating animals live and how their bodies change during hibernation.

Sometimes, authors and illustrators make hibernation look like a long nap. However, the body behaves a certain way during sleep, and it behaves very differently during hibernation. During sleep, breathing and heartbeats slow down a little bit. During hibernation, they slow down a lot. For example, a fat-tailed dwarf lemur’s heart usually beats 180 times a minute. During hibernation, its heartbeat slows down to 4 beats per minute. Its breathing slows down to 1 breath every 15 minutes.

A hibernating animal barely has enough blood and oxygen moving around its body to keep it alive. A sleeping animal still has an active body and brain - that’s why we dream sometimes, or why we sometimes wake up hungry. However, a hibernating brain hardly does any activity at all.

Some animals hibernate in the winter in order to survive those cold months. During the winter, many plants often stop growing, and if it gets very cold, bodies of water can freeze. Animals who usually eat those plants and drink from those water supplies would starve or die of thirst if they couldn’t hibernate. You might already know that lots of animals that live in arctic and temperate areas hibernate. However, animals hibernate in the dry deserts and in tropical rainforests, too! Their food supplies might disappear in the heat, so they hibernate until their food grows again.



Confirm with students. Have you seen hibernating animals before? Where have you seen them? How many types of hibernating animals are there?

Have students write mark if they can connect with experiences of dreaming or waking up hungry. This shows your body and brain are still at work when you’re sleeping.

Review the types of changes that hibernating bodies experience.

Hundreds of species have evolved to hibernate in order to survive. Their bodies can make **drastic** changes to live through the harsh weather changes of their environments. Some scientists are now studying those animals to see how their bodies evolved to hibernate, and why other animals like humans do not hibernate. However, what if scientists could help humans hibernate? How could humans use hibernation to improve their lives?



Reflect: What are some important ideas from this text? Refer to questions students shared before reading. Did this text answer any of our questions? Do you have new questions after reading the text? Write down the questions. Take another look at the image. What do we see in this image? What do you think the author would say about this image? Invite a student to read the last two sentences of this text. The author ended the text with questions. How do you think humans could use hibernation to improve their lives? Invite discussion. Ask for students to use evidence from the text, such as how the body changes during hibernation, and why some animals must hibernate to survive.

★ Answers and ★ Proof

1. Which of the following is the best caption for the image?

A. Correct: The author mentions in the text that hibernation isn't a long nap. This image looks like a long nap.

- B. This is not what hibernation actually looks like. The author mentions that some people think hibernation is like a nap, but that is incorrect.

This caption would be better for a fictional text. In our nonfiction

D. text, the author is not telling a story with a bear character. This caption doesn't fit.

2. Which statement is true?

A. This is the heart rate during hibernation, not when the animal is awake.

B. correct

C. The opposite is correct; the lemur's breathing slows down.

D. The lemur usually takes one breath every 15 minutes during hibernation.

3. What is the most important or interesting detail you noticed in this text?

Emphasize writing in complete sentences. Suggested stem: An important detail the author mentioned was...

Example:

4. Drastic is a synonym for...

A.

B. Have students analyze context: what kind of changes happen to a body during hibernation? Are they small changes or big changes?

C. C is correct.

D.

5. How do you think human life would change if we could hibernate?

Emphasize writing in complete sentences. Suggested stem: If humans could hibernate...

Example:

Grade 5

Reading
for STAAR
Fall Semester

50 Daily Reading Opportunities

Student Name: _____

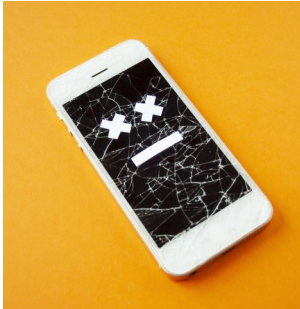
Teacher Name: _____



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in order to facilitate two-sided
printing.

Reader's Notes

Phone Trip



“Hi Dad, I’m home,” Robert called out from the front door.

“Great! Finish up your homework and we’ll have dinner in about an hour,” Robert’s dad called back.

Robert plopped down at the dinner table and pulled his homework folder and math book out of his backpack. He opened his book to chapter 8, part 3 and started looking at the questions. *‘Oops, I left my planner at school... are we supposed to do the odd-numbered questions or the even-numbered questions tonight?’* He tapped his chin with his pencil and tried to remember the assignment his teacher had written on the board.

Robert shrugged. He could send a message to Julio. Julio never dropped the ball when it came to schoolwork. Robert dug around in his backpack for his phone. He frowned. He turned the backpack upside down to let its contents spill out.

Robert examined the pile of stuff. He discovered old announcement fliers dating back to the first day of school, broken pencils, and dried glue sticks. Robert found bent folders, crumpled tests with grades on them, and a novel missing its cover page. There was an unopened granola bar and a spork. However, Robert did not find his phone.

Robert’s stomach dropped. His phone was only a month old! It was so expensive! His dad was going to blow a gasket! “Uh, hey Dad... I need to go grab something from Julio so I can finish my homework... I’ll be back by dinner!”

“Okay, you’ve got 50 minutes!”

Robert ran out the door, his mind racing. Luckily, Julio only lived two houses away. Robert knew his friend would be able to help. Robert knocked on Julio’s door and rang the doorbell. Julio opened the door and smiled at Robert, “Whoa, where’s the fire??”

“Julio, you’ve gotta help me find my phone or my dad will ground me for life!”

Julio rubbed his forehead thoughtfully. “Well, when did you last use it?”

Robert shrugged. “I don’t know, after school sometime? This morning? I have no idea!”

Julio sighed. “I swear, you would lose your head if it wasn’t attached to your neck... Let’s retrace your steps.” Julio turned his head towards the kitchen. “Hey mom, Robert lost his phone. Can I go help him find it?”

“Seriously, Robert? My goodness,” Julio’s mom called from the kitchen with a laugh. “That kid would lose his head if it wasn’t attached to his neck! Go ahead, Julio. Dinner will be on the table in 45 minutes, so don’t be late!”

Robert and Julio walked briskly. “Okay Robert, let’s retrace your steps. We walked home together, and before that, we met in the art room. What did you do before going to the art room?”

“Um... I was just in my homeroom class for dismissal. Then I stopped by the art room because I forgot to write my name on my assignment.”

“Okay, let’s start in your classroom. Hopefully Ms. Anderson is still there!”

They were in luck! Ms. Anderson had afterschool tutoring today. “Good luck,” Ms. Anderson said when she glanced at Robert’s messy desk. With a gentle smile, the teacher wagged a marker at the boys and said, “I give the class weekly tidying time for a reason, Robert!”

Julio and Robert took everything out of the desk; every worn-down eraser, crumpled paper, and lost library book. “How do you live like this??” Julio got anxious when things were too messy. He helped Robert organize the items in his desk, and they threw away old papers and bits of trash.

Phone Trip

**Reader's
Notes**

Unfortunately, there was no phone. Robert glanced at the clock.

Julio and Robert quickly walked to the art room. A custodian opened the door for them and watched as they scrambled around the room looking for Robert's phone. "It's not down here," Robert said as he crawled under all the tables.

"It's not over here either," Julio said as he peered around student artwork on the drying shelf. Julio looked at his watch. "Well, time's up... dinner is in 10 minutes."

Robert and Julio jogged back to their block. "Sorry we couldn't find your phone," Julio said.

"Yeah, well, it's my fault," Robert said miserably. "I need to get better at keeping my things in order." Julio and Robert waved goodbye.

Robert walked inside and silently put plates on the table for dinner. His dad noticed how quiet he was. "Are you okay, Robert?"

"Not really," Robert said.

"Grab us some forks and then you can tell me what's bothering you," his dad said kindly.

'He's not going to act so kindly when I tell him about my phone...' Robert opened the silverware drawer. He blinked his eyes three times because he couldn't believe what he was seeing. Right there, next to the forks, spoons, and knives... "MY PHONE WAS HERE THE WHOLE TIME!!!" ✂

Answer these questions based on the text.

1. Which of the following is the best summary for this text?

- Ⓐ Julio suggested Robert retrace his steps. They went back to school and looked around carefully, but Robert couldn't find it. He ended up finding it in a kitchen drawer!
- Ⓑ Robert searched for his phone, but couldn't find it. So, he asked his friend Julio for help. Julio helped him retrace his steps, but Robert still couldn't find his phone. Then, he ended up finding it in a kitchen drawer!
- Ⓒ Robert got home and looked for his phone, but he couldn't find it. His friend Julio helped him retrace his steps. Robert found his phone in the kitchen drawer!
- Ⓓ Robert searched for his phone, but couldn't find it. He asked his friend Julio for help. Julio helped him retrace his steps. They went to Robert's classroom and the art room, but they didn't find the phone.

2. "How do you live like this??" Julio got anxious when things were too messy." Based on this text, what can the reader infer about Julio?

3. A reader infers that Robert is very disorganized. Write a piece of evidence that supports this inference.

Reader's
Notes

Kindergarten Champ

"What lousy luck," I mumbled to myself as I **hobbled** down the school hallway. My crutches dug into my ribs as I slowly made my way past classrooms full of busy kids. I heard greeting songs in room after room. I kept hobbling towards the end of the hallway. The pain of breaking a bone is enough punishment, but now I was missing out on a day of adventure with my friends! "This is my worst day of school ever," I muttered. Eventually, I arrived in front of classroom #1. I knocked on the door. My face was hot with embarrassment and anger.



A smiling woman opened the door. She smiled even wider when she saw me. She glanced at my crutches and the cast on my leg. I heard children singing the ABCs inside the room, and the warm scent of vanilla floated towards me. "Johnny, I'm so glad you're here!"

"Good morning, Ms. Vela," I mumbled. I handed Ms. Vela the letter from my teacher.

"Dear Ms. Vela, thank you again for agreeing to have Johnny in your classroom today. We will be back from our field trip at 2:00 PM. Johnny brought his own lunch and has a book. However, I'm sure he will be a great class helper if you put him to work! Sincerely, Mr. Braggs"

"Please come in," Ms. Vela said kindly.

I looked around the classroom. One wall was decorated with a big pond, and an orange fish was smiling and waving a fin in greeting. A speech bubble next to the fish said, "Splash into Kindergarten!" I rolled my eyes.

Ms. Vela pointed to a short shelf against the wall. "You can put your backpack in an open cubby." I sighed and hobbled over to the shelf. It was decorated with colorful letters and numbers. Were all kindergarten rooms this colorful and... babyish? The shelf of cubbies was short, so I had to crouch down, which is uncomfortable with a cast on my leg. Each cubby was also tiny, and I had to push and shove my backpack to get it to fit. Finally I straightened up, huffing and puffing.

The kindergarten students finished singing the ABCs, and Ms. Vela joined them in a round of applause. Then, they all turned to look at me. "Ms. Vela, who is that," one boy piped up, pointing at me.

"Class, this is our helper for the day! His name is Johnny. Everybody, say 'Good morning, Johnny!'"

All the little kindergarteners yelled out, "Good morning, Johnny!"

I still felt very bitter about having to miss the class field trip because of my broken leg. However, I knew it wasn't these kindergarteners' fault. I tried to smile as I waved. "Hi, everybody," I said weakly. The sarcastic voice in my head said, *'We sure are going to have a lot of fun...'*

I peered out of the classroom and into the hallway. Right at that moment, I saw some of my classmates walking by! It was the whole class. They were all carrying their **portable** lunches. They were probably walking to the front of the school so they could get on the bus. My friend Oswaldo saw me peeking at them through the doorway. He shrugged and waved. "Sorry, Johnny," he mouthed. I sighed again and sank into a tiny plastic chair.

To be continued...

Kindergarten Champ

Answer these questions based on the text.

1. Based on the text, what is your prediction for part 2 of this story?

2. Based on the text, what can the reader infer about one of the story’s characters?

- ☐ A Ms. Vela is a very strict teacher without a lot of patience.
- ☐ B Johnny had to come to Ms. Vela’s classroom for detention while his class went on a field trip.
- ☐ C Ms. Vela is a kind teacher with a lot of patience.
- ☐ D Oswaldo frequently picks on Johnny.

3. Compare your classroom and Ms. Vela’s classroom from the story. Then, write your comparison statements below.

MY CLASSROOM	BOTH	MS. VELA’S CLASSROOM

4. Why did the author include so many details about Ms. Vela’s classroom?

Reader's
Notes

Kindergarten Champ, part 2

“Who is your teacher, Johnny?”

“What does that word say?”

“Johnny, do you have a brother?”

I was sitting at a table with 5 kindergarteners. They were coloring a picture of a dog. Well, some kids were attempting to color a picture of a dog. Some kids were just scribbling all over the paper. One student was very carefully coloring her dog with an unusual rainbow combination of colors.

“Mr. Johnny, what is your favorite animal?”

“Do you like to eat popcorn, Johnny?”

“Johnny, can you tie my shoe?”

“How do I write my name?”

‘Kindergarteners are exhausting! I don’t think I asked so many questions when I was in kindergarten...’ I was trying to be patient with the young kids. I tied their shoes when they asked. Ms. Vela said I could write words in highlighter if they asked, so that they could practice tracing the word.

Ms. Vela tapped a chime. “Snack time! Let’s wash our hands. Johnny, will you please help by pumping soap into students’ hands?” I nodded and stood up. I used my crutches to walk to the sink at the back of the classroom.

Ms. Vela played relaxing music at snack time, and I sat with a new group of students. “You all are lucky,” I told the young kids. “In 5th grade, we don’t have a snack time!” The kids gasped. One kid put both of his hands on his cheeks, and his mouth was open in shock. I laughed.

“Johnny, would you like a snack? I always keep extra just in case,” Ms. Vela said. She handed me a pack of crackers.

“Thank you, Ms. Vela,” I responded, smiling.

“After snack time comes my favorite thing in the whole world,” a kindergarten student said. “It’s almost time for arts and crafts!”

When snack time was over, Ms. Vela began passing out baskets of colorful paper scraps. I sat at a table and helped students cut some of their shapes. They glued the shapes into patterns. Each student wanted a turn to read their pattern to me, so I listened and gave them a high-five when they finished.

I had a lot of **admiration** for Ms. Vela. She never seemed to stop smiling, even when kids were dropping paper and glue all over the place. “This is nothing,” she whispered to me. “A few years ago, one of my kinder kiddos was so excited when she learned how to use scissors that she started trying to cut up all of our storybooks!” I was horrified, but Ms. Vela just laughed. Ms. Vela signaled the end of arts and crafts time by playing a clean-up song. The students cheered and began picking up their scraps.

Ms. Vela tapped the chime again. “It’s story time now, my friends,” Ms. Vela announced. The students cheered. “Maybe, if we are very lucky, Johnny will choose a story to read to us today!” The students cheered even louder. How could I say no? I smiled and picked a picture to read to the class.

At 2 o’clock, there was a knock at Ms. Vela’s door. She opened the door, and Oswaldo popped his head into the classroom. “Hi, Johnny! We’re back from our field trip! It’s time to come back to 5th grade. Wow, Ms. Vela, your room smells really good!” I got my backpack out of the colorful cubby.

Kindergarten Champ, part 2

Reader's
Notes

“Bye, Johnny!”

“Thanks for coming, Johnny!”

“We love you, Johnny! Come visit us again!”

I waved to Ms. Vela’s students with a big smile on my face. “Bye, everybody! I had a lot of fun with you today.” This time, I really meant it.

Answer these questions based on the text.

1. In “Phone Trip”, Robert has a problem. In “Kindergarten Champ”, Johnny has a problem. Which statement correctly compares these 2 story conflicts?

- (A)

In “Phone Trip”, Robert’s conflict is person vs. person because Robert needs Julio to help him find his phone. However, in “Kindergarten Champ”, Johnny’s problem is person vs. self because he needs to manage his frustration about being in Ms. Vela’s classroom.
- (B)

In “Phone Trip”, Robert’s conflict is person vs. self because he was disorganized and lost his phone. However, in “Kindergarten Champ”, Johnny’s problem is person vs. person because he has problems getting along with Ms. Vela.
- (C)

In “Phone Trip”, Robert’s conflict is person vs. self because he was disorganized and lost his phone. In “Kindergarten Champ”, Johnny’s problem is also person vs. self because he needed to manage his frustration about being in Ms. Vela’s classroom.
- (D)

In “Phone Trip”, Robert’s conflict is person vs. society because everybody keeps calling him disorganized. In “Kindergarten Champ”, Johnny’s problem is also person vs. society because the kindergarten class frustrates him.

2. A reader infers that Johnny was unhappy at the beginning of the story, but he was happy at the end. What evidence supports this inference?

3. Use evidence from the story to make your own inference about a character.

Reader's
Notes

The Marvelous Martina Ray

Most babies cry when they are born, but not Martina. As soon as she was born, Martina looked around the room **inquisitively** and playfully. Her eyes landed on her mother and father. "Hello, mother. Hello, father. It's a pleasure to finally meet you! I'm Martina! What kind of game shall we play first?"

Martina's mother gasped and her father nearly fainted. "N-N-Nice to meet you, too," Martina's mother replied. It was the first time Martina surprised her parents, but it certainly wouldn't be the last.



Martina's parents were farmers. They grew fruits and vegetables for the family to eat. They had a dairy cow (for milk and cheese), a horse (for taking rides into town), chickens (for eggs), and most importantly, sheep. The family made all their money by selling wool from the sheep.

Most two-year-old children are stumbling around as they learn how to walk and run, but not Martina. She was already jumping about and climbing trees. She helped milk the cow and feed the chickens. She desperately wanted to start riding the family's horse, Rosita. However, her father refused to let her no matter how much she pleaded. "I know that you are a bit advanced, Martina, but you are simply too small to ride Rosita!" Martina asked again a month later, and her parents still said no. She asked month after month and asked again on her 3rd birthday.

Martina's father sighed and knelt in front of his three-year-old daughter. "Martina, we know that you can get buckets of water from the well to fill your bath without any help. We know you can milk a cow faster than both of us, and that you can climb the roof blindfolded (even if we all agree that it is terribly dangerous, and you should never try that stunt again). However, we think three years old is still too young to be riding Rosita! When she gets spooked, she's very hard to control. And your feet can't even reach the stirrups yet!"

Martina huffed and stomped away. The little girl **fumed** all morning after being told she could not ride Rosita. She stomped around outside, trying to cool her anger. "They're being so unfair," the three-year-old mumbled to herself as she kicked a rock.

"Maybe I should just prove to them that I'm not too small..." Martina began saying to herself. "Maybe if I just take Rosita for a little trot in the pasture, my parents will see that I'm ready to ride her around town!"

Martina ran over to Rosita's stable and hopped over the gate. The stable was a sheltered building, but right next to it was an open **pen** where Rosita could trot around. "Come on, Rosita," Martina sang, "Let's go for a little ride!"

Martina looked at the horse saddle. Her dad was right about one thing: Martina's legs were far too short to reach the stirrups. "I guess a saddle would be pretty useless then," Martina said with a shrug. She would just ride Rosita without a saddle then. The three-year-old placed a very tall stool next to the horse and stepped on. Then she grabbed on to Rosita's neck and swung a leg over the horse. Rosita let out a long neigh- this was the first time such a tiny human tried to climb on her!

Martina hugged the sides of Rosita's neck, trying not to squeeze too hard. "Okay, Rosita, let's go!" Martina tapped the horse's sides with her tiny feet. Rosita stepped side to side. "Come on, Rosita!" Martina tapped her feet against the horse harder. She did it again, even harder. Martina accidentally kicked the stool and knocked it over. The clatter of the stool spooked Rosita and made her **bolt** out of the stable and into the pen.

The Marvelous Martina Ray

Reader's Notes

"Whoa, Rosita!" Martina could barely hold on when Rosita was running this fast! The little girl squeezed tighter. This just caused Rosita to rear up on her hind legs, trying to shake Martina off her back. Rosita stomped, kicked, and jolted Martina off her back. Martina was thrown into the air like a little rag doll. She flew over the gate of Rosita's pen landed on her back so hard the air got knocked out of her. She laid there for a moment. The family sheep **ambled** over and sniffed Martina's head. "Okay, okay...maybe my parents were right. Maybe three is a little young to be riding Rosita," Martina mumbled to herself. The courageous three-year-old got up with a grunt and stiffly walked back to the house.

Answer these questions based on the text.

1. Which statement is true about the *genre* of this text?

- (A) This text is informational nonfiction because it explains farm life for a girl named Martina.
- (B) This text is realistic fiction because it tells a story of a girl trying to ride a horse.
- (C) This text is tall tale fiction because the characters and actions are exaggerated or extreme.
- (D) This text is a biography because it tells the life of a farming girl named Martina.

2. The author used the word "pen" in paragraph 8 of this story. Which of the following is the correct meaning for "pen" the way the author used it?

- (A) Noun: a tool for writing or drawing with ink
- (B) Verb: to write or compose
- (C) Noun: a small yard where animals are kept
- (D) Noun: a female swan

3. Which of the following is the best summary for this text?

- (A) Martina was born. She wanted to ride a horse. She got on the horse but the horse threw her off.
Martina was born adventurous and wanted to try riding a horse. However, her parents refused to let her because she was only three years old. So, Martina decided to try riding the horse anyways. Then, the horse threw Martina into the air and Martina realized she should probably wait until she was older.
- (B) Martina was born and could already talk. By the age of two she was already climbing trees and helping to milk the family's cow. When she turned three years old, she wanted to try riding the horse.
- (C) Martina's family has a farm. They get eggs from a chicken, milk from a cow, and they grow fruits and vegetables. Martina learned how to help her family when she was very young.
- (D)

4. The last sentence claims Martina is courageous. What evidence from the story proves Martina is courageous?

Reader's
Notes

Pele Searches for a New Home

Thousands of years ago, Mother Earth and Father Sky lived with their children on an ancient island. They already had several children, including Ka-Moho-Ali'i, a shark god, and Namaka, the goddess of ocean waves, among many others. However, Mother Earth soon gave birth to another daughter. As soon as this girl was born, Mother Earth and Father Sky could tell that she would be very powerful, and they could feel that she was connected to fire. They named her Pele.

As Pele grew, her powers did as well. Lonomakua Uncle, a wise man, decided to teach Pele how to harness her powers using Pa'oa, which was a very magical digging stick. When Pele tapped this stick on the earth, the land would crack open and fiery lava would pour out.

"Not only is she growing more powerful every day, but she is also growing more beautiful," the people of the island would say. Everybody agreed. Unfortunately, this made Pele's older sister, Namaka, very jealous.

Sometimes, Namaka would snap at her younger sister because of the angry jealousy she would feel. "Pele, you are such a careless slob. You always make a huge mess with your digging stick and you don't ever think to clean up."

Pele did not have a lot of patience and she was quick to lose her temper. "Instead of paying attention to me, you should be taking more care of your silly ocean waves," Pele snapped back at her older sister. In this way, both sisters got more and more frustrated with each other. Sometimes, they could barely stand to look at each other.

"People used to admire me the most," Namaka thought to herself, "but now they just pay attention to Pele." As Namaka grew angrier, the ocean's waves grew bigger and choppier. When Namaka would see people **fawning** over Pele, the ocean waves would rage and crash against each other. The only place Namaka seemed to find peace was in her special garden. This garden was her **sanctuary**-nobody entered except Namaka, and she lovingly cared for it every day. Then one day, Pele made a terrible mistake.

Pele had been relaxing at the top of a hill, letting her mind wander. She carelessly tapped Pa'oa, her digging stick, against the ground. Suddenly, a giant crack in the earth opened. Fiery magma rushed out of the crack and down the hill. It burned everything in its path, including Namaka's special garden.

Namaka had never felt so much rage before. She was sure that Pele had destroyed her garden on purpose. Namaka's anger created a **tsunami** out on the water. The giant wave began hurtling towards the family's island. Namaka didn't care that she might ruin her family's home. She was too furious to think of the consequences.

Pele and the rest of the family escaped the island before the tsunami flooded everything. Namaka's fury only grew when she saw Pele escaping. However, Namaka didn't want to harm her other family members. When the family landed on new land, Pele needed the power of fire to protect herself from Namaka. She tapped the earth with her digging stick and flames rose from the earth, but Namaka used her waves to **extinguish** the flames. Pele ran to the next island, but again Namaka washed away the fire that Pele drew from the earth.

Eventually, Pele found a mountain with fire so strong that Namaka could not wash it away, no matter how much she tried. This mountain was called Kilauea, and it is a volcano on Hawai'i. Pele's home still shoots out fire and lava today, and Namaka, still angry, always tries to fight back with her ocean waves.



Pele uses Pa'oa (her digging stick) to find fire

Pele Searches for a New Home

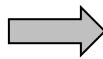
Answer these questions based on the text.

1. Which statement is true about the *genre* of this text?

- Ⓐ This text is informational nonfiction because it explains how the Hawaiian islands came to exist.
- Ⓑ This text is a tall tale because it tells a story of two magical sisters who fight a lot.
- Ⓒ This text is a myth because the characters are magical and the story explains how Hawaii was made.
- Ⓓ This text is a biography because it tells the life of Pele, a Hawaiian person.

2.

What were 3 causes?



Namaka and Pele would often fight.

3. Which of the following context clues best help a reader define the word *fawning*?

- Ⓐ "Pele did not have a lot of patience and she was quick to lose her temper."
- Ⓑ "As Namaka grew angrier, the ocean's waves grew bigger and choppier."
- Ⓒ "'People used to admire me the most,' Namaka thought to herself, 'but now they just pay attention to
- Ⓓ "The only place Namaka seemed to find peace was in her special garden."

4. What is the main conflict in this story?

- Ⓐ Person vs. Person: Namaka and Pele often argue because they are jealous or impatient.
- Ⓑ Person vs. Self: Namaka is hurt and jealous because she feels ignored.
- Ⓒ Person vs. Environment: Pele has to escape and find a new home because a tsunami washed away her home.
- Ⓓ Person vs. Other People: Namaka is angry with her community because they only pay attention to Pele.

Reader's
Notes

Making an Alphabet

At this very moment, you are reading. You are looking at groups of letters, and you know the sounds those letters make. You know that certain groups of letters make words. The words you are reading came from the author. The author wanted to share ideas with you, but she can't talk to you. Instead, she wrote her ideas down so you could read them later. Reading and writing is a very important part of how we communicate and learn. However, there are groups of people around the world that speak languages they can't write or read because there is no alphabet for their language.

In 1989, two brothers were growing up in the country called Guinea. Abdoulaye was 10 years old. His brother, Ibrahima, was 14 years old. They both grew up speaking a language called Fulfulde. Fulfulde was a great language for talking and singing. Unfortunately, Fulfulde did not have an alphabet. That means that nobody could write in Fulfulde. If somebody had a message to send, they couldn't write a letter in their language. They would have to learn a whole other language that did have an alphabet.

Abdoulaye and Ibrahima could tell this was a big problem for people that only knew the language Fulfulde. The brothers decided to make an alphabet for Fulfulde. While all their friends were out playing in the neighborhood, Ibrahima and Abdoulaye shut themselves in their room, closed their eyes, and drew shapes on paper.

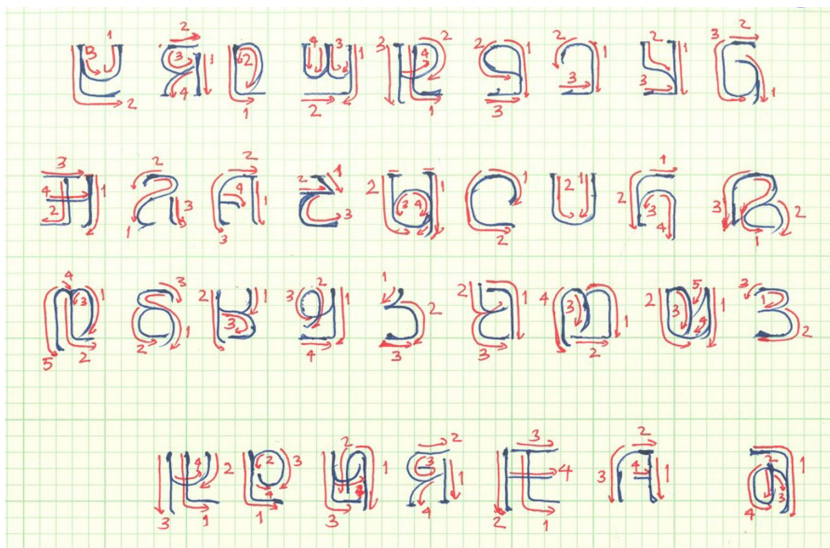
One boy would call, "Stop!" Both boys opened their eyes. "Which shapes do you like best?"

"I like this shape. We can make it a letter. What sound could this letter make?"

Working together, the boys created letters for the sounds of their language. Their alphabet had a total of 34 letters. They also made 10 numerals.

After making their alphabet, the boys had to teach others how to use the new alphabet. First, they taught their younger sister how to read and write with the new alphabet. Then, they taught people at the local markets. They asked each student to teach at least three more people. The brothers began writing books with their new alphabet, too.

Making an alphabet is not easy! It takes a lot of creativity and **perseverance**. The boys never stopped spreading their new alphabet to people who speak Fulfulde. Today, the brothers live in the United States of America. People all over the world are using their alphabet. The people who speak Fulfulde are very proud of the alphabet because it helps them write the stories of their culture so that it can never be forgotten. ✎



The two brothers have spent years teaching people how to read and write the Fulfulde alphabet.

Making an Alphabet

Answer these questions based on the text.

1. Which choice has the text’s events in the correct sequence?

- Ⓐ

Abdoulaye and Ibrahima decided to start teaching people how to read and write Fulfulde. Then, they taught their sister how to read and write with their new alphabet. Next, The boys closed their eyes and drew shapes, and then made those shapes into letters for their language.
- Ⓑ

Abdoulaye and Ibrahima decided to read and write Fulfulde. People who speak Fulfulde do not know how to read and write in their language.
- Ⓒ

Abdoulaye and Ibrahima could speak Fulfulde, but there was no alphabet. So, they closed their eyes and drew shapes. Then, they made those shapes into letters for their language. Next, they taught their community how to read and write Fulfulde.
- Ⓓ

Abdoulaye and Ibrahima could speak Fulfulde, but there was no alphabet. They decided to teach their community how to read and write Fulfulde. Then, the boys decided which shape could be a letter in their Fulfulde alphabet.

2. Based on evidence from the text, Ibrahima and Abdoulaye are most likely...

- Ⓐ cowardly
- Ⓑ inventive
- Ⓒ relaxed
- Ⓓ paused

3. Which sentence from the text explains why the brothers decided to make an alphabet?

	CAUSE		EFFECT
Ⓐ	Fulfulde was a great language for talking and singing.	➡	Abdoulaye and Ibrahima decided to create an alphabet for their language.
Ⓑ	Ibrahima and Abdoulaye shut themselves in their room, closed their eyes, and drew shapes.	➡	Abdoulaye and Ibrahima decided to create an alphabet for their language.
Ⓒ	First, they taught their younger sister how to read and write with the new alphabet.	➡	Abdoulaye and Ibrahima decided to create an alphabet for their language.
Ⓓ	If somebody had a message to send, they couldn’t write a letter in their language.	➡	Abdoulaye and Ibrahima decided to create an alphabet for their language.

4. Write a follow-up question based on the text and images.

The Talent Show

Reader's
Notes

“Finally!” The school had officially announced the date of our talent show, and every student was talking about it at dismissal. In four weeks, students, staff, and parents would gather in the auditorium to celebrate our talented student body. Something nice about our school is that everybody supported the performers. Even when performers made mistakes or got too nervous, the audience would still be polite.

While my class waited for our parents to pick us up, we were all guessing which students would perform, and what talent they might showcase. I had never performed in a talent show before, but this year all my friends were planning to, so I decided I would as well. Jeremiah was going to do some magic tricks. Dion was going to do a pogo-stick routine. Anita and her friends were going to do a choreographed karate routine.

My friends turned to me. “What are you going to do, Brandon? It’s our last talent show before we go to middle school.”

I shrugged my shoulders. “I dunno,” I said. “Maybe I’ll tell some jokes.”

“That’ll be great. You always make us laugh during lunch,” Anita responded.

“And during math... and science...” added Dion. My friends laughed.

I smiled, waved goodbye to them, and got in my dad’s car.

On the way home, I kept thinking about the talent show. My friends made an important point- this was going to be our last chance to perform in the school talent show. Maybe telling jokes wasn’t cool enough. I needed to think of something the audience would really love. I began brainstorming in my head. I did tell a lot of jokes, and people seemed to think I was funny... Maybe I could do some impressions of celebrities too...

My dad interrupted my thoughts. “Brandon, before we go home, we should stop at the store. I need to pick up a few more things for dinner.”

We both assumed it would be a normal trip to the grocery store. Imagine our surprise when my dad parked, opened the car door, and in flooded music! We grabbed our grocery bags and began walking up to the store, investigating where the sound was coming from. Right next to the store’s main entrance was a guitarist, drummer, and saxophonist. The band was there to promote some special fundraiser the store was doing. A crowd of shoppers had gathered, and they cheered *enthusiastically* as the song ended. The guitarist spoke into his microphone. “Thank you very much, everybody. This is another original song that I wrote. I hope you all enjoy it.”

The crowd cheered once more, as the man began strumming his guitar and singing into the microphone. *The audience loves this*, I thought to myself. Then, the lightbulb turned on in my head. “Dad, I know what I want to perform for the talent show.”

To be continued...



Answer these questions based on the text.

1. Which story elements has the author written in this story so far? (There’s more than one answer.)

- (A) characters
- (B) setting
- (C) solution
- (D) resolution

The Talent Show

2. “Then, the lightbulb turned on in my head.” What do you predict Brandon is planning?
What evidence supports your prediction?

3. The words “guitarist” and “saxophonist” have the same suffix.
Another word with this suffix is _____.
How does this suffix change the meaning of a word?

4. Pick the answer that correctly finishes this sentence:
A reader thinks Anita might be athletic because...

- ☐ Ⓐ ...in the text it states that Anita will be performing a pogo-stick routine.
- ☐ Ⓑ ...in the text it states that Anita will be performing a choreographed karate routine.
- ☐ Ⓒ ...in the text Anita said, “You always make us laugh at lunch.”
- ☐ Ⓓ ...in the text Anita laughed.

5. If you were going to participate in a talent show, what would you perform?

Reader's
Notes

The Talent Show, part 2

When I first told my dad that I wanted to sing a song and play the guitar in the talent show, my dad turned to me with **furrowed** eyebrows. "But you've never even held a guitar," he responded.

I shrugged my shoulders and smiled. "How hard can it be?"

My dad shook his head with a smile. "I'll see if Aunt Terry will lend you her guitar for a while."

A day later, my dad drove us to my aunt's house. When he explained that we were borrowing the guitar for a talent show, Aunt Terry's eyebrows shot up in surprise. "Brandon, have you ever played the guitar before?"

"No ma'am," I responded **breezily**. "Could you show me a thing or two?" This will probably be a piece of cake, I was thinking to myself.

"I'll show you a few chords," said Aunt Terry. "A chord is when you play a lot of notes at once." Aunt Terry put the guitar strap around her back and held the instrument with two hands. She lightly strummed the guitar strings with one hand. Her other hand moved up and down the guitar's fingerboard. Her fingers gracefully danced around the strings. She made it look easy.

Next, my aunt sat me down and showed me how to hold the guitar. My left hand held the long fingerboard, and my right hand stayed near the hole in the guitar's body. First, Aunt Terry just let me strum the strings. I could feel the body of the guitar vibrating each time I strummed or picked a string.

Just when I started to think it was easy to play the guitar, Aunt Terry taught me that I needed to press down on many different strings with my left hand to make a chord. She moved my fingers to different frets on the fingerboard. I pressed down on all 6 strings and tried strumming. Some strings barely made any sound, and some strings buzzed unpleasantly. I tried to keep pressing down on the strings, but they hurt my fingers. I put the guitar down on my lap and shook my hand to relieve my throbbing fingers.

"Your fingertips will be a little sore at first, but you'll get used to it. How long do you have until the talent show?" Aunt Terry asked.

"A little less than 4 weeks," I said. Aunt Terry let out a little whistle.

"Well, if you really stick with it you can make a lot of progress in a few weeks," she said with a smile. "I'll be there cheering you on!"

Aunt Terry gave me a few more tips and some websites that I could learn from. I thanked her, and my dad took us back home. He glanced at me and said, "Are you still set on performing your own song at the talent show?"

I nodded my head. "I have 4 weeks! That should be plenty of time to learn a few notes. The audience is going to love it." I looked down at my sore fingertips.

When I got home, I got to work practicing on Aunt Terry's guitar. I tried to make my fingers dance around the strings the way Aunt Terry did, but I couldn't get the strings to make the right sound. My fingers hurt a lot from pressing down on strings on the fingerboard. Was I really going to be able to play this instrument in a few weeks?

The next day, I picked the guitar back up. I will practice two chords today, I told myself firmly. I will not give up until I can play those two chords. My fingers stumbled to make the chords, but I kept trying until I was able to strum across the strings and get the right sound. I smiled to myself.



The Talent Show, part 2

Reader's
Notes

The following day, I picked up the guitar again. I tested my memory. Could I play those chords again? My fingers got into the correct position quickly. I strummed, and every string played a beautiful note. Yes! It was time to learn my third chord. My father stood nearby, watching me figure out the finger position for a C chord. "It's sounding pretty good, Brandon."

I smiled up at him. "Listen to this!" I strummed the G chord four times. Next, I strummed the D chord, but my fingers got confused and made an unpleasant sound.

My dad laughed gently. "You've made some progress, but it sounds like you still have a few kinks to work out."

When I told my friends that I was going to play a song on the guitar for our talent show, they looked at me with wide eyes. "Are you serious, or are you practicing a joke right now? You've never played any instrument before!"

"I'm serious! I've been learning how these last few days."

My friends glanced at each other. Jeremiah spoke up. "Well, you could always be my magic assistant," he said slowly while shrugging. "You know, if you change your mind."

"No thanks," I responded. "Just wait. The audience is going to love it."

To be continued...

Answer these questions based on the text.

1. In the text, Aunt Terry let out a whistle when Brandon said he had 4 weeks to learn to play the guitar. Later, Brandon’s friends thought he was joking when he told them his idea. What can you infer about these actions?

2. Which of these titles sounds like a resource Brandon can use to prepare for the talent show?

- (A) *The Science of Sound and How We Hear*

(B) *Susie and the Magic Guitar*
- (C) *Note by Note: How to Play Popular Music on the Guitar*

(D) *Backstage: Biographies of Famous Musicians*

3. Based on evidence in the text, how do you think Brandon is feeling about his future performance?

The Talent Show, part 3

Reader's

Notes

Time flew by. It was already the week of the talent show, and the days continued to drop away. I was practicing on the guitar every evening, and I could tell I was improving. My chords sounded clear most of the time, and my fingers didn't feel sore anymore after practicing.

Three days before the talent show, we had a quick rehearsal so everybody would know the order they were performing in. Right before my turn, the announcer called my name. "And next, we have Brandon O. performing an original song and playing the guitar!"

My stomach dropped down to my feet. I had spent all this time practicing my chords, and I had totally forgotten about a song! I stepped on to the stage and noticed my mouth felt dry and my hands were very cold. "You don't have to sing right now," the director said. "Just make sure that you're standing in the light."

"Okay, thank you," I said into the microphone. I could hear the trembling in my voice.

The director continued talking. "During the actual show you can introduce yourself and tell us the name of your song. Then you'll play your guitar and sing, the audience will clap, you'll bow, and then you'll exit the stage on the same side you entered from. Got it?"

"Got it," I said into the microphone. I forced a smile and gave a thumbs up. I was doomed.

When I got into the car at dismissal, my dad must have seen the panic on my face. I told him that I was supposed to be singing and playing the guitar, but I still didn't have a song! "Maybe it's not too late, and I can just tell jokes instead," I thought out loud.

"You've been working so hard to learn those guitar chords, though. You can't just give up now! Why don't we do some brainstorming? What kind of song do you want to write?"

My gears started turning. "I'm definitely not into love songs... and I think a sad song might bring down the mood too much..." I thought about how easily I make my friends laugh. Comedy was one of my strengths. "Maybe I can write a silly song!"

My dad helped me brainstorm some subjects for my song as we drove home. By the time we were getting out of the car, I had the beginning of a very silly song. I went straight to my room, picked up Aunt Terry's guitar, and tried playing some chords while I sang along. My dad laughed when he heard some of my lyrics.

*I am an inchworm, an itty-bitty inchworm,
on my way to school.
I scooch with my uniform and itty-bitty backpack,
because those are the rules.
"Hey" said the blue jay, the big mean blue jay,
"let me show you something cool..."*

On the day of the talent show, I woke up with butterflies in my stomach. It was hard to focus on classwork. Everybody kept talking about the different acts they were excited to see.

That evening, all the performers were backstage, and the air was buzzing with energy. I couldn't keep still. I kept humming and whispering the words of my song, hoping that I wouldn't forget any lyrics when it was my turn to perform. I tuned in to my friends' performances and cheered along with the audience.

Finally, it was the moment I was looking forward to and **dreading** at the same time. "And now, we have Brandon O. playing the guitar and singing an original song!"

The audience cheered. Jeremiah patted me on the back. "Break a leg," he called out. I walked on stage, gripping Aunt Terry's guitar. ~~so~~

The Talent Show, part 3

Answer these questions based on the text.

1. The author decided not to write what happens when Brandon performs his song. What do you predict will happen?

2. Which of the following is the best summary for this entire story?

- (A) Brandon wanted to play guitar for his talent show, but he had never played any instrument before. So, he spent every evening learning how to play for 4 weeks and wrote his own song. Then he stepped on stage to perform.
- (B) Brandon wanted to play guitar for his talent show, but he had never played any instrument before. It was difficult learning to play the chords and he had to practice a lot. He forgot he also needed to write a song. His dad helped him brainstorm ideas.
- (C) Brandon borrowed his Aunt Terry’s guitar. She taught Brandon how to start playing chords, but it hurt his fingers. He kept practicing, and he wrote his own song.
- (D) Brandon wanted to play guitar for his talent show. He forgot all about writing a song. His dad helped him brainstorm some ideas.

3. Different readers drew conclusions about the characters in this story:

- Brandon is a class clown.
- Brandon is determined and knows how to persevere, or stick with a challenge.
- Brandon’s father is supportive and wants Brandon to succeed.

Write the evidence for one of these claims.

4. In the third paragraph, Brandon’s hands felt cold and his mouth was dry. Why did he start feeling this way?

- (A) Brandon forgot the words to his song.
- (B) Brandon forgot he still needed to write a song.
- (C) Brandon had never performed in front of people before.
- (D) Brandon didn’t get to drink water that day.

Reader's
Notes

The Bicycle Deal

Erin believed the fair thing was for her to get a new bicycle. After all, her younger brother got one for his birthday! However, Erin's father disagreed. "This isn't about fairness, Erin. Benjamin is too big for his old bicycle now," he told Erin. "It would be unsafe to make him keep riding it. You haven't grown more than an inch! You can keep using your bike until you're too tall for it."

Erin huffed and glared at her old bicycle. The stickers were peeling off the frame, and there were scratches and **scuff** marks all over. The bike chain and gears were dirty. The handlebars were sticky and worn down. "You know what," she replied to her dad, "I've been saving up my money this year. Maybe I have enough to buy myself a new bike!"

Erin sat at the table and **hotly** counted her money, down to the penny. She searched online by typing "new bikes for sale" in the internet search engine. Erin scrolled through her choices, but her heart sank lower and lower as she saw the prices. She didn't have enough money to buy herself a new bike. She couldn't even buy half a bike! Erin sighed and slouched down in her chair.

Erin's mother walked by and glanced at the computer screen. "Erin, why do you want to buy a new bike?"

Erin **gestured** to her old bike. "This bike is so old and worn. Just look at it!"

"Well, some people sell their old bike so they can get a little more money to buy a new one. What if you tried that?"

Erin stood up and walked to the bike. "The bike works just fine... but do you really think somebody would buy this piece of junk?"

Erin's mom laughed and replied, "Maybe you shouldn't call the bike a piece of junk when you're trying to sell it. I would also recommend fixing it up a little bit. You could clean off the bike chain, repaint the frame, and put new tape on the handlebars. I'll even give you \$25 to buy supplies. When you sell the improved bike, you could probably make a good **profit**."

Erin decided to follow her mom's advice. First, she would improve the bike's **appearance**. Then she would sell the bike and use that money to buy a new one! The bike she wanted was \$128. She already had \$60. She could use the \$25 from her mom to buy some paint and handlebar tape. Then, if she could sell her old bike for \$68, she would have enough to buy the new one!

Erin got to work. First, she removed the bike chain and gears. She brushed and wiped away the dust and **grime**. She carefully oiled the chain and gears and set them aside. Next, she removed all the stickers from the bike frame along with the old handlebar tape. She cleaned off the frame, and her dad helped her apply teal spray paint.

While the paint dried, Erin examined the wheels of the bike. Nothing was bent, and the tires were still in good condition. She just wiped off the metal spokes of the wheels. 'This is a pretty good bike,' she thought to herself. Maybe she could even sell it for more than \$68.

After the bike frame was dry, Erin wrapped new tape around the handlebars. This orange tape was thick and sturdy, and it looked great with the teal bike frame. Finally, Erin re-installed the clean bike wheels, gears, and chain. She stood back to admire her work.

"That bike looks amazing!" Erin's mom had come out to admire Erin's work as well. "How much are you going to try to sell it for?"



The Bicycle Deal

Reader's Notes

Erin **considered** this question for a moment. The bike really did look great. “I could probably sell it for \$75 at least,” Erin began. “But after putting in all that effort, I think I’m going to keep this nice-looking bike for myself!”

Answer these questions based on the text.

1. Compare and contrast Erin in “The Bicycle Deal” and Brandon in “The Talent Show” below by writing statements. On the last line, write your statement and put a ✓ in the correct columns.

my comparison statements	Erin	Brandon
	✓	✓
	✓	
		✓

2. Which of the following proverbs, or sayings, explains a lesson Erin learned in this story?

- (A) “If it is earned with hard work, it is even more beautiful.”

(C) “Be the first in the field and the last to the couch.”
- (B) “Wait long enough, and people will surprise you.”
(D) “Money can’t buy happiness.”

3. Based on the text, which conclusion is most likely true?

- (A) Erin’s parents probably don’t have enough money to buy Erin a new bike.
- (B) Benjamin probably gets more gifts than Erin does.
- (C) Erin probably rides her bike a lot.
- (D) Erin probably doesn’t ride her bike that much.

4. Write a summary for this story. Make sure to include all the elements of a story.

W. Kamkwamba: Engineer & Innovator

William Kamkwamba has been changing the world since he was a child. He was born in Malawi, a country in southeastern Africa, and grew up on his family's farm. William attended Wimbe Primary School until he finished 8th grade. The following year, in 2001, William was accepted into secondary school. However, there was extremely poor weather that year, which led to a severe **famine**. The Kamkwamba family's crops suffered. William's family was unable to pay the school fees. William was told to leave school until he could bring the money he owed.

The family could not afford to send him to school, but William did not want to stop learning. William began visiting a small community lending library located at his old primary school. He found a textbook titled Using Energy. The textbook cover had a picture of **wind turbines**, or windmills. William learned how wind turbines use wind to make electrical energy. William looked around his house. His family depended on oil lanterns to light up the house. These tiny flames were smoky and only produced a weak light. The oil was expensive, and they had to travel hours to go buy it and bring it back home. William realized that wind turbine technology could greatly improve his family's life. So, he decided to build one.



William Kamkwamba started by building a small **prototype**, just to make sure his design would work. He revised details on his prototype until he could get it to work. When the prototype was successful, William built a full-sized, 5-meter windmill using a broken bicycle, a tractor fan blade, and blue gum trees. With this windmill, William was able to power four lightbulbs in his house. He was able to charge his neighbors' cell phones.

Soon, William created another windmill that worked a water pump. William's family was able to use the water pump to **irrigate** their crops. Now, the family would not suffer as much from droughts and other harsh weather conditions.

William's projects attracted a lot of attention. Other engineers and scientists were very impressed; after all, William had not even completed 9th grade!

Different organizations gave William resources to continue his education. He graduated from Dartmouth College in 2014. To this day, William is still working hard to improve the lives of others through different projects around the world.



Glossary of Terms

dynamo—a machine that turns movement into electrical energy

famine—an extreme shortage of food; a time when there is not enough food to feed the people

irrigate—supply water to land or crops to help them grow

turbines—large machines that produce energy; usually, a wheel is moved by water, air, or steam and this movement is turned into energy (examples: windmills, water mills, turbojet engines)

W. Kamkwamba: Engineer & Innovator

Answer these questions based on the text.

1. Which answer shows the best summary for this text?

- William Kamkwamba attended school until the 8th grade. However, his family could not afford to pay for him to attend school anymore. He wanted to continue learning, so William taught himself about energy. Then, he decided to build a windmill to provide his family with more electricity. The windmill was a success. He built another windmill to pump water for the family’s crops. William still works very hard to learn new skills and to help people all over the world.
- William Kamkwamba was born in Malawi, a country in Africa. His family owned a farm. William went to primary school. Then, he wanted to go to secondary school. However, the family’s crops failed so they could not make any money. That meant William’s family could not afford to send him to school. William had to teach himself.
- William learned about wind turbines after reading a book in the library. He decided he wanted to build a wind turbine for his family. The wind turbine could provide electricity. First, he built a prototype. Then, he built a full-sized windmill that was 5 meters tall. The windmill could power four lightbulbs and charge phones. Then, William built another windmill that could pump water.
- William was born in Malawi. He found a textbook titled Using Energy. He started by building a small prototype. Then he created another windmill that pumped water. His projects attracted a lot of attention.

2. Based on the context clues, “secondary school” means...

- ...a student’s second choice for where they would like to go to school.
- ...the school a student attends for grades 1 through 8.
- ...the school a student attends for grades 9 through 12.
- ...a type of school where a student stays at home to learn.

3. Choose a claim to support with evidence from the text:

- William is motivated to learn.
 - William cares about the people in his family and community.
-

Visiting the Boardwalk

Reader's Notes

Normally, people probably start making an image in their minds when they hear, "We're going to the beach this weekend!" If they're like me, they imagine wearing sunglasses and sunscreen, feeling the warm air rising from hot sand, and dipping their toes into the cool, refreshing water. If they're like my younger brother, they start wondering if they can take a shark home as a pet.

My family lives in Chowchilla, California, and we never, ever take trips to the beach. I blame my two younger brothers for that; they get fussy on long car rides and must always stop to use the bathroom. However, they've grown up a lot this year, and since they're more mature my parents decided we could take a summer road trip!

My mom showed me our location on a map. Chowchilla is right in the middle of California. She began tracing our planned route with her finger. We would go west until we arrived in Santa Cruz, California, which is right on the beach. I started writing a packing list in my mind: bathing suit, sunglasses, shorts, sandals, snorkel, goggles. I planned to spend my time splashing around in the water, then baking dry under the hot summer sun. We loaded the car with supplies for the 3-hour trip and began our journey to Santa Cruz!

My brothers entertained themselves with some action figures and sing-along songs. I napped and looked out the window as we drove. It was a quiet and boring three hours, but that's better than a loud and whiny three hours.

We were able to see blue ocean water meeting the sky as we approached Santa Cruz. "Welcome to Monterey Bay," a sign said. It was a sunny day, and the water sparkled like jewels on a blanket. We parked near the **wharf**, which is like a parking lot for boats and ships. We all jumped out of the car. My exposed arms, legs, and face were instantly slapped by freezing cold wind!

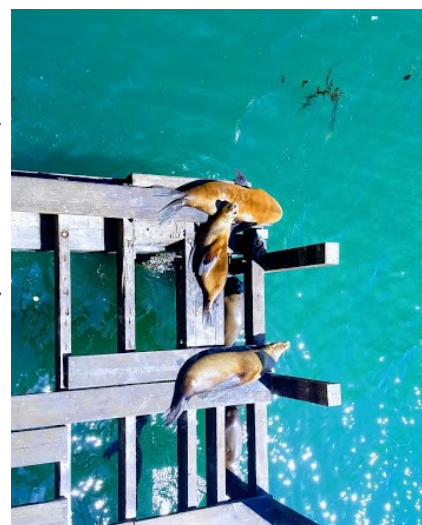
"It's too cold," my youngest brother howled. My mom quickly dug around in the car and pulled out some sweaters for us.

"This is not what I was expecting," I mumbled as I hugged myself to get warm. If the air was this cold, I could only imagine how cold the water was! Looking around, I noticed that people surfing and splashing around were wearing wetsuits that covered their whole body. Those suits must keep them warm, I thought. As we walked along the wharf, we passed by some restaurants and stores. When the buildings blocked us from the wind, it was a nice relief.

The wharf was like a long wooden bridge with a dead end. When we got used to the chilly air, we were able to notice some interesting details, like a strange sound echoing from below us. It was a mix between a honk and a bark. We peered over the edge of the wharf and saw sea lions relaxing!

"Look at that," my brother yelled, pointing at the sunbathing animals. "Can we have one as a pet?" One of the sea lions looked up and waved a fin at him. Another sea lion began to wiggle its way onto the platform, crawling over other sea lions and making them bark. I took a few pictures of the animals. One sea lion rolled off the platform and into the water. I watched it swim under the wharf and noticed big orange starfish hugging the wooden posts of the wharf. I pointed them out to my brothers. One brother asked, "Can we have one of those, too?"

We began the walk back to the car. One of my brothers suddenly stopped and pointed out to the beach. "Mom, Dad, if you're not going to give us a sea lion or a starfish then AT LEAST take us there, please!" We looked where he was pointing and saw colorful rides. It was an amusement park! For once, I agreed. We smiled at each other and raced to the park. 



Visiting the Boardwalk

Answer these questions based on the text.

1. What is the author’s main purpose in writing this text?
- (A) The author wants to persuade readers to visit Santa Cruz beach by listing all the amazing beachside activities.

(B) The author wants to inform readers about the Santa Cruz beach animals by explaining how they live.

(C) The author wants to entertain readers by sharing a story about a family visiting Santa Cruz beach for the first time.

(D) The author wants to entertain readers in describing Santa Cruz beach with lots of poetic language.
2. Think about the voice and point of view of this text. Which of the following would be the best caption for the image?
- (A) When we saw this sea lion look up at us and flap his fin “Hello”, we couldn’t stop laughing!

(B) The sea lion is a mammal that travels a long distance in the Atlantic Ocean.

(C) Velvety brown, gliding gracefully through the water

(D) The #1 reason your family should stop by Santa Cruz beach: SEA LIONS!!
3. Which of the following is the best summary for this text?
- (A) One day, a California family planned to travel to the beach. However, the family never gets to go to the beach because the youngest brothers are too young. So, the mom showed the family how they were going to get to the Santa Cruz beach.

(B) One day, a family travelled to the beach for the first time. The narrator thought it would be warm and sunny, but it was cold and windy. The family still had a good time watching the animals near the boardwalk, and they were also going to enjoy the amusement park.

(C) One day, a family travelled to the beach for the first time.

(D) At the beach, it was sunny but cold. Luckily, their mom brought sweaters. They were able to see animals and go to an amusement park.
4. The narrator is interested in learning more about the animals seen near the boardwalk. What is a follow-up question the narrator might have about those animals?

Ocean Habitats

Reader's Notes

Along the coast of California are rocky shores and sandy shores. Cold waves wash along beaches, and in some areas, people surf or swim. Others dive underneath the water to explore the amazing, diverse world that exists below the surface. One of these amazing ecosystems is known as the **kelp** forest.

From above the water, all you might see is tangled messes of golden leaves and stems called kelp. Kelp is as important to the ocean as trees are to the land. Kelp provides food, oxygen, and shelter for underwater creatures. Over 1,000 species of living things depend on this kelp to survive! Kelp, like most other plants, grows from the ground and reaches for sunlight. It can grow to 50 meters in height (that's about 164 feet), with little pods of air helping it float towards the surface.



Sea otters also swim around near the kelp. These mammals have thick fur to stay warm in the cold water; in fact, they have the densest fur of any animal! They eat a lot of food to keep warm, as well. One of the sea otter's favorite foods is sea urchins.

Sea urchins look like a dark, prickly ball. The spiny part is a shell. Inside, the sea urchin is very soft. Sea urchins crawl around the seafloor, finding plants to **graze** on. Its spiny shell protects it from many predators. Hopefully you never accidentally step on one with a bare foot!



Another animal that enjoys eating sea urchins is called the California sheephead. This fish has big, blunt teeth that look like human teeth. It also has a strong jaw. These two characteristics come in very handy for eating sea urchins. The California sheephead learns to flip over sea urchins- there are no sharp spines on the underside- and the fish can bite and eat the animal inside the shell.

Sea otters, sheephead, and other animals keep the sea urchin population in check. This helps protect the entire kelp forest. Sea urchins spend all day **grazing**. When sea urchins find kelp, they chew through the stem and the whole kelp plant dies. When the kelp dies, all the species that depend on the kelp disappear as well.

In **sanctuaries** where people are not allowed to hunt, fish or ride large, noisy boats, otters and sheephead can live peaceful lives. In these areas, the kelp forest **thrives**, or stays healthy and strong. However, outside of the **sanctuaries**, the otters and fish get hunted. Then the sea urchin population grows too much, which leads to the death of kelp forests.

Humans are trying to keep the world in balance. For a long time, otters were being hunted because people wanted to buy their fur. Now, we realize they are important for keeping balance. People noticed that fishing and boating were harming underwater communities, so they started creating rules so others would know where they could do those activities. Hopefully, humans will continue to take steps to keep a balance in the world. We want our children to be able to enjoy seeing the amazing, diverse creatures of this planet just like we have! ❧

Ocean Habitats

Answer these questions based on the text.

1. Which context clues below explain the meaning of the word “sanctuaries”? There is more than one answer.

A
In the paragraph before the word **sanctuaries**, the author says that sea urchins can kill kelp forests because they chew threw the stems of all the kelp.

B
Right after the word **sanctuaries** there is a comma and it says “where people are not allowed to hunt, fish or ride large, noisy boats”.

C
In another sentence with the word **sanctuaries**, it says that “outside of the **sanctuaries**, the otters and fish get hunted”.

D
After the word **sanctuaries**, the text says that humans are trying to keep the world in balance.
2. The text says that in sanctuaries, “the kelp forest *thrives*, or stays healthy and strong.” Based on context clues, what is another word that means the same thing as *thrives*?

A

dies

B

prosperes

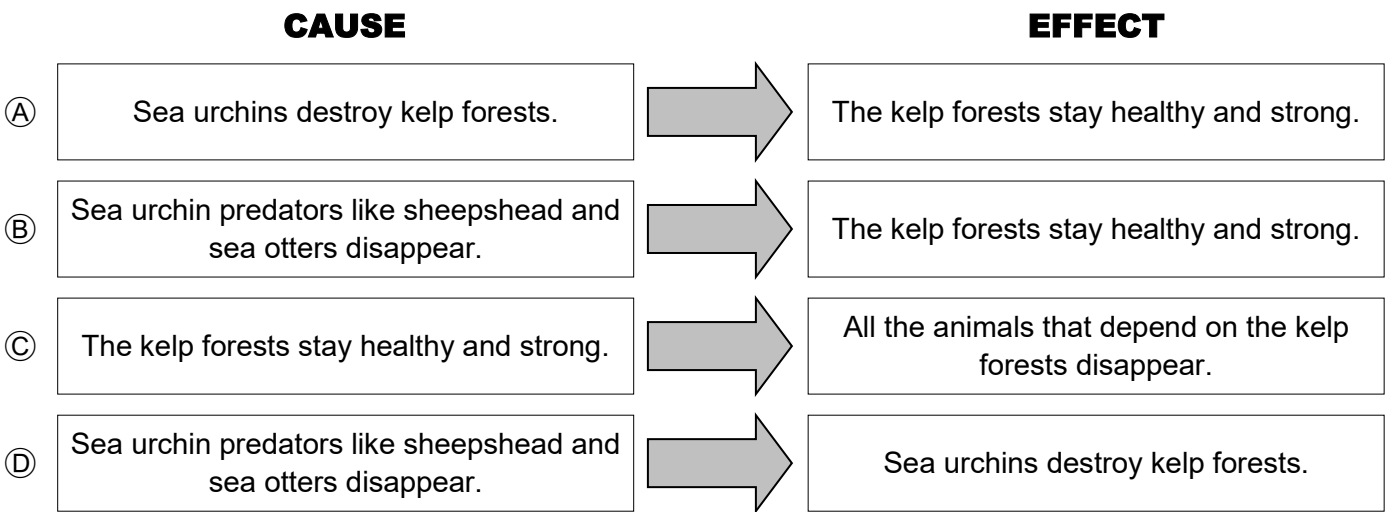
C

fails

D

vanishes

3. Which choice below is correct?



4. Which of these opinions best fits the theme of “Ocean Habitats”?

- A
It is best if people are allowed to fish and hunt wherever they want.

C
It’s not important if sheepshead and sea otters disappear.
- B
It’s better to let sea otters be in their natural habitats where they aren’t being bothered or hunted by humans.

D
Otter fur is the best for making coats and hats.

Reader's
Notes

Making the Choice

My brother Max and I learned an important lesson today. It started a little over a week ago, when Max and I were playing in the park like we did every weekend.

On that important day, we were practicing our soccer moves. After some dribbles and passes, we started doing drills at the goal. I was goalkeeper. Max kicked the ball, trying to roll it past me. I stepped to the side and **deflected** the ball. "No goal point for you, Max!" The ball bounced far, so Max and I ran after it. The ball stopped under a bench. I knelt to pick up the ball and noticed a brown wallet in the grass.



I sat on the bench and examined the wallet. Max sat next to me. "Do you think the owner is looking for it?"

I opened the wallet. Inside were several hundred-dollar bills! "The owner is definitely looking for this!"

I was about to start pulling out the contents of the wallet to see who it belonged to, but the nearby clock tower started tolling. "It's five o'clock- we've gotta get home to help with dinner." Max stood up. I put the wallet in my pocket and followed him home.

After dinner, Max and I began pulling everything out of the wallet, hoping to find out who owned the wallet or expecting to discover clues about where they lived. There was a city library card and a credit card. Both cards had the same name: Walter Owens. There was no phone number for Walter Owens, and there was no address.

"Maybe the library can call Walter Owens. They can tell him that we have his wallet, and that he can come pick it up."

Max was nodding along as I spoke. "That could work," he replied. "But...do we have to return the wallet? If Walter Owens really needed this wallet, wouldn't he have kept searching until he found it? If I lost this wallet, I would still be desperately searching for it." He opened the wallet and took out the money. "This is 450 dollars. We could do a lot with 450 dollars..."

I opened my mouth to respond, and then closed it. I had been so sure that returning this wallet was the honorable thing to do, but Max was making a good point. Maybe Walter Owens didn't care that much about this money. "Mom's birthday is in a few weeks," I thought out loud. "We could use some of this money to get her a really nice gift. And our soccer ball is about to fall apart."

"Plus, the family's going to the lake in a few days and we could use some of this money to finally rent a kayak! We've always wanted to do that!"

"And after all that, we'd still have some money left over!" It was **thrilling** to think of how we could use 450 dollars, but there was still a doubt in my heart. "Max, I'm not sure. Do you really think it's okay to keep the money?"

Max gave a half-nod, then shrugged his shoulders. He must have felt conflicting doubt in his heart, too. "Let's think on it. Keep it on your shelf. We won't touch the wallet until we're sure about what to do with it. For now, let's finish our homework before it gets too late."

To be continued...

Making the Choice

Answer these questions based on the text.

1. Which context clues describes the meaning of the word *deflected*? (3 answers)

- (A) In the sentence before the word *deflected* is used, it says the boys are practicing soccer drills.
- (B) In the sentence with the word *deflected*, it says “I easily...”
- (C) In the sentence after the word *deflected* is used, it says the ball bounced far.
- (D) After the word *deflected* is used, it says Max didn’t get a goal point.

2. The narrator is sharing a story that started a week ago. He begins by saying, “Max and I learned an important lesson today.” Based on what you have read so far, what do you think the important lesson will be?

3. Based on clues in the text, the reader can draw conclusions about the narrator. Which statement is most likely true?

- (A) The narrator is most likely an adult.
- (B) The narrator is probably a kid.
- (C) The narrator is probably lonely.
- (D) The narrator is most likely mischievous, or sneaky.

4. Which option is the best summary for this story so far?

- (A) Two boys were playing outside when they found somebody’s wallet. However, they weren’t sure if they wanted to return the wallet or keep the money. So, they decided to keep the wallet. They used the money to buy their mom a birthday gift.
- (B) Two boys were playing outside when they found somebody’s wallet. However, they weren’t sure if they wanted to return the wallet or keep the money.
- (C) Two boys learned an important lesson. They searched in the wallet for clues and found out the man’s name. They found a library card, a credit card, and 450 dollars.
- (D) Two boys found a wallet with 450 dollars. They wanted to spend the money on a new soccer ball, a birthday gift for their mom, and a kayak ride.

Reader's
Notes

Making the Choice, part 2

A few days after finding Walter Owens' wallet, the family prepared to go to the lake together. However the wallet stayed on the shelf, untouched.

At the lake, Max and I **enviously** watched people kayaking on the water. The kayakers laughed as they paddled and splashed in around, while we just sat quietly on the grass. The kayaks were always too expensive for us to rent, even for just an hour. I turned to Max. "Maybe we should have brought some of that cash for a kayak..."

My cousin Jamie overheard me. "What cash," she asked. Max explained our wallet **dilemma**.

Jamie looked at us with disbelief. "450 dollars?! And the wallet is just sitting on your shelf?!"

"Yes, it is! The **dilemma** is that we keep thinking about how we could use that money for so many different things," Max replied. "but then sometimes we think we should just get it back to Walter Owens." He shrugged and sighed.

That evening, the family had dinner at a pizza place near the lake. We all got up to leave and walked to the exit, satisfied with our meal. Suddenly, our mom gasped and froze. "My purse! I left my purse in the bathroom!" She ran back inside. A moment later, she walked up to us with a beaming smile on her face. "I am so relieved... I left my purse in the bathroom, and somebody with amazing **integrity** took it to the cashier for safe keeping. They didn't take a single thing!" Mom's eyes were shining as if she was about to cry because she was so happy.

I turned to look at Max, who was looking at me. Finally, neither of us had a single doubt about what we should do with the wallet.

The very next day, Max and I walked through the library doors as soon as the building was open for business. We went straight to the front desk and asked the clerk to call Walter Owens, explaining that we had found his wallet and wanted to return it to him. The clerk said that Mr. Owens would be at the library in about twenty minutes. We decided to wait for Mr. Owens at the library so that we could apologize for taking so long to return his property.

"That whole time, we kept thinking about using the money to buy our mom a gift..." started Max, "but what if Walter Owens had been saving all this cash to buy his own mom something?"

After twenty minutes, a man walked up to the library clerk. "Hello, I'm here to pick up my wallet. My name is Walter Owens." The man was very tall, and older than our mom.

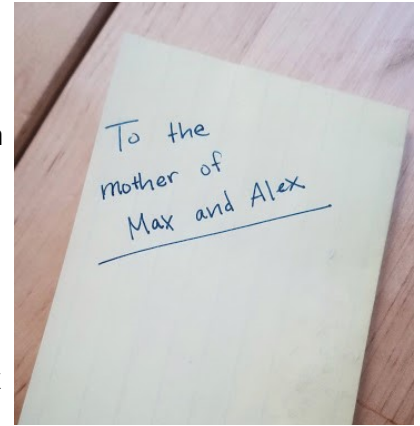
Max and I stood up. Max spoke. "Mr. Owens, our names are Alex and Max. Here is your wallet." I held out the wallet with two hands.

The man took his wallet while looking at us with serious eyes. "I'm grateful...but I'm also suspicious. I dropped my wallet several days ago. I went back to the park bench that same day and it was already gone. Do I need to count how much money I have left in my wallet?"

Max looked down at the floor. I spoke up. "Honestly, Mr. Owens, we weren't sure what to do at first. It crossed our minds to use the money ourselves... but we didn't take a single dollar. Sorry it took us so long to do the right thing."

Walter Owens nodded his head. His mouth had the smallest hint of a smile. "What were you thinking about using my money for?"

Max and I glanced at each other. "A new soccer ball, our mom's birthday gift, renting a kayak," Max listed.



Making the Choice, part 2

Reader's Notes

Walter Owens gave us both a stern look. "I understand how tempting it must have been to keep this. I worked hard to earn my money. Even the wallet is special to me, as it was a gift from my only niece. I'm very grateful that you both made the choice to return it to me. It was **generous** of you to consider using this money to buy your mom a gift, but you are also showing other virtues by returning my property instead: honesty, empathy, and integrity."

Walter Owens quickly wrote something down on a piece of paper at the clerk's desk. Then, he took two twenty-dollar bills out of his wallet. "This money is for you two. It is my way of thanking you for choosing to return my wallet. You can certainly find your mom a nice gift for forty dollars." The man handed us the note he wrote. "This note is *my* gift to your mom. Please make sure to give it to her." With that, Walter Owens waved goodbye to us and left the library.

I read the note from Walter Owens out loud. "To the mother of Max and Alex: You may not know this, but your sons recently discovered my wallet in the park. The boys found it in their hearts to return my wallet to me, leaving my money untouched. This reflects the virtues that you have raised them with. Thank you very much. I know you must be very proud of them. Sincerely, Walter Owens."

Answer these questions based on the text.

1. Based on context clues, what is most likely the definition for the word *enviously*?

- (A) **Watching enviously** means "watching something while feeling guilty." (C) **Watching enviously** means "watching something boring".
- (B) **Watching enviously** means "watching something while feeling jealous". (D) **Watching enviously** means "watching something while feeling joy".

2. In the text, Max explains their wallet *dilemma*.

"The **dilemma** is that we keep thinking about how we could use that money for so many different things," Max replied. "but then sometimes we think we should just get it back to Walter Owens." He shrugged and sighed.

Underline context clues for the meaning of *dilemma*. Choose the best synonym for *dilemma*.

- (A) competition (B) gamble (C) problem (D) treasure

3. At the beginning of the story, Alex says he and his brother learned an important lesson. What was the important lesson that they learned?

Reader's
Notes

The Show Starts at Dark

"Seriously? You picked this old movie instead of the new 3D action movie that just came out yesterday? How lame!!" Makayla stomped over to the living room chair and sat down with a huff. "We NEVER get to go to the movies, and you chose the most boring option ever!"

"Stop complaining, sis," Sheldon responded, rolling his eyes. "You'll get to pick next time. Besides, you picked that ridiculous vampire movie two weeks ago and I didn't complain."

Makayla just responded with another huff.

"The movie starts in an hour," Dad called into the living room. "Let's get going so we can find a good spot to park! Makayla, do you want to stay here and complain all night, or will you be joining us?"

Makayla slowly stood up while Sheldon **snickered**.

Makayla and Sheldon had never been to a drive-in movie. As soon as they got in the car to leave, they could tell this was going to be a different experience. Their mom had packed blankets and a big bag of snacks for them to take. They even had a small cooler with each person's favorite bottled beverage. 'Even if the movie is awful, at least we'll have snacks,' Makayla thought to herself.

Their car paused at a small **kiosk** with a woman inside. Mom bought tickets for each person in the car. "Remember to turn off your car's lights when you park," the woman said. "Also, the movie speaker is on a stand right next to each parking spot." The family drove around a corner and saw a giant blank screen. There were already several cars waiting for the movie to begin.

Mom parked the car in the second row. She rolled down the window and grabbed a metal box the size of a brick. She hung it on the window of the car. "This is the speaker for the movie," Mom explained. Makayla and Sheldon looked around and saw that each car had their own speaker hanging on their window. Pleasant music was playing from the speaker right now, but Makayla predicted that it would change once the movie previews began playing.

There were also people walking around with red shirts and caps. One of these people stopped at their car. "Hello! Welcome to the drive-in," the man said cheerfully. "Can I get you all some popcorn, or pizza?"

Dad turned to look at the kids. "How about some popcorn?" Makayla and Sheldon nodded **enthusiastically**.

"Sure! Back in a flash," the man said. He jogged away, and quickly returned with a bucket of hot, fresh, buttery popcorn.

"He wasn't kidding," Sheldon said quietly, and Makayla laughed.

Then, the movie previews started. Images lit up the giant screen, and music erupted from the small speaker hanging on their car window. Even though the movie was old, Makayla had to admit that it was a very entertaining movie. It was about a clever archaeologist who goes on a great adventure to find a religious artifact. The whole family was laughing at the comedy and thrilled by the action sequences.



(Continued on the back)

The Show Starts at Dark

Reader's Notes

“Do you still think this was the most boring option,” Sheldon whispered to Makayla.

Makayla smiled and grabbed a handful of popcorn and took a sip of her juice. She nestled into her blanket. “I might choose this place next time, too,” she whispered back.

Answer these questions based on the text.

1. What kind of conflict is presented in this story?

- (A) Person vs. person: Makayla and Sheldon are disagreeing on which movie the family should go watch.
- (B) Person vs. self: Makayla has trouble deciding which movie she wants the family to go watch.
- (C) Person vs. outside world: Makayla’s family wants to see one movie, but she tries to get them to change their mind and see another movie.
- (D) Person vs. self: Makayla thinks the movie is going to be boring, but she has to go anyways.

2. At the end of the story, Sheldon asks Makayla if she still thinks the drive-in movie was boring.

Makayla smiled and grabbed a handful of popcorn and took a sip of her juice. She nestled into her blanket. “I might choose this place next time, too,” she whispered back.

Based on her dialogue and actions, what can you infer about Makayla’s opinion?

3. Makayla learned from this experience. In the future, she will most likely...

- (A) ...complain when she doesn’t get her way.
- (B) ...have an open mind when somebody suggests something new.
- (C) ...become an archeologist.
- (D) ...not want to go to the drive-in theater again.

4. Sheldon is writing a persuasive essay about going to the drive-in movie theater. What are some persuasive points he can mention based on the family’s experience?

Reader's
Notes

A Family Interview

Marcus was given a social studies project with several parts. He had to create a family tree, write a biographical essay for one of his relatives, create a mural, and explain a family artifact. Below is part of an interview Marcus did for his project.

M: Why did you decide to come to the United States of America?

G: I knew there would be more opportunities here for me and my children. I knew that here in the USA, my children would be able to go to school and they would learn more about the world.

M: Didn't you have school where you were before?

G: There was a school, but I couldn't go! I was just a girl, and it was too far to walk alone. Instead, my mother gave me lessons. She taught me to read and write. I learned to do the sort of math that I would need on the farm. She taught me to make clothes, and repair furniture. Then, when she had children, I learned to take care of them. I helped take care of all four of my brothers and sisters so my parents could continue running the farm.

M: So if we grew up on the farm, too, those are probably the skills we would learn?

G: Maybe! When I was 15 we sold the farm and the family moved to Chihuahua, Mexico.

M: Chihuahua, like the dog? Was Chihuahua another village?

G: No, Chihuahua is a city. After living in the country for so long, it felt like a huge, *bustling* city.

M: What were some differences you noticed?

G: There were cars everywhere. The honks and rumbles were *deafening*. And there was soda pop! I still remember the first time I drank from a bottle of Coca Cola.

M: You didn't have soda until you were 15?

G: I didn't even know it existed before we went to Chihuahua! My uncle bought one bottle. I had to share with all my siblings. I took a sip, and felt the bubbles fizzing in my mouth. I almost spit it out! That was the same day I heard Elvis Presley's music for the first time.

M: Who is Elvis Presley?

G: He was a famous rock-and-roll musician from the USA. He was so famous that people played his music all over the world. I started learning more about the culture of the USA when we moved to Chihuahua. I decided I wanted to move there. My brother decided to move with me.

M: Is it easy to move to another country?

G: Usually it is not easy. There are a lot of rules for how to move to another country. If you don't follow all the rules, the country will try to send you back. My brother and I were lucky. When I turned 18, the USA created a new law. Immigrants were allowed to come to the USA if they already had family here. One of my uncles had been living in the USA for several years. My father, brother and I were able to come to the USA and live with our uncle.

M: How did you feel when you came to the USA?

G: I felt excited, but scared. Many things were different. The apartment we lived in was very small. The food and water tasted... different. It didn't taste bad- just different.

M: What was the most difficult change?

G: I didn't speak enough English. In Mexico, everybody spoke Spanish. I never needed to learn English. When we moved to the USA, most people spoke English.

M: Did you start taking English classes?

A Family Interview

**Reader's
Notes**

G: I couldn't start taking English classes until I started earning money. I needed to find a job, but for many jobs, I needed to know how to speak English! So, I helped my uncle's wife in her laundry business. I taught her to sew, and we made some money fixing and cleaning clothes. My uncle had friends that spoke Spanish, and they helped me get a job at a store as well. Most of the customers who came to the store also spoke Spanish. Life was so different in the USA, but it was nice to hear my familiar language in the store.

M: I can understand how you were feeling. Strangers you met in the USA were difficult to understand, but the people in the store felt more familiar.

G: Exactly! The store felt safe and comfortable. That's where I met your grandpa. We got married and had a daughter- your mom! She grew up speaking Spanish at home and English at school. She became our translator. It took me many years to feel brave enough to take English classes. I finally decided to take classes because I saw how hard your mom was working. I was proud of my daughter because she had big dreams for her future. I wanted to show her that we should never stop learning, no matter how old we are. I hope that you also learn that, my grandson.

Answer these questions based on the text.

1. In the interview, M stands for Marcus, the interviewer. G stands for...

- Ⓐ Gina (Marcus' sister) Ⓑ Grandma Ⓒ Geraldo (Marcus' uncle) Ⓓ Gia (a neighbor)

2. Marcus has different parts of the project to complete. This interview is most likely a resource for the...

- Ⓐ family tree Ⓑ biography Ⓒ mural Ⓓ family artifact

3. Which of the following is a correct sequence of events in this interview?

- Ⓐ G goes to Chihuahua, Mexico ⇒ G's family sells the farm ⇒ G moves to the USA ⇒ G learns English
Ⓑ G moves to Chihuahua, Mexico ⇒ G moves to the USA ⇒ G works in several jobs ⇒ G learns English
Ⓒ G learns English ⇒ G moves to the USA ⇒ G works in several jobs ⇒ G moves to Chihuahua, Mexico
Ⓓ G learns English ⇒ G works in several jobs ⇒ G moves to the USA ⇒ G's family sells the farm

4. What is a follow-up question you would ask G after reading this interview?

Old House, New Story

Reader's Notes

Grandma and Grandpa had lived in the same house for Tyler's whole life. Sometimes the family would gather here for family events and holidays. However, today the family had gathered here to say goodbye to the house. Grandma and Grandpa had decided to move into a smaller home that didn't have stairs or a big backyard that needed to be mowed and raked. The family came together to help move Grandma and Grandpa's possessions to their new home, and to clean out a building with a lot of history.



Tyler, his sister Whitney, Mom, Dad, Grandpa, Grandma, and Uncle Eddie all stood in the living room. It was already full of boxes. Mom unfolded a piece of paper. "I wrote a list of tasks we need to finish," Mom said. "If we all work together, we can accomplish everything by evening! Then, we can enjoy a great dinner at China Orchid."

Uncle Eddie and Dad started by moving the furniture into the moving truck. Grandma, Grandpa, and Mom would keep packing items in boxes and deciding what to donate or throw away. Whitney and Tyler were told to wipe the windows and vacuum the empty rooms. They also had to carefully check the rooms to make sure nothing was left behind.

When everybody got to work, Tyler saw Grandpa pick up a photo album and sit in an armchair. "Hey Dad, I need to move this chair so I can roll up the carpet," Uncle Eddie said cheerfully while pointing to the chair Grandpa was sitting in. Grandpa had a sour look on his face. He muttered something but didn't get up. Uncle Eddie just shrugged, smiled, and shook his head. "I'll just come back later," Uncle Eddie said.

Tyler walked over to his mom and whispered, "Mom, is everything okay with Grandpa? Why is he looking at Easter photos from 4 years ago instead of helping to pack everything up?"

Mom glanced over at Grandpa and smiled gently. "I think he'll be okay. Moving to a new home is **bittersweet**. Grandpa's probably a little sad about saying goodbye to this old house. We'll give him some space for now."

Whitney wiped down the windows in the old empty rooms while Tyler vacuumed. Some of the corners were very dusty, because they had been covered by dressers and shelves for years. Tyler and Whitney also had a plastic bag for forgotten items that they found. Most of the items were small and uninteresting: hair pins, a thin book, a single glove, and 75 cents. Then, Tyler found something much more interesting.

He was using the vacuum's tube to suck up dust along the bottom of the walls. SHOONK! A chunk of the wall got sucked up and stuck to the vacuum tube! Startled, Tyler turned off the vacuum and the piece of wall fell to the floor. It was actually a piece of the wooden trim that lined the whole bottom of the wall. With the piece of trim removed, Tyler and Whitney saw a 6-inch long, rectangular hole in the wall.

"Do you think mice live in there? Or spiders?" Tyler disliked mice but was curious about spiders. Whitney shrugged her shoulders. They both knelt down in front of the hole.

Whitney took out her phone and turned on the flashlight. She shined it in the hole. "I don't see spiders or mice," Whitney declared. "But I do see a box!" She handed her phone to Tyler, and then she carefully reached her hands into the hole.

Whitney pulled out a yellow box made of metal. Tyler brushed off the dust and some old spiderwebs. The lid read "Butter Cookies". "Butter cookies?" questioned Tyler and Whitney at the

Old House, New Story

Reader's
Notes

same time.

Tyler looked at his sister. "Why in the world would somebody hide a box of butter cookies in the wall? There has to be something else in here," he thought out loud. He could tell they were both dying to know what was inside the box. "Should we open it?"

Whitney nodded her head enthusiastically. Tyler pried off the metal lid and set it down gently. He felt like an archeologist who had just uncovered ancient artifacts. He carefully removed the items from the container and laid them out on the floor.

Inside of the box, Tyler and Whitney discovered a tiny plastic baseball glove, elephant, and giraffe, a wooden flute, a silver coin, and a folded-up piece of paper. The paper probably used to be white, but now it was yellow. Whitney carefully unfolded the paper and read it out loud.

"Dear Raymond, thank you again for helping me out at the carnival. If you hadn't been there, my night would have been a disaster! Also, sorry again about your shirt. I'll patch it for you any time. Sincerely, Marilyn."

Tyler tapped his chin. "Raymond..." he mumbled out loud, "do you think that's Grandpa Ray?"

Whitney gasped and her eyes widened. "And Marilyn is Grandma Lynn!"

To be continued...

Answer these questions based on the text.

1. The author wrote that the corners of the old house "were very dusty, because they had been covered by dressers and shelves for years." This detail best supports which inference?

- (A) The family had only lived in this house for a short time. (C) The family had been living in this house for a very long time.
- (B) Grandma and Grandpa are messy. (D) Tyler and Whitney are not good at cleaning.

2. Which of the following is the best summary for this story so far?

- (A) Tyler wants to quickly clean out the old family house. However, his grandfather does not want to participate. So, Tyler searches for the box hidden in the wall.
- (B) Tyler's family wants to clean out the old family house. However, Grandpa is a bit sad about saying goodbye to the house. Then, Tyler and Whitney find an old box hidden in a wall.
- (C) Grandpa doesn't want to say goodbye to the family house, but everybody wants to clean it up. So, he sits and looks through old photos instead.
- (D) Tyler's mom wants everybody to help clean out the old family house. However, Grandpa doesn't want to participate. So, Tyler's mom offers to buy dinner when they finish cleaning.

3. Connect to the text. Have you every felt bittersweet about leaving a special place?

Reader's
Notes

Old House, New Story, part 2

Whitney re-read the letter. "What do you think happened to Grandpa Ray's shirt? And what did he help Grandma Lynn with? It sounds like some sort of emergency happened, and he saved her night."

Tyler began putting everything back in the box, just as he had found it. "Should we ask Grandpa about this box? Mom said to give him some space, but this might cheer him up!"

"We can finish our tasks first," Whitney suggested. "Then, maybe we can ask him about it at dinner."

The siblings continued cleaning up the empty rooms, but they didn't find anything as interesting as the mysterious butter cookies tin. They took turns guessing how Grandpa Ray might have helped Grandma Lynn that night so long ago, and what might have happened to Grandpa Ray's shirt.

"Maybe he saved Grandma from an angry dog and his shirt got shredded."

"Maybe Grandma was climbing a tree and got stuck until Grandpa came and saved her, but a branch tore his shirt."

"Maybe Grandpa had to tear off a piece of his shirt to make a bandage!"

As the siblings cleaned and hypothesized, time seemed to pass quickly. "Hey kids, come down and eat some dinner," Mom sang from downstairs. Tyler grabbed the box and they ran down to the kitchen.

The family was gathered at a folding table. Tyler and Whitney perched themselves on plastic bins to enjoy their fried rice and chicken with vegetables. Uncle Eddie was happily chatting with Mom, Dad, and Grandma, but Grandpa was just looking down at his plate and eating quietly.

Tyler put down his paper plate. "Grandpa, can I show you something?"

Grandpa looked up at Tyler. "Of course, my boy," he said with a smile. However, Tyler thought Grandpa's smile looked kind of sad.

Tyler handed the yellow cookie tin to his grandpa. At first, Grandpa Ray's face showed confusion. Then, it quickly changed to happy recognition. "Wow, I had forgotten about this little collection!" Grandpa put his plate down and took the tin in his hands. He removed the lid and looked at the contents inside. His smile seemed to grow with each item he looked at. "These are some **cherished** objects from when I was much younger."

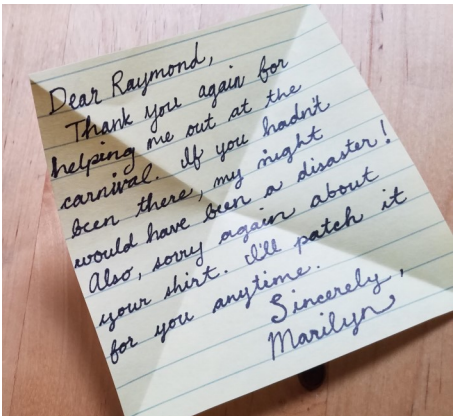
Grandpa lightly touched each item with his fingertips, then he pulled out the three tiny plastic figurines. "These are from the gumball vending machines. I bought many more than this, but these were my favorites as a kid."

The whole family paused their conversation and turned to listen to Grandpa. He had told them a lot of stories, but this was a box of memories even he had forgotten about!

He pulled out the wooden flute and coin. "As a kid, my neighbor Frank was my best friend. He gave me this flute and coin on my 11th birthday. And this was my favorite baseball player in 1968," he said, holding up the card.

"Grandpa," Whitney piped up, "what about the letter?" She opened the letter and read it out loud.

"Oh my," Grandma exclaimed, laughing and putting a hand to her cheek. Grandpa laughed as well. "I remember that night," Grandma said. "I was working at the cotton candy stand. I didn't even



Old House, New Story, part 2

Reader's
Notes

know who your grandpa was yet! He was just a fellow in line buying some cotton candy."

"Then what happened? How did he save your night from becoming a disaster? What happened to his shirt?" Whitney's questions were asked with urgency. "We're dying to know!"

Grandma and Grandpa looked at each other with smiles. "I think we will keep that a mystery," they said while beginning to laugh again. The others laughed as well, sharing out loud their own wild ideas of what happened on that mysterious day.

Tyler felt **content** as he watched his grandfather join in the **animated**, excited conversation. The family's laughter echoed through the empty house. They were saying goodbye to this old building, but they would always have their memories and their stories.

Answer these questions based on the text.

1. Use evidence in the text to pick the statement that is most likely true.

- (A) At first, Grandpa was sad about losing his tin of cherished objects. Then, Tyler cheered up Grandpa by finding the tin he lost.
- (B) At first, Grandpa was feeling sad about leaving the old house. Then, sharing cherished memories cheered him up.
- (C) At first, Grandpa didn't want to participate in packing items and cleaning up the old house. Then, his daughter offered to buy dinner and that motivated him to participate.
- (D) At first, Grandpa was feeling too weak to help pack up items and clean the house. Then, the food helped give him strength to participate in packing up and cleaning.

2. Which of the following is the best summary for this story?

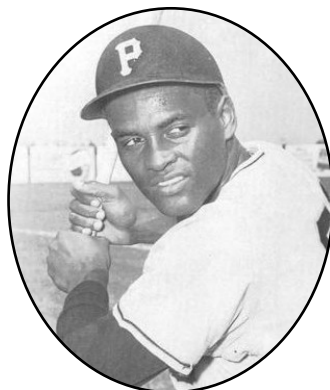
- (A) Tyler wants to quickly clean out the old family house. However, his grandfather does not want to participate. So, Tyler shows Grandpa the box that was hidden in the wall. Then, Grandpa is ready to help.
- (B) Tyler's family wants to clean out the old family house. However, Grandpa is a bit sad about saying goodbye to the house. Then, Tyler and Whitney show Grandpa an old box they found hidden in a wall. When Grandpa starts sharing memories from the box, he feels better.
- (C) Grandpa doesn't want to say goodbye to the family house, but everybody wants to clean it up. So, he sits and looks through old photos instead. Then, he shares some memories with the family.
- (D) Tyler's mom wants everybody to help clean out the old family house. However, Grandpa doesn't want to participate. So, Tyler's mom offers to buy dinner when they finish cleaning. Then, Grandpa is cheered up after eating.

3. Compare and contrast ideas from this story and "A Family Interview". Put a ✓ in the column if the statement is true.

my comparison statements	"Old House, New Story"	"Family Interview"
Memories are valuable and should be cherished.		
Leaving home and going to a new country can be difficult.		

Reader's
Notes

Roberto Clemente



"He played a kind of baseball that none of us had ever seen before... As if it were a form of punishment for everyone else on the field."

– Roger Angell, describing Roberto Clemente

Does that quote sound like somebody you would like to face in a game of baseball? Roberto Clemente was a **spectacular** baseball player. However, he faced many obstacles to become a member of the Hall of Fame, and it took many years for his talent to really be appreciated.

Roberto Clemente grew up in Puerto Rico. Puerto Rico is an island in the Atlantic Ocean, and it's owned by the United States. In Puerto Rico, most people speak English and Spanish. In the 1930s, Roberto Clemente grew up mostly speaking Spanish.

Roberto Clemente had six older siblings. His father worked for a sugarcane factory and a construction company. His mother had a laundry business, ran a grocery store, and worked for the sugarcane factory. Roberto Clemente and his siblings took odd jobs to help support the family too.

Roberto Clemente later became famous as a baseball player, but that wasn't the only sport he played growing up. He also participated in track and field. He won medals for short-distance races and the javelin throw. As you can imagine, those competitions helped him become an even stronger baseball player.

When he was 18, Roberto Clemente joined a professional Puerto Rican baseball team. His team won the Caribbean World Series in 1954! That is when Roberto received attention from teams around the USA. He joined the Brooklyn Dodgers in 1954, which meant he had to say goodbye to Puerto Rico and move to New York.

Leaving Puerto Rico brought new challenges for Roberto Clemente. He didn't speak very much English, so it was difficult to communicate with others. He faced prejudice for his dark skin color. The climate was much colder and drier than Puerto Rico. Luckily, Roberto was supported by his new teammates. The more games he played, the more attention he received. Roberto Clemente soon switched to a new team: The Pittsburgh Pirates. His fame continued to grow.

As he grew more and more famous, Roberto Clemente used his fame and his wealth to help others. After every game, Roberto Clemente would stay on the field, laugh with fans, and sign autographs. He wouldn't leave until every kid got the autograph they wanted. In the 1960s, when his team wasn't playing games, Roberto Clemente would coach new teams in different countries in Latin America.

Roberto Clemente knew it was important to help others. He always tried his best to leave a good impression and to inspire others. That is why Roberto Clemente knew he had to help when he heard about a bad earthquake that hit a country in South America in 1972. Roberto Clemente got on a plane loaded with supplies that he wanted to give earthquake victims. Unfortunately, the plane crashed, and nobody survived. However, Roberto Clemente has never been forgotten. He won several baseball awards and there's a museum dedicated to him in Pittsburgh, Pennsylvania. There is even a new award named after him: the Clemente Award. Every year, it is given to the best **humanitarian** in baseball- that is, the person who is doing the most they can to improve the world, just like Roberto Clemente did.

Roberto Clemente

Answer these questions based on the text.

1. Use evidence from paragraph 3 to draw a conclusion.

- (A) Based on paragraph 3, Roberto Clemente's family was probably poor.
- (B) Based on paragraph 3, Roberto Clemente's family was probably rich.
- (C) Based on paragraph 3, Roberto Clemente was a strong athlete.
- (D) Based on paragraph 3, Roberto Clemente had 1 brother and 5 sisters.

2. Based on the text, the 1950s were an important time in Roberto Clemente's life because...

- (A) ...he was learning to play several sports, such as track and field and baseball.
- (B) ...his team won the Caribbean World Series and he moved to New York.
- (C) ...he coached a lot of different baseball teams all over the world.
- (D) ...he heard about a bad earthquake and wanted to help the victims.

3. Based on information given in the text, this author most likely...

- (A) ...admires Roberto Clemente because he worked hard and helped others.
- (B) ...believes Roberto Clemente is a great athlete, but wishes he helped others more.
- (C) ...believes Roberto Clemente could have been a better athlete, but admires his selflessness.
- (D) ...dislikes Roberto Clemente because he beat the author's favorite baseball team.

4. What do you think was the most important event mentioned in this text about Roberto Clemente? Why do you think that was so important?

The Accidental Hero

Reader's Notes

The Saturday weather was perfect for Andrew's baseball game. He was the captain for the neighborhood team, The Vipers, and they had been practicing every weekend since August. Today was their first game, and Andrew was confident that they were going to win.

As Andrew was eating breakfast, the phone rang. "Andrew, it's for you," called Cory. Cory was Andrew's younger brother, and another member of the baseball team. Andrew only put Cory on the team because their parents told him to- Cory was going to be hanging around the baseball field during practices anyways, they said.

Cory was too afraid of the baseball to be very good. He had a habit of closing his eyes when the ball was coming towards him, so he always struck out when it was his turn to bat, and he always missed the ball instead of catching it when he was on defense. Cory was better on the sidelines, cheering for the team.

Andrew took the phone from Cory. "Hello?"

"Hi Andrew, it's Caden," said the voice on the other end of the line. "I've got some bad news. I have to go to my grandma's house to help clean out her garage. I'm not going to be there for the game."

Andrew's mouth dropped open. Caden was their best pitcher! "Alright, Caden, I understand. Thanks for letting me know. Bye." Andrew hung up the phone and turned to Cory. "Caden can't play in today's game"

Cory's eyes widened. "But he's the best pitcher!"

Andrew sighed and sat back down. As he chewed on his breakfast, he thought of the players on his team and who else could be the pitcher. Luckily, the team had 2 backup players, and Cory... but Cory didn't really count. Andrew's thoughts were interrupted by the phone. He picked up the receiver. "Hello?"

"Hi Andrew, it's Taylor. Tiffany and I have some bad news..." Andrew squeezed his eyes shut. Taylor and Tiffany played 1st and 2nd base for the team.

"Don't tell me you can't play today," Andrew said.

"We have to finish our social studies project or our parents won't take us to Adventure Park tomorrow! Sorry, Andrew. Good luck today!"

"Thanks...bye," Andrew mumbled into the phone. He hung up. "That was Taylor. She's out, and so is Tiffany."

Cory knew exactly how many people were on the team. "That means..."

"Yep," said Andrew, "I guess you're playing today." *So much for winning today's game*, thought Andrew.

When Cory woke up on Saturday morning, the first thing he thought about was the game. Their team had been practicing every weekend since August, and they were pretty good! Well, except for Cory. When Andrew asked Cory to be on the team, Cory wanted to say no. However, Andrew was his big brother, and Cory knew the baseball team was important to him. Cory agreed to be on the team to make his big brother happy, but he tried to avoid ever having to play. Every time



The Accidental Hero

**Reader's
Notes**

Cory was on the field or up to bat, he was afraid of the ball hitting him. He didn't mean to, but he always closed his eyes when the ball came flying in his direction! Cory felt much more comfortable cheering for the team from the sidelines. In fact, he was great at cheering for the team, and keeping team spirit high.

When Cory started eating breakfast, he was excited for the game to begin. However, he got a bit nervous when Andrew shared that Caden couldn't play in the game. "But he's our best pitcher!" Cory wished he could say something to make Andrew feel better.

The news only got worse. When Andrew said that Tiffany and Taylor couldn't play either, Cory's oatmeal felt like glue in his mouth. Cory knew how many people were on the team. His hands felt sweaty, and he could hear his heart pumping in his head. "That means..."

"Yep. I guess you're playing today," Andrew said.

Cory really wanted to back out of the game. However, if the team didn't have enough players, they would have to forfeit. That might be even worse than losing. Cory gave a big sigh. He tried to stay positive for his big brother. "Awesome," he forced out with a giant smile. *So much for winning today's game*, Cory thought miserably. ***To be continued...***

Answer these questions based on the text.

1. Unlike Andrew, Cory...

- (A) ...was disappointed when he heard other team members couldn't play in the game today.
- (B) ...is a member of the neighborhood baseball team.
- (C) ...has one brother who is also on the baseball team.
- (D) ...doesn't really enjoy playing baseball, and isn't very good at it.

2. Similar to Cory, Andrew...

- (A) ...is a member of the neighborhood baseball team.
- (B) ...doesn't really enjoy playing baseball, and isn't very good at it.
- (C) ...enjoys playing baseball and is good at it.
- (D) ...is afraid of the ball when it is flying towards him.

3. What do you predict will happen next in this story? What clues did you use to make your prediction?

Reader's
Notes

The Accidental Hero, part 2

Andrew and Cory were the first teammates in the dugout. Soon, the rest of the team showed up as well. Andrew shared the bad news with the team. Cory could tell that the whole team was **deflated**, Andrew and himself included.

"We're doomed," a player said matter-of-factly, as if he were pointing out that the sky was blue.



Looking at everybody's **solemn** faces, Cory knew that the team would play terribly if they went out on the field with such a negative attitude. He needed to improve their team spirit. "I know it's a real bummer that Caden, Tiffany, and Taylor aren't playing today. They're great players. But at least we don't have to **forfeit** the game! We will just try our best, the way we do every time we play. Maybe we won't beat the Cobras, but we can still have successes." Cory signaled to Arthur, today's pitcher. "Arthur, every time you get a batter to strike, it will be a success." Arthur nodded and gave a little smile. Cory signaled to Michael and Angela, today's 1st and 2nd base players. "Michael and Angela, even if you just get a few players out, you should be proud!" Michael and Angela gave each other a high five. "Plus, you all are awesome batters! **Sprint** as fast as you can out there and we're sure to make some good runs! And me..." Cory continued, "Well, I'll just try to keep my eyes open! Go Vipers!"

In the first inning, the rival team batted first. Arthur tried his best, but the Cobras were able to bat each ball he pitched at them. Some of the balls came flying towards Cory, but he was still too afraid of the ball. He would flinch and dodge the baseball instead of reaching for it. Poor Andrew in center field was doing double the work to make up for Cory! Angela and Michael worked together when runners tried to steal bases. The Vipers hustled and got three players out, which meant it was time to switch. Even though the Vipers had a lot of strong batters, the Cobras had more points at the end of the first inning.

It was time for the Cobras to bat again. Cory watched from left field as Arthur pitched the ball. Yikes! Arthur pitched the ball 4 times, and each time it missed the strike zone! The batter was able to calmly walk to first base.

Arthur got ready for the next batter. Arthur pitched the ball to the best of his ability. He wound up...threw the ball... a strike! Cory cheered loudly from left field. Arthur wound up again... another strike! He pitched one more time, and the umpire hollered, "Strike three! You're out." All the Vipers jumped up and down, cheering.

Arthur pitched the ball to the next batter. She hit the ball and it rolled towards Michael. Michael hurried to throw the ball to Angela. "Out!" the umpire shouted! The Vipers cheered again.

"Great teamwork," Cory shouted from left field. *Arthur, Angela, and Michael are giving their all, Cory told himself, and I need to do the same!*

At that moment, Cory got his chance to confront his fear of the ball. Arthur pitched. The batter swung his bat. CRACK! The ball flew high into the air. It was falling straight towards Cory, as if they were both **magnetic**! Cory saw the whole thing happening in slow motion. *Keep your eyes open and follow the ball*, he kept repeating in his head. His hand was stretched open. The ball landed in his glove like a bird landing in its nest. Cory and the rest of the Vipers were as still as statues, all their mouths open in shock.

"Out!" shouted the umpire.

Cory looked at the ball in his glove. "I caught it? I caught it!" He gave a triumphant shout.

The Accidental Hero, part 2

Reader's Notes

Andrew ran up to Cory and threw his arms around his little brother. “You didn’t close your eyes!” The rest of the team began cheering in *triumph*. Even though they were only in the middle of the second inning, it felt like the Vipers had already won.

Answer these questions based on the text.

1. Which of the following is the best summary for this story?

- A

Cory didn’t want to play baseball, but his brother asked him to. So, Corey went on the field. Then, he covered his eyes when the ball came his way.
- B

Andrew and Cory wanted their team to have a successful baseball game. They had been practicing a lot. However, they got worried when other team members were unable to play in the game. So, Cory would have to play in the game even though he was scared of the baseball.
- C

Andrew and Cory wanted their team to have a successful baseball game. However, lots of team members couldn’t play. So, Cory agreed to play even though he is scared of the baseball, and he helped the team stay positive. Then, the team was able to celebrate small successes like Cory catching the ball.
- D

Andrew and Cory wanted their team to have a successful baseball game. However, lots of team members couldn’t play. So, Cory gave the team a pep talk so they could start the game in high spirits.

2. How do you predict this baseball game will end? What story evidence do you have?

3. Compare and contrast “The Accidental Hero” and “Roberto Clemente” below by writing statements. Put a ✓ in the column if the statement is true.

my comparison statements	The Accidental Hero	Roberto Clemente
	✓	✓
	✓	
The author writes about being brave and overcoming obstacles.		
The text is a biography.		

Domino Effect

Reader's Notes

On Tuesday night, I went to bed just like I do on every Tuesday night. I *thought* I was just going to relax, close my eyes, wake up, and have a regular Wednesday morning. However, that is not what happened. On Tuesday night, I did close my eyes and try to relax, but I had an ache in my stomach. I tossed and turned in bed, but my brain just wouldn't shut off. I kept my eyes scrunched closed and tried to ignore the ache in my belly. Finally, I drifted off to sleep...

"MAYA, WHY ARE YOU STILL ASLEEP??!!!"

The scream shattered my sleep and woke me up with a start. My heart was beating hard, like the time I stepped on my shoelace while climbing a ladder and almost fell off. "Well I'm definitely not sleeping now," I mumbled. What happened to the night? I felt like had just gotten to sleep and already it was time to wake up.

My older brother stomped into my room, groaning. He turned on the light. "Maya, you have 30 seconds to get dressed! You are making us so late for school!" I rubbed my eyes. My brother tossed my backpack at me. He tossed pants and a shirt at me.

The clothes landed on my head. I yelled at him, "Ugh, stop!!" He ignored me and walked out.

My mom rushed us out the door and into the car. I didn't even have time to eat breakfast. I grabbed an apple off the table as we were leaving. It was bruised on one side. I imagined throwing the apple at my brother's head.

Mom stopped the car near my school's front doors. "I can't walk you in today, or your brother will be late getting to his school. Have a good day." I left the uneaten apple on the car seat.

"Hurry, Maya," called out my brother, handing me my backpack. I yanked it from his hands. I got out of the car and slammed the door shut.

My stomach grumbled as I walked to my class. I found a smiling substitute teacher standing at the door. "Good morning! I'm Ms. Bee. Put away your things and take your seat." Our teacher normally plays relaxing music in the morning, but Ms. Bee chose a song that sounded **shrill** and whiny. I tried to cover my ears, but I still heard it. I imagined bopping the speakers with my workbook.

Then, it was time to line up and go to art class, but this substitute didn't know how to call us to line up. Everybody made a mad rush to the door, trying to be line leader. Jeremy elbowed me in the ribs as he tried to run to the front of the line. "OW!" I pushed Jeremy back. Jeremy tripped on his untied shoelaces and fell to the ground.

"Maya, that's unacceptable," cried Ms. Bee. "I won't have you starting trouble in my line. Instead you will walk next to me." I was **fuming**! Jeremy was the one that elbowed me, and yet I was the one that got in trouble! I rubbed my sore ribs.

In art class, we were continuing a collage project. I was very proud of my collage, because I had put in a lot of effort over many days. The teacher handed me tape and I put it on the wall. Stephanie came and put her poster next to mine. "Nice work, Maya," Stephanie said. Then she moved her closer to mine, which tore the corner of my poster.

"Stephanie!!!!" Angry tears started to well up in my eyes. This was simply the most awful day ever, and people were treating me so terribly! I tore Stephanie's poster off the wall and stormed to the door of the art room. My heart was pounding so loud I could hear it echoing in my head.



Domino Effect

Reader's
Notes

Lucky for me, Ms. Bee was already *glaring* at me and she saw the whole thing. “Ms. Maya, that is the second time I see you disrespecting another classmate. You’re being a real trouble maker.”

I looked back at Stephanie. She was staring down at her torn and wrinkled collage, devastated. The art teacher was walking towards us. “First my brother was treating me terribly, then Jeremy, and then Stephanie, and now I’m in even more trouble! This is the worst day of my life!”

Answer these questions based on the text.

1. Which element of the story is still missing?

- Ⓐ the introduction of the main character

Ⓒ the rising action
- Ⓑ the problem or conflict

Ⓓ the falling action, or resolution

2. “Lucky for me, Ms. Bee was already *glaring* at me and she saw the whole thing.”
Based on this line from the text, the reader can infer that...

- Ⓐ ...Maya is happy to see Ms. Bee and she knows that Ms. Bee will help her.
- Ⓑ ...Maya is unhappy to see Ms. Bee because she knows she will be in trouble.
- Ⓒ ...Ms. Bee doesn’t pay attention to what is happening in the classroom.
- Ⓓ ...Ms. Bee is lucky because she saw the whole thing happen.

3. Which of the following options show a correct example of cause and effect?

- Ⓐ Maya thought tomorrow was going to be a normal day. ➡ She had a stomach ache and she had trouble falling asleep.
- Ⓑ Maya woke up late. ➡ She had a stomach ache and had trouble falling asleep.
- Ⓒ Maya knocked over a classmate. ➡ She had to walk next to the substitute all the way to art class.
- Ⓓ Maya had to walk next to the substitute all they way to art class. ➡ She knocked over a classmate.

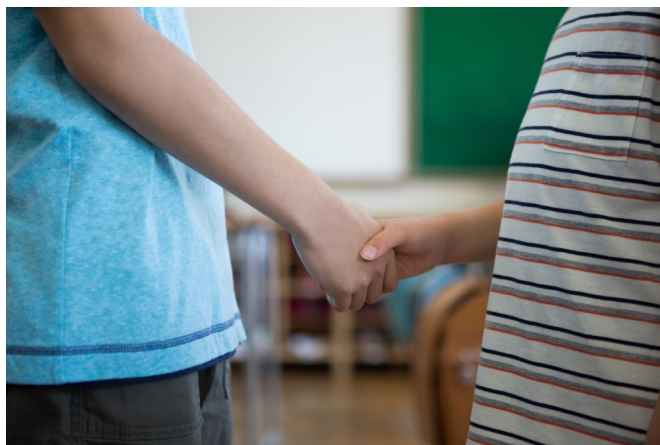
4. What would you say to Maya if you were a character in this story?

Reader's
Notes

Lucky Brothers

Sergio thought he was an unlucky kid when he found out that his dad had gotten a new job in a different state. He knew that meant he had to say goodbye to his school friends and his neighborhood friends. 1,900 miles away, a kid named David was thinking the same thing when he found out his mom had gotten a job in a different state also.

Both boys happened to move to the same new state and start at the same elementary school in 5th grade, and by **coincidence** they were put in the same class. On that first day of 5th grade, the teacher introduced herself, and then told the class that they were now going to meet each other. "I know most students are uncomfortable speaking up on the first day, and that is especially true for kids that are new to the school. So, you will just have to meet one other student right now. You'll ask each other some questions, then write a quick summary of the student you were paired with." The teacher picked popsicle sticks that had students' names on them. She called out David's name, then Sergio's, and told them to meet at the blue table for their ice-breaker activity.



At the blue table, David held out his hand and Sergio shook it. They introduced themselves. They started going through the list of questions the teacher instructed them to ask each other.

David began talking first. "The directions say the person with the earlier birthday starts. My birthday is August 8th. What about you?"

Sergio's eyebrows jumped up for a second. "My birthday is August 8th, too! How weird."

"Whoa," David replied. "I've never met somebody with the same birthday as me. My family is Chinese, and we believe that the number 8 is really lucky. So, you and I have one of the luckiest birthdays, because it's 'eight-eight'!"

"That's cool," said Sergio. "Imagine if we were born in 1888... then we would be super lucky!" Both boys laughed. "I guess I'll ask the first question then," Sergio continued. "Would you rather live in the country or the city?"

"I'd rather live in the city. I actually just moved here from a much busier city: San Francisco, California. I miss it."

"I just moved here, too," Sergio said. "I moved here from Houston, Texas. Even though Houston is a big city, I think I would like to live in the country and learn to ride horses and stuff."

David nodded. "I'll go next. Do you speak a second language, or do you want to learn one?"

"I speak English and Spanish," replied Sergio.

"Cool, maybe you can teach me a few Spanish words. I speak some Mandarin Chinese but I'm still learning. I used to go to school on the weekend to practice it." David and Sergio smiled at each other. They already felt much less awkward about being the new kid on the first day of school.

After 5 minutes of asking each other questions about video games, science facts, movies, books, and pizza toppings, Sergio and David were pretty sure they were going to be best friends. At the end of the day, they both had the same thought: 'Maybe I'm not so unlucky after all.'

However, they still didn't realize just how lucky they were.

Lucky Brothers

Answer these questions based on the text.

1. Complete the statements. “Unlike me, ...” “Similar to me,...”

2. Compare and contrast David and Sergio below by writing statements. Put a ✓ in the column if the statement is true.

my comparison statements	David	Sergio
	✓	✓
	✓	
		✓
The character has a birthday in August.		
The character would rather live in the country.		

3. Based on what you have read so far, which prediction makes the most sense?

- Ⓐ Sergio or David will knock over and break something valuable and blame the other person for it.
- Ⓑ Sergio and David will successfully land their spaceship on the planet Mars.
- Ⓒ Sergio and David’s business will be a booming success.
- Ⓓ Sergio and David will enjoy spending time together and become close friends.

4. Explain your reasoning. What evidence did you use to answer question 3?

Reader's

Notes

Lucky Brothers, part 2

David and Sergio did indeed become best friends. They took turns visiting each other on the weekends to play video games, ride bikes, do homework, and cook. David had never cooked before, but Sergio had always enjoyed it. One day, David went over to learn how to make Sergio's favorite food: tamales. That day, David and Sergio's luck really came in handy.

David rode his bike to Sergio's house. He was greeted at the door by Sergio, who started giving him a rundown of what it was like to make tamales. "My sister already started mixing the dough. You'll take over. Just know that it's going to be a little messy... but in the end, you'll have a delicious meal!"

David took his shoes off at the door and followed Sergio to the kitchen. Sergio's mom was standing at the stove, stirring a large pot. "Hola, David," she called to him. "Come over here and see what we're doing."

"Hola," replied David as he moved closer to the kitchen. The scent of something spicy and mouth-watering met his nose. He looked in the pot and saw meat simmering in a red sauce. "This is shredded chicken," explained Sergio's mom. "I'm cooking this chicken in a spicy sauce made from chili peppers, garlic, and other seasonings. How does it smell?"

David took a big whiff. "It smells **scrumptious!**"

Sergio's mom smiled. "Good. It's almost ready. Then, we will start making the tamales. Sergio, show David the rest of the materials."

Sergio pointed out the dough, or masa, used for making tamales. "It's made from a type of corn that is ground up," Sergio explained. "Then some broth and other stuff is added. We're going to spread it on these." Sergio pointed to some large yellow leaves. "These are corn husks, and they're going to be the wrapper for the tamales."

"Your turn!" said Mia with a smile.

David was still a little confused. "Maybe I'll just watch first," he said.

Sergio smiled. "Don't worry, remember that we're lucky! You'll probably make perfect tamales on the first try."

Sergio's prediction turned out to be quite wrong.

The first part was easy: David just had to knead the dough, or masa. He pushed his hands into the masa and mixed it up. The masa felt like very thick cake batter. When it was ready, he wiggled and scraped the sticky dough off his hands. "This isn't so bad," David said confidently.

The next part was definitely not easy. David had to spread an even layer of the masa all over the corn husk leaf. Then he would put some of the meat in the middle and wrap up the leaf. It was much easier said than done. First David spread too little of the masa, and then he **dolloped** on too much. Some of it fell off his corn husk leaf and splatted on the table when he tried to fold the tamal.

"Don't worry," Sergio's mom said. "Keep practicing and you'll get it." She **deftly** spread masa on her leaf, placed some meat in the middle, and folded up the leaf. David was watched with amazement as she made tamal after tamal.

"You make it look so easy!"

Sergio's mom laughed. "I can't even guess how many tamales I've made in my life. Hundreds and hundreds. But I still remember the first time I tried to help make some...it wasn't pretty."



Lucky Brothers, part 2

Reader's
Notes

Sergio, his mom and sister, and David talked and laughed as they made tamales. After each tamal was folded up, it was carefully placed in a huge pot. The pot was then covered, and the tamales were steamed.

David and Sergio played checkers while the tamales cooked. They were interrupted by a loud gasp as Mia came running out of her room and into the kitchen. "I can't believe this!" She was holding her hand up in the air as she walked. "My ring!"



"What ring," David and Sergio said at the same time.

"Exactly!" she responded. "I had on a ring before I started mixing the masa...I think my ring fell off in there!" Right at that moment, the timer dinged. The tamales were ready.

Sergio's mom tried not to laugh. "Well Mia, I'm supposed to be selling these tamales at a fundraiser tomorrow. Maybe somebody is going to have an extra special prize in their tamal!"

Mia's face was stricken with grief. "Not funny, mom..."

"Maybe we'll get lucky and open the tamal that has your ring in it," Sergio said with a shrug.

Mia looked inside the pot of tamales. "There are more than 60 tamales in here... You really think we'll happen to pick the one that has my ring?"

Sergio looked into the pot of tamales and smiled widely. "I guess we'd better get started on the best part of making tamales...the taste test!"

David smiled. "Let's eat!"

Answer these questions based on the text.

1. Based on the foreshadowing in the first paragraph, what do you predict happens next?

2. Underline context clues that help define the word "*scrumptious*". Which of the following is a synonym for the word "*scrumptious*"?

(A) delectable (B) disgusting (C) mysterious (D) normal

3. "Sergio wanted to show David how to cook tamales. However, it was difficult for David to learn how. So, they decided to eat a few tamales hoping to find Mia's ring." What revisions need to be made to this summary? Put an insert arrow where your revision goes.

Lucky Brothers, part 3

Reader's Notes

David and Sergio always thought they were quite lucky, but one day it seemed like their luck might have gotten used up. It started with a trip to California.

David's family invited Sergio to join them on a trip to San Francisco. They wanted to visit David's grandmother, and they decided to also make it a birthday trip. Since David and Sergio shared the same birthday, it seemed like a great idea to celebrate it together in San Francisco.



Sergio had never been to California, but he had read about it before. He knew California had an extremely long coast line, which meant a lot of beaches. People surfed in different parts of California. Lots of fruits and vegetables were grown in California. David warned Sergio that it would be a little chilly in San Francisco, so he should pack a sweater or jacket.

"Chilly? But I thought it was always warm and sunny in California," Sergio said, imagining the surfers under a golden sky.

"That's true for the most part," said David with a shrug. He explained something about "bay areas" and wind and fog, but Sergio had stopped listening— he was still daydreaming about sunny beaches.

Soon enough, Sergio **boarded** a plane with David and his family headed to San Francisco! He had been on a plane before, and he enjoyed watching through a window as the plane took off into the air. He watched as the cars got smaller and smaller, until they looked like tiny toys moving by themselves. Fields started to look like the green patches of a quilt.

David and Sergio ate snacks, played card games, and made plans for their time in San Francisco. "I want you to try my favorite restaurant," David said. "And there's a really good ice cream shop next to Golden Gate Park!"

"And then we can go to the science museum inside Golden Gate Park," Sergio added.

"This is going to be an awesome birthday," David said with a smile.

"Of course! We share one of the luckiest birthdays. What could go wrong?"

The passengers heard a ding as the captain made an announcement. "Please make sure all seatbelts are fastened. We are about to encounter some **turbulence**." Sergio and David sat back as the plane made its way to San Francisco.

The ride was much bumpier than the last time Sergio flew in a plane. He gripped the armrests. "They weren't kidding about the turbulence," he mumbled to David, but David was sound asleep. Sergio took a sip from his water bottle, sighed, and tried closing his eyes too.

During the **descent**, Sergio started looking out the window. There was so much fog that it was hard to see anything. David's mom explained that San Francisco is known for being foggy. "Also, I hope you remembered to pack a sweater," she added, eyeing Sergio's t-shirt.

They **deboarded** the plane. The flight attendants wished Sergio and David a happy birthday as the friends exited the plane. When he walked out of the airport, Sergio could tell why David's family kept mentioning a sweater. It was cold! Sergio quickly pulled a hoodie out of his backpack. Shivering, he surveyed this unfamiliar area. It wasn't at all what he imagined— the air was gray, cold, and damp.

"If we're lucky, the fog will clear by the afternoon," David's mom said cheerfully.

Lucky Brothers, part 3

Reader's
Notes

As the group waited to be picked up by David’s uncle, the boys watched cars and buses pass by. One bus had a sign that said, “You’re never out of luck!” However, both boys noticed that when the bus doors opened, the word “never” disappeared. ‘*That’s interesting,*’ both boys thought to themselves. **To be continued...**

Answer these questions based on the text.

1. What context clues help a reader to understand the meaning of the word “*turbulence*”?

- A

A few paragraphs before the author uses the word **turbulence**: “He had been on a plane before, and he enjoyed watching through a window as the plane took off into the air.”
- B

The sentence after the author uses the word **turbulence**: “Sergio and David sat back as the plane made its way to San Francisco.”
- C

The sentence with the word **turbulence** and the following sentence: “The ride was much bumpier than the last time Sergio flew in a plane. ‘They weren’t kidding about the turbulence,’ Sergio mumbled.”
- D

The same paragraph as the word **turbulence**: “Sergio took a sip from his water bottle and tried closing his eyes too.”

2. Look at the words “*boarded*” and “*deboarded*”. How does an affix change the meaning of these words?

3. Foreshadowing is when the author hints that something is about to happen. An example of foreshadowing in this story is when the boys notice the bus. What do you predict will happen in the next part of this story?

4. One reader claims, “Sergio was most likely disappointed by his trip so far.” What evidence did the reader use to make this claim?

Lucky Brothers, part 4

Reader's Notes

Previously: David and Sergio went to San Francisco to celebrate their birthday. The boys are supposed to be lucky, but their plane ride was very bumpy. Sergio was surprised by the cold, gloomy weather.



David's uncle picked up the family and drove them into the city. The first stop was David's favorite restaurant. David was listing all the dishes he wanted to order as he walked up to the door. "If you don't stop talking about food, my stomach is going to eat itself," Sergio cried out. Finally, they arrived at the restaurant! David jumped out of the car and pulled on the handle of the restaurant's door, but it didn't open. He tried again. Sergio noticed that the lights were off.

"Uh oh," said David's mom. "It looks like the restaurant is closed for the month of August!" She pointed to a note taped to the window.

"Dear customers," Sergio read out loud, "We are remodeling the kitchen. We will be closed until August 31st. We apologize for the inconvenience. Please visit us again in September."

"Noooo," moaned David, with his face pressed against the window.

"Well that's lousy luck," David's uncle said. He shrugged his shoulders. "I guess we can go across the street to Bart's Fish and Burgers!"

David sighed. "Okay. Burgers sound fine. Then, we can go to the ice cream shop afterwards." He pointed to Neville's Frozen Delights. "They have so many choices, Sergio, but the chocolate chip cookie dough is seriously the best."

"I don't know about that," Sergio replied as they walked over to Bart's Fish and Burgers, "I can't resist rocky road!"

After their burgers, the group walked over to Neville's Frozen Delights. When the door opened, they were enveloped in the sweet smell of ice cream cones. Sergio was blown away by how many types of ice cream there were! Every flavor he could think of was listed on the wall. Sergio immediately asked for the rocky road, and David asked for the chocolate chip cookie dough.

"Sorry, we're out of those two flavors," the ice cream server said. "We're actually out of a lot! It was a busy afternoon. You can have avocado sorbet, spicy chocolate, vanilla, or strawberry."

Sergio and David glanced at each other. Today was their birthday, and it was supposed to be a lucky day, but it sure didn't feel very lucky.

The boys weren't crazy about their birthday lunch, and they had to settle for their 3rd-favorite choice of ice cream flavor. They walked through Golden Gate Park on the grey, cloudy day, and pondered what happened to their luck. It only got worse when they got to the doors of the museum they planned to visit, the California Academy of Sciences.

A museum employee greeted them at the door. "Hello! I'm so happy you've come to visit our museum. Unfortunately, we are hosting a special event in 30 minutes. The event is private and is not open to the community."

David's mom whispered, "It looks like the museum won't be an option today."

The museum employee continued talking. "Our apologies! Please come back another time!"

The group walked down the stairs, away from the museum. David and Sergio sat down on a bench. David slumped down. "This is supposed to be our luckiest day, but it is feeling really

Lucky Brothers, part 4

Reader's
Notes

unlucky.”

Sergio didn’t say anything, but he felt the same way. This was supposed to be an awesome trip but so far it was cloudy, cold, and disappointing. Sergio started looking at all the trees when he noticed something very odd. At the bottom of one of the trees was a tiny door.

“Am I seeing things, or…” He pointed out the tiny door and started walking closer to investigate. David followed him. The door was about 8 inches tall. David jokingly knocked on the door. Sergio pulled it open.

Behind the door were small flowers, some stickers, and folded pieces of paper. An older woman walked by with her dog and saw the boys looking inside the tree. “Lucky boys,” she said to them, “you found the fairy tree! If you write a note with a wish on it, the fairies might read it.” The old woman walked away. The boys looked at each other. Had they just found the solution for their unluckiness?

To be continued...

Answer these questions based on the text.

1. What can the reader claim about David and Sergio’s luck? Use evidence from the text.

2. Which of the following is the best summary for “Lucky Brothers, part 4”?

- (A)

Sergio and David want to have an amazing birthday in San Francisco. However, things don’t go their way. They think their luck ran out. Then, they discover a fairy door that might help them with their unluckiness.
- (B)

Sergio and David want to have an amazing birthday in San Francisco. However, the restaurant is closed. So, the boys make a wish to get their luck back.
- (C)

Sergio and David want to have an amazing birthday in San Francisco. However, they have to wait for David’s uncle to pick them up from the airport. Then, their first stop was David’s favorite restaurant. So, they went to get ice cream afterwards.
- (D)

Sergio and David want to go to a science museum, but first they have to eat dinner and dessert.

3. What do you predict will happen next?

Lucky Brothers, part 5

Reader's Notes

Previously: David and Sergio wanted to have a fun birthday in San Francisco. However, things didn't seem to go their way. Then they found a fairy door in the park. A woman suggested they write a wish for the fairies.

Maybe this is how the boys could get their luck back! David asked his mom for a piece of paper. Sergio scribbled a quick note for the fairies. He read out loud as he wrote. "Dear fairies, please give us some luck. I think we ran out. You're awesome. Sincerely, Sergio and David." Sergio folded up the note, put it in the tree, and closed the little fairy door.



Sergio and David felt a little better after **depositing** their note behind the fairy door. Their next stop was a visit to David's grandmother. Uncle Kong drove them to a large apartment building and parked the car. The group went inside the building and climbed the steps to the 3rd floor. David knocked on the door, and his grandmother answered. "Hello, Nai Nai," exclaimed David as he threw up his arms. 'Nai Nai' means grandma in Mandarin. Nai Nai gave a huge smile and talked excitedly in Mandarin as she hugged David.

"Hello! I'm David's friend," Sergio said with a smile. He threw up his arms like David, making David laugh.

She didn't speak much English, but she hugged Sergio and said, "Hello!" When the family explained who Sergio was, she nodded and smiled. "Happy birthday," she told Sergio. She beckoned everybody inside her home. Everybody took off their shoes at the door.

The space was very small. There was a bathroom, a kitchen, and a room with a bed, chairs, and a small table to eat at. "My grandma lives alone," David explained, "and she doesn't need much space."

The adults sat in chairs and talked, while David and Sergio played a card game. Nai Nai interrupted the game to give David a small red envelope. David hugged his grandmother.

"What's that," Sergio whispered to David.

"This is called a 'hong bao'. 'Hong' means red, and 'bao' means envelope! It's a tradition to give one to kids on their birthday. There's a gift of money inside. It's a symbol of good fortune."

Nai Nai put her hand on Sergio's shoulder and handed him a red envelope, too. "Thank you," Sergio said with surprise.

Nai Nai responded in Mandarin. David translated. "She says that she is very happy we met. She was sad when my mom and I left San Francisco, and she was worried about us. She says she is not worried about us now. She hopes we will count all our blessings."

Eventually, the group said goodbye to Nai Nai. She hugged each person, and they got back in the car. On the way to the hotel, Sergio and David silently thought about their blessings as they looked at their red envelopes. Even though things didn't go as planned for their birthday, it wasn't a *total* disappointment. In fact, they were being a bit ungrateful. David didn't get to eat at his favorite restaurant, but he still had a good lunch. Sergio settled for his 3rd-favorite ice cream flavor, but it was still **delectable**!

The boys still had one more day in San Francisco. 'I'm really grateful that I am able to take this trip with my friend,' each boy thought to themselves. At that moment, the fog **receded**, and sunlight started to warm the air. ☀

Lucky Brothers, part 5

Answer these questions based on the text.

1.
At the end of this story the author wrote, “The fog *receded* and sunlight started to warm the air”. Why did the author write this detail?
- (A) The author included this detail to describe the fairies using magic to grant a wish.

(B) The author included this detail to describe how the boys felt when they realized they were still lucky.

(C) The author included this detail to describe how the boys felt relieved because they were finally leaving San Francisco.

(D) The author included this detail to describe how sad the boys felt because they were leaving San Francisco.
2.
Based on the text, readers can infer that...
- (A) David’s family is strict and quiet. In the text, the boys sat on the floor.

(B) David’s grandmother is friendly and generous. In the text, she greeted Sergio and gave both boys a gift.

(C) David’s grandmother is suspicious of new people. In the text, she only said “hello” and “happy birthday” to Sergio.

(D) Sergio is shy around new people. In the text, he whispered his question to David.
3.
Which of the following is the story’s main conflict?
- (A) Person against person: David and Sergio don’t agree with the adults about where to go on their birthday.

(B) Person against the outside world: David and Sergio can’t go to the places they want to because they are closed.

(C) Person against self: David and Sergio feel very unlucky because their birthday celebrations are not working out perfectly.

(D) Person against self: David and Sergio feel guilty about the way they are behaving on their birthday.
4.
What does this whole story teach the reader about luck?

Reader's
Notes

Chipped

For all 11 years of my life, I have been a huge fan of our **annual** family gathering. Not only is it an opportunity for us to see each other and catch up, but it also falls on my grandmother's birthday. The day comes with its own traditions: we make tamales together, eat the tamales with a lot of other delicious food, play games, and in the evening we all dance and sing along to a mariachi band. It's always been an amazing, day-long celebration. However, I was feeling more **dread** than joy this year as the party date approached. What had changed? My two front teeth. I should rewind and tell you what happened just a few days before the family reunion.



"It all happened very fast," I heard the teacher saying to my mom at dismissal on that terrible day. Earlier, at recess, my friend Lydia and I had thought of a new racing game for the monkey bars. One person would travel along the monkey bars by hanging on them normally, and the other person would crawl across the top at the same time. I wanted to go first crawling across the top.

"Ready, set, go!" I moved across the top of the monkey bars. It hurt to press on the bars with my knees, so I bear-crawled with my hands and feet. I was tied with Lydia, who was hanging on to the monkey bars and flying across! Then I accidentally stepped on her hand.

"OUCH!" Lydia quickly pulled away her squashed hand and fell to the ground. When she pulled her hand away, it made my foot slip on the bar. Then my hand slipped, and my whole body fell forward. My face crashed into a bar, and then I fell and landed on Lydia on the ground. I rolled off my friend and tried to catch my breath.

My teacher had seen us tumble from the monkey bars and jogged over. "Marisol, Lydia, are you two okay?"

Both of us were too shocked and embarrassed to move for a moment, but then we both started giggling. Lydia looked at me and her eyes got wider. "Um, Marisol, something happened to your teeth!" She pointed to her front teeth. I stopped giggling and **inspected** my teeth with my tongue. Something did feel different.

"Marisol, Lydia, go wash your hands and check if you have any scrapes. Then walk to the office together so the nurse can **examine** Marisol's mouth."

We hurried to the bathroom. I looked at my face in the mirror. My lip was a little more purple than usual. It was probably going to have a bruise from when I hit the bar. I smiled at my reflection, and then gasped in horror. My two front teeth used to look like little white rectangles, but now they were more like a trapezoid and a triangle! The bottom corners of both of my front teeth were missing. I covered my mouth with my hand. I didn't smile or open my mouth for the rest of the day. Each time my tongue touched the edges of my chipped teeth, I felt my stomach drop in embarrassment and my mood got worse and worse.

At dismissal time, my teacher explained the whole event to my mother. "Let me see," my mom said. I didn't feel like smiling so I showed my teeth with a **grimace**. My mom looked shocked when she saw my teeth, but she kept herself from exclaiming anything. Instead she just asked me, "Does it hurt?"

I shrugged. "I can't really feel it unless I drink cold water," I replied. It sounded different when I talked now, and I could feel my chipped teeth when I talked too.

Chipped

**Reader's
Notes**

My mom called the dentist. They made an appointment to repair my teeth in 2 weeks. I ate my dinner in silence and went to the bathroom. I looked at my reflection. I smiled with my mouth closed. I showed my teeth, and my smile turned into a frown. I wish we had never thought of that terrible racing game on the monkey bars. It wasn't until I was lying in bed that night that I realized my grandmother's birthday was in a few days. That meant all my relatives were going to see me with these chipped teeth! "This is going to be terrible," I groaned to myself.

To be continued...

Answer these questions based on the text.

1. Based on context clues, a synonym for *annual* is...

- (A) daily (B) weekly (C) monthly (D) yearly

2. Which context clues help a reader define *grimace*?

- (A) From a few paragraphs earlier: "Both of us were too shocked and embarrassed to move for a moment, but then we both started giggling."
- (B) From earlier in the paragraph: "At dismissal time, my teacher explained the whole event."
- (C) From the same sentence: "I didn't feel like smiling..."
- (D) From the next paragraph: "It sounded different when I talked now, and I could feel my chipped teeth when I talked too."

3. Which of the following is the best summary for this story so far?

- (A) Marisol wants to have a good time at her family's party. However, she came up with a fun game to play with her friend on the monkey bars. So, she raced on the top of the bars and her friend raced below her. Then, Marisol slipped and chipped her teeth.
- (B) Marisol was excited for her family's party. However, she chipped her teeth in an accident at the monkey bars. Now, Marisol was embarrassed and a lot less excited about seeing her family.
- (C) Marisol and her friend thought of a fun game to play on the monkey bars. However, Marisol accidentally stepped on her friend's hand, and she fell. Then, Marisol slipped and fell off the monkey bars and onto her friend. They were both giggling until Marisol realized she chipped her teeth.
- (D) Marisol was excited for her family's party. Then she played on the monkey bars with her friend. Then, at dismissal, Marisol had to show her mom her teeth. Marisol's mom called the dentist.

4. What do you predict will happen next in the story?

Chipped, part 2

Reader's Notes

Before I was ready, it was the 23rd of March: my grandmother's birthday. We got ready to meet the family at Aunt Emma's house. My mom and I didn't talk. The radio was off. The only sound in the car was the air blowing, and occasional pops from the gum my mom was chewing. The drive was over too soon. My mom parked in front of the house and turned off the car. She looked at me. "Marisol, you know that your whole family loves you."

I nodded my head. "Did you tell everybody about my teeth?"

My mom shook her head. "Not yet," she said.

I knew my family loved me, but I still felt nervous about what people would say when they saw my teeth. My relatives like to poke fun at each other. They'll tell jokes about each other and laugh at each other about silly things. Usually it's not a problem, but I was still feeling sensitive about my teeth. When I lost my front baby teeth, my aunts and uncles made a lot of jokes. Imagine how much worse it could be now that I lost pieces of my adult teeth too!

I took a breath and stepped out of the car. Maybe I could make it through the whole day without anyone even noticing!

I rang the doorbell. The butterflies in my stomach were a mix of **dread** and excitement. My cousin Julieta opened the door. "Hola, tía," she said with a smile to my mom. Then she saw me, and her eyes lit up with joy. "Marisol!" Julieta pulled me into a hug.

I smiled with my mouth closed and hugged Julieta back. "Long time no see," I said, barely opening my mouth. Julieta and I were the same age and we always got along and had a blast at family gatherings.

"What have you been up to since Christmas," Julieta asked me.

I tried to talk to her without moving my lips. "Well," I mumbled, "I've just been in school, and playing some sports." Julieta looked puzzled, but she didn't say anything about the way I was talking. "I'm going to go get some water," I continued. I nervously waved towards the kitchen and smiled with my mouth closed again.

"Okay. I'm thirsty too." Julieta smiled with her white, unchipped teeth. "I'm not playing sports this year. I'm just on the dance team," Julieta continued. She started talking about some of the songs she was going to perform in her upcoming dance **recital**. I realized I could just keep her talking and maybe she wouldn't ever notice my teeth.

My mom was chatting with my aunts and uncles in the kitchen when Julieta and I walked in. I gave a close-lipped smile and greeted everybody with a hug.

Just then, Julieta tried to grab a plastic cup, but it slipped out of her hand. She juggled it in a panic and accidentally bopped it over to my aunt who accidentally bopped it over to my grandma who gracefully caught it. Everybody in the kitchen burst out laughing and clapping. My mom, aunts, and uncles were slapping their legs and howling. I was laughing so hard I couldn't even catch my breath! "Marisol, what happened to your poor teeth," my aunt Luz cried out. Everybody quieted down and turned to look at me.

When we all saw the accidental juggling act, I had completely forgotten about my chipped teeth and just laughed along with everybody else. Now my mouth clamped shut. My mom answered for me. "Marisol had a little accident at school... we should be able to get her teeth repaired soon."

I waited nervously to see how everybody would react. A little smile appeared on my uncle Humberto's face. "Luz, remember when I knocked out my tooth after I ran straight into that tree?" Both of them started to laugh again.

Chipped, part 2

**Reader's
Notes**

"I wonder if I still have a picture," Luz said through her giggles as she reached for her phone.

"I've never run into a tree," my uncle Sal said, "But I did almost knock myself out when I was trying to get in to my friend's tiny car." Now, everybody laughed as my tall uncle pretended to crouch down into a tiny car and pantomimed bumping his face.

I looked around. Everybody was laughing, but they weren't laughing at me. They were laughing about these **mishaps** they had experienced instead of being embarrassed and trying to keep them hidden. I smiled wide, showing my chipped teeth. I didn't have anything to be ashamed about here after all.

Answer these questions based on the text.

1. What change needs to be made to this student's summary? Mark with an insert arrow.

"Marisol was excited about her family's party. However, she chipped her teeth and now she felt embarrassed about seeing her family. Then, she realized she didn't need to be embarrassed about seeing her family."

2. Which of the following best describes this story's main conflict?

- (A) Person versus Person: Marisol has a conflict with her cousin, Julieta
- (B) Person versus Self: Marisol has a conflict with herself
- (C) Person versus Others: Marisol has a conflict with her whole family
- (D) Person versus Environment: Marisol has a conflict with the playground

3. At the beginning of this story, Marisol is feeling nervous and embarrassed about seeing her family. She doesn't feel embarrassed about her teeth at the end of the story. What did she observe that changed how she was feeling?

Reader's
Notes

Mysteries and Metal — Two Texts

THE MYSTERY AT WILLIAMSON FOUNTAIN

Last weekend, many of our town's citizens were enjoying an evening stroll by Williamson Fountain when something very unusual started to take place. The fountain was turned off for the night, so the water was very still. However, witnesses claim they saw small lights bouncing on the water's surface.

"My dog noticed the mysterious lights before I did," stated one witness. "He started to bark in the direction of the fountain. I couldn't believe my eyes!"

Another witness said that strange sounds attracted his attention to the fountain. "There was a loud fizzing and banging, like a bunch of small fireworks," he reported.

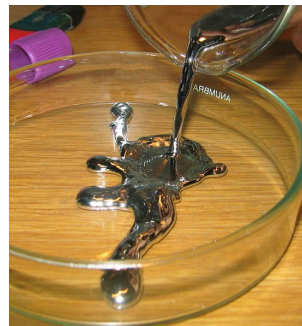
So far, there is no word on what could have caused these mysterious lights to appear at the fountain. Was it a prank? Was it magic? Was it, perhaps, a message from outer space?



Wacky Metal

Metal has many different uses in our world. We often see metal used to build items such as cars, bicycles, furniture, and buildings. Metal is also used to make electrical wiring. Our body contains tiny amounts of metals as well. Metal can be found in so many different forms because it can be hard and **rigid**, or soft and **malleable**. Some metal mixtures are strong enough to make the frames for skyscrapers. However, some metals can be as soft as butter. Some are so soft that they stay a liquid at room temperature.

Chemicals react when they are mixed with other chemicals. For example, when you mix baking soda and vinegar together you will see lots of fizzing and bubbling. This happens because the chemicals in baking soda and vinegar are having a reaction. Metal is a chemical, too. If you mix certain metals with other chemicals, you can observe a reaction. Sodium is a type of soft metal that has a big reaction. If you drop a piece of sodium into water, you will observe a **combustion** that looks like fireworks. You will also hear some fizzing, banging, and popping as the sodium reacts with the water. This might sound like an exciting experiment to try on your own but be careful! A combustion means there is a lot of heat and pressure. Always make sure you are wearing proper safety equipment, and that your environment is safe as well.



- 1) Tin can be bent easily to make cans; 2) Sodium combusts when it is dropped in water; 3) Mercury is a liquid metal at room temperature.

Mysteries and Metal – Two Texts

Answer these questions based on the text.

1. Which answer below best summarizes the first text?
- Ⓐ People saw mysterious lights bouncing on the park fountain at night. The lights are an unexplained mystery.
 - Ⓑ People saw mysterious lights. The lights are mysterious and can’t be explained.
 - Ⓒ People at the park fountain saw something mysterious last night.
 - Ⓓ People saw lights bouncing at night.

2. Which caption fits best with the image in the first text?
- Ⓐ Williamson Fountain is one of the town’s oldest fountains, built in 1842.
 - Ⓑ Williamson Fountain was the site of the odd, night-time mystery.
 - Ⓒ Williamson Fountain is a recommended relaxation spot.
 - Ⓓ Williamson Fountain is turned off every night at 9 o’clock.

3. What context clues help the reader define “rigid” and “malleable” in the 2nd text?

4. Based on context clues, which of the following is the best synonym for *combustion*?

- Ⓐ disappearance
- Ⓑ fraction
- Ⓒ oozing
- Ⓓ explosion

5. Based on evidence in both texts, can you solve the mystery of the Williamson Fountain bouncing lights?

Reader's
Notes

Survival Camp

Some students in Ms. Jay's 5th-grade class thought this was about to be the best field trip ever. Some thought it was about to be the worst field trip of their lives. Some were still too sleepy to have an opinion. No matter their opinion on the field trip, here were the facts: all the students had to be at the school by seven in the morning, the sun still hadn't risen, it was 38 degrees outside, and students were on their way to some outdoor location in the woods.



"Are you for real, Ms. Jay?" a student cried out, her teeth chattering. "It's freezing cold and we're going to spend all day in the middle of a forest?!"

Ms. Jay smiled. This wasn't the first time she had organized this field trip. In fact, she had taken her 5th graders on this field trip for the last 3 years. Each time, it started the same way. "Don't worry," Ms. Jay responded to the shivering student, "At least it isn't snowing! Plus, when we're out in the forest, you'll be so busy that you won't have time to think about how cold you are."

Other students overheard Ms. Jay's response. "What does that mean?" a student murmured to his friend. His friend shrugged her shoulders. Ms. Jay had kept the details of this field trip a mystery. All they knew was that they had to bring warm clothes, comfortable shoes, and a backpack with water and a lunch. Students were warned that there wasn't going to be a trash can at their location, so they had to keep all their trash in their backpacks.

A student tried to get more clues about where they were going. "Is this a science field trip?"

"Sort of," answered Ms. Jay.

"Is this one of those historical places where people dress like they're from the 1800s?"

"In some ways," answered Ms. Jay.

"Are we going to have to do math?"

"Yes, and no," said Ms. Jay. Her smile kept growing. She was loving this!

"Ms. Jay! Where are you taking us??"

"Let's go find out," said Ms. Jay. At that moment, the bus had arrived. "Everybody on the bus!"

Some students were groaning and others were chattering excitedly as they climbed the steps of the large yellow bus. Soon enough, the class was on their way to experience something they would never forget.

The bus squeaked to a halt in front of a large wooden sign that read "WELLINGTON SURVIVAL CAMP". Student got off the bus and lined up. The air was still very cold, and the sky was gray. The bus was in the middle of a small parking lot, but there were no other cars. "Follow me," sang out Ms. Jay. She was so excited to be here, but the students were still mostly confused.

"Survival camp? What are we trying to survive," Itzel asked her friend, Judah.

As Ms. Jay walked along a trail, the students followed quietly. Some were having quiet conversations, but some walked silently, observing their setting. The group was far away from any street, so there was no sound of cars and trucks rushing by. Instead, they heard the crunching of gravel under their feet. Itzel heard the tree branches creaking, and leaves rustling. She heard birds chirping and cawing, and saw animals scurrying into shadows as the students approached.

The group walked for 10 minutes before they arrived at a small cabin. The cabin had a single

Survival Camp

Reader's
Notes

window. The students peered in the window and saw a man sitting at a table. The man noticed them and smiled.

To be continued...

Answer these questions based on the text.

1. "The students peered in the window and saw a man sitting at a table."

Make a prediction about who the man is and what will happen next.

2. Which of the following is the best summary for this text so far?

- Ms. Jay took her students on a field trip. However, the trip was a mysterious surprise for the students.
- (A) They complained about how cold it was. They asked Ms. Jay questions to get more information about their trip.
- (B) When the students arrived at Wellington Survival Camp, they had to walk through trees. Then they discovered a cabin.
- (C) Ms. Jay took her students on a field trip, but it was a mysterious surprise. Then, they arrived at a place called Wellington Survival Camp.
- (D) Ms. Jay took her students on a field trip. However, the trip was a mysterious surprise for the students. They arrived at Wellington Survival Camp and had to walk through the woods to arrive at a cabin.

3. Select all the sentences that use *imagery* to help the reader understand the setting better.

- (A) "Student got off the bus and lined up."
- (B) "The air was still very cold, and the sky was gray."
- (C) "Instead, they heard the crunching of gravel under their feet."
- (D) "She heard birds chirping and cawing, and saw animals scurrying into shadows as the students approached."

4. Based on evidence in the text, which adjective best describes Ms. Jay?

- (A) sluggish (B) predictable (C) unsure (D) adventurous

Survival Camp, part 2

Reader's Notes

Previously: Ms. Jay's class was on a mysterious field trip to Wellington Survival Camp. They walked along a path and stopped at a cabin.

The group walked for 10 minutes before they arrived at a small cabin. Now that everybody had stopped moving, they noticed it didn't feel as cold. The same students who had been complaining that it was too cold to be outside were now muttering about the heat and taking off their jackets!

A man saw them through a window of the cabin. He smiled and waved, then stepped out to greet the group. "Welcome," the man cried out cheerfully. "My name is Mr. Omar. How is everybody?" He received a mixed response. "Well, we're about to get started. Before we do, does anybody need to use the restroom? Does anybody need an extra scarf or pair of gloves? We're going to be outside all day. Okay then, while those students take care of business, Ms. Jay will be putting you all into groups."

Ms. Jay divided her class into groups of 3. Itzel, Judah, and Kelechi were put in a group together. They turned to look at each other. "I've never been out here before," Kelechi said to Itzel and Judah.

"I've been to a national park before," Judah responded. "My club did a hike there one day."

"I like the forest," Itzel said. "It's peaceful here."

"Sure, but this place is called survival camp. Does that sound very peaceful to you?"

Itzel shrugged. "I guess we'll find out if it's peaceful or not very soon," Itzel responded.

Mr. Omar gave a short whistle to get everybody's attention. "Alright, everybody. It's time to continue with our adventure for the day. Follow me!" Mr. Omar began walking further into the forest as he continued to talk. "As you all saw, you are in Wellington Survival Camp. This area is a natural forest, and you all are going to learn some skills that could help you survive out here. The first challenge is building a shelter." Mr. Omar stopped walking. The group was surrounded by tall trees and fallen branches. The ground was covered in moss.

"There are many ways you could build a shelter in the forest," Mr. Omar said. He put his hand on a tree's trunk. Three feet above the ground, the trunk had thick branches sticking straight out like arms. "If you don't have any tools or resources, you need to use what you find around you." The students watched as Mr. Omar leaned a very long branch against the tree's outstretched "arm". The branch rested there. "This is going to be the frame of my shelter," Mr. Omar said. He tested his frame by hanging on the leaning branch. It didn't budge. Next, I will lean more sticks against my frame to make two walls. He started leaning sticks on the frame. "Alright, go get started!"

Students began working in their groups to make a shelter. Itzel, Kelechi, and Judah found a branch that was already leaning against a tree. They tested the frame, just like Mr. Omar. Then, they started arranging sticks for the walls. They had to break some branches to get them to fit right. Eventually, they had two walls of sticks leaning on their frame. The shelter looked like a triangular prism. Looking around, they noticed other shelters in different shapes.

Mr. Omar and Ms. Jay walked around, assessing shelters. "Nice job so far! You have the beginning of an A-frame shelter! A shelter out here should protect you from wind, rain, and cold. Your shelter would start to protect you from the cold, but the wind and rain can leak in through the gaps between sticks. We're going to cover the shelter with **moss**." Mr. Omar knelt down and began peeling up large chunks of moss. He placed the moss on the walls of a shelter.



Survival Camp, part 2

Reader's
Notes

Students continued working on their shelters. Sometimes, Kelechi was able to roll up huge chunks of moss like she was rolling up a carpet! Then she would unroll the moss on the walls of her group’s shelter. When the walls were all covered up, Judah, Itzel and Kelechi crawled into their shelter. It was warmer in the shelter than it was outside!

Mr. Omar and Ms. Jay came to see their shelter. “Nice job, you three!” Itzel, Kelechi, and Judah exchanged high-fives.

Mr. Omar gathered the students again. “Can you believe that it’s already been 2 hours since you got here? Now, it’s time for our next challenge: finding and eating food!”

To be continued...

Answer these questions based on the text.

1. Which step came first for building a shelter?

- Ⓐ “He put his hand on a tree’s trunk. It had thick branches sticking straight out like arms.”
- Ⓑ “Mr. Omar leaned a long branch against the tree’s outstretched ‘arm’.”
- Ⓒ Mr. Omar leaned sticks against the frame to make two walls.
- Ⓓ Mr. Omar covered the walls with moss.

2. According to Mr. Omar’s information, which statement is true?

- Ⓐ If you cover your stick shelter with moss, then you will be protected from the wind and rain.
- Ⓑ If you cover your stick shelter with moss, then you will not be protected from the wind and rain.
- Ⓒ If you do not have your own resources or tools in the forest, then you will not be able to make a shelter.
- Ⓓ An A-frame stick shelter can’t protect you from the cold, wind, or rain.

3. Make a prediction about what will happen in the next part of the story.

Survival Camp, part 3

Reader's Notes

Mr. Omar led the group past their shelters. He started to point out some of the different plants around them. He pointed out plants to avoid, like poison ivy and stinging nettles. He also pointed out some plants to collect for soothing bug bites. Then, Mr. Omar plucked a berry from a bush and popped it in his mouth. "To survive in a forest you might have to **forage** for water food. You can't eat everything you find in the forest," he warned. "These blackberries are safe though!" Mr. Omar and Ms. Jay passed out a paper bag to each group and gave us a few minutes to collect some.

"This might be my favorite part," Itzel said eagerly.

Everybody was startled when Jamar let out a high-pitched scream and dropped his bag of berries.. They all turned to look at him. "A spider jumped on my hand," he mumbled. Students chuckled and kept picking berries.

The students sat near a ditch to eat their **foraged** food along with their lunches. They watched as Mr. Omar stacked thick branches into a crisscrossed pile. He put some smaller sticks and dry leaves in the middle of the stack. He took an orange object out of his pocket. "This is a fire starter," Mr. Omar explained. He opened it like a pen and revealed two pieces of stone. He held the fire starter close to the stack of wood. When he rubbed the two pieces of the fire starter together, it made a spark. The spark landed on the leaves and twigs. Mr. Omar blew on the smoking leaves, and they all watched a flame grow. Soon, the thick branches caught on fire, too. Everybody inched a little closer to the warm, blazing fire.

"And now it's time for another special treat," Ms. Jay announced. She passed out a long, thin stick to each student.

Kelechi looked at Judah and whispered, "Are we supposed to eat this?" Judah pointed at Mr. Omar. He was passing out large marshmallows. "Ohhhh, never mind," Kelechi said.

After their treat, students got the chance to practice making a fire. However, they weren't given a fire starter. They only had two pieces of wood! Mr. Omar showed everybody how to do it. One piece of wood was shaped like a long pencil. The other piece was a flat board that rested on the ground. Mr. Omar quickly twisted the pointy tip of the pencil-shaped wood on the flat piece. Students saw smoke starting to float up from the wood. "Next, I would add leaves to start a flame."

Mr. Omar looked up at the group and smiled. "Who wants to give it a try?"

Students raised their hand to volunteer. One by one, they tried their hand at starting a fire. They all huffed and puffed. The only student who was able to get a tiny ribbon of smoke was Jamar. Mr. Omar added a few dry leaves and softly blew on the smoking wood to make a tiny flame. Panting, Jamar smiled and said, "Next time don't put me on berry duty, put me on fire duty!"

Before the class knew it, it was time to say goodbye to Mr. Omar. Each student got a Survival Camp pin. They helped each other attach the pins to backpacks and jackets. Mr. Omar and Ms. Jay shook hands. "Thanks again, Mr. Omar," Ms. Jay said. "I think this visit was definitely another success." Exhausted but happy and proud of their hard work, everybody began the hike back to the bus. 



Survival Camp, part 3

Answer these questions based on the text.

1. Which of the following sentences correctly describes the word “forage”?

- (A) *Forage* means a sort of ditch.

(C) *Forage* means to find something.
- (B) *Forage* is a type of berry.

(D) *Forage* means a snack.

2. Explain a context clue that helps the reader define “foraged”.

3. Based on the second-to-last paragraph, which conclusion is most likely true?

- (A) Mr. Omar doesn’t know how to start a fire using two pieces of wood.
- (B) It is hard work to start a fire using two pieces of wood.
- (C) The only way to start a fire is using two pieces of wood.
- (D) The students in Ms. Jay’s class have already practiced starting a fire using two pieces of wood.

4. “Panting, he smiled and said, ‘Next time don’t put me on berry duty, put me on fire duty!’”
Why did Jamar say this?

- (A) Jamar is allergic to berries.

(C) Jamar couldn’t find any berries.
- (B) Jamar wants to learn to start a fire.

(D) Jamar got scared by a spider but he was able to start a fire.

5. Would you enjoy being on a field trip like the one in this story? Why, or why not? Use evidence from the text for your answer.

Reader's
Notes

Summer Treasure

It was an **arid**, hot, sunny summer day in the town of Austin, and kids everywhere were brainstorming how to keep themselves cool. Samuel was sitting on a shady bench with his two friends. Even the breeze felt hot. "I'm **wilting** like a daisy," hollered David as he melted off the bench and onto the ground.

"It feels like we're sitting in an oven," added Louis. He took a gulp from his giant bottle of water.

Samuel saw the water, and a thought struck him. "Let's go down to the spring! It's shady down there and the water is always nice and cool." Samuel could already imagine the natural swimming pool with its shade and gently rushing water.

Samuel's friends nodded and cried out in agreement and they all rode their bikes to Spring Park, pedaling slowly in the heat. They certainly were not the only ones who thought to cool down at the town spring on such a hot day. The water was full of children and adults, laughing and splashing about. Dogs were barking playfully as they played fetch with their owners.

Samuel, David, and Louis locked up their bikes and walked to the water's edge. Samuel took off his shoes and sat with his feet swinging in and out of the cold water. David and Louis didn't think twice before diving into the water, shoes and all!

While David and Louis swam and splashed around in the water, Samuel began to observe all the other people enjoying the park. One man caught Samuel's attention. The man was walking at the outer edge of the park, near a bunch of bushes. At first, Samuel thought the man was vacuuming! However, he soon realized that the man was walking with a metal detector.

I wonder what that man is looking for, Samuel thought to himself. Could there be some sort of buried treasure in Spring Park? "Hey guys," Samuel called out to his friends. "I'm going to go ask that man if he's looking for treasure." Samuel pointed in the direction of the man with the metal detector.

Now that they were nice and cool, David and Louis were also interested in lost treasure. Together, the three boys walked up to the man with the metal detector.

"Excuse me," Samuel called out to the man. The man paused and looked up at the three boys. Samuel continued. "Is there some sort of treasure buried here, or something?"

The man gave a small smile. "There is a sort of treasure, but it's not gold or jewels." The man opened a map he had in his pocket and showed it to the boys. "This map is from 50 years ago. Back then, Spring Park was just as popular as it is now. However, 50 years ago there weren't bushes here!" The man pointed to a spot on a map. It was the same spot the boys were standing at. On the map, there was a box that was labeled "**Concessions**".

The man continued explaining, "50 years ago, there was a **concession** stand here. They sold all sorts of snacks and drinks to everybody. I am here looking for anything that people may have left or dropped on accident. Sometimes, people drop coins. That's what I really hope to find. You see, I'm a coin collector."

David's forehead **furrowed**, totally confused. "A coin *collector*? You mean, you just collect coins and you don't spend them??"

The man laughed. "If I take any penny to the store, it will be worth one cent. However, some pennies are much more special than other pennies. There are people who will spend a lot of money



Summer Treasure

Reader's Notes

to buy a **rare**, or special penny. The same is true for special postage stamps, toys, and pretty much anything else in the world! If it's a very special and unique item, and it's still in good condition, it can be very valuable."

"What have you found in a place like this before," Louis asked the man.

The man showed them a few of the items he had already found. "Just today I've found hair pins that women wore 50 years ago, shoe buckles, a beautiful comb, and many coins- some valuable, and some not as much. I have friends who study history, and they will enjoy examining what I've found."

Samuel turned to **survey** the park. He tried to imagine the park 50 years ago, with its concession stand and people walking around with fancy shoe buckles and combs. By accident, the people from 50 years ago had left us clues to their ways of life. It wasn't gold and jewels, but these clues were a sort of treasure. "*I wonder how much a metal detector costs...*" Samuel said to himself as the boys walked away.

Answer these questions based on the text.

1. Based on the context clues, "**arid**" most likely means...

- (A) dry (B) misty (C) cool (D) smelly

2. Which of the following is the best summary for this text?

- (A) Three friends wanted to find a way to cool down on a hot summer day. They went to the town springs and saw a man using a metal detector. The man explained that he could find special items left behind by people many years ago.
- (B) Three friends wanted to have a good time on a summer day. However, it was too hot to do anything. So, they decided to go to the town springs to cool down. Then they enjoyed their afternoon in the water.
- (C) Three friends were at the town springs when they saw a man. They thought he was vacuuming the grass but he was actually using a metal detector.
- (D) Three friends asked a man what he was looking for with his metal detector. They thought he might be searching for treasure. He explained that he could find special items left behind by people years ago.

3. How did you pick your answer for #2?

4. Which statement is most likely true?

- (A) Samuel doesn't know how to swim. (C) Samuel doesn't care much for history.
- (B) The man can't find any old items at the park. (D) Samuel wants to buy a metal detector.

Reader's
Notes

Wild Cities, Urban Animals

The Coyotes of Cook County, Illinois



Many years ago, the area we now call Chicago, Illinois, was only a prairie. Prairies are large, open areas of grassland. They're home to several different grasses and flowers, along with small animals such as prairie dogs, snakes, squirrels, and coyotes. Today, the prairie land of Chicago has disappeared, but the coyotes have not. They have learned how to **thrive** in the new city environment, and their population has increased!

Coyotes are predators and scavengers, and they are smart. They'll eat rabbits, geese, rodents, fruit, and more. Humans are their only real threat. However, hunting and trapping is illegal in the Chicago area. Once coyotes have learned how to safely cross streets, they have no trouble finding as much food as they want. Coyotes steer clear of humans, but they're not afraid of dogs. During different seasons, coyote attacks on dogs increase.

Leopards Spotted in Mumbai

A leopard might not be able to change its spots, but it can change its lifestyle. This animal's natural habitat could be rainforests, deserts, grassland, forests, mountain habitats, and swampy areas. Leopards have lost almost all the free land where they used to roam around, but they are still clinging to existence. Leopards are now being called "living ghosts" by humans in Mumbai- a city in India. Since they don't have their natural territory to explore anymore, leopards are now seen roaming around neighborhoods.



Now that they are living in a city, leopards have changed their diet. Originally, they would eat deer, wild boar, or rodents. Their diet has **expanded** to include pigs, goats, chickens, and even unsuspected stray dogs and cats!

Brave Penguins of Cape Town

African penguins are great swimmers, but they are not great at defending themselves from larger predators like leopards and caracals. So, penguins learned to avoid these predators by spending most of their time on small islands nearby. However, as humans moved in to Cape Town in South Africa, nearly all the leopards and the caracals had to move out. With those big, scary predators out of the picture, penguins realized that they could now visit the beaches of Cape Town without getting eaten!



Today, African penguins are famous on Betty's Bay and Boulders Beach in Cape Town. However, their population is dropping. They were able to use new land when the cougars and caracals got scared away by humans, but the penguins' food supply is decreasing. Penguins must compete with human fishers to get enough sardines and anchovies. Plus, some humans collect penguin eggs for money. ❧

Wild Cities, Urban Animals

Answer these questions based on the text.

1. Based on the text, which answer would be the best caption for the third image?

- (A) Predators such as caracals and leopards hunt and eat penguins.
- (B) Now that the predators are gone, penguins can spend their time on the beach in peace.
- (C) Penguins eat various fish such as anchovies and sardines.
- (D) The penguin population is dropping because they compete with humans for food.

2. Which cause and effect statement is true?

- (A) Humans are not allowed to hunt coyotes in Cook County. ➡ The coyote population is shrinking.
- (B) The coyote population is growing in Cook County. ➡ Humans are not allowed to hunt coyotes.
- (C) Leopards are losing their natural habitats. ➡ They are learning to survive in cities.
- (D) Penguins are often on the beaches of Cape Town. ➡ Their predators have disappeared.

3. Use the text to write two statements of your own that show cause and effect.

4. Before living in the city, leopards would most likely eat...

- (A) sardines
- (B) anchovies
- (C) stray dogs
- (D) deer

5. Because _____, the penguin population is declining in Cape Town.

- (A) caracal and leopard populations are increasing
- (B) caracal and leopard populations are decreasing
- (C) humans are taking too much of the penguin's food supply
- (D) penguins are a popular sight on the beaches of Cape Town

Elephant Encounter

Reader’s
Notes

A Dream Comes True

“This is a dream come true,” I told my mom as we loaded up our bag for the day. My family was giving me the most amazing gift I could imagine. For my whole life, elephants have been my favorite animal. I always doodle them in my notebooks and pick them for my research projects. If I had a choice between a poster with an elephant on it or a poster with a sloth on it, I bet you could guess which one I would pick. And today, for the first time in my life, I would be able to meet a family of elephants.



A Long and Winding Journey

Our journey to meet the elephant family began with a plane ride to a different country. This elephant family lived in Thailand, which is in Asia. The plane ride took 18 hours! We landed in Thailand and found a taxi to drive us to our hotel. I was exhausted from travelling, but I could barely sleep because I was so excited about the adventure that we were going to have the next day.

In the morning, we eagerly waited for a van that would take us to meet the elephants. This family of elephants lived with a man named Jack. Jack had adopted two adult elephants from a logging camp. Before living with Jack, the elephants had to spend all day dragging chopped-down trees through the jungle. However, that sort of business was illegal. With Jack, the elephants just spent their days doing an elephant’s favorite activities: eating, walking through the jungle, bathing, and sleeping. The two adult elephants had a baby. Jack invited very small groups of people to meet his elephants. He taught people facts about elephants, and how to help take care of them.

Elephant Encounter

We saw the first elephant before we even parked the van; he was standing in the middle of the road! The elephant’s long trunk pulled a chunk of grass out of the ground and carried it to the elephant’s mouth. “That’s Boon,” Jack told us with a smile. A man was sitting on Boon’s shoulders. “The man is my brother, Sunny. He helps me take care of the elephants.”

“When Sunny sits on Boon’s shoulders, does it hurt Boon?”

Jack shook his head. “No, Boon is fine. Sometimes we ride the elephants instead of walking next to them, because the elephants can move much faster than us. We do not ride them for too long, and we do not give them too much weight to carry.” Sunny tapped Boon’s sides with his feet. Boon kept walking on the road, and we followed behind him in the van.

Jack stopped the van and we all got out. Jack led us to Boon and Sunny who were standing near a large pile of grass, sugar cane, and bananas. “As I said before, this is Boon,” Jack began, “and that is Maekwan with her baby, Peytai.” Jack pointed to two elephants walking towards us. The baby elephant was 1 year old. He jogged up to the pile of food, excited to eat. As the elephants munched away, we learned about them. They were not scared of us at all. I put my hand on the baby’s back as he ate.

I never knew elephants were so hairy! Each strand of hair was one or two inches long, and very thick. The hair was like long bristles on a toothbrush. Their skin was thick and dry. They had long eyelashes, and their eyes were always looking around for the baby, or food, or humans.

A Treasured Memory

We spent all day with Jack, Sunny, and their elephant family. As we got in the van to start the

Elephant Encounter

Reader's
Notes

long ride home, I knew this was a day I wanted to remember for the rest of my life. I was able to see my favorite animal up close. I was able to touch and play with a baby elephant! And, I learned what humans can do to help elephants live peaceful, happy lives. I closed my eyes and tried to store every detail away so that I would never forget the magic of this day.

Answer these questions based on the text.

1. The author wants to include a sentence describing what the elephants' feet looked like. Which section should this sentence go under?

- Ⓐ A Dream Comes True

Ⓒ Elephant Encounter
- Ⓑ A Long and Winding Journey

Ⓓ A Treasured Memory

2. What evidence supports the claim that Jack takes good care of his elephant family?

3. Which of the following is the best summary for this text?

- Ⓐ

The family wants to visit a family of elephants. However, the elephants are far away. So, they family rides an airplane to Thailand and drives a long time through the jungle.
- Ⓑ

The narrator's dream comes true when they are invited to meet a family of elephants. The narrator has always loved elephants, and already knows a lot about them. They always pick elephants for their research projects.
- Ⓒ

The narrator's dream comes true when their family is going to visit a family of elephants in Thailand. The narrator see's the elephants up close and meets their owner, Jack. The narrator is able to touch the elephants, and learns new information about how to care for elephants.
- Ⓓ

This family of elephants is owned by Jack. Jack teaches people how to care for the elephants, including what they eat. Jack teaches people that it's okay to ride the elephants if it's for a short time.

4. What is the main setting of this text?

- Ⓐ an airplane

Ⓑ Thailand

Ⓒ a zoo

Ⓓ a house

Reader's
Notes

Clever Primates

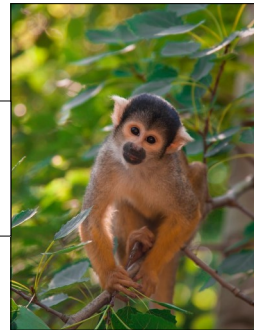
Most people would agree that us humans are very intelligent creatures. We know how to manipulate our environment to make it more comfortable for us. We use tools to get food, build shelters, and protect ourselves. Plus, we have languages that make it easy to communicate with anybody around the world. Humans are a part of a larger family: the primates. Other primates, such as macaques, apes, and bonobos, have shown that they are very intelligent as well.

Humans have tools for different occasions, but other primates have learned to use some tools of their own. Watch out for the long-tailed macaques if you ever visit Thailand; they have learned how to use resources from the humans in their environment. Every year, there is a festival in honor of the macaques. People leave large varieties of food from yogurt to melons to packages of cookies. The macaques eat everything up and leave a huge mess! After the macaques' feast, humans must beware: those primates will approach, snatch a handful of your hair, and use it as dental floss! Macaques also know how to use rocks as tools to break open shell animals like clams and crabs. The capuchin uses rocks to break open nuts as well. Capuchins also know how to prevent bug bites! These primates know that mosquitoes are the cause of irritating and itchy bites. So, the capuchins work together to cover themselves in the sticky sap from a guapinol tree. This sap is a natural bug **repellent**!

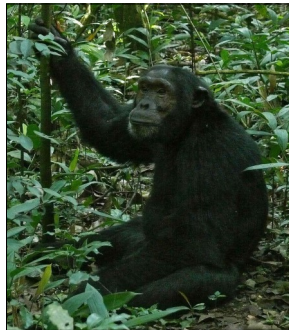


Left: a macaque

Right: a capuchin

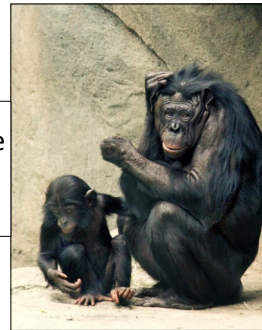


We humans are very proud of our brain, because we can learn all sorts of skills as we grow up. Other primates have shown an amazing ability to learn as well. Apes live in communities, and the babies have many years to learn from their elders. They learn which plants to eat, and they even learn tricks for how to chew and swallow the plants. Just the way your family might eat dinner a little differently compared to another family, baby chimpanzees learn unique tips from their families, too. One chimpanzee might learn to use a stick to get honey out of a tree; another chimpanzee might learn to use sponge-like leaves to soak up the honey instead.



Left: a chimpanzee

Right: a bonobo



We have observed how many different members of the animal kingdom communicate from bugs, to birds, to bees, but primates are the champions of communication. Humans use language to communicate and are also able to share how they are feeling through body language. We can **empathize** with each other, and other primates do this as well. When a young bonobo is injured, other bonobos will come and try to comfort him. A mother primate shows **grief** when her child is ill

Clever Primates

Reader's
Notes

or injured. Different primates also participate in activities just for fun, like jumping into a fountain over and over again. Doesn't that sound familiar?

Humans are part of the primate family. Other primates such as the macaque, capuchin, chimpanzee, and bonobo have learned some skills from us. They have adapted to a world with humans. Perhaps there is a lot that we humans can also learn from our clever "cousins".

Answer these questions based on the text.

1. Based on the context clues, the reader can infer that “repellant”...

- Ⓐ

...keeps bugs away. The text says the bug bites are annoying so the capuchins cover themselves in sap.
- Ⓑ

...attracts bugs. The text says the sap is sticky.
- Ⓒ

...is a tool to break open rocks. The text says that capuchins use tools to break open rocks.
- Ⓓ

None of these are the right answer.

2. Which detail from the text is the most important? Why do you think that?

3. Which of the following is not a tool mentioned in the text that primates know how to use?

- Ⓐ

rocks
- Ⓑ

sticks
- Ⓒ

dental floss
- Ⓓ

pencil

4. What is the author’s main purpose in writing this text?

- Ⓐ

Persuade: The author is persuading the reader to protect primates and their natural habitats.
- Ⓑ

Persuade: The author is persuading the reader that other primates are more intelligent than humans are.
- Ⓒ

Inform: The author is informing the reader of how intelligent different primates are.
- Ⓓ

Entertain: The author is entertaining the reader with stories of clever primates.

Reader's
Notes

Kanzi, the Amazing Bonobo

Have you ever been to a zoo and seen the primates **lounging** or playing in their enclosures? Sometimes, they look just like humans when they are relaxing! Sometimes, they even play the same games we play, like tag and catch. When they screech and growl at each other you might think, what are they saying to each other? Maybe you have pondered what a primate was thinking when they looked at you. Well, one group of scientists has spent years figuring out how to answer those very questions with one impressive bonobo.

Kanzi is a bonobo that is teaching the world a lot about how primates communicate. Kanzi was born in 1980. When he was an infant, **primatologist** Sue Savage-Rumbaugh tried to teach his mother, Matata, to communicate. They used a keyboard labeled with shapes and symbols instead of letters. The scientist would practice with Matata while Kanzi played in the background. Unfortunately, Matata never really got the hang of it. However, Kanzi did pick up the language.

Sue Savage-Rumbaugh and her team added more symbols to the keyboard. At first, Kanzi used 6 symbols to communicate. Then, he used 18 symbols. Then, he started using 348 symbols. Each symbol refers to a familiar object or activity: yogurt, a key, tummy, bowl, chasing, or tickling to name a few. There was also a symbol for "good" and one for "bad".

Kanzi learned to combine these symbols to communicate with humans. He also learned by watching the humans around him. One day, Kanzi went for a walk in a nearby forest. Kanzi touched the symbols for "marshmallow" and "fire". Kanzi was given matches and marshmallows. The bonobo then collected twigs into a pile, lit them with the matches, and toasted some marshmallows!



Kanzi can communicate his needs, and he can understand up to 3,000 English words when a human talks to him. Sometimes, he gets tested by receiving a phone call from a human. The human tells Kanzi a word, and he must type that word on his special keyboard. He also follows directions during his listening test over the phone. For example, the human might read Kanzi a list of objects to gather, and see if Kanzi is able to follow all the directions.

Kanzi now lives near Des Moines, Iowa, with his sister, mother, nephew, and four other bonobos. The bonobo family has their own kitchen, including a vending machine and a microwave oven to heat up their own snacks. They spend their evenings **sprawled** on the floor, snacking on candy, fruit, and vegetables. Sometimes, Kanzi asks for ingredients to make himself an omelet. The bonobos watch DVDs they pick themselves. Their favorites appear to be *Quest for Fire*, *The Legend of Tarzan*, and *Babe*. This bonobo family has learned a lot from their human caretakers, and the caretakers are learning a lot from the bonobos as well.

Kanzi, the Amazing Bonobo

Answer these questions based on the text.

1. Which detail from the text is the most important? Why do you think that?

2. Which of the following is the best caption for the image?

- (A) While Kanzi’s mother learned special symbols to communicate, Kanzi played nearby.
- (B) Each day, Kanzi works with scientists to practice communicating using special symbols.
- (C) Kanzi learned how to roast marshmallows on an open fire, and he even started the fire himself.
- (D) Kanzi’s family has their very own kitchen and microwave.

3. Which of the following is the best summary for this text?

- (A) Kanzi wanted to communicate with scientists, but he didn’t know how. So, a scientist began teaching him special symbols. Then, he used the symbols to communicate.
- (B) Sue Savage-Rumbaugh wanted to teach a bonobo how to communicate. However, Kanzi’s mother couldn’t get the hang of it. So, she started teaching Kanzi instead. Then, they were able to communicate.
- (C) Kanzi’s mother was taught how to communicate using special shapes and symbols. Kanzi just played nearby. His mother never got the hang of it, but Kanzi did.
- (D) Primates have their own special ways of communicating with each other. A scientist named Sue Savage-Rumbaugh taught Kanzi the bonobo a special way of communicating with humans. His vocabulary kept growing. Kanzi can communicate lots of ideas now. His family lives in Iowa and is still being studied today.

4. What is the author’s main purpose for writing this text?

- (A) Persuade us to teach primates how to communicate.
- (B) Inform us about a primate who was taught how to communicate with humans.
- (C) Inform us about how to teach primates to communicate.
- (D) Entertain us with a story about a primate who likes to roast marshmallows and watch movies.

Unicorn: A Global Icon

Reader's Notes

Magical, peaceful, and incredibly rare: these are just some adjectives we might use to describe the creature known as a unicorn. You have probably seen one before in a movie or illustration. Sometimes they are a pure white horse with a single golden horn on its head. Sometimes they can fly, and sometimes they can even talk! "Unicorn" is not the only name for this magical creature. This creature has been made into statues, painted, and depicted in stories all over the world for more than a thousand years! Some details change depending on who is describing this one-horned animal, but this animal is always a thing of magic.



In China, this **mythological** being is called a qilin (pronounced /chee-lin/). Sometimes, the qilin is depicted as a combination of different animals. The qilin might have the body of a deer, but it is also covered with fish scales. Its head is a dragon, but with a single horn. Its face looks **ferocious**, with a snarling, growling mouth. Sometimes, artists paint flames all around the qilin's body, as if it is made of fire. Artists have painted the qilin with many combinations of colors and have sometimes included decorations like fluffy hair, fins, or whiskers.



Can you spot the different animal characteristics in these qilin statues?



Even though the qilin might look fearsome, it is usually a gentle being. In fact, some writers say it is so gentle that it chooses to walk on clouds so that it does not harm a single blade of grass. Other writers remind readers that the qilin is very powerful and will punish evil-doers and protect innocent people. The qilin is very wise, and it only appears in areas ruled by wise, kind leaders. Some people in China perform dances that honor the qilin. The qilin is often seen in the form of a statue or as a decoration on fabric items like purses.

There are Korean and Japanese forms of the qilin called a kirin. In Thailand, the creature is known as 'Gilen' and in Vietnam it is called 'Kỳ lân'. Ancient writers were sure that there were unicorns with 28-inch horns in India. Unicorn sculptures have been found in ancient cities in Iran. How did all these different people imagine a unicorn? The origin of a unicorn might always be a mystery, but its magic is here to stay!



Images of unicorns have been found all over the world, dating back thousands of years.

Unicorn: A Global Icon

Answer these questions based on the text.

1. Ancient writers thought there were unicorns with 28-inch horns in...

- Ⓐ ...India.

Ⓑ ...Japan.
- Ⓒ ...Iran.

Ⓓ ...Korea.

2. Which of the following is a fact from the text?

- Ⓐ "Its face looks ferocious."
- Ⓑ "Even though the qilin looks fearsome and scary, it is a gentle being."
- Ⓒ "The qilin is very wise, and it only appears in areas ruled by wise, kind leaders."
- Ⓓ "Authors write stories that show the qilin is very powerful and will punish evil-doers and protect innocent people."

How can you tell when something is a fact?

3. Which detail from the text is the most important? Why do you think that?

4. What is the author's main purpose in writing this text?

- Ⓐ Persuade: The author is persuading the reader to create their own version of a unicorn legend.
- Ⓑ Persuade: The author is persuading the reader that unicorns used to exist somewhere in the world.
- Ⓒ Inform: The author is informing the reader about different unicorn legends from around the world.
- Ⓓ Entertain: The author is entertaining the reader by sharing stories about unicorns from all over the world.

The Ch'i-lin Purse

Reader's Notes

There is a legend that starts with a kind, wealthy widow in a Chinese town. This widow's name was Mrs. Guo. She had one daughter, named Feiyan. Feiyan was lovely and intelligent. Mrs. Guo **doted** on her daughter and gave her everything she could ever want. As a consequence, Feiyan grew up rather spoiled and was hard to please.

When Feiyan turned sixteen, it was time for her to get married. Traditionally, the bride is supposed to take many gifts with her to her new home. Mrs. Guo put together a mountain of special and valuable gifts. However, Feiyan was not very impressed. Mrs. Guo decided that the most valuable gift would be a Ch'i-lin purse. A ch'i-lin is an ancient, legendary animal. It has scales all over its body, and a horn on its head. The ch'i-lin is supposed to bring good luck and a healthy child to the new family.

Mrs. Guo ordered a purse made of red satin. There was a ch'i-lin embroidered on each side of the purse. The purse was a lovely piece of artwork.



On her wedding day, Feiyan was ready to be taken to her new home. She admired her special wedding sedan. A sedan is a beautiful carved chair with its own little walls and roof. Soon, she would sit in this sedan and be carried to her husband's town.

Feiyan wore a beautiful red silk dress. All her wedding gifts were stacked nearby. Mrs. Guo gave her daughter the final gift: the Ch'i-lin Purse. "My dear child," the widow told her daughter, "I am so happy to see you married but I will miss you so much. Here is my final and most precious gift to you. I have put something wonderful in the purse, but please do not open it until you are in your new home. I hope this gift will help you feel that I am with you always."

Feiyan barely looked at the purse as she took it from her mother. Feiyan wasn't impressed with the final gift. 'I don't really like the pattern, and the colors are too dark,' Feiyan thought when she saw the purse.



A few minutes later, it was time to go! Feiyan, sitting in her wedding chair, looked at her mother one last time. Then several servants lifted the chair and began to carry Feiyan all the way to her new home with her new husband.

To be continued...

Visualization helps readers understand stories. Use this space to draw a scene from the text or write words that help describe something from the text.

The Ch'i-lin Purse

Answer these questions based on the text.

1. Describe the main character of this story. Use evidence from the text.

2. Which elements of the story have already been written in the first part of this story?

- ☐ A main character ☐ B main conflict ☐ C resolution ☐ D solution

3. What is a wedding sedan?

4. Which of the following statements is a fact?

- ☐ A "A sedan is a beautiful carved chair with its own little walls and roof."
☐ B "Mrs. Guo gave her daughter the final gift: the Ch'i-lin Purse."
☐ C "The purse was a lovely piece of artwork."
☐ D "Here is my final and most precious gift to you."

5. What is a question or opinion you have about the main character so far?

Reader's
Notes

The Ch'i-lin Purse, part 2

The trip to her new husband's home was interrupted when rain started to pour down. The servants quickly moved Feiyan's chair to a **sheltered** area. Feiyan didn't get out of the chair, because it would be bad luck for her feet to touch the ground before she got to her new home. Feiyan and her servants weren't the only ones in the shelter, waiting for the storm to pass. From inside her wedding sedan, Feiyan could hear a woman crying.



Feiyan sighed and closed her eyes, hoping the woman would stop crying soon. Anybody crying near a bride on a wedding day can be bad luck. The crying continued. Feiyan peaked over and saw another wedding sedan, but it looked **shabby** and much older than her own. Feiyan **beckoned** one of her servants. "Please go find out why that other bride is crying." The servant nodded and went to investigate.

The servant returned and explained that the other bride was crying because she was on her way to her new husband's home, but her family was too poor to send her with any gifts. The new bride was ashamed to be showing up with nothing, and worried about what her new family would say and do.

Feiyan looked around at all her gifts. She felt a little bad for the other bride. "This should make her stop crying," she said. Without a second thought, she handed the Ch'i-lin purse to the servant. "Please give that to her." The servant nodded and walked back to the wedding chair. A moment later, the bride's crying immediately stopped. Feiyan had given away her mother's gift without even seeing what was inside. 'No matter,' she thought to herself with a shrug, 'I have plenty of gifts.'

After a few minutes, the rain **ceased**. Feiyan's servants were able to pick her up and continue carrying her to her new home. Feiyan arrived at her husband's home an hour later.

Feiyan was delighted to discover that her new husband was kind and interesting. They had a beautiful wedding ceremony. A year later, they had a lovely baby boy. Feiyan felt that she was the luckiest person in the world. She had no idea that her fortune was going to turn upside down in a few years.



To be continued...

Visualization helps readers understand stories. Use this space to draw a scene from the text or write words that help describe something from the text.

The Ch'i-lin Purse, part 2

Answer these questions based on the text.

1.
“She had no idea that her fortune was going to turn upside down in a few years.”
Based on this sentence of *foreshadowing*, what do you predict will happen in the next part of the story?

2.
Which of the following shows a correct example of cause and effect from this story?

Ⓐ

It started to rain because the wedding group had to hide under a shelter.

Ⓑ

The other bride started crying because Feiyan sent a servant to ask what is wrong.

Ⓒ

Feiyan gave her Ch'i-lin purse to the other bride, and then the bride stopped crying.

Ⓓ

The bride stopped crying, so then Feiyan gave her the Ch'i-lin purse.
3.
According to the text, why did Feiyan decide to give the other bride a gift?

Ⓐ

It is good luck to give a bride a wedding gift.

Ⓑ

It is bad luck for somebody to cry on your wedding day.

Ⓒ

Feiyan is a very generous person.

Ⓓ

Feiyan had too many gifts and wanted to get rid of some before getting to her husband's house.
4.
What is a question or opinion you have about the main character after reading this part of the story?

Reader's
Notes

The Ch'i-lin Purse, part 3

When Feiyan's boy was 6 years old, a terrible flood swept through their town. Feiyan's family lost everything. As they travelled away from the town with the other flood victims, Feiyan got separated from her husband and son. She called out for them, but it was no use. **Devastated** and lonely, Feiyan followed a group of flood victims to a nearby town.



By the time Feiyan arrived at this unknown town, she had given up hope that she would ever see her husband and son again. She sat down near the road and cried. Soon, she was too **weary** to cry anymore, and she just sat quietly, staring at the ground. An old woman approached her. "Dear girl, you must be so hungry and exhausted. Don't give up hope. Walk just a little more. A wealthy family built a food station to help flood victims." The old woman handed Feiyan a clean, empty bowl.

Feiyan **trudged** to the food station. The line of people waiting for food seemed to stretch hundreds of feet. Feiyan had never, ever had to wait in a line for food like this. She took her place in the **queue** of people and held back tears. She could hear other people sniffing and sobbing in the line also. 'I was not the only victim of this terrible flood,' Feiyan thought to herself. 'Everybody else in this line is suffering as well.'

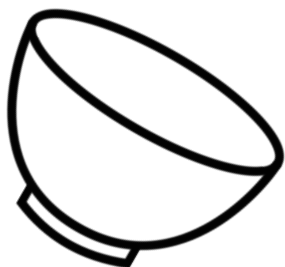
Step by step, Feiyan made her way to the front of the **queue**. Finally, it was her turn. A man scooped out the last serving of rice into Feiyan's bowl. "That's it for today, everybody. Please come back tomorrow," he announced to the crowd.

The woman in line behind Feiyan burst into tears when she heard the announcement. Feiyan turned to look at her. The woman's shoulders were slumped down, and she was covering her face with one hand while holding an empty bowl in the other. 'She is probably the same age as my mother,' Feiyan thought to herself as she examined the crying woman. Feiyan silently emptied her rice into the crying woman's bowl. The woman stopped sobbing, and looked at Feiyan with surprise and gratitude. The man serving food saw what Feiyan had just done.

"Excuse me," the man called out to Feiyan. "Why did you give that woman your food? You must be hungry as well."

"I am hungry," Feiyan replied, "but I am younger. I can stand to be hungry one more day."

"That was very unselfish, and compassionate," the man said. He thought for a moment. "I'd like to help you. My employer, Mr. Lu, is seeking a **governess** to care for his child. If you are interested, I will recommend you for the job."



Feiyan did not need to think about the offer. For the first time in her life, Feiyan had no money or shelter. She immediately nodded and thanked the man. The next day, she went to meet Mr. Lu. He was impressed with her graceful nature. He didn't ask about her history, but he did hire her to be the family's governess. 'I had so much wealth before, but I was ungrateful. Now I will begin a new life,' Feiyan thought to herself.

To be continued...

The Ch'i-lin Purse, part 3

Answer these questions based on the text.

1. What is the main conflict in this part of the story?

- ☐ A Feiyan versus another character
- ☐ C Feiyan versus the environment
- ☐ B Feiyan versus the community
- ☐ D Feiyan versus herself

2. Explain the main conflict of this part of the story.

3. Based on context clues, a synonym for *devastated* is...

- ☐ A tired
- ☐ B raced
- ☐ C sad
- ☐ D heartbroken

4. Based on context clues, a *queue* must be _____.

5. What is a question or opinion you have about the main character after reading this part of the story?

Reader's
Notes

The Ch'i-lin Purse, part 4

The Lu family had a very large property. Mr. Lu showed Feiyan around the home and explained her responsibilities. "My wife is ill right now, so your responsibility will be looking after my son. You may go anywhere in the house, except the Pearl Hall. That area is sacred and if you enter it, you will be dismissed immediately."

The boy that Feiyan looked after was very spoiled. When he wanted something, he wanted it immediately and he would cry if he didn't get it. This bothered Feiyan, especially because she realized that she used to be just as spoiled as this boy.

One day, Feiyan followed the boy around as he played. The boy's ball rolled right into the Pearl Hall. "I want my ball," the boy called out to Feiyan as he pointed into the Pearl Hall.

"But I'm not allowed to enter the Pearl Hall," Feiyan responded. "Let's go find something else to play with."

"No! I want my ball! I want my ball!" Feiyan could tell that the boy was about to throw a large **tantrum**. She sighed and went to retrieve the ball.

'Hopefully nobody will find out I entered the Pearl Hall,' Feiyan thought to herself as she crept into the mysterious room. She looked around for the ball but found something much more surprising. There was an altar with candles and incense. In the middle of the altar was her Ch'i-lin purse! Seeing the purse brought back memories of her mother, her wedding, and the life that had been destroyed by the flood. Feiyan started to weep.

"What are you doing in here," a woman's voice asked angrily.

Feiyan quickly turned around. It was the boy's mother, Mrs. Lu. "I'm sorry ma'am," Feiyan said as she bowed. "Your son's ball rolled in to this room, and I was retrieving it for him."

"Then why are you weeping at this altar?"

"Because I saw this purse, which once belonged to me."

The response startled Mrs. Lu. She sat down in a nearby stool. "Where are you from," she asked the nervous and tearful Feiyan.

Feiyan began to tell the story of leaving her mother and travelling in the wedding sedan when rain started to fall.

"Please sit with me," Mrs. Lu said while retrieving another stool. Feiyan did as she was told and continued her story. She described her wedding, her lovely husband and son, and the day the flood destroyed everything. Now Mrs. Lu was weeping as well. "Feiyan, you are my **benefactor**, my generous angel! For years, I have come to this altar to pray for your wellbeing and to give thanks.

"On my wedding day, I was carried in an old sedan but we had to stop because of rain. I sat there weeping because I had nothing to offer my new husband— no gifts, no money. Then an **anonymous** bride sent me a beautiful purse. Inside was a precious piece of carved jade. My husband was able to sell this jade for a large sum of money, and we used the money to start a business. The business did so well that I was able to buy the jade back! I built this altar and the Pearl Hall to honor you and show gratitude every day for the gift you had given me.

"When we heard about the flood in your town, I prayed every day that your family would survive. I prayed that someday we would meet, so that I could express my gratitude to you. And here you are, taking care of my son! I know what we must do. We must divide our property and give



The Ch'i-lin Purse, part 4

Reader's
Notes

you half of everything. You will be able to rebuild your life. That would make me very happy.”

Feiyan was speechless as Mrs. Lu handed her the purse with the jade in it. The same day, the Lu family sent servants in all directions to retrieve information about Feiyan’s husband and son. They were found in another town, and brought to Feiyan. The three wept as they held each other.

A strong friendship developed between the two families. Feiyan proudly displayed the Ch'i-lin purse in her home. When anybody asked about it, Feiyan shared its story. She always ended the story by saying, “If you have a chance to do something good, you must. That goodness will always come back to you.” 

Answer these questions based on the text.

1. In this story, Feiyan discovered that Mrs. Lu was...

- (A)

...her long-lost mother.
- (B)

...the woman Feiyan gave food to after the flood.
- (C)

...the person who made Feiyan’s Ch'i-lin purse.
- (D)

...the crying bride from Feiyan’s wedding night.

2. Based on the context clues, a *benefactor* is...

- (A)

...a person who doesn’t follow rules.
- (B)

...a person who offers gifts.
- (C)

...a person who has bad luck.
- (D)

...a person who has good luck.

3. Why did Mrs. Lu offer to give half of her property to Feiyan?

4. What is a question or opinion you have about the main character after reading the ending of this story?

Reader's
Notes

Journey to the Center of the Earth

After planning this **expedition** for so long, the geologist Doctor Anandi Richards was eager to finally **embark** on the adventure. She was at the meeting point several minutes early. She kept looking at her watch. Finally, Doctor Ivan Jones, a botanist, jogged up to her. "Hello, Doctor Richards! Sorry I'm late."

"No problem, Doctor Jones! Are you ready to **embark**?" Doctor Richards turned around and picked up her backpack. The scientists stood at the edge of a deep, dark hole in the ground. Their measuring devices estimated that the hole was more than 3,000 miles deep. It was quite possible that the hole went all the way to the center of the earth!

Doctor Jones stepped next to Doctor Richards. Both scientists put on their harnesses and prepared for their **descent**. They secured a rope at the edge of the hole and attached it to their harnesses. They took one step over the edge of the hole, and then another. Step by step, they descended into the mysterious, deep hole. The air got cooler with each step.

The scientists climbed down in silence, occasionally shining their flashlights in different directions to see what they could observe. Doctor Richards noticed that the dirt was getting rockier. Soon, it was all rock. "Doctor Jones," she said, "watch your step here. This variety of rock can get quite slipp"-- Doctor Richards wasn't able to finish the word "slippery" before her colleague let out a startled shout. He had slipped and missed his footing!

Doctor Jones was now swinging from the rope attached to his harness. Unfortunately, these slippery rocks were also quite **jagged**. The swinging rope kept rubbing against an especially sharp rock, and Doctor Jones' rope snapped.

"Doctor Jones!" Doctor Richards reached for her partner's outstretched hand, but it was too late. He fell into the darkness.

A second later, Doctor Richards heard a thump. "Oof! I'm okay," Doctor Jones called. "That was about a fifteen-foot drop...luckily, my backpack broke my fall."

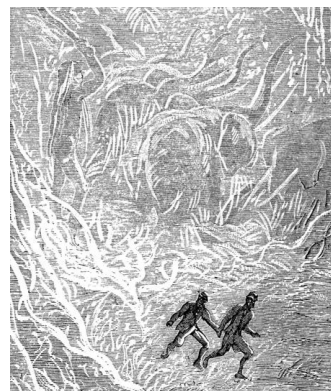
Doctor Richards let out a sigh of relief. She pointed her flashlight down and saw Doctor Jones standing below her, rubbing his shoulder and ribs.

Doctor Richards carefully scaled down the last 15 feet of rocky wall. When she was standing next to Doctor Jones, she detached the rope from her harness. The two scientists walked further towards the center of the earth. Doctor Richards noticed there were colorful **stalactites** and **stalagmites** all around them. "Very unusual rocks," she muttered. The **formations** and shadows looked sinister and mysterious under the shining flashlights.

Doctor Jones paused, staring closely at a stalagmite that stood taller than him. "There is an unusual plant growing on these rock formations," Doctor Jones stated. "It is a type of creeping vine. However, I have never seen a vine with this grey and purple color. Strangely enough, these vines appear to be growing before my eyes."

Doctor Richards peered at one of the vines, and then touched one of the leaves with her index finger. The vine quickly responded by tightly wrapping around her finger. She tried to pull her finger back, but the vine wouldn't let go! She dropped her flashlight and a vine grabbed that too. "Doctor Jones!" The vine wouldn't budge! It was coiling around her finger, and then her whole hand!

Doctor Jones turned towards his colleague. He saw her struggling to remove her hand from the small vine, but then he noticed that the scientist was in even larger trouble. A very thick vine was slowly creeping towards her feet. Doctor Jones had to think quickly. He reached into his bag, searching for-



Journey into the Center of the Earth

Reader's
Notes

“Ivan! Anandi! Time for dinner,” cried out a voice.

Ivan Jones and Anandi Richards crawled out of the tunnel of boxes they had spent the day constructing. “That was a lot of fun,” said Anandi. “I really do want to be a geologist when I grow up, so I can go on an adventure like that.”

“Let’s play ‘Journey into the Center of the Earth’ again tomorrow! Maybe we’ll find the ocean and ocean monster in the cave next time,” said Ivan, as the two kids walked inside for dinner.

Answer these questions based on the text.

1. Based on context clues, *to embark* means...

- (A) ...to begin something.

(B) ...to meet somebody.
- (C) ...to study something.

(D) ...to find something.

2. Which context clues help a reader to define the word *descent*?

3. Which of the following statements is true?

- (A) A geologist is somebody who knows a lot about plants.

(B) A geologist is somebody who knows a lot about rocks.

(C) A botanist is a person who knows a lot about rocks.

(D) A botanist is a person who knows a lot about stories.

4. By the end of the story, what conclusion can the reader draw about Ivan and Anandi? Support with evidence.

The Mighty Chicken

Reader's Notes

"You're such a chicken!" In our modern time, this is not a positive **remark**. If somebody is calling you a chicken today, they are claiming that you're **cowardly**, or scared of something. Chickens are jumpy, or anxious like in the tale *Chicken Little*. In that story, the poor chicken was terrified that the sky was falling and that the world was ending after an acorn fell on its head. Chicken Little started running around telling other animals that the sky was falling, and they started to get anxious too! If we're not thinking of chickens as cowardly, we are often thinking of them as delicious meals. Many people **devour** chicken all over the world in fried, roasted, baked, or stewed dishes. Some people eat chicken eggs every morning for breakfast. However, for being such a small animal with a poor reputation, the chicken is a famous celebrity in history all around the world.



The Jungle Bird

Even though chickens are found all over the world today, scientists believe the original chicken started as a creature of the jungles of southeast Asia thousands of years ago. Humans noticed that this animal spent most of its time eating on the ground, and that it could only fly a few feet to nest in a nearby tree. It's easy to catch and keep a bird that can't fly! Humans started keeping chickens for food, superstition, religion, and entertainment.

The Sun-Bringer

Zoroastrianism is a religion that worships the sun. Zoroastrians believed that when chickens clucked and crowed, they were telling a story of the battle between light and dark. Every morning, when Zoroastrians heard the "cock-a-doodle-doo!" they knew that the sun had once again won in the battle against darkness. They thought chickens explained why we have day and night.

The Fortune-Teller

Ancient Romans would never go to battle without having a chicken nearby. They believed that a chicken could tell the outcome of a battle. **Oracles**, or fortune-tellers, would figure out messages based on how the chicken behaved. If the chicken had a very strong appetite that day, the next battle would be a success. If the chicken didn't eat that much, the battle would be a failure.

The Warrior

Roosters are male chickens, and they can be very aggressive. They have sharp beaks and claws, but they also have an extra **spur**, or spike, on their legs that can be used as a weapon. Some humans have been impressed and entertained by watching roosters fight each other. Ancient Greek warriors even thought of these roosters as their mascot because they could be so aggressive. Others have thought that making roosters fight is cruel, or very mean.

The Mighty Chicken

Answer these questions based on the text.

1. Why did the author mention the character Chicken Little?

- (A) Chicken Little is the author’s favorite example of a chicken in a story.
- (B) The author wants to use Chicken Little as an example of a scared chicken.
- (C) The author wants to use Chicken Little as an example of a brave chicken.
- (D) The author tries to make sure readers know what a chicken is.

2. Based on context clues, *devour* means...

- (A) ...to discover something.
- (B) ...to study something.
- (C) ...to eat something.
- (D) ...to write about something.

3. Which context clues help readers define the word *oracles*?

4. What is the author’s main purpose in writing this text?

- (A) Persuade: The author wants readers to see how amazing and important chickens are.
- (B) Persuade: The author wants readers to stop eating chickens and start worshipping them.
- (C) Inform: The author wants readers to learn about the different ways humans have used chickens throughout history.
- (D) Entertain: The author wants to share stories about chickens.

5. What do you think was the most interesting or important detail from this text?

Weather and Climate

Reader's Notes

Is there a particular place you have **yearned** to visit? For Jeremiah, that place was New Orleans, Louisiana. His great-grandmother was from New Orleans and always told fun stories from her time living there. Ever since he saw pictures of the old city in an encyclopedia, Jeremiah knew he wanted to see it for himself. People from so many different cultures had lived there over the centuries, and those cultures showed themselves in the buildings, food, and music of the city today. After Jeremiah started learning about New Orleans, he couldn't stop! So, when he heard the fantastic news that his dad was going to take him to visit the city, Jeremiah was thrilled. "When do we leave," he shouted out eagerly.



"We'll be going in two weeks," his dad replied with a smile. Jeremiah marked the weekend on a calendar mounted on their refrigerator.

Have you heard the phrase, "A watched pot never boils"? This phrase means that when we expect something to happen or we keep watching for something to happen, it seems to take even longer. That's how Jeremiah felt as he waited for the day that his trip would finally happen. Soon, he would finally board a plane with his father and land in New Orleans for the weekend. He started a countdown and marked off each passing day on the calendar.

Finally, it was the day before the trip. "Okay dad, here's your packing list," Jeremiah said as he handed his dad a piece of paper. "New Orleans' climate is **subtropical**. That means the winter is mild and the summer is hot and humid. We can expect the **latter** since it's May. So, we aren't going to need any sort of jacket. We'll take some t-shirts and shorts."

The father and son woke up early the next morning and drove to the airport. They boarded the plane, and Jeremiah's father immediately fell asleep. 'How can he sleep at a time like this,' Jeremiah thought while shaking his head. He watched the plane take off through the little window. After a while, he took out a notebook and began writing a list of the different places he wanted to visit in New Orleans. He had written a list of 178 different restaurants, spooky cemeteries, and landmarks by the time the pilot announced that they were about to land. He smiled as the plane began to **descend**.

However, Jeremiah's smile fell when he noticed the sky was a dark gray, and rain started to stream across the plane's windows. 'Well, I guess the climate is hot, humid, and sometimes rainy,' Jeremiah thought to himself.

Jeremiah's dad woke up just in time to stand up and get off the plane. They walked to the airport's exit. Jeremiah noticed that a lot of people were wearing jackets. 'That's silly,' he thought. 'They must not know about New Orleans' summer climate.' However, the reason for the jackets became clear as soon as Jeremiah stepped out of the airport. A strong gust of wet wind hit him. "It's freezing!"

"Yep," Jeremiah's dad said. Jeremiah turned around to see his dad zipping up a jacket. "The climate might be subtropical, but weather can change from moment to moment. Sometimes the weather doesn't follow a climate pattern!" Jeremiah's dad smiled and pulled another jacket out of his suitcase and handed it to his son. "Now let's go get some food!" 

Weather and Climate

Answer these questions based on the text.

1. What is another example of the phrase, “A watched pot never boils”?

- ☐ A Sonia is writing a story but she keeps having to revise and edit her writing. It takes a long time to write a good story!
- ☐ B Nathalie is doing an art project, but she drops glitter on the carpet. It takes a long time to pick up all that glitter!
- ☐ C Tolu is baking bread, but he keeps peeking in to see if the bread is done. It takes a long time for the dough to bake and turn golden brown!
- ☐ D Lucas is taking pictures of his dog, but his dog doesn’t want to sit still. It takes a long time to get his dog to look at the camera!

2. Based on evidence in the 5th paragraph, the reader can infer that...

- ☐ A ...Jeremiah’s dad isn’t happy about going to New Orleans.
- ☐ B ...Jeremiah is thrilled to go to New Orleans.
- ☐ C ...the plane ride is very uncomfortable for Jeremiah.
- ☐ D ...the plane ride is very uncomfortable for Jeremiah’s dad.

3. What is the author’s main purpose in writing this text?

- ☐ A Persuade: The author wants to convince readers to visit New Orleans.
- ☐ B Inform: The author wants teach the reader about the difference between weather and climate.
- ☐ C Inform: The author wants to inform the reader about the city of New Orleans.
- ☐ D Entertain: The author wants to share a story where a kid learns about weather and climate.

4. In this story, a character learns a lesson. Write about a time you or somebody else learned a similar lesson.

Weather and Climate

Reader's Notes

When you imagine the perfect day, you can probably describe the weather. Do you think your perfect day is sunny and warm, or cloudy and cool? Is it a rainy day, or is there snow? These are all details that describe the condition of the air, or the atmosphere, and that is the definition of weather.

Weather: the
minute-by-minute
changes in the
atmosphere

temperature
wind speed
wind direction
humidity



So then why do we see the word **climate** when people are describing the details of a city or country? Why do people talk about "climate change" when mentioning details like temperature and precipitation? Well, when you are describing the patterns in weather of a particular place, you are actually talking about climate. Weather is the minute-by-minute changes in the air. Climate is what the weather is like over a very long period of time in a specific area. There can be a lot of changes in the weather over one day: it might be foggy in the morning, rainy at lunchtime, and sunny by dinner. However, a location's climate takes hundreds of years to change.

Imagine you decide to stay in Phoenix, Arizona, a city in the desert. The first day you are there, it is sunny and warm during the day. The next day, there is a light rain. The following day, it is sunny. Here's a calendar you fill out documenting the weather each day of the month that you are in this city:

 1	 2	 3	 4	 5	 6	 7
 8	 9	 10	 11	 12	 13	 14
 15	 16	 17	 18	 19	 20	 21
 22	 23	 24	 25	 26	 27	 28
 29	 30	 31				

You observed a light rain a few days out of that month. However, it was sunny most of that month. When you ask other people in the city, they tell you that it is usually sunny during the day, and it is very unusual for it to rain more than two days in one month. Based on this information, you could draw the conclusion that this city has a sunny climate even if there are rainy or cloudy days every now and then.

So, next time you are researching a location for a trip or a project, pay attention to the words "climate" and "weather". Climate tells you what clothes to keep in your house, but weather tells you what to wear on a specific day.

Weather and Climate

Answer these questions based on the text.

1. What is the author’s main purpose in writing this text?

- (A) Persuade: The author wants to convince readers to visit the desert.
- (B) Inform: The author wants teach the reader about the difference between weather and climate.
- (C) Inform: The author wants to inform the reader about weather in desert cities.
- (D) Entertain: The author wants to share a story where a kid learns about weather and climate.

2. According to the author, which statement is true?

- (A) Weather is the minute-by-minute changes in atmosphere, like wind, rain, and temperature.
- (B) Weather is the pattern of wind, rain, and temperature over a very long period of time.
- (C) Climate is the minute-by-minute changes in atmosphere, like wind, rain, and temperature.
- (D) None of these are true.

3. According to the author, what is the difference between weather and climate?

4. Based on information in this text, describe the current weather. Then, describe the climate you live in.

Look Before You Leap

Reader's Notes

The dismissal bell rang, and Ms. Jackson's fifth grade students began putting on their parkas, hats, and gloves. Arham glanced at Josh and said, "Hey, Josh! What are you doing this weekend?"

Josh replied excitedly, "My brother and I are going ice fishing tomorrow with my dad at Blue Dog Lake." Josh had fished during the summer, but he had never ice fished in the winter. Earlier in the week, his dad had purchased a powerful electric machine that could drill fishing holes through 2 feet of ice in less than a minute. Josh continued, "We are leaving early tomorrow morning, so we can get to Blue Dog Lake at sunrise. Since the ice is so thick right now, my dad says we can drive our car to the middle of the lake and park on the ice! After we drill the holes, we will be able to fish the whole day."

Arham replied, "That sounds like a lot of fun. I hope you catch a ton of fish. See you Monday!"

Early the next morning, the trio arrived at the lake. A foot-high snowdrift surrounded the shoreline. It looked like a tiny white mountain bordering the whole lake. Josh's dad drove the car along the shore, looking for an opening to access the lake. The two boys looked up and down the shore, hoping to find a break in the snowdrift so they could drive onto the lake!

After 15 minutes of driving up and down the shoreline, the boys grew restless. Josh and his brother **urged** their father to drive the car through the snowdrift since it was so small. "It's just snow, Dad! It's a pile of snow that's only a foot high. The truck should be able to drive through it easily! Then we can finally get on the lake and start fishing!" After another 10 minutes of driving and listening to the restless boys, their father agreed.

Dad turned the truck until they faced the snowdrift. Josh and his brother cheered, "Ram it, Dad! Ram it, Dad! Ram it, Dad!" The truck moved forward and **accelerated** toward the snowdrift.

As the truck hit the snowdrift, there was a loud bang and crash. The truck shot upwards and slid onto the lake. After the truck came to a rest, Josh's father and the two boys got out. They looked at the front of the truck. The bumper was crushed inward and both front tires were flat.

Josh's dad walked over to inspect the snowdrift. He shook his head and said, "This is not a little snowdrift, after all. This is solid ice with a thin layer of snow covering the ice." Still shaking his head, Josh's dad walked back to the truck, took out his cell phone, and called a tow truck.

On Monday morning, the class always had time to discuss good news from their weekend. Arham was invited to share. "I just watched a movie this weekend, but on Friday Josh told me he had a fun weekend planned with his brother and dad. Josh, did you all have a good time? How many fish did you catch??"

Josh's face got a bit warm. He wrinkled his nose and replied softly, "None. We had an accident at the lake."

Ms. Jackson overheard and quietly asked Josh what had happened. Josh retold the happening at the lake. Ms. Jackson asked what his father had said. Josh replied, "Not too much. He said he should have checked out the snowdrift before driving through it." When the tow truck driver arrived, Josh told Ms. Jackson, "My father was really embarrassed."



Look Before You Leap

Answer these questions based on the text.

1. Which of the following is the best summary for this text?

- ☐ A Two brothers want to go ice fishing with their dad for the first time. Their dad even bought a drill that can cut through the ice. Josh told his friend about it, and his friend said, “I hope you catch a ton of fish!”
- ☐ B They got to the lake, but there was a mound of snow surrounding the lake. Their dad drove the truck over the mound. The mound wasn’t snow, though– it was ice. It damaged the truck.
- ☐ C Josh went ice fishing with his brother and father. Then, Dad had to call for help with his damaged truck. Josh’s friend asked about his weekend. Josh shared the story with his teacher.
- ☐ D Two brothers want to go ice fishing with their dad for the first time. However, there is a mound of snow blocking them from driving onto the lake. So, their dad decides to drive over the mound. Then, their truck gets damaged because the mound wasn’t snow– it was ice.

2. What is a synonym that the author could use instead of the word *accelerated*?

- ☐ A slowed down
- ☐ B crashed
- ☐ C sped up
- ☐ D paused

3. Why did the author title this text “Look Before You Leap”?

4. Make a connection. Tell your own version of a time when somebody should have looked before leaping.

Reader's
Notes

Hibernation

When you think of hibernation, do you imagine a particular animal? What does a hibernating animal do? Humans don't hibernate, and neither do our common pets like dogs, cats, or fish. We usually don't see animals in the middle of hibernation, unless we're watching a nature documentary or taking a wildlife **excursion**. However, there are more than 200 different types of animals hibernating around us during the year. You might be surprised by where these hibernating animals live and how their bodies change during hibernation.



Sometimes, authors and illustrators make hibernation look like a long nap. However, the body behaves a certain way during sleep, and it behaves very differently during hibernation. During sleep, breathing and heartbeats slow down a little bit. During hibernation, they slow down *a lot*. For example, a fat-tailed dwarf lemur's heart usually beats 180 times a minute. During hibernation, its heartbeat slows down to 4 beats per minute. Its breathing slows down to 1 breath every 15 minutes.

A hibernating animal barely has enough blood and oxygen moving around its body to keep it alive. A sleeping animal still has an active body and brain - that's why we dream sometimes, or why we sometimes wake up hungry. However, a hibernating brain hardly does any activity at all.

Some animals hibernate in the winter in order to survive those cold months. During the winter, many plants often stop growing, and if it gets very cold, bodies of water can freeze. Animals who usually eat those plants and drink from those water supplies would starve or die of thirst if they couldn't hibernate. You might already know that lots of animals that live in arctic and temperate areas hibernate. However, animals hibernate in the dry deserts and in tropical rainforests, too! Their food supplies might disappear in the heat, so they hibernate until their food grows again.

Hundreds of species have evolved to hibernate in order to survive. Their bodies can make **drastic** changes to live through the harsh weather changes of their environments. Some scientists are now studying those animals to see how their bodies evolved to hibernate, and why other animals like humans do not hibernate. However, what if scientists could help humans hibernate? How could humans use hibernation to improve their lives?

Hibernation

Answer these questions based on the text.

1. Which of the following is the best caption for the image?

- Ⓐ Some people think hibernation looks like this: a long nap. However that's not true!
- Ⓑ Scientists now know that this is what hibernation looks like!
- Ⓒ Many bears hibernate during the winter months.
- Ⓓ Bernard Bear was all tucked in and ready for his winter hibernation.

2. Which statement is true?

- Ⓐ The fat-tailed dwarf lemur's heart usually beats 4 times per minute when it's awake.
- Ⓑ The fat-tailed dwarf lemur's heart slows down during hibernation.
- Ⓒ The fat-tailed dwarf lemur's breathing speeds up during hibernation.
- Ⓓ The fat-tailed dwarf lemur usually takes one breath every 15 minutes.

3. What is the most important or interesting detail you noticed in this text?

4. *Drastic* is a synonym for...

- Ⓐ unimportant
- Ⓑ small
- Ⓒ dramatic
- Ⓓ slow

5. How do you think human life would change if we could hibernate?
