

Daily Reading Comprehension

**GRADES
1–8**
**New Edition
with
Visual Aids**
SAMPLER
**Correlated to
Current Standards**

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

**WEEK
12**

Nonfiction Text Features

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

Visual Information

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

**DAY
1**

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

Name: _____

Visual Information

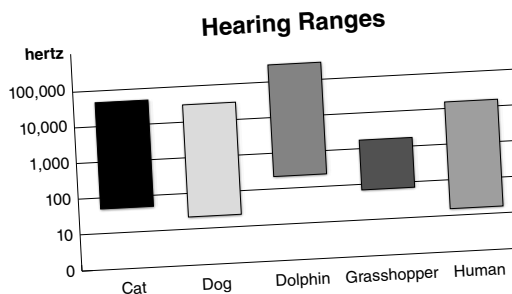
**WEEK 12
DAY 3**

READ THE PASSAGE

Use the information to help you understand the graph.

Hearing Highs and Lows

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



SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of this graph?

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

M
T
W
T
F

Daily Reading Comprehension

Contents

About Daily Reading Comprehension	Click
Grade 1	Click
Grade 2	Click
Grade 3	Click
Grade 4	Click
Grade 5	Click
Grade 6	Click
Grade 7	Click
Grade 8	Click

How to Use *Daily Reading Comprehension*

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

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

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

STEP 1 The weekly teacher page lists the strategy or skills that students will focus on during that week and provides a brief definition of the strategy or the skills. Read the definition(s) aloud to students each day before they complete the activities, or prompt students to define the skills themselves. You may also wish to reproduce the comprehension skill definitions on page 8 as a poster for your classroom. Then reproduce the strategy visual aids on pages 9–14 and distribute them to students.

STEP 2 The teacher page provides an instructional path for conducting each day's lesson and activities. Use the tips and suggestions in each day's lesson to present the skills and introduce the passage.

STEP 3 Each student page begins with directions for reading the passage. These directions also serve as a way to establish a purpose for reading. Help students see the connection between setting a purpose for reading and improving comprehension.

STEP 4 Because much of reading comprehension stems from a reader's background knowledge about a subject, take a moment to discuss the topic with students before they read a passage. Introduce unfamiliar phrases or concepts, and encourage students to ask questions about the topic.

STEP 5 After students have read a passage, two comprehension activities give students an opportunity to practice the strategies and skills. In weeks 1–6, the first activity is an open-ended writing or partner activity that encourages students to reflect on the reading process, applying the weekly strategy. The second activity provides three constructed response items that practice the week's skills in a test-taking format.

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

Weekly Teacher Page

WEEK 3

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

DAY 1
Reproduce the Organization visual and distribute it to students. Then introduce the Organization strategy to students. Say: This week I'll practice figuring out how an author organizes a passage. This means we'll look for a pattern that the author uses to tell us the information. One way an author can organize a passage is by sequence. This means the author tells us the events in the order that they happened. Read aloud the instructions at the top of the page. Prompt students to list words that describe sequence, and list them on the board (first, last, then, finally). Direct students to look for those words as they read. When students have finished reading, direct them to complete the strategy practice activity. Have students use the signal words they found in the passage. Then direct students to complete the skill practice activity.

DAY 2
Reinforce students of the strategy, and read the instructions at the top of the page aloud. Then read about the role and first paragraph. Ask: What do you think the next paragraph will be about? (The reason why the author thinks earthworms are a farmer's best friend.) Say: The author organized this passage by giving us the role and then telling more about the role. As you read the rest of the passage, look for reasons why the author thinks earthworms are a farmer's best friend. Have students finish reading the rest of the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 3
Reinforce students of the strategy. Say: Sometimes authors tell us what happens and the reasons why it happens. What happens is the effect, and the reasons why it happens are the cause. Authors can organize the things they write by cause and effect. Read the instructions at the top of the page aloud. Then read the role and first paragraph. Ask: What do you think the next paragraph will be about? (There was no room to sleep in the wagon, and why it happened—the wagon was too full.) Because the wagon was organized this way, it will tell us more about the wagon and its effects on the farmer. Direct students to finish reading the passage and to complete the strategy practice activity. Review the answers together before having students complete the skill practice activity.

DAY 4
Reinforce students of the strategy, and prompt them to recall the ways a passage can be organized (by sequence, by giving us the role and telling more about the role, and by cause and effect). Say: Sometimes an author might organize each paragraph a little differently. As we read, let's make sure we look for words that tell us how each paragraph is organized. These are called signal words. Direct students to read the first paragraph and look for signal words that show cause and effect (because, so, if). Ask: What are some words you would look for in these paragraphs? (first, next, then, last, and.) Direct students to look for signal words as they finish reading the passage. Then direct students to complete the strategy and skill practice activities. Review the answers together.

DAY 5
Reinforce students of the strategy, and read the instructions at the top of the page aloud. Say: The author has organized this passage to tell us an idea and then details about that idea. Have students read the passage. When students have finished, ask: Why do you think the author wanted to tell us the role of the first paragraph to tell that cause is a result to organize the reader to keep the reader interested, etc. Say: Sometimes authors organize a passage to make it interesting to the reader. But if something is not clear when you read the first time, you should read it again to make sure you understand it. Direct students to complete the strategy and skill practice activities. Then review the answers together.

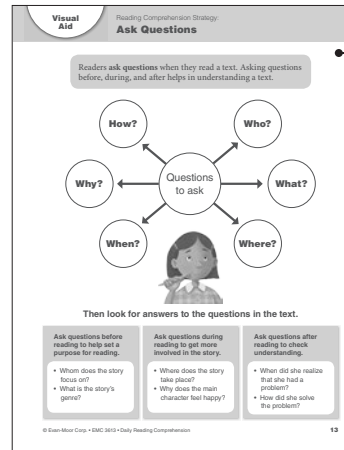
28

Daily Reading Comprehension • EMC 3013 • © Evan-Moor Corp.

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

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

Strategy Visual Aid



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

Daily Student Pages

Name: _____

Organization WEEK 3 DAY 3

Organization
Notice words that help you understand when things happen.

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

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

SKILL PRACTICE: Read the item. Write your response.

- When an archerfish is hungry, where does it get its food?
- Why does the archerfish press its tongue against the roof of its mouth?
- What happens if the archerfish misses the bug?

29

Daily Reading Comprehension • EMC 3013 • © Evan-Moor Corp.

Name: _____

Organization WEEK 3 DAY 3

Organization
Notice how the author feels about earthworms.

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

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

SKILL PRACTICE: Read the item. Write your response.

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

Why do gardeners probably think about earthworms? Explain.

What ways in which earthworms affect the soil.

30

Daily Reading Comprehension • EMC 3013 • © Evan-Moor Corp.

Name: _____

Organization WEEK 3 DAY 3

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

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

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

SKILL PRACTICE: Read the item. Write your response.

What was the effect of the unpaved road?

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

Why didn't families sleep in their covered wagons?

31

Daily Reading Comprehension • EMC 3013 • © Evan-Moor Corp.

Activity directions help students establish a purpose for reading.

Grade-appropriate text supports comprehension.

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

Student Record Sheet

Student Record Sheet

Student: _____

Number of Questions Answered Correctly

	Day 1	Day 2	Day 3	Day 4	Day 5	Mean
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						
Week 8						
Week 9						
Week 10						
Week 11						
Week 12						
Week 13						
Week 14						
Week 15						
Week 16						
Week 17						
Week 18						
Week 19						
Week 20						
Week 21						
Week 22						
Week 23						
Week 24						
Week 25						
Week 26						
Week 27						
Week 28						
Week 29						
Week 30						

© Evan-Moor Corp. • EMC 3013 • Daily Reading Comprehension

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



Comprehension Strategies and Skills

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

Strategies

Make Connections

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

Visualization

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

Organization

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

Determine Important Information

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

Ask Questions

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

Monitor Comprehension

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

Skills

Main Idea and Details

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

Sequence

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

Cause and Effect

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

Fact and Opinion

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

Compare and Contrast

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

Make Inferences

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

Prediction

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

Character and Setting

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

Fantasy vs. Reality

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

Author's Purpose

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

Nonfiction Text Features

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

Visual Information

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

Readers can find out what the **main idea** is by asking questions.

main idea

What is the story
mostly about?

details

What tells me more
about the main idea?



main idea

Lolly is a cat who needs special care.

detail

Lolly eats
special food.

detail

Lolly needs to
play every day.

detail

Lolly needs to
sleep a lot.

Main Idea

When students read for the main idea, they seek to understand the central message of a passage or story.

DAY 1

Reproduce the *Main Idea and Details* visual aid and distribute it to students. Tell students that this week they will be practicing a skill called *Main Idea*. Have students follow along as you read the skill, the questions, and the examples. Guide students in a discussion about the *Main Idea and Details* reading skill, answering any questions they may have. Next, write *hop*, *run*, *walk*, and *fly* on the board. Point to each word, say it aloud, and ask students to repeat after you. Say: **When we come to one of these words in the story, you may read it with me if you wish.** Then direct students' attention to the illustrations. Ask: **What do you see in the pictures on this page?** (bugs, insects) **Remember, what a story is mostly about is the main idea of the story. Let's read the story to find the main idea.** Read the instructions at the top of the page aloud. Ask students what they are going to look for in the story. (four ways bugs can move) Instruct students to follow the story by pointing to each word as you read aloud. After each pair of lines, stop to ask students how a bug can move. At the end of the story, ask students to tell all four ways a bug can move. Ask: **What do you think the main idea of this story is?** (ways bugs can move) Complete the activities together.

DAY 2

Write *cat*, *hat*, *fat*, *scat*, *that*, and *flat* on the board. Ask: **What is the same about these words?** (the word part "at"; the letters *a-t*) **Since they have the same word family part at the end, these words rhyme.** Read the words together several times. Invite students to read the words out loud when they appear in the story. Remind students that the main idea of a story is what the story is mostly about. Say: **The pictures in a story often help readers learn about the story's main idea.** Ask individuals to describe what they see in the illustrations. (cat sitting on hat, making it flat) Read aloud the instructions at the top of the page and the story. Then complete the activities together. Point out that item 1 is asking about the main idea.

DAY 3

Write the words *my*, *sky*, *by*, and *fly* on the board. Introduce the words as recommended on Day 2. Review the skill, and read the instructions at the top of the page aloud. Read the story to students, and then read it a second time, inviting students to read words they know with you. Then complete the activities together. Point out that item 1 is asking about the main idea.

DAY 4

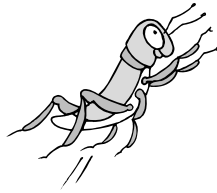
Direct students' attention to the illustration and elicit ideas for what the story is about. Use the illustration to introduce the words *kit* and *den*. Remind students that what the story is about is called the *Main Idea*. Read the instructions at the top of the page aloud. After reading the story, ask students what they remember about foxes. Complete the activities together.

DAY 5

Direct students' attention to the illustration and ask for words to describe the dog. Then ask: **Does anyone see a word in the story that names the dog?** (*Mop*) **Why is that a good name for this dog?** Read the instructions at the top of the page aloud. After reading the story, ask students what things Mop can do. Complete the activities together.

Read the story. Find out four ways bugs can move.

This bug can hop.
Hop, hop, hop!



This bug can run.
Run, run, run!



This bug can walk.
Walk, walk, walk!



This bug can fly.
Fly, fly, fly!



Fill in the circle next to the correct answer.


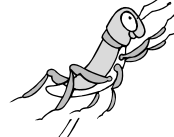

1. What is the story about?

- Ⓐ how bugs go
- Ⓑ how bugs eat
- Ⓒ how bugs help

2. Which one tells about a ?

- Ⓐ It can hop.
- Ⓑ It can run.
- Ⓒ It can fly.

3. Which bug can hop?

- Ⓐ 
- Ⓑ 
- Ⓒ 

BEGINNING SOUNDS

Circle the word that starts with the same sound you hear in bug.

1. rug

2. but

3. rub

Read the story. As you read, find out what happens to the hat.

The cat is on my hat.

The cat is fat.

Scat, cat!

Get away!

Get away from my hat.

Oh, no!

Look at that!

My hat is flat.

What can I do about that?



Fill in the circle next to the correct answer.

1. What is the story about?

- Ⓐ A cat takes a hat.
- Ⓑ A cat eats a hat.
- Ⓒ A cat sits on a hat.

3. Which one tells about the hat?

- Ⓐ The hat is flat.
- Ⓑ The hat is fat.
- Ⓒ The hat is on the cat.

2. Which one tells about the  ?

- Ⓐ The cat is small.
- Ⓑ The cat is fat.
- Ⓒ The cat sits under the hat.

VOWEL SOUNDS

Say cat.

Circle the word that has the same vowel sound as cat.

1. came

2. all

3. have

4. play

Read the story. Look for something funny.

Oh, my!
I see a pig in the sky.
The pig is flying by!

A bug can fly.
A duck can fly in the sky.
Can a pig fly?

Oh, my!
A pig is in the sky.
That pig can fly!



Fill in the circle next to the correct answer.

1. What is the story about?
☐ A A pig flies in the sky.
☐ B A duck flies in the sky.
☐ C A bug looks at the sky.
2. Which one tells about the pig?
☐ A The pig is on a farm.
☐ B The pig is in the sky.
☐ C The pig is in a zoo.
3. Which words show surprise?
☐ A flying by
☐ B Oh, my!
☐ C in the sky

RHYMING WORDS

Look back at the story.
Circle three words that rhyme with by.

Read the story. Remember things about the foxes.

The mother fox is in a den.
The den is her home.
She lives with her babies.
A baby fox is called a kit.
The den is hard to see.
The kits are safe inside.
The mother fox feeds them milk.
She brings them meat.
She plays with the kits, too.
A den is a good home for kits.



Fill in the circle next to the correct answer.

1. Which one tells what the story is about?
Ⓐ Baby foxes are small.
Ⓑ Baby foxes live in a den.
Ⓒ Baby foxes drink milk.
2. What is a **den**?
Ⓐ the food a fox eats
Ⓑ the name for a baby fox
Ⓒ the home of a fox
3. What is a **kit**?
Ⓐ a baby fox
Ⓑ the home of a fox
Ⓒ a mother fox

BEGINNING SOUNDS

Circle the word that starts with the same sound you hear in fox.

1. if 2. feed 3. puff 4. box 5. safe

Read the story. Remember things Mop the dog can do.

Mop is my little dog.
He likes me best.
Mop hides.
I find him.
Mop jumps.
I catch him.
Mop plays in mud.
I wash him.
Mop sits on my lap.
I pet him.
Mop is my little dog.
I like him best.



Fill in the circle next to the correct answer.

1. What is the story about?
Ⓐ a girl and her dog
Ⓑ a dog and a boy
Ⓒ a big dog who hides
2. Which one tells about Mop?
Ⓐ Mop is a little cat.
Ⓑ Mop is a big dog.
Ⓒ Mop is a little dog.
3. Which one tells about the girl?
Ⓐ She plays in mud.
Ⓑ She jumps.
Ⓒ She likes her dog.

BEGINNING SOUNDS

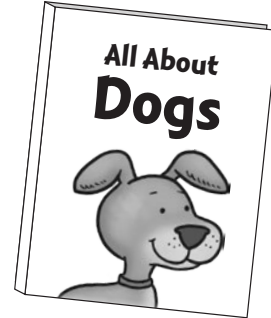
Listen for the sound at the beginning of the word man.
Circle two words in the story that begin with that same sound.

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



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

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



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

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



WEEK

1

Make Connections

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

DAY 1

Reproduce the *Make Connections* visual aid and distribute it to students. Then introduce the strategy to students. Say: **This week you will learn to make connections. When good readers read, they are often reminded of something they have seen, done, or read before. They make a connection with what is happening or how the characters are feeling in the story. This helps them better understand the passage. It is important, though, to stay focused on the text, and not let our connections distract us.** Next, read the instructions at the top of the passage aloud. Model the strategy by saying: **As I read, I am going to think about how I would act if the events in the story were happening to me.** Read the passage together, stopping after lines 3, 7, and 10 to discuss what students would do in the same situation. Complete the activities and review the answers together.

DAY 2

Remind students of the strategy, and read the instructions at the top of the page aloud. Tell students that they are going to read about children who wake up to find that lots of snow fell during the night. Allow students to share similar experiences and to tell how they felt. Say: **You can use your experiences to make a connection to how the characters in this story feel and what they do.** As you read the story together, stop several times to relate the characters' feelings to those expressed by the class. Complete the activities together.

DAY 3

Remind students of the strategy, and read the instructions at the top of the page aloud. Ask students to name some books by Dr. Seuss. Make a list on the board. Ask students how they would describe Dr. Seuss books (funny, silly, make-believe, etc.). Tell students to look for some of the books they named as they read the passage. Complete the activities together.

DAY 4

Remind students of the strategy, and read the instructions at the top of the page aloud. Pronounce the title character's name (AT-uh-LAN-tuh) and ask students to repeat it after you. Tell students that this story is a myth, or made-up story, from ancient Greece. Say: **As good readers, we connect what we are reading to other stories like it that we have read or heard before.** Read the story together, encouraging students to name similarly-themed stories they know. Complete the activities together.

DAY 5

Remind students of the strategy, and read the instructions at the top of the page aloud. Tell students that they are going to read about real people—a woman named Helen Keller, who could not hear or see, and her teacher Annie Sullivan, who made it possible for Helen to learn and later to show and tell people around the world what handicapped people could do. After reading the passage, complete the activities together.

READ THE PASSAGE Think about what you would do if you were Rosa.**Rosa to the Rescue**

One Saturday morning, Rosa opened the door. On the ground in front of her was a tiny baby bird.

Rosa bent down to look at it. The bird did not move. Then its beak opened.

“Mom! Dad!” Rosa called.

Her parents came to the door. The baby bird was standing now.

“It must have fallen from its nest,” Rosa’s father said. “I’ll call the wildlife center. They will tell us what to do. You and Mom should just watch the little guy.”

“We did the right thing,” said Dad when he returned. “It’s good that we didn’t take the bird into the house. We would have kept its parents from caring for it. Most likely, the parent birds are nearby. They are waiting for us to leave.”

Rosa, Mom, and Dad went into the house and peeked out the window. “Look! I bet that’s the mother bird,” whispered Rosa. A large bird was poking gently at the baby. A moment later, both birds flew up to a low tree branch.

“Yippee!” cried Rosa.

STRATEGY PRACTICE Complete the sentence.

A time when I took care of a bird or other animal was _____.

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

1. Who is the passage about?

- Ⓐ a family with a pet bird
- Ⓑ a family who cares about animals
- Ⓒ a father who makes a phone call
- Ⓓ a mother who looks out the window

2. How does Rosa know the bird is alive?

- Ⓐ It opens its eyes.
- Ⓑ It moves its head.
- Ⓒ It moves its wing.
- Ⓓ It opens its mouth.

3. At the end of the passage, Rosa is ____.

- Ⓐ sad
- Ⓑ quiet
- Ⓒ worried
- Ⓓ happy

4. Where does the passage take place?

- Ⓐ in a park
- Ⓑ in an office
- Ⓒ at Rosa’s home
- Ⓓ at Rosa’s school

READ THE PASSAGE Think about how you would feel if it snowed.

“Wake up, everyone! It snowed last night,” Niko called. A smile spread across his face. Niko opened the front door. Icy air rushed into the warm room. The world outside was white and soft. The car in the driveway looked like a great big pillow. The pine trees were wearing big white snow hats. Everything sparkled.

Niko was putting on his jacket and boots when his brother ran in.

“Hooray for snow!” he yelled. “Where are my gloves?”

“Come back soon for breakfast,” the boys’ mother said.

There were pancakes on the table when the boys came back into the house. They dropped their jackets by the door and sat down at the table.

“Thanks, Mom!” Niko said. “We found a new place to sled.”

“We are going to make a snowman!” Niko’s brother said. The boys’ mother laughed and said, “There’s nothing like snow.”

STRATEGY PRACTICE Complete the sentence.

A time when I felt excited like Niko was _____.

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

1. What is the best title for the passage?

- Ⓐ “Trees with Hats”
- Ⓑ “The Big Breakfast”
- Ⓒ “The Lost Gloves”
- Ⓓ “Hooray for Snow!”

2. Which one is true about Niko?

- Ⓐ He is older than his brother.
- Ⓑ He wants a new sled.
- Ⓒ He likes snow.
- Ⓓ He fights with his brother.

3. Where does the passage take place?

- Ⓐ at Niko’s school
- Ⓑ where Niko lives
- Ⓒ at Niko’s friend’s house
- Ⓓ where Niko plays soccer

4. Which of these is make-believe?

- Ⓐ trees wearing hats
- Ⓑ boys wearing boots
- Ⓒ mothers making pancakes
- Ⓓ children making snowmen

READ THE PASSAGE Ask yourself if you know any of the Dr. Seuss books named.**Dr. Seuss**

“Big A, little a, what begins with A? Aunt Annie’s alligator. A...a...A” Have you ever seen these lines? They are from a book called *Dr. Seuss’s ABC*.

Who was Dr. Seuss? His real name was Theodor Seuss Geisel (GUY-zul). When Theodor went to college, he wrote for a magazine. He wrote funny things. His friends thought he was funny.

A few years later, he began to write books for children. He was very good at art. He drew funny pictures for his books. One book is *The Cat in the Hat*. Another one is *Hop on Pop*. Dr. Seuss’s books are different from other books.

Books by Dr. Seuss are silly. They are fun to read. Some of them show make-believe animals like the *zizzer zazzier zuzz*. Young children laugh when their parents and teachers read these books to them. Older children enjoy reading them alone.

What is your favorite Dr. Seuss book?

STRATEGY PRACTICE Complete the sentence.

The silliest book I know is _____.

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

1. The passage tells about Dr. Seuss’s _____.

- Ⓐ children
- Ⓑ house
- Ⓒ parents
- Ⓓ writing

2. Which of these is not real?

- Ⓐ Dr. Seuss’s other name
- Ⓑ teachers who read books
- Ⓒ some of Dr. Seuss’s animals
- Ⓓ a man who drew funny pictures

3. Dr. Seuss was a writer and _____.

- Ⓐ teacher
- Ⓑ artist
- Ⓒ reader
- Ⓓ parent

4. Which one is most like a Dr. Seuss title?

- Ⓐ “All About the Sun”
- Ⓑ “The Roly-Poly Bazoly”
- Ⓒ “How to Build a Treehouse”
- Ⓓ “My Trip to Texas”

READ THE PASSAGE Think about how the passage is like other stories you know.**Atalanta**

Long ago and far away, there lived a princess named Atalanta. She was very beautiful. She was very strong, too.

Atalanta loved to run. She could run fast. She could run faster than the men!

When men asked Atalanta to marry them, she said no. She liked to be free. She liked to hunt and spend time in the woods.

One day, Atalanta said that she would marry any man who could run faster than her. When the big race began, Atalanta took off. She flew like an arrow. She was winning the race.

One of the men in the race had a plan. He carried three apples made of gold. During the race, he threw the apples in Atalanta's path.

Three times during the race, Atalanta stopped. She stopped to pick up a golden apple. The clever man ran past her. He won the race and became Atalanta's husband.

STRATEGY PRACTICE Complete the sentence.

Another story about a clever character winning a race is _____.

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

1. Who is the passage about?

- Ⓐ a husband
- Ⓑ a strong man
- Ⓒ a fast runner
- Ⓓ a man who hunts

2. Atalanta's husband is very _____.

- Ⓐ angry
- Ⓑ clever
- Ⓒ funny
- Ⓓ sad

3. When does the passage take place?

- Ⓐ long ago
- Ⓑ last week
- Ⓒ yesterday
- Ⓓ one year ago

4. Atalanta loses the race because _____.

- Ⓐ she has to run in the woods
- Ⓑ the men shoot fast arrows
- Ⓒ she wants the golden apples
- Ⓓ strong hunters stop her

READ THE PASSAGE Think about what it would be like if you could not see or hear.

Annie Sullivan had a hard life. She grew up alone and very poor. Annie had trouble with her eyes, too. She could not see well.

One day after Annie grew up, a family called her. They needed help with their daughter. Their little girl's name was Helen Keller. Helen needed a teacher.

Helen could not see. She could not hear either. She felt scared and alone. Annie wanted to help Helen. She wanted to be able to talk to her.

Annie tried to teach Helen sign language, a way to make words with your hands. But Helen did not understand what Annie tried to teach her.

One day by the outside water pump, Annie had an idea. She held one of Helen's hands in the water. Then Annie traced W-A-T-E-R on Helen's other hand again and again and again.

At last, Helen understood. She learned that what she was feeling had a name. Helen was on her way to a lifetime of learning.

STRATEGY PRACTICE Complete the sentence.

A time when it was hard to learn something new was _____.

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

1. What is the best title for the passage?

- ☐ Ⓐ "How to Talk with Your Hands"
- ☐ Ⓑ "Writing on Your Hand"
- ☐ Ⓒ "A Good Teacher"
- ☐ Ⓓ "How Water Feels"

2. Where does Helen learn her first word?

- ☐ Ⓐ near a river
- ☐ Ⓑ in a kitchen
- ☐ Ⓒ in a bathtub
- ☐ Ⓓ by a water pump

3. How does Helen feel before Annie comes?

- ☐ Ⓐ alone
- ☐ Ⓑ funny
- ☐ Ⓒ happy
- ☐ Ⓓ angry

4. Using hand signs helps people _____.

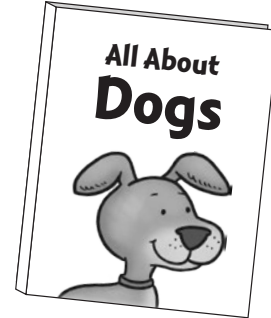
- ☐ Ⓐ see faces
- ☐ Ⓑ share ideas
- ☐ Ⓒ hear sounds
- ☐ Ⓓ

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



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

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



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

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



WEEK

1

Make Connections

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

DAY 1

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

DAY 2

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

DAY 3

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

DAY 4

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

DAY 5

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

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

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

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

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

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

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

_____.

SKILL PRACTICE Read the item. Write your response.

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

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

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

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

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

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

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

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

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

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

SKILL PRACTICE Read the item. Write your response.

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

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

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

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

Learning About Chimpanzees

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

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

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

STRATEGY PRACTICE Complete the sentence.

I was surprised to read that chimpanzees _____.

SKILL PRACTICE Read the item. Write your response.

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

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

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

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

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

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

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

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

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

STRATEGY PRACTICE Answer the question.

How do you act around grumpy people? _____

SKILL PRACTICE Read the item. Write your response.

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

2. Why do you think Charles was always complaining?

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

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

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

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

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

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

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

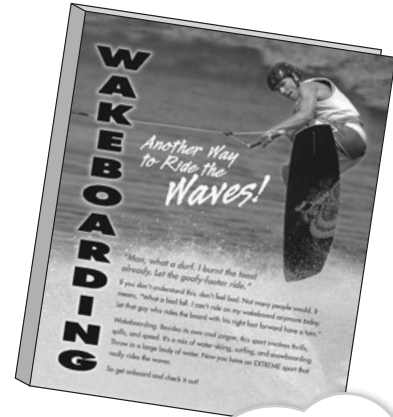
3. Compare the appearance of your favorite bird with the adult waxwing.

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



The Best Vacations TV show advertised an amusement park with six roller coasters.

This guy reminds me of my uncle, who loves to ride roller coasters.



I read something about a wakeboarding contest in Santa Cruz, CA.

I bet wakeboarding is kind of like snowboarding...



Make Connections

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

DAY 1

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

DAY 2

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

DAY 3

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

DAY 4

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

DAY 5

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

READ THE PASSAGE

Think about the way Henry and Lauren behave and what it reminds you of.

Game Day

The rain continued to pour throughout the gloomy Saturday afternoon. Lauren and Henry were dressed in their dark blue uniforms. Lauren's uniform had more dirt stains than Henry's did because she loved stealing bases and sliding into home. She was the best base stealer on the team.

Lauren pounded her fist into her glove as she watched the rain fall in steady sheets. Every couple of minutes, she would sigh loudly, which caused the window to fog up. Henry was reading a comic book and eating an apple and some crackers. He kicked off his shoes and grabbed a pillow from the couch.

"Aren't you worried?" Lauren asked him. "What if it doesn't stop raining?"

"I hope it rains all day," Henry said. "I'm having a great time, and besides, we can play next week. This is the final issue of *Captain Smoke*."

The telephone rang. Henry and Lauren nervously looked at each other. Their mother answered it. "Hello, Coach Donna," she said. After a short pause, she said, "Okay, I'll let them know. We'll see you next week."

STRATEGY PRACTICE

Describe a time when you could not do something you wanted to do because of the weather.

SKILL PRACTICE

Read the item. Write your response.

1. Describe the setting of this story.

2. Why does Lauren pound her fist into her glove?

3. Which sibling enjoys baseball less? How do you know?

READ THE PASSAGE

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

Galileo's Wild Idea

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

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

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

STRATEGY PRACTICE

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

SKILL PRACTICE

Read the item. Write your response.

1. What is the theme of the text?

2. What was the stance of Italy's leaders?

3. Draw a conclusion about the text. Include a quote from the text to support your conclusion.

READ THE PASSAGE As you read, think about the things that people do at a community garden.**Growing a Community**

Every Saturday morning, people come to work in the community garden. Some people grow their own vegetables. Other people grow flowers. One person even made a goldfish pond! The garden is a busy place, especially on sunny days.

A few years ago, the garden didn't exist. There was just a run-down parking lot in the spot. Most people said it was only good for growing weeds and collecting trash. But the people in the community saw that the space could be used to make a garden.

Now the community garden has 50 plots. Each plot is used by a different person or family. Even some of the local stores have a plot. They grow produce that they sell to people in the community. The fruits and vegetables are fresh, tasty, and healthful.

Sometimes, special events take place in the garden, such as music concerts or gardening classes. Other times, schools bring students to the garden to learn about plants and insects. The garden offers much more to the community than just a place to dig in the dirt.

STRATEGY PRACTICE Describe a public place where you enjoy spending time.

SKILL PRACTICE Read the item. Write your response.

1. What would be a good location for a community garden?

2. What do you think people meant when they said the old lot was “only good for growing weeds and collecting trash”?

3. What is the theme of this text?

READ THE PASSAGE

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

Kate's Vacation

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

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

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

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

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

STRATEGY PRACTICE

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

SKILL PRACTICE

Read the item. Write your response.

1. Use three adjectives to describe Kate. Explain your choices.

2. Why did Kate's face turn bright red?

3. What did Kate learn from this experience?

READ THE PASSAGE Think about what it might be like to be a scientist who studies hurricanes.

Hurricane Plane

You might know that wind vanes tell you which way the wind is blowing and that thermometers tell you how hot or cold it is outside. But did you know that airplanes can be used to study hurricanes?

On November 1, 2007, an aircraft flew through a dangerous hurricane. People on the ground controlled the plane, so nobody was inside it. However, it was full of equipment used to take pictures and record data as the plane passed through the storm.

While large planes can safely fly over a hurricane, looking at a hurricane from above doesn't tell scientists everything they want to know. This is because most hurricanes get their energy from warm water in the ocean. Scientists wanted to learn more about what happens where that warm ocean water meets the air in a hurricane. So, they sent in the small remote-controlled plane. The plane studied how clouds form and measured the temperature of the air and water. It also recorded many images of the storm.

Scientists are still studying the information they collected using the plane. Many hope it will help them better understand how hurricanes form and move so that people can be better prepared when a hurricane comes.

STRATEGY PRACTICE Describe a type of weather you would like to study.

SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of the hurricane plane?

2. Where do hurricanes form?

3. What is the importance of studying hurricanes?

Readers use **visualization** to understand a text. Visualization is using details to create pictures in the mind and imagine what is happening in the text.

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



When you read...

Mr. Flannery opened the box and said, "They have big heads and round bodies. And they sure do squeal like pigs."

Mr. Morehouse could not believe his ears. "But they are not pigs!" he insisted.

You may picture...



Visualization

This strategy helps students visualize, or create mental images of, what they are reading. By visualizing, good readers can better remember the main ideas or events in a passage. Good readers use sensory words from the text to help them visualize. They also adjust their mental images as they read.

DAY 1

Reproduce the *Visualization* visual aid and distribute it to students. Then explain to students: **Good readers often create mental pictures from the text they are reading. They notice descriptions and details in the text that paint a picture in their minds.** Read aloud the title of the passage and invite volunteers to share the images that come to mind. Point out that as students read and gather more information, their mental images may change. Have students read the passage independently and complete the strategy practice activity. Allow volunteers to share their drawings and discuss how visualizing helped them understand the text. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the *Visualization* strategy. Read aloud the title of the passage and explain that two of the contests are a Rock Paper Scissors competition and an air guitar championship. Encourage students to imagine what these competitions look like. Then direct students to read the passage and circle words and phrases that evoke clear images in their minds (e.g., hundreds of people chasing a wheel of cheese). Complete the strategy practice activity as a group. Then have students complete the skill practice activity on their own. Review the answers together.

DAY 3

Remind students of the *Visualization* strategy. Say: **Good readers pay attention to words that help them visualize the details in the text. Descriptive language and strong action words help you form clearer pictures in your mind. For example, which verb gives you a better idea of an animal's movement, *go* or *scurry*? (*scurry*) Which is easier to imagine: a *tall tree* or a *tree that is as tall as a flagpole*? (the latter)** Read aloud the instructions for the strategy practice activity and tell students to pay attention to cockroach traits as they read. Direct students to read the passage and complete the strategy and skill practice activities. Review the responses as a group.

DAY 4

Remind students of the *Visualization* strategy. Say: **Sometimes you need to adjust your mental image when you get new information from the text.** Read the first few sentences of the passage and model: **At first, I pictured a small building with two huge flat signs in the shapes of a dog and a cat. But as I read on, I found that the shelter holds more than 4,000 animals. I realized that the building is much bigger than I thought, so I adjusted my mental picture.** Direct students to complete the strategy practice activity when they have finished reading the passage. Invite volunteers to share their descriptions. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Visualization* strategy. Say: **Active readers try to visualize the setting and the characters of a story as they read. This helps them follow the events so they understand the story more fully.** Read aloud the title and the first paragraph. Ask: **Right away, what do you picture in your mind?** (e.g., a family—parents and children—sitting still but fidgeting or wiggling in their chairs) **Imagining how the family looks gives you a clearer idea of how the characters are acting and why.** When students have read the story, direct them to complete the strategy practice activity and share their descriptions with a partner. Then direct students to complete the skill practice activity. Review the answers together.

READ THE PASSAGE

Read slowly and notice details about how the flowers look, smell, and taste.

Flowers for Dinner

Flowers might look pretty on the dinner table. But what about serving them for dinner? In many cultures all around the world, people eat and enjoy different flowers in a variety of dishes.

The purple flowers of the lavender plant add a sweet lemon taste to chocolate cake or ice cream. Pansies, which have a grassy flavor, are a delicious addition to green salads. Bright yellow dandelion petals look cheerful when sprinkled over rice. Squash blossoms can be fried or stuffed with cheese. And the flowers of plants such as jasmine and chamomile are commonly used to make tea.

Does snacking on flowers sound weird? You may have eaten flowers already without realizing it! Several vegetables, such as cauliflower and broccoli, are actually flower buds. Broccoli forms tiny yellow blossoms as it continues to grow. Artichokes, if left on their stalks, form fuzzy purple blooms. And asparagus tips open into small pale green or white flowers.

If you're interested in eating flowers, be sure to learn about the plants first. Not every flower is safe to eat. The best way to find a tasty—and safe—flower is to visit your local grocery store.

STRATEGY PRACTICE

Draw a picture to show how you visualized one of the flowers that can be eaten.

SKILL PRACTICE

Read the item. Write your response.

1. How are broccoli and lavender similar?

2. What should you learn before eating a plant's flowers?

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

READ THE PASSAGE Look for details that help you visualize each competition described in the passage.

Crazy Contests

When you think about competitions, you probably think of sports such as basketball and football. Not all serious competitive events are athletic, though. One example is the Rock Paper Scissors World Championship, in which contestants compete for large cash prizes.

Rock Paper Scissors is a simple game between two players. Each player counts to three and then “throws” one hand forward, making one of three hand signals. A fist means “rock,” a flat hand means “paper,” and two extended fingers in a V shape means “scissors.” Rock wins against scissors, scissors wins against paper, and paper wins against rock. Although the game is simple, many players claim that they have developed complex strategies for winning.

Some people might consider a Rock Paper Scissors contest to be strange. Around the world, though, people compete in many events that others think are crazy. In England, a 200-year-old competition sends hundreds of people running down a hill, chasing a giant wheel of cheese. In Finland, hopeful guitar heroes compete in the Air Guitar World Championships by strumming invisible guitars in front of an audience. Wales hosts the yearly World Bog Snorkeling Championships, in which contestants wear silly costumes—dressed, for example, like a mermaid or an octopus—and swim through dark, stinky bog water as the crowd cheers.

These competitions are just a few of the crazy games that people play around the world. With some practice and training, maybe you could be a prize-winner in one of those contests yourself!

STRATEGY PRACTICE Which competition was easiest for you to visualize? Why?

SKILL PRACTICE Read the item. Write your response.

1. What is probably the runners’ goal in the English competition mentioned in this text?

2. Would you enjoy playing Rock Paper Scissors? Explain.

3. How are the contestants probably judged in the Air Guitar World Championships?

READ THE PASSAGE

Look for words and phrases that help you visualize cockroaches.

Cockroach Fun Facts

When you think of interesting animals, you probably don't picture the common cockroach. However, although this insect isn't very pretty, it is pretty amazing.

Cockroaches are good at getting around. They can squeeze into very tight spaces, which comes in handy when they want to go through cracks in walls. A baby cockroach can flatten itself as thin as a dime. They're fast-moving bugs, too. Traveling at 3 miles an hour (4.8 km/h), a cockroach can easily scurry out of the way of looming feet or bug swatters.

Cockroaches are also tough. They can survive a month without food and a week without water. They can even survive for weeks without a head!

Next time you see a cockroach, show some respect for this common household pest. After all, the species has been around far longer than people—more than 280 million years, by some estimates. Now that’s an old bug!

STRATEGY PRACTICE

List at least two traits of cockroaches. For each trait, draw a picture that shows what you visualized.

SKILL PRACTICE

Read the item. Write your response.

1. Why did the author compare a baby cockroach to a dime?

2. What is the most surprising fact in this text? Use text evidence in your response.

3. Picture a cockroach on your bathroom floor. You try to step on it, but it scuttles away. Where does it go?

READ THE PASSAGE Look for details that help you form a mental image of the animal shelter.

A Sheltered Life

If you visit the animal shelter in Salinas, California, you'll see giant wood cutouts of a dog and a cat. These signs were placed in front of the building to catch people's attention. The supersized cutouts make people curious and encourage them to visit the shelter—and maybe even adopt a pet. Each year, the Salinas shelter takes in around 2,000 dogs and 2,000 cats. The animals are either strays or are dropped off by people who couldn't take care of them. Of the 4,000 animals, some of them are eventually adopted into new homes. Some animals are transferred to other shelters. And, unfortunately, some cannot be saved because they are too sick or are considered dangerous.

Animal shelters provide food, medicine, and a safe place for animals to sleep. But they are not ideal homes. The shelters are loud, and the animals stay in small cages. The people who work at shelters do their best to care for the animals, but the animals do not always get the attention or exercise they need.

To prevent so many animals from becoming homeless, pet owners should take good care of their pets. One of the best ways to care for pets is to spay or neuter them. This surgery prevents cats and dogs from having more babies. And that reduces the number of homeless animals that end up in shelters.

STRATEGY PRACTICE Describe how you pictured the animal shelter in Salinas.

SKILL PRACTICE Read the item. Write your response.

1. What is the main idea of this text?

2. What can a good home offer a pet that an animal shelter cannot?

3. What is the author's opinion on spaying and neutering? How can you tell?

READ THE PASSAGE

As you read, picture the setting and the characters in the story.

Getting the Perfect Shot

The Cardona family was growing restless. Mr. and Mrs. Cardona had wanted a simple photo taken for their family's summer newsletter. Ms. Rourke, the photographer, was looking through her camera but wasn't taking any pictures.

"There isn't enough light on Mr. Cardona's moustache," she said to Jamila, her assistant. Jamila sighed, moved the lamp an inch to the left, and glanced at the family. The couple's two sons were starting to fidget. Jamila knew that they would soon start to complain. It was time to take the picture.

"Now Mrs. Cardona's hair looks too frizzy," Ms. Rourke remarked. "Jamila, please get the styling products." When Jamila returned, she noticed that the boys were giggling and poking each other. Their parents' smiles were drooping under the hot lights.

"Oh, now the boys are standing at the wrong angle," Ms. Rourke announced.

Mr. Cardona's face turned red. His wife looked like she was about to cry. Jamila quickly stepped up to the camera and snapped the picture. "All done!" she said. Everyone looked relieved, except for Ms. Rourke.

STRATEGY PRACTICE

Choose a character from the story. Describe what the character looks like.

SKILL PRACTICE

Read the item. Write your response.

1. What is the setting of this text? How can you tell?

2. What do Jamila and the Cardonas have in common?

3. What will Ms. Rourke probably do now?

Readers use the **organization** of a text to understand what the text is about. Organization is the way an author chooses to share information.



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

This text has a question-and-answer organization.

Name: _____

SCIENCE
Getting to Know Snakes

Getting to Know SNAKES

Say the word *snake* among a group of friends, and you'll probably see panic on at least a few faces. Learning about these legless reptiles can lessen the fear of them. Read about where snakes live, how they move and hunt, and their role in nature. Finally, learn how to stay safe around snakes.

→ **Where do snakes live?**
Snakes live on almost every continent, but mostly in warm climates. In places with cold winters, snakes stay underground and conserve energy until spring. They move and eat very little during cold months. This is because snakes, like other reptiles, need sunlight or another heat source to keep their bodies warm. Even during warmer months, it is common to find snakes napping on rocks in the sun. They may also rest under a warm rock or underground where a patch of soil has been warmed by sunlight.

→ **How do snakes move around?**
Snakes get around by using the muscles and scales of their long, limbless bodies. They propel themselves forward or sideways using their strong muscles. Their scales help them grip surfaces and also protect their bodies as they move over rough ground. All that motion wears out the scales, though, so snakes grow replacement scales. This is

Organization of Text	Key Words and Phrases to Look for
Cause and Effect	leads to, result, cause, effect, impact, outcome
Sequence	first, second, third, fourth, etc..., next, then, after, before, last, finally
Compare and Contrast	like, alike, in contrast, similarly, different, unlike, on the other hand
Main Idea and Details	for example, also, one reason is, for instance, specifically
Question and Answer	who, what, where, when, why, how

Organization

By looking at how a passage or selection is organized, students can better understand the author's intent, as well as predict what information is likely to appear later in the text. Texts are often organized sequentially, around main ideas and details, according to causes and effects, or by comparison and contrast.

DAY 1

Reproduce the *Organization* visual aid and distribute it to students. Then introduce the *Organization* strategy to students and explain: **By looking at the organization of a passage, we can get a better idea of what the author intended to tell us. Many of the same types of passages are organized the same way.** Explain to students that the passage they are about to read is a biography. Ask: **What do we usually see in biographies?** (dates, names, important events in a person's life, etc.) Then say: **I expect to see this passage organized sequentially around important dates in the life of this person.** Have students read the instructions at the top of the page and read the passage. When students have finished reading, direct them to complete the strategy practice activity. Ask volunteers to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY 2

Remind students of the *Organization* strategy, and point out that by knowing the organization of a passage, good readers can pay more attention to important details and don't have to work as hard to understand what the passage is about. Point out the first sentence in the second paragraph. Say: **This sentence tells me that the passage will likely explain reasons why people believe something about General Custer. It will probably be organized around main ideas and explanations for those ideas.** Have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the strategy and skill practice activities. Invite volunteers to share their responses.

DAY 3

Remind students of the *Organization* strategy, and point out the instructions at the top of the page. Say: **Another way writers organize passages is by cause and effect. This passage tells the causes and effects of a snake problem in Florida. When we read these types of passages, we are looking for what happens and why it happens.** Explain that cause-and-effect signal words (*because, as a result, therefore, etc.*) can help them best understand this kind of text. Have students read the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 4

Remind students of the *Organization* strategy, and have them recall the common ways a passage can be organized (by main idea, sequence, and cause and effect). Point out the instructions at the top of the page, and ask students to guess which way this passage is organized (sequentially). Say: **Not all passages organized by sequence go from first to last or earliest to latest.** Have students read the passage. When students have finished reading, direct them to complete the strategy practice activity and share their responses. Explain that writers will vary how they organize a passage in order to make it more interesting to the reader. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Organization* strategy and say: **Writers organize their stories in many ways. Some writers begin at the end of a story and then tell you what happened leading up to it. Other writers begin with the main problem a character faces and show how the problem is resolved. By understanding how the story is told, we can make sense of what we are reading.** Have students read the instructions at the top of the page and the passage. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

READ THE PASSAGE Look for important events in the life of Sarah Edmonds.**Soldier in Disguise**

In April 1863, a Civil War soldier known as Franklin Thompson deserted from the Union Army. Thompson was sick with malaria but was afraid to go to an army hospital. What was Thompson so afraid of? His real name was Sarah Edmonds—and “he” was one of hundreds of women who pretended to be men so that they could fight in the Civil War.

Edmonds was born in Canada in 1841 and came to the United States in 1858. She disguised herself as Franklin Thompson and worked as a book salesman. In May 1861, one month after the Civil War began, she enlisted in the Second Michigan Infantry.

For two years, Edmonds served in the army as Private Thompson. The Second Michigan Infantry fought in some important and violent battles, including First Bull Run in July 1861, Antietam in September 1862, and Fredericksburg in December 1862. Edmonds kept her gender a secret by sleeping in her own tent and sneaking off to bathe privately.

Upon leaving the army, Edmonds resumed her real identity. She eventually revealed her service as Thompson in order to get a pension as a Civil War soldier. In 1886, the War Department recognized her as a female soldier who had served faithfully as a private during the war. She received the \$12-a-month pension and was cleared of the desertion charge. When she died in 1898, Edmonds was buried with military honors.

STRATEGY PRACTICE How does adding dates to the passage help organize it?

SKILL PRACTICE Read the item. Write your response.

1. Why did Franklin Thompson desert from the Union Army?

2. What caused Edmonds to reveal the truth about her identity?

3. Why did Edmonds receive military honors at her funeral?

READ THE PASSAGE

Think about the evidence the author presents to support the passage's main points.

Digging into Custer's Last Stand

For over a century, people have imagined the Battle of the Little Bighorn on June 25, 1876, as the brave "last stand" of General George Custer and his 7th Cavalry soldiers. Greatly outnumbered by Sioux and Cheyenne warriors, Custer and all 210 of his men died.

The belief in Custer's bravery started because of how the battlefield looked when it was discovered. A cluster of bodies, including the body of Custer, were found along with dead horses on a hill. People wanted to believe that the soldiers put up a good fight. Some Native American accounts also described the soldiers' bravery. Over time, a story developed of the soldiers on the hill fighting heroically to the end.

Then, in 1983, a prairie fire swept through the battlefield in Montana. The blaze burned off grass and shrubs, making it easier to dig for bullets and gun cartridges from the battle. Archaeologists examined old evidence in a new way. They used modern methods of investigation to better figure out what really happened. These new methods gave new clues about what happened to Custer and his men.

Using the bullets they found, experts were able to trace the shots fired by both sides. This allowed them to reconstruct the movements of different groups on the battlefield. Based on the numbers of certain bullets and where they were found, a different account of the battle emerged. Instead of a long, brave battle, Custer's men may have panicked, become disorganized, and lost the battle in a short amount of time.

STRATEGY PRACTICE

How does the author organize the evidence about different theories of what happened at Little Bighorn?

SKILL PRACTICE

Read the item. Write your response.

1. Why does the author begin the text by telling the original theory of Custer's "last stand"?

2. What evidence does the text offer to refute the original theory?

3. Do you believe the Native Americans' accounts or the archaeologists' reports? Defend your stance.

READ THE PASSAGE Look for the causes and effects of the python problem in Florida.

Florida's Python Problem

Sometimes pets are more than we can handle, like when a small puppy grows up to be a huge dog. People can usually find a new home for a big dog, but a giant pet snake is not so easy to give away. As a result, some people in Florida have released their pet pythons into the wilderness of the Florida Everglades. Problem solved? Only for the pet owners.

The snakes that are the biggest problem are Burmese pythons. These snakes are not native to the Everglades. Pet dealers originally brought them to the United States from Southeast Asia. Because Burmese pythons are not native, they disrupt the natural order of the Everglades' ecosystem.

The snakes' size and strength are also a problem. Burmese pythons can grow to be 20 feet (6 m) long. There are reports of terrifying battles between pythons and alligators in the Everglades. Even more worrisome is the impact on creatures that are no match for the monster snakes. For example, biologists have discovered endangered birds, bobcats, and wood rats in pythons' stomachs.

Another effect of python dumping is the spread of these snakes beyond the Everglades. Pythons swim well and can move more than a mile a day on land. In addition, one snake can produce nearly 100 eggs. Their wide range of movement and high rate of birth means that the snakes can quickly overrun a habitat.

As a result of this scary scenario, Florida park rangers, wildlife officials, and others are on "python patrol." They capture and kill Burmese pythons to try to keep the numbers under control. There is also a greater effort to teach people about the responsibilities of keeping a python.

STRATEGY PRACTICE Underline the words in the passage that signal cause and effect.**SKILL PRACTICE** Read the item. Write your response.

1. How did Burmese pythons end up in the Florida Everglades?

2. What problems are pythons causing in Florida?

3. Why are pythons spreading beyond the Everglades?

READ THE PASSAGE

Think about the order in which the events in the passage occurred.

Growing Good Examples at the White House

In 2009, people praised First Lady Michelle Obama for planting a vegetable garden soon after moving into the White House. The hope was that growing vegetables on the White House lawn would encourage Americans to eat more healthfully and motivate other families to grow fresh produce, too. It might seem like a new idea to plant a presidential garden to influence national behavior. However, earlier presidents and first ladies also used the White House grounds to set a good example.

In 1943, during World War II, First Lady Eleanor Roosevelt planted a “victory garden” at the White House. The goal was to get Americans to grow small gardens to feed themselves. That way, more food was available to send to American soldiers fighting overseas. Mrs. Roosevelt was widely admired, and her garden inspired many families to plant more food for themselves.

Twenty-five years earlier, during World War I, President Woodrow Wilson used the White House lawn to send a message to Americans. Wilson brought in a flock of sheep to cut the grass. It was a novel way to show how to use “natural resources” during wartime.

There was a time when a vegetable garden at the White House was simply practical. President John Adams planted the first garden in 1800. Adams didn’t need to set an example, since most of the nation were already farmers. He just wanted food for his family and guests to eat!

STRATEGY PRACTICE

Why do you think the author chose this way of organizing the passage?

SKILL PRACTICE

Read the item. Write your response.

1. What evidence does the text offer that the former first family’s influence on the nation’s behavior was *not* a new idea?

2. What resource was conserved by using sheep to keep the White House lawn trimmed?

3. What was the purpose of the earliest White House garden?

READ THE PASSAGE Think about how the author introduces each character and tells the events in the story.**Three Parts for Three Characters**

Denzel could hear the sounds of the song “Follow the Yellow Brick Road” as he walked closer to the auditorium. He was relieved that the auditions weren’t over. He really wanted to try out for the sixth-grade production of *The Wizard of Oz*. Waiting in the hall were his two best friends, Colin and Felipe. Colin was walking on his hands in a wide circle. Then he did a back flip, a cartwheel, and a backward leap into a handstand. Felipe was doing his favorite herky-jerky robot dance.

Just as Denzel reached the boys, there was a sudden boom outside. “What was that?” Denzel shouted. He had a voice that could be loud and strong one moment and drop to a whisper the next instant.

“It’s thunder,” Colin laughed. “You should audition for the role of the character who needs courage!”

“Come on!” Felipe urged with a stiff turn and bow to end his dance. “We’ll miss our turns!”

The trio hurried inside the auditorium. A girl named Rachel, with hair teased like a lion’s mane, was beginning her audition. The boys watched her. She pranced around the stage like a lion, but she spoke very quietly, and it was hard to hear her. When she finished, Felipe auditioned by dancing like a robot. Colin went next, showing his acrobatic skills. Denzel went last.

When the auditions ended, each boy had the perfect part for his talents. Colin was the Scarecrow, who is supposed to flop, slip, and slide all over the stage. Felipe’s robot moves were just like the Tin Man in his rusty metal suit. And Denzel’s booming roar and soft whisper made him the best Cowardly Lion the play could have.

STRATEGY PRACTICE If the author began the story by telling you what part each boy received, how would it change your reaction to the story?

SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of these auditions?

2. How did Rachel probably feel at the end of the story?

3. How do Colin’s words foreshadow the story’s ending?

Readers use the **organization** of a text to understand what the text is about. Organization is the way an author chooses to share information.



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

This text has a question-and-answer organization.

SCIENCE
Getting to Know Snakes

Name: _____

Getting to Know SNAKES

Say the word *snake* among a group of friends, and you'll probably see panic on at least a few faces. Learning about these legless reptiles can lessen the fear of them. Read about where snakes live, how they move and hunt, and their role in nature. Finally, learn how to stay safe around snakes.

→ **Where do snakes live?**
Snakes live on almost every continent, but mostly in warm climates. In places with cold winters, snakes stay underground and conserve energy until spring. They move and eat very little during cold months. This is because snakes, like other reptiles, need sunlight or another heat source to keep their bodies warm. Even during warmer months, it is common to find snakes napping on rocks in the sun. They may also rest under a warm rock or underground where a patch of soil has been warmed by sunlight.

→ **How do snakes move around?**
Snakes get around by using the muscles and scales of their long, limbless bodies. They propel themselves forward or sideways using their strong muscles. Their scales help them grip surfaces and also protect their bodies as they move over rough ground. All that motion wears out the scales, though, so snakes grow replacement scales. This is

Organization of Text	Key Words and Phrases to Look for
Cause and Effect	leads to, result, cause, effect, impact, outcome
Sequence	first, second, third, fourth, etc..., next, then, after, before, last, finally
Compare and Contrast	like, alike, in contrast, similarly, different, unlike, on the other hand
Main Idea and Details	for example, also, one reason is, for instance, specifically
Question and Answer	who, what, where, when, why, how

Organization

By looking at how a passage or selection is organized, students can better understand the author's intent, as well as predict what information is likely to appear later in the text. Texts are often organized sequentially, around main idea and details, according to cause and effect, or by comparison and contrast.

DAY 1

Reproduce the *Organization* visual aid and distribute it to students. Then introduce the *Organization* strategy to students and explain: **Authors try to organize their writing in ways that will help readers best understand the information.** Read aloud the title and the headings in the passage. Say: **This author has organized information about diet crazes into different sections. As you read, pay attention to the type of information included under each heading.** Have students read the passage. When they have finished, ask: **How is this passage organized?** (by main idea and details) Direct students to complete the strategy practice activity. Then have them complete the skill practice activity, and review the answers together.

DAY 2

Remind students of the *Organization* strategy. Read aloud the first paragraph of the passage. Say: **The beginning of this passage asks whether pigs are smart. Let's see if the author includes information to answer the question.** Have students finish reading the passage independently and complete the strategy practice activity. Then ask: **What other ways could the author have organized the information in the passage?** (chart, bulleted list) **How would a different organization have changed the passage?** (It would probably have made it less interesting.) Then direct students to complete the skill practice activity. Review the answers together.

DAY 3

Remind students of the *Organization* strategy. Say: **Many authors use dates to help readers understand the order of events in their texts. Good readers pay attention to dates and time signal words to help them better understand how things may have changed over time.** After students have finished reading the passage, ask: **What is the primary time period for the information included in the passage?** (the 1200s; the Middle Ages) Then direct students to complete the strategy and skill practice activities. Review the answers together.

DAY 4

Remind students of the *Organization* strategy. Say: **As you read the passage, notice words that indicate sequence, such as *later* and *today*.** Have students read the passage independently. When students have finished reading, direct them to complete the strategy practice activity. Remind students to place events on their timelines in chronological order. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Organization* strategy. Review the different ways that texts can be organized, such as by cause and effect, problem and solution, main idea and details, or sequentially. Have students read the directions at the top of the page and the passage independently. When students have finished reading, ask: **How is this passage organized?** (by main idea and details) Then direct students to complete the strategy and skill practice activities. Review the answers together.

READ THE PASSAGE As you read, pay attention to the title and the headings.

Wild Diet Crazes

Watching what you eat and getting plenty of exercise can be difficult. Many wild diets claim to help people lose weight quickly or in miraculous ways. Here are some unusual diet crazes from the past.

The Tapeworm Diet

In the early 1900s, dieting ads appeared for pills containing tapeworms. Tapeworms are parasites that can live in a person's digestive system. The belief at the time was that the tapeworms would consume some of the food that was in a person's digestive tract, which would cause the person to lose weight. There was no evidence to support this idea, but there was plenty of evidence showing that tapeworms were dangerous. They made people sick and could even cause death.

Diet Sunglasses

Sunglasses with dark blue lenses do not protect your eyes from the glare of the sun, but from the attraction of ice cream. The idea behind this Japanese invention is that if food looks disgusting, people will eat less of it. Do you think people would drink fewer vanilla milkshakes if they looked dark blue? Since they were invented in 2008, thousands of shoppers each year have answered yes.

Ear Stapling

This diet, first introduced in 2000, is a real pain. Dieters have a staple put in their ear cartilage, which is the stiff, flexible part of the outer ear. This is supposed to decrease their appetite. Whether or not this is true, the dieters can definitely get an infection or even suffer nerve damage.

STRATEGY PRACTICE How do the headings help organize the passage?

SKILL PRACTICE Read the item. Write your response.

1. Use quotations marks to write the sentence that contains the main idea of this text.

2. A person who is affected by the appearance of food might be willing to try which diet above?

3. Order the diet crazes given in the text from newest to oldest.

READ THE PASSAGE

Think about the evidence the author presents to support the ideas in the passage.

Babe: Could It Really Happen?

In Dick King-Smith's novel *Babe: The Gallant Pig*, a pig herds sheep better than dogs do. Could that happen in real life? Are pigs as smart as dogs? According to Farm Forward, an advocacy group for sustainable family farms, pigs can do anything dogs can. In support of this conclusion, they point out that the makers of the movie *Babe* did not use any tricks in making the film. They just taught the pig to do the things that they wanted it to do.

How intelligent are pigs? Pretty smart, according to Dr. Stanley Curtis of Penn State University. The scientist taught pigs to play a video game by operating the joystick with their snout. Remarkably, they learned the game more quickly than chimpanzees. Giving human gamers a run for their money, the pigs hit their game targets 80% of the time! Farm Forward also tells of a successful study in which pigs were taught to adjust thermostats.

One pig farmer claims that a sow (a mother pig) in a pen with her piglets kept mysteriously escaping from the enclosure. After finding the lonely sow and her piglets back out with the herd several times, her keepers installed a spring-loaded latch, which could be opened only by pressing a ring and lifting a hook. The sow and piglets kept getting out—always when their keepers were not looking. Finally, the keepers hid behind a shed and watched. After looking to see that no one was watching, the sow depressed the ring by biting it, and then raised the hook. If a sow can figure out how to unlatch a gate while no one is looking, herding sheep is a piece of cake.

STRATEGY PRACTICE

How does the author organize the information about pigs?

SKILL PRACTICE

Read the item. Write your response.

1. What did the sow do just before opening the latch?

2. Why did the author begin the text by discussing a fictional pig?

3. What evidence did the author include to prove that pigs are clever, social animals?

READ THE PASSAGE Pay close attention to the organization of the passage.

Grinding Grain Through the Middle Ages

Grinding grain between millstones to produce flour is an ancient practice. Grain, the basis of bread, has always been a very important crop. Grinding grain by hand using millstones was extremely time-consuming. As the population grew and needed more grain, waterwheels came into use around 100 BC to harness the energy of moving water. They helped turn the stones to grind, or “mill,” the grain. This was the first use of technology that was not human- or animal-powered. It was the beginning of industrial production. A waterwheel could do the work of 30 to 60 people!

While waterwheel-powered mills greatly benefited those who lived near rivers or oceans, they were not convenient for people who cultivated land that was not near flowing water. Around 1180, the first European windmills appeared, using wooden posts and stones to grind the grain. By the 1200s, windmills were popping up all over Europe.

The first windmill design had one problem—if the wind changed direction, the miller had to turn the entire millhouse to catch the wind. By the end of the Middle Ages, brick and stone tower windmills appeared. Instead of having to turn the entire millhouse when the wind turned, a miller could turn just the cap, or top, of the windmill, making work easier.

These technological advances were just the start, eventually leading to steam power, which fueled the Industrial Revolution. Each advance made life a little easier and freed people up to make better use of their time. They could even stop to enjoy the tasty bread made from milled grain!

STRATEGY PRACTICE How did the author organize the text to relate the history of windmills? Why was it useful?

SKILL PRACTICE Read the item. Write your response.

1. What need led to the development of the waterwheel?

2. What need led to the invention of the windmill?

3. What caused a problem for early windmills?

READ THE PASSAGE Think about how each event in vaccine development helped make the next step possible.

The History of Vaccines

Few people enjoy getting shots at the doctor's office. But many of these shots are important vaccines that help prevent us from getting certain diseases or types of infection.

Vaccines got their start in Europe in the 1720s, when a British woman named Lady Mary Wortley Montagu was visiting Turkey. She saw Turkish doctors purposefully inoculating, or infecting, people with small amounts of smallpox. Smallpox is a painful, deadly disease that had no cure at the time. But Lady Montagu was amazed that the patients not only recovered, but then proved to be immune to the disease!

Lady Montagu quickly returned to England, excited to share this new procedure. But inoculation took many years to catch on. One problem was that no one had a precise way of inoculating people safely. Occasionally, patients would become fully infected and then begin spreading the disease. However, inoculation eventually saved enough people for it to become the common practice for preventing smallpox.

Some years later, a scientist named Edward Jenner discovered that people who had been infected with a disease called cowpox became resistant to smallpox. Cowpox was much less harmful than smallpox. Jenner convinced doctors to inoculate people with cowpox, which led to a very safe vaccine and far fewer outbreaks of smallpox. Finally, a French scientist named Louis Pasteur realized that Jenner's idea could be used to treat other diseases. Since then, vaccines have been made for many other diseases, such as polio, tetanus, and rabies.

Today, scientists and doctors continue to create new vaccines that could potentially save millions of lives worldwide.

STRATEGY PRACTICE Draw a timeline that shows the sequence of events in the passage.**SKILL PRACTICE** Read the item. Write your response.

1. Where did the use of vaccines begin?

2. What is this text's main idea?

3. Describe what happened after Edward Jenner discovered the connection between cowpox and smallpox.

READ THE PASSAGE Look for important details about the Cowal Highland Gathering.

The Great Games of Scotland

Every August in the Scottish town of Dunoon, over 3,500 people travel from across the world to compete in the Cowal Highland Gathering. Like a cross between a music festival and the Olympics, the Cowal Highland Gathering features musical events, a dancing competition, exhibition tents, local food, and sporting events. Supporters of the gathering say events such as this are important for celebrating Scottish culture.

For over 100 years, pipers have competed for top honors at Cowal. Pipe bands and solo performers play the traditional Scottish instrument—the bagpipe. Fans of the event say the music is breathtaking. However, critics say that when all the bands perform as a single group—with over 3,000 pipers—it sounds like every goose in Scotland has flown to Dunoon to complain of a bellyache.

The Cowal Highland Gathering is also home to the Scottish Highland Dancing National Championships. Hundreds of dancers in kilts and ornately patterned socks jig, fling, and leap for the honor of being the country's best dancer.

Sports fans also flock to the Cowal Highland Gathering. Tossing the caber, a log about 19 feet (6 m) long, is a popular Scottish sport. Men and women who compete heave the huge log end-over-end to make it land as straight as possible. The traditional wrestling event also sees participants from around the world.

From dancing to piping to tossing giant logs, the Cowal Highland Gathering is one of Scotland's most entertaining and popular summer events.

STRATEGY PRACTICE Why do you think the author chose to organize the passage this way?

SKILL PRACTICE Read the item. Write your response.

1. What is this text about?

2. Draw two conclusions about the people who compete in tossing cabers.

3. Use quotation marks and ellipses to quote the part of the text that shows that not everyone appreciates the Cowal Highland Gathering.

Readers use the **organization** of a text to understand what the text is about. Organization is the way an author chooses to share information.



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

This text has a question-and-answer organization.

SCIENCE
Getting to Know Snakes

Name: _____

Getting to Know SNAKES

Say the word *snake* among a group of friends, and you'll probably see panic on at least a few faces. Learning about these legless reptiles can lessen the fear of them. Read about where snakes live, how they move and hunt, and their role in nature. Finally, learn how to stay safe around snakes.

→ **Where do snakes live?**
Snakes live on almost every continent, but mostly in warm climates. In places with cold winters, snakes stay underground and conserve energy until spring. They move and eat very little during cold months. This is because snakes, like other reptiles, need sunlight or another heat source to keep their bodies warm. Even during warmer months, it is common to find snakes napping on rocks in the sun. They may also rest under a warm rock or underground where a patch of soil has been warmed by sunlight.

→ **How do snakes move around?**
Snakes get around by using the muscles and scales of their long, limbless bodies. They propel themselves forward or sideways using their strong muscles. Their scales help them grip surfaces and also protect their bodies as they move over rough ground. All that motion wears out the scales, though, so snakes grow replacement scales. This is

Organization of Text	Key Words and Phrases to Look for
Cause and Effect	leads to, result, cause, effect, impact, outcome
Sequence	first, second, third, fourth, etc..., next, then, after, before, last, finally
Compare and Contrast	like, alike, in contrast, similarly, different, unlike, on the other hand
Main Idea and Details	for example, also, one reason is, for instance, specifically
Question and Answer	who, what, where, when, why, how

WEEK

4

Organization

By looking at how a passage or selection is organized, students can better understand the author's intent, as well as predict what information is likely to appear later in the text. Texts are often organized sequentially, around main ideas and details, according to causes and effects, or by comparison and contrast.

DAY 1

Reproduce the *Organization* visual aid and distribute it to students. Then introduce the *Organization* strategy to students. Explain: **Authors can organize nonfiction information by listing problems and solutions, causes and effects, or main ideas and details. They can also compare similarities and differences or tell a story in sequence.** Tell students they are going to read about an infamous fire in a New York clothing factory. Say: **As you read, think about the sequence and the causes and effects of this tragic event. Pay attention to how the author has organized the important details about the fire and its aftermath.** When students have finished reading the passage, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 2

Remind students of the *Organization* strategy. Tell students they are going to read a passage about World War II. Remind students of the various ways a passage can be organized (by cause and effect, problem and solution, compare and contrast, main idea and details, or sequence). Say: **Good readers use the organization of a passage to help figure out what the author wants you to know. Pay attention to the focus of each paragraph.** Have students read the passage. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 3

Remind students of the *Organization* strategy. Say: **The author of this passage has divided information about the Puppies Behind Bars program into sections that have their own headings. As you read, think about the main points under each heading.** Have students read the passage independently. When students have finished, direct them to complete the strategy and skill practice activities. Review the answers together.

DAY 4

Remind students of the *Organization* strategy. Explain: **Some authors write about historical events by using chronological order. What should you look for to track the chronological order in a passage?** (dates, time-order words) Remind students that some authors use general time periods instead of exact days or years. Say: **Even if an author does not list specific dates, you can still use general time periods to keep track of the order of events.** Have students read the passage. When students have finished reading, direct them to complete the strategy practice activity on a separate sheet of paper. Have volunteers share their timelines with the class. Then direct students to complete the skill practice activity. Review the answers together.

DAY 5

Remind students of the *Organization* strategy. Say: **You are going to read a fiction story that is organized by problem and solution. Look for the problem at the beginning of the passage. Look for the solution toward the end.** Have students read the passage independently. When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

READ THE PASSAGE Look for the causes and effects of a fire at a clothing factory.

The Factory Fire

New York factories in the early 1900s were busy and dangerous places to work. Most factories were housed in brick buildings that were overly hot in the summer and extremely cold in the winter. Workers at the time often toiled for more than 12 hours each day, receiving few breaks and no overtime pay. The floors were crowded with people and equipment, and the doors were often locked to prevent employees from leaving early. In fact, most factory owners and managers mistreated those who asked for changes—or outright fired them. The people in charge believed that they did not owe anything more than a paycheck to their workers.

Everything changed when a fire erupted at the Triangle shirtwaist factory in 1911. During that tragic event, about a quarter of the workers (mostly young immigrant women) lost their lives. The factory workers, located on the ninth floor of the building, could not get the door open. The fire escape led only to flames below. The fire truck ladders were not long enough, nor were the water hoses. Fire nets were inadequate.

After the fire, people marched and protested in order to change conditions in factories. Many large protests took place in New York. Eventually, politicians took up the cause, and legislators passed workplace laws regulating child labor and the number of workers allowed on a floor. They also called for sprinkler systems to be placed in all factories. The rights of workers were now important and valuable.

Today, working in a factory is still a demanding, difficult, and often dangerous job. The victims of the Triangle shirtwaist factory did not die in vain, however. Because of their experience, the workplace was forever changed for the better.

STRATEGY PRACTICE How did the author organize the information about the Triangle shirtwaist factory fire?

SKILL PRACTICE Read the item. Write your response.

1. What is the purpose of the first paragraph?

2. Give three reasons why so many workers died in the Triangle factory fire.

3. How did this tragic fire change conditions for workers?

READ THE PASSAGE Think about how the author presents the information in the passage.

The Terrifying Night Witches

During World War II, the Nazis invaded Russia in June 1941, catching the Russians off guard. Less than three years before, Hitler had signed a treaty saying that he wouldn't attack their nation. As the Germans marched deeper and deeper into Russian territory, the Russians grew desperate. Who would help to halt the German onslaught? The Night Witches.

The Night Witches were the most feared of all nighttime air raiders. The Nazis gave them the name because they seemed to appear suddenly, drop their bombs, and then vanish. The Night Witches went up against the most modern war machinery of the time in crop-duster planes made of canvas and plywood. Their planes were so fragile that when one was hit by antiaircraft fire, it would burn as quickly as a sheet of paper. Yet, starting in early 1942, they came out to harass the Germans every single night.

The Night Witches flew in the dark without lights. They had only two tools for finding the enemy: a map and a compass. The planes flew in formations of three. Two of the planes would swoop in and try to draw enemy fire while the third plane would drop its bombs. But first, the bombing pilot would turn off the motor and glide toward the target. The lack of engine noise made the plane almost impossible for the Germans to detect. They were so stealthy and so feared that if a Nazi managed to destroy one, he earned the Iron Cross, which is the highest German military honor.

In 30,000 missions over four years' time, the Night Witches dumped 23,000 tons (20,865 metric tons) of bombs on the German troops. They were fearless. And they were all women.

STRATEGY PRACTICE How does the organization of the passage help you understand the author's main points?

SKILL PRACTICE Read the item. Write your response.

1. Quote the sentence from the passage that explains why the Russians were stunned by the German invasion.

2. What is the purpose of the third paragraph?

3. How does the text's organization lead to a surprise ending?

READ THE PASSAGE As you read, think about the main points the author is trying to make.

Puppies Behind Bars

For soldiers returning from wars in the Middle East with post-traumatic stress disorder (PTSD), life can be very difficult. PTSD leaves men and women more than just depressed and anxious; loud noises can set off flashbacks to violent or threatening situations. Many soldiers with PTSD isolate themselves because they feel unsafe or misunderstood. The Puppies Behind Bars organization can help make a difference.

A Meaningful Beginning

Founded in 1997, Puppies Behind Bars began as an organization that teaches prison inmates to train service dogs for the blind. Inmates work with the dogs every day from the time they are puppies until they are adult dogs at 18 months. The dogs learn up to 80 individual commands, including how to phone 9-1-1.

A Worthy Mission

In 2006, Puppies Behind Bars started a new program called Dog Tags: Service Dogs for Those Who've Served Us. Dogs trained through this program help veterans who have PTSD or other disabling physical or emotional wounds. The dogs provide companionship and remind veterans to take needed medications. They alert their owners to other people's arrival and provide physical affection, which helps to reduce flashbacks. When necessary, dogs also wake veterans from terrifying nightmares.

A New Start for All

The prison inmates involved in the program often speak about having a new purpose in their lives, happy that the dogs they have trained help others lead better, safer lives. One veteran who received a Dog Tags dog thanked his dog's inmate trainer in person. He said his dog is his "rock" and listed all the things he can now do again. Overwhelmed and moved, the inmate spoke of the patient, responsible person he has become. For veterans and prison inmates alike, the program is changing the world for the better.

STRATEGY PRACTICE How do the headings help you understand the passage?

SKILL PRACTICE Read the item. Write your response.

1. What evidence does the author include to support the claim that Puppies Behind Bars is a valuable organization?

2. What effect does training the service dogs have on the prison inmates?

3. How is the Dog Tags program related to Puppies Behind Bars? Be specific.

READ THE PASSAGE As you read, think about the sequence of events in William Powell's life.

A Golf Course for Everyone

During World War II, William Powell served in Europe as a soldier in the United States Army. Golf was Powell's hobby, and he played at some of the most popular courses in Scotland. However, upon his return home, Powell was discouraged to find that he was not allowed to play golf at local courses because he was an African American. Powell took a unique approach to solving his problem: He built his own golf course.

Beginning in 1946, Powell moved rocks and spread grass seeds to build a golf course in Canton, Ohio. He convinced two African American doctors to invest in the course and continued to build it for the next year and a half. Powell did all of this without the help of a golf course designer, and he did it while working nights as a security guard. In 1948, the Clearview Golf Course opened, and business is still flourishing today.

In 1967, Powell's daughter, Renee, became a professional golfer on the Ladies' Professional Golf Association (LPGA) tour and now serves as Head Professional at her father's golf course. As of 2001, the Clearview Golf Course is one of 15 golf courses listed on the National Register of Historic Places. It is the only course owned, built, and run by African Americans.

In 2009, the Professional Golf Association of America (PGA) honored William Powell with a Distinguished Service Award. Powell, then 92 years old, accepted the award graciously: "I have had so many special things happen to me, I believe, because golf sees no color."

STRATEGY PRACTICE On a sheet of paper, create a timeline that shows the important events in William Powell's life that are described in the passage.**SKILL PRACTICE** Read the item. Write your response.

1. What important event occurred after Clearview Golf Course was added to the National Register of Historic Places?

2. Where and when did Powell begin building Clearview Golf Course?

3. How did Clearview Golf Course receive a place on the National Register of Historic Places?

READ THE PASSAGE Look for the problem and the solution in the passage.**Jamie's Video Game Problem**

By mid-August, after a long summer during which she felt she had barely heard a word from her son, Mrs. O'Malley had had enough. "Jamie," she said, "you need to stop spending all of your time playing video games. I'm taking the player away."

Fourteen-year-old Jamie begged his mother not to do it. "I'll work hard in school, Mom," he said. "Video games just help me relax, and they're more fun than television."

Mrs. O'Malley would not yield. "You don't seem relaxed at all while you're playing those games! You seem obsessed. Try life without the obsession." It was true that Jamie usually jumped and shouted while he was playing games, but he still didn't agree with his mother. He also didn't know how to spend his time. The school year didn't start for another week, and there was no one he could call.

On the first day of school, Jamie took the bus with another kid from his neighborhood. Jamie usually had a handheld game for the bus ride, but his mother had taken that, too. To pass the time, Jamie started talking to his neighbor, Eduardo. They found out that they had the same homeroom teacher, and that they both wanted to play on the school's basketball team. Every day, the two boys talked, and they often met after school to play basketball with some of Eduardo's friends. When it came time to try out for the team, both Eduardo and Jamie made the cut. Once, when he caught himself laughing with his friends, he thought, "Hmm, maybe Mom was right." He smiled and felt thankful, but he kept that thought to himself.

STRATEGY PRACTICE How can recognizing the passage's organization, such as problem and solution, help a reader better understand a story?

SKILL PRACTICE Read the item. Write your response.

1. What happened before Jamie's mother took away his video games?

2. What happened once Jamie started the school year?

3. What evidence shows that Mrs. O'Malley was right to take away her son's video games?

More Free Samplers!

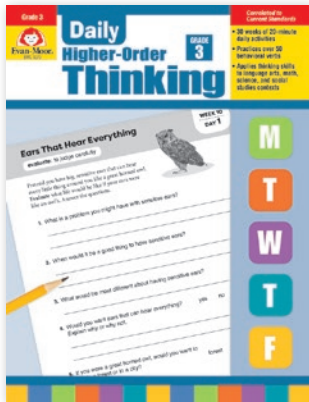
Check out these new titles that support students in the classroom and at home.



Reading Comprehension Fundamentals **Grades 1–6**

Help students improve their reading comprehension with this focused approach!

- Provides you tools to target reading strategies
- Each unit focuses on one reading skill, strategy, text structure, or genre
- Includes fiction and nonfiction texts



Daily Higher-Order Thinking **Grades 1–6**

Teach your students to be critical and creative thinkers in just 20 minutes a day!

- 30 weeks of engaging activities develop students' problem-solving skills
- Each activity focuses on a higher-order thinking skill
- Formats include logic puzzles, creative writing, and picture comparisons



Skill Sharpeners: Geography **Grades PreK–6**

Engage children in exploring the world while they learn map skills and geography concepts.

- Full-color activity book includes hands-on projects
- Integrates the most current geography standards
- Develops map skills, vocabulary, and reading comprehension