

# Making Connections<sup>®</sup>

PROGRAM OVERVIEW



GRADES 1-6

Aligned to the  
**Common Core**  
STATE STANDARDS

## Content-Area Reading Comprehension



# Making Connections®

## Meeting the Common Core State Standards with Making Connections



Aligned to the

*Making Connections*® is a comprehensive reading comprehension program for grades 1–6 that aligns with the Common Core State Standards (CCSS) for English Language Arts. The program covers topics across the CCSS English Language Arts domains of Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, Writing, Speaking & Listening, and Language.

*Making Connections* prepares students to analyze and interpret diverse fiction and nonfiction materials to meet the Common Core State Standards.

### **Students will learn how to:**

- Understand skills such as cause & effect, drawing conclusions, and predicting outcomes
- Locate, interpret, and organize key information in a text
- Analyze words in a text using vocabulary strategies
- Utilize text features such as photos, tables, maps, graphs, indexes, and glossaries
- Interpret a variety of genres including biographies, science & social studies articles, myth, and much more

**To view the Common Core Alignment visit [epsbooks.com/MC](http://epsbooks.com/MC)**

Features	Benefit
Students interact with text by marking challenging vocabulary and identifying comprehension skills	Student's markings provide a concrete representation of the transparent, complicated strategies utilized by active, purposeful readers.
A blend of fiction and nonfiction texts include biographies, science and social studies articles, business letters, poetry, and fictional and contemporary narratives	Students apply a repertoire of strategies to gain meaning from texts that reflect the variety students will encounter in and outside of school.
Multiple texts on one theme for the development of every skill	Opportunities for practice give students the confidence to transfer skills and strategies to all reading situations.
Scaffolded, explicit instruction plans which progress from teacher modeling, to guiding, to coaching, to student independence	At each step, teachers provide students with a level of support that allows for success but requires cognitive effort. Teacher gradually withdraw support as students become more successful.
Text Connections questions and activities at the end of each skill-based, thematic unit	Students use critical thinking skills as they analyze, synthesize, and evaluate the content of the text selections in each unit for independent or cooperative learning projects.

## Skills and Strategies

Each unit focuses on one comprehension skill, such as comparing and contrasting, identifying main idea, or differentiating between fact and opinion. The strategies are the vehicle through which students will acquire, develop, and refine comprehension skills—requisite abilities that enable students to read a text with understanding.

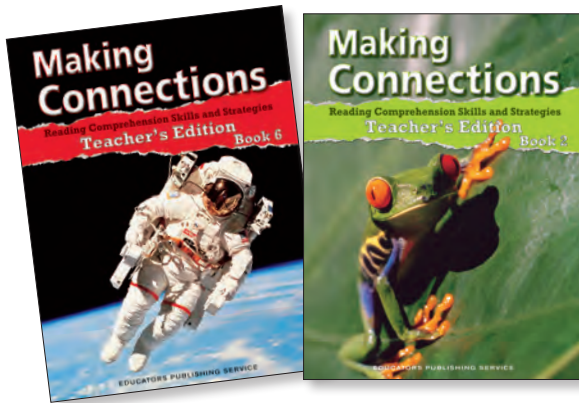
		Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
<b>SKILLS</b>	Identifying Detail	■	■				
	Sequencing	■	■	■	■		
	Main Idea	■	■	■	■	■	■
	Compare and Contrast	■	■	■	■	■	■
	Drawing Conclusions/Predicting Outcomes		■	■	■	■	■
	Fact and Opinion		■	■	■	■	
	Cause and Effect			■	■	■	■
	Figurative Language					■	■
	Bias and Prejudice						■
<b>STRATEGIES</b>	Building Background Knowledge	■	■	■	■	■	■
	Monitoring Comprehension	■	■	■	■	■	■
	Cooperative Learning	■	■	■	■	■	■
	Generating & Answering Questions	■	■	■	■	■	■
	Text/Story Structure	■	■	■	■	■	■
	Using Graphic Organizers	■	■	■	■	■	■
	Summarizing	■	■	■	■	■	■
	Understanding Vocabulary	■	■	■	■	■	■
Applying Multiple Strategies	■	■	■	■	■	■	



# Components

## Student Books

High-interest fiction and nonfiction reading selections are designed for active, strategic reading and identification of specific comprehension skills.



### How Polar Fleece Is Made

What is the last thing that happens to the polar fleece fabric?

Polar fleece is a warm material used for blankets, sweaters, and jackets. It is very soft and very light. Easy to clean, polar fleece dries quickly and comes in a range of colors. It is ideal for wearing in wintry conditions. You might never guess that polar fleece is actually made from recycled plastic bottles!

Only recycled bottles made from a substance called PET can be used for making polar fleece. PET stands for Polyethylene Terephthalate, which is a kind of clear polyester. (Say it like this: **P**olly-**e**thy-**l**een **T**erri-**f**thal-**a**te.) This material was invented in 1941.

PET is used to make bottles for many different things, such as fruit juice and vegetable oils. These bottles are light but very strong, easy to clean, and recyclable.

Before PET bottles are recycled, they are squashed into big bales. Each bale weighs more than a thousand pounds. The bales are then sold to recycling companies.

PET bottles are squashed into big bales.

At the recycling plant, the bottles are washed and ground into flakes. The flakes are cleaned again with water and detergent to get rid of any dirt or other materials. Then the flakes are dried out.

PET bottles are washed and ground into flakes.

Next, the flakes are melted and spun into strands. If you want to know how this is done, think about how people who make cotton candy spin sugar into threads. The flakes are spun in a similar way.

Some of the fibers are coarser than others. The coarser fibers are often used for carpets or packaging materials. The finer fibers are woven into polar fleece fabric. The fabric is then dyed. Finally, it is cut and sewn to make clothes or blankets.

It takes about twenty-five PET bottles to make the cloth for one polar fleece jacket. When you wear your polar fleece jacket, you might be wearing your own recycled bottles!

## Teacher's Editions

Explicit instructional plans in wrap-around format provide scaffolded instruction with point-of-use teaching strategies and techniques, as well as reproducible assessments.

## Comprehension Library

One Comprehension Library book culminates each unit, allowing students to apply newly developed skills and strategies to longer texts. The library includes a balance of fiction and nonfiction titles.




Accelerated Reader quizzes are available to help you keep track of reading progress.

To learn more visit [renlearn.com](http://renlearn.com)

# A Scaffolded Approach

## Book 3, Unit 1

Skill: Sequencing, Theme: San Francisco

At the beginning of each unit students receive support as they are introduced to a new skill. As proficiency increases support is gradually removed and students take on more and more responsibility.

Each *Making Connections* unit provides students with multiple opportunities to develop, practice, and master a specific comprehension skill.

## Independent



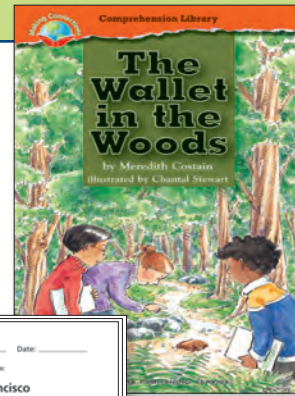
## Coaching



## Guiding



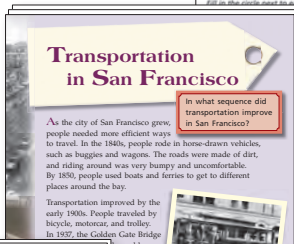
## Modeling



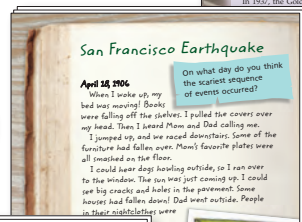
Text 6



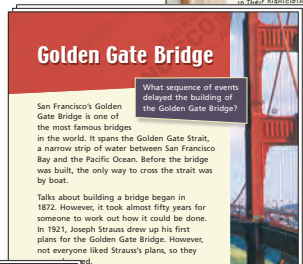
Text 5  
(Assessment)



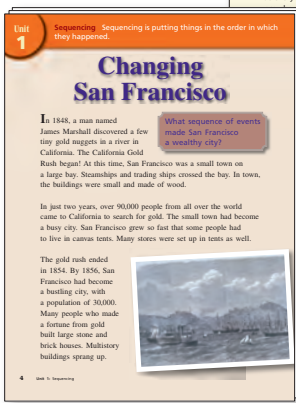
Text 4



Text 3



Text 2



Text 1

## PACING

4 weeks per unit (24-week schedule)

- Week 1:** Text 1
- Week 2:** Texts 2–3
- Week 3:** Texts 4–5 and Text Connections
- Week 4:** Text 6: Comprehension Library

For additional pacing options visit [epsbooks.com/MC](https://epsbooks.com/MC)

- 18 week Schedule
- 30 week Schedule
- Extended Day Schedule
- Summer School Schedule

# Text 1: Changing San Francisco

## Scaffold Level: Modeling

The teacher introduces and defines the skill, then reads Text 1 aloud to students as they follow along in their books. The teacher then models how to identify the target skill and apply comprehension strategies.

**Before Reading** strategies include direct explanation of the skill focus and activation of background knowledge and examining text structure, focus, and features.

Focus Questions set the purpose for reading and focus attention on the target skill.

Sequencing  
Identifying Details

Teacher Support for Comprehension Monitoring:  
Text 1: Changing San Francisco


Unit 1  
Sequencing: Sequencing is putting things in the order in which they happened.

### Changing San Francisco

In 1848, a man named James W. Wicks discovered a tiny gold nugget in a river in California. The California Gold Rush began! At this time, San Francisco was a small town on a large bay. Steamships and trading ships crossed the bay. In town, the buildings were small and made of wood.

In just two years, over 90,000 people from all over the world came to California to search for gold. The small town had become a busy city. San Francisco grew so fast that some people had to live in canvas tents. Many stores were set up in tents as well.

The gold rush ended in 1854. By 1856, San Francisco had become a bustling city, with a population of 30,000. Many people who made a fortune from gold built large stone and brick houses. Multistory buildings sprang up.



Circle challenging words, phrases, or sentences  
underline: sequence of events

132 Unit 1 Sequencing

Teacher's Edition includes a model version of Text 1 with possible student markings.

Sequencing  
Identifying Details

Text 1: Changing San Francisco

BEFORE READING

**Skill Focus**  
Invite students to discuss the order in which things happen in their daily lives. (from morning routine, days of the week, seasons) As they talk, prompt them to use signal words and phrases that will show up in the text, such as *in*, *at this time*, *by*, and *today*. Tell students that the order in which things happen both in their daily lives and in the texts they read is called a sequence. Explain that signal words help make the order of events clear.

**Background Knowledge**  
Explain to students that they will be reading a text about the city of San Francisco, California. Ask them what they know about San Francisco. Then ask them what they know about how a city grows and changes as time passes. Encourage them to discuss how housing and transportation may change.

**Text Structure and Purpose**  
Have students open their books to page 4. Point out the definition of sequencing at the top of the page. Read it aloud to students as they follow along in their books. Explain that this text tells about how San Francisco developed over time.

Then point out that

- the first paragraph tells about the earliest, or first, thing that happened in the development of San Francisco.
- the next paragraphs go in time order, each telling about one event in San Francisco's development. You may want to ask students to predict whether the last paragraph will be about San Francisco's past or present.
- each event is explained with supporting details; remind students that the supporting details tell how, what, when, where, why, how much, or how many.

24 Unit 1 Sequencing

Text Features  
Read the title and focus question aloud to students as they follow along. Direct them to keep the question in mind; explain that you will refer back to it later.

Discuss the illustrations with students and ask them to describe the differences between the drawing and the photograph. (The drawing looks like a picture of early San Francisco, and the photograph looks like modern San Francisco.) Ask them how they think these two pictures show something about the development of San Francisco.

**DURING READING**

**Comprehension Monitoring/Question Generating**

**First Reading**  
Read the text aloud to students as they follow along in their books. As you read, model how to circle words, phrases, or sentences that may be challenging. Use the Teacher Support for Comprehension Monitoring on pages 132-133 to help you identify likely trouble spots. Discuss any words students don't understand. Then think aloud as you generate questions about content of the text.

**Vocabulary Model** how to use vocabulary strategies to determine the meaning of some words.

- Show students how to use context clues to find the meaning of the word *bustling*: "Bustling... what does that word mean? San Francisco was described as busy and fast-growing in paragraph 2, so maybe the word *bustling* in paragraph 3 means "busy and fast-paced."
- Use word structure clues to figure out *multistory*: "I know the prefix *multi* means 'many' because a multiple-choice test has many choices for an answer. And I know that in a building, a story is a floor. So a *multistory* building must be a 'building with many floors.'"

Find ELL support for vocabulary on page 27.

Phrases and Sentences in Paragraphs  
Date: Can I find... years to that...

26 Unit 1 Sequencing

Think alouds are used to model comprehension monitoring and question generating.

A "✓" indicates a Common Core State Standard

Sequencing  
Identifying Details

Text 1: Changing San Francisco

**Rereading**  
Reread the focus question and the text aloud for students as they follow along in their books. Model marking the sequence of events in the text by underlining sequencing signal words such as *in*, *at this time*, *by*, and *today*, dates, and the important information about what happens on those dates.

Show how marking as few words as possible helps keep all the important information together. Use the Teacher Support for Comprehension Monitoring on pages 132-133 to help you identify the sequencing cues.

Tell students that you will use what you've underlined to answer the focus question. (In 1848, the Gold Rush began. In just two years, over 90,000 people came to California to search for gold. By 1856, San Francisco had become a bustling city. Many people made a fortune from gold.)

**Cooperative Learning**  
Have students work in small groups, or with you, to clarify any other words, phrases, and sentences. Also have them discuss the remaining sequencing cues that have been underlined. As you monitor their discussions, encourage them to apply the vocabulary and question generating strategies modeled above.

Help students reinforce their understanding of sequencing with the following activity:

- Assign each group one of these dates: 1848, 1854, 1856, 1856, 1937, today.
- Suggest that groups assign a detail finder, a writer, and a reporter. Have the detail finder locate details in the text about the assigned date, have the writer record the details on a piece of paper, and have the reporter go to the front of the class to read the details. Reports should be randomly presented, not in sequential order of dates.
- After each presentation, have students guess each group's date and arrange the reporters in sequential order.

26 Unit 1 Sequencing

**Practice the Skill**

Read the text and fill in the missing dates.

1848	1854	1856	1937	today
James W. Wicks discovered a tiny gold nugget in a river in California.	The California Gold Rush began.	San Francisco was a small town on a large bay.	Over 90,000 people from all over the world came to California to search for gold.	San Francisco had become a bustling city.

**Summary Details**

Write one or three details in each box.

1848 San Francisco was a small town.	1854 When the Gold Rush began, San Francisco grew so fast that some people had to live in canvas tents.
1856 San Francisco had become a bustling city.	Many people who made a fortune from gold built large stone and brick houses.
1937 San Francisco had become a modern city.	Many people who made a fortune from gold built large stone and brick houses.

**After Reading**

**Reread for Fluency**  
To model how to read large numbers, display numbers from the text and remind students that the comma and three zeros stand for "thousand." Cover the 000 with your hand, read the number before the comma, and say "thousand" as you move your hand. Then have volunteers read the numbers. Finally, have groups reread the entire text, alternating paragraphs and monitoring each other for accuracy and fluent reading of the numbers.

**Graphic Organizers and Question Answering**  
Explain that the graphic organizers on page 6 look different but are both asking about when things happened. One is a timeline, and one is a chart. Explain that a timeline shows important events in the order they occurred. Have students read each event on the line and find the date it happened. Then have them write the date in the box above each event. Explain that they will use the chart on page 6 to write events before 1900 on the left, and after 1900 on the right.

**Summarizing**  
Explain to students that summarizing helps readers say in a few sentences what a whole text is about. Tell them that when they summarize, they should include only the most important ideas. Model using the marked pages to create a written summary of the text: "In 1848... Gold Rush began" and "At this time, San Francisco was... small." What happened next and when did it happen? That should be the next part of my summary. Who can tell me what happened next?"

Have students tell you important events from the text to write on the board. Tell them that the events put together are a summary. Call on volunteers to read the summaries aloud.

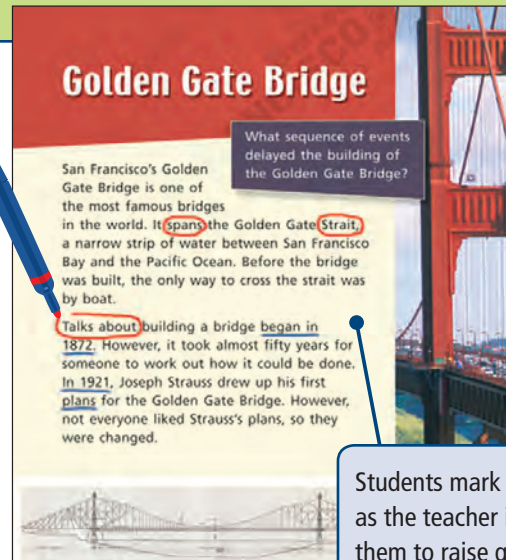
**ELL Support**  
To help students with challenging vocabulary, pantomime *bustling*. Have volunteers "bustle" along with you on an imaginary street. For *multistory*, draw a one-story building, and a few multistory buildings. Count the stories in each, labeling the first one-story and the others *multistory*.

Changing San Francisco 27

# Text 2: Golden Gate Bridge

## Scaffold Level: Guiding

The teacher and students read Text 2 aloud together. The teacher guides and assists students as they become more comfortable with the target skill, learning how and when to apply specific strategies.



**Sequencing**  
Identifying Detail

**Text 2: Golden Gate Bridge**

**BEFORE READING**

**Skill Focus**  
Ask students what comprehension skill they are using when they put things in the order in which they happen. (*sequencing*) Ask them what words or phrases like *in, at this time, by, and today* are called. (*signal words*) Tell students that the words *before, finally, first, after that, then, on, and now* are also signal words. Give an example of how these words are used to show sequence: "First, I got out of bed. Then I brushed my teeth. After that, I went downstairs."  
Find ELL support for skill focus on page 31.

**Background Knowledge**  
Ask students if they know anything about the Golden Gate Bridge. Ask: "Does anyone remember why the Golden Gate Bridge was built?" (*so people could cross the bay by car*)  
Then guide a discussion with students about how they think bridges are planned and built.

**Text Structure and Purpose**  
Have students open their books to page 8. Point out that there are two kinds of sequences in this text. One sequence describes the time order of the events that went into *planning* the bridge. Another describes the sequence of steps in the process of *building* the bridge.

**Text Features**  
Read aloud with students the title and focus question. Remind them to keep the focus question in mind as they read the text. Have students describe the illustrations and read the captions with you. Ask them to think about whether plans are needed *before* or *after* building a bridge.

**DURING READING**

**Comprehension Monitoring/Question Generating**

**First Reading**  
Read each paragraph of the text aloud with students, directing them to circle words, phrases, or sentences they don't understand. After each paragraph is read, ask volunteers to raise questions they have about what they have read.  
**Vocabulary** Invite students to think aloud as they use different strategies to determine meanings.  
• If a student volunteers the word *strait*, ask other students to read the rest of the paragraph and use context clues to figure out the meaning. (*narrow strip of water*)  
• If a student volunteers the word *vehicles*, ask other students to find context clues. (*A car is a kind of vehicle; vehicles are things that can cross bridges.*) Then ask volunteers to give other examples of vehicles. (*trucks, buses, bikes*) Finally, create a definition from what they have said. (*things that move and carry people*)

**Phrases and Sentences** If students have circled "Talks about" tell them that the word *talks* in this text is a noun. Give them an example: "Frank's father gives *talks* about fire safety." Ask them to figure out the meaning of *talks* by rereading the sentence and thinking about what they already know. (*discussions*)

**During Reading** students monitor their comprehension by generating questions, connecting ideas, and applying vocabulary strategies.

**AFTER READING**

**Reread for Fluency**  
Have students reread the text with a partner, alternating paragraphs. Remind them to think about the many ways commas are used in the text. (*in phrases, numbers, dates*) Have them pay attention to how the commas may change their pace and expression as they read aloud. (*Commas tell them to pause or slow down, or that they will be reading a large number.*)

**Graphic Organizers and Question Answering**  
Ask students to compare the timeline on page 10 with the one on page 6. Explain that even though they look a little different, they both ask for dates that go in order.  
Then direct students to the graphic organizer on page 11 and point out the words *so* and *because*. You may want to help them with the third example because it doesn't follow time order as the others do.  
For the writing activity, you may want to discuss the question with students before they begin.

**Summarizing**  
Ask students what they are doing when they provide just the important ideas or information from a text. (*summarizing*) Then ask volunteers to help you create a summary of "Golden Gate Bridge" by referring to what they have underlined as sequence cues. Monitor students' responses; for example, the information that "they had to find the best builders for the bridge" is interesting but not important to the sequence of events.

**ELL Support**  
Provide pictures of 3-5 events with a natural sequence; for example, a person waking up, getting out of bed, dressing, eating breakfast, and going to school. Mix the pictures and have students put them in order. Narrate the events in sequence, using signal words. Invite students to do the same.

A variety of graphic organizers help students learn how to organize information.

ELL support is provided at point-of-use to make activities more meaningful.

# Text 3: San Francisco Earthquake

## Scaffold Level: Coaching and Independent

For Text 3, the teacher determines students' needs and has them read the text independently, in small groups, or with teacher support.

A predictable sequence of strategies facilitates student independence.

**Sequencing** (Identifying Detail) **Text 3: San Francisco Earthquake**

**BEFORE READING**

**Skill Focus**  
Ask a volunteer to define sequencing (putting things in the order in which they happen). Ask another volunteer to tell you what signal words are. (words that show sequence or order). Then ask other volunteers to give examples of signal words. (before, finally, first, after that, then, on, now, in, at this time, by, today)

**Background Knowledge**  
Have students tell what they remember about the California Gold Rush. Tell them it was a big event in San Francisco's history, and that they are going to read about another one: the earthquake of 1906. Invite students to discuss with a partner what they know about earthquakes. Then have pairs share their ideas with the class.

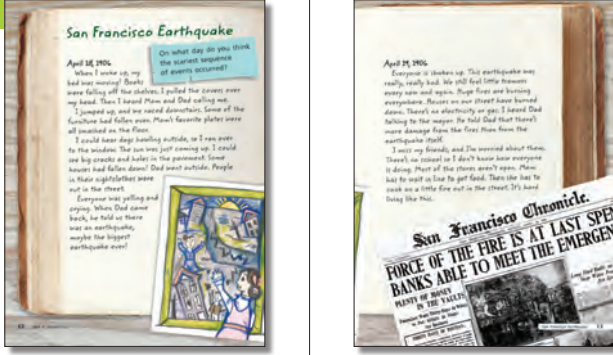
Find ELL support for background knowledge on page 35.

**Text Structure and Purpose**  
Have students open their books to page 12. Encourage them to discuss how this text looks different from the others they have read in this unit. (Print looks like handwriting, there are dates for each section, looks like it is written in a book.) Then discuss what kind of text they are reading. (diary or journal entry) Explain that the text they are reading is from a diary or a journal. Ask students what they know about diaries and journals. Encourage them to discuss why people keep journals. (to write about and preserve the memory of things that happen in their lives)

**Text Features**  
Invite students to read the title and focus question silently, then ask a volunteer to read them aloud. Direct students to look at the illustrations on pages 12–14 and invite them to discuss with a partner what the illustrations show.

Ask: "Who do you think drew these pictures?" (the diary writer) Then have a volunteer read the newspaper headlines on page 13 and discuss what they describe (an emergency in San Francisco).

32 Unit 1 Sequencing



On what day do you think the earliest sequence of events occurred?

April 18, 1906. When I woke up, my bed was moving! First I was falling off the bed. I pulled the covers over my head. Then I heard Mom and Dad calling me. I jumped up, and we raced downstairs. Some of the furniture had fallen over. Mom's favorite dishes were all scattered on the floor. I could hear dogs barking outside, so I ran over to the window. The sun was just coming up. I could see big cracks and holes in the pavement. Some houses had fallen down! Dad went outside. People in their neighborhoods were out in the street. Everyone was yelling and crying. When Dad came back, he told us there was an earthquake, maybe the biggest earthquake ever!

Everyone is shaken up. The earthquake was really, really bad. We still feel little tremors every now and again. Some trees are leaning over. There's no electricity or gas. I heard Dad talking to the mayor. He told Dad that there's more damage from the fire than from the earthquake itself. I met my friends, and I'm worried about them. There's no school so I don't have to go to school. Many of the stores aren't open. There's lots of stuff on line to get food. There are lots of cars on a little fire out in the street. It's kind of being the best.

**San Francisco Chronicle**  
**FORCE OF THE FIRE IS AT LAST SPENDING MONEY TO MEET THE EMERGENCY**

**DURING READING**

**Comprehension Monitoring/Question Generating**

**Find ELL support for comprehension monitoring on page 35.**

Depending on students' needs, have them read the text independently, in small cooperative groups, or with you. Remind them to circle words and phrases they don't understand. Discuss the vocabulary students have circled.

**Vocabulary** Point out that since these diary entries were written by a child, many of the words will be familiar. However, since the diary entries are from a hundred years ago, some words may be a little different from words we use now. For example, students can use their understanding of compound words to figure out the meaning of *nightclothes* and come up with a word that means the same thing today. (*pajamas*)

**Phrases and Sentences** If students have circled the phrase "shaken up," ask them to picture in their minds the house shaking during the earthquake. Ask: "If your house was shaking, how would that make you feel?" (*nervous, scared*) Explain that in this journal entry "shaken up" describes how people were feeling. It means they were nervous and scared because of the earthquake.

Ask: "What do you notice about the date on the newspaper and the dates in the journal?" (The events were happening around the same time; the date of the newspaper is the same date as the last journal entry.)

After Reading activities have students reread the text in pairs or small groups to increase fluency.

Every rereading of the text is purposeful: here, students mark the Student Book to identify sequencing signal words and phrases.

**Sequencing** (Identifying Detail) **Text 3: San Francisco Earthquake**

**Rereading**  
Have students underline elements in the text that help them understand the sequence of events. If they have not underlined the dates, point out how dates show sequencing by showing exactly what day something happened. Then have students discuss the sequence within each entry.

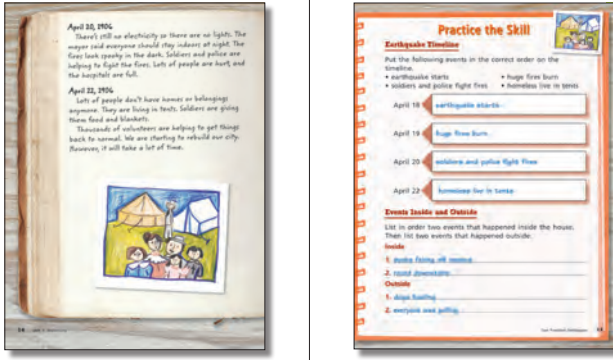
Have students reread the focus question silently, then ask a volunteer to read it aloud. Ask another volunteer to answer and explain his or her choice. (Answers may vary.)

**Cooperative Learning**  
Give students the opportunity to work in small groups, or with you, to clarify any other words, phrases, and sentences, and the sequence of steps they have underlined. Then invite the group to share their ideas with the class.

Next, students can reinforce their understanding of sequencing with the following activity:

- Have pairs or small groups choose a scene from the text to act out. Give students time to make their choice and practice.
- Then have each group perform for the class.
- Invite the rest of the class to figure out the date on which the event or action occurred.

34 Unit 1



April 18, 1906. There'll still be electricity so there are no lights. The mayor said everyone should stay indoors at night. The fire took people to the dark. Soldiers and police are helping to fight the fire. Lots of people are hurt, and the hospitals are full.

April 22, 1906. Lots of people don't have homes or belongings anymore. They are living in tents. Soldiers are giving them food and blankets. Thousands of volunteers are helping to get things back to normal. We are starting to rebuild our city. However, it will take a lot of time.

**Practice the Skill**

**Earthquake Timeline**

Put the following events in the correct order on the timeline.

- earthquake starts
- soldiers and police fight fire
- buildings fire on street
- huge fire burns

April 18: earthquake starts

April 19: huge fire burns

April 20: soldiers and police fight fire

April 22: homeless live in tents

**Events Inside and Outside**

List in order two events that happened inside the house. Then list two events that happened outside.

**Inside**

1. make things all over
2. read newspaper

**Outside**

1. dogs barking
2. people were getting

**Summarizing**  
Have students work in small groups to create an oral summary of the text and have a volunteer from each group share their summary with the class.

**ELL Support**  
**Background Knowledge** Some students may have knowledge of earthquakes. They can tell and act out what they know. The class provides describing words, as needed.

**Comprehension Monitoring** Before reading, have students use the journal and newspaper dates to prepare a timeline. While reading, have them take notes or draw on the timeline to sequence events.

San Francisco Earthquake 35

Summarizing requires students to determine important ideas, condense them, and put them in their own words with minimal teacher support.



# Assessment **Text 4: Transportation in San Francisco** **Text 5: Founding San Francisco**

## Scaffold Level: Independent

Text 4 is a brief, in-book formative assessment that encourages independent application of skills and strategies.

Teacher Edition support includes activation of prior knowledge and a summary of strategies used throughout the unit.

In Text 4 reading and questions focus on the featured skill and multiple strategies developed through the unit.

Text 5 in every unit is a reproducible assessment that is located in the Teacher's Edition.

A great tool for test preparation: Reading passages and multiple-choice test items support formats of many high-stakes assessments.

Unit 1 Sequencing  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the questions below.

### Founding San Francisco

In the 1770s, people traveled from Mexico up the western coast of North America. They settled on land around a beautiful bay. These settlers named the area San Francisco Bay in 1776.

The Ohlone people had lived in this area for more than ten thousand years when the new settlers began farming the land. By 1822, the settlement had become a trading town called Yerba Buena.

In 1850, California became part of the United States, and Yerba Buena's name was changed to San Francisco. Around the same time, thousands of people came to the San Francisco area to pan for gold. By then, San Francisco was a large, busy city. Today, this beautiful city is a favorite place for tourists from all over the world.

Fill in the circle next to each correct answer.

1. The settlers who traveled up the western coast of North America in the 1770s came from

A California.  
 B Mexico.  
 C San Francisco.  
 D Yerba Buena.

2. Which people had lived in this area for a very long time before the settlers came?

A the Mexicans  
 B the farmers  
 C the Ohlone  
 D the goldminers

3. The name Yerba Buena was changed to San Francisco in the same year as

A settlers came from Mexico.  
 B San Francisco Bay was named.  
 C California became part of the United States.  
 D tourists came from all over the world.

4. In the 1850s, thousands of people came to the San Francisco area to

A farm the land.  
 B pan for gold.  
 C look at the beautiful bay.  
 D visit the busy city.

5. Which word or phrase from the text means the same as *visitors*?

A settlers  
 B tourists  
 C town  
 D the Ohlone

# Text 6: The Wallet in the Woods



## Scaffold Level: Independent

A Comprehension Library reader culminates each unit. Students apply the newly learned skill to a full length text, to further practice and reinforce the skill.

Teacher's Edition notes support application of strategies before, during, and after reading the full-length library titles.

Comprehension Library  
Text 6: **The Wallet in the Woods** by Meredith Costain

**Multiple Strategies**

**BEFORE READING**

Remind students that sequencing is putting things in the order they happened. Then tell them that they will be thinking about sequence as they read a book with six chapters, titled *The Wallet in the Woods*. Ask students to write the title, author, and illustrator in a reading journal.

Have students discuss what they think the story will be about. Ask students to open their books to the inside front cover and read the skill focus with them.



**DURING READING**

Have students use their reading journals to keep track of important events and clues in the story. Remind them to look for sequencing signal words like *then*, *next*, and *later*. For students who need more support, you may want to identify for them the first two important events: Ms. Rossi's class arrives at Big Tree National Park; they are divided into groups to find examples of plants. As they read, encourage students to record in their journals the words, phrases, and sentences they don't understand. Suggest that they discuss unknown meanings with classmates or look up the words in a student dictionary. As you monitor the classroom, you may want to informally ask individual students or groups motivating, purpose-setting goals for each chapter, such as "Find out why Ms. Rossi had this rule: No Changing Groups." (Chapter 1)


**AFTER READING**

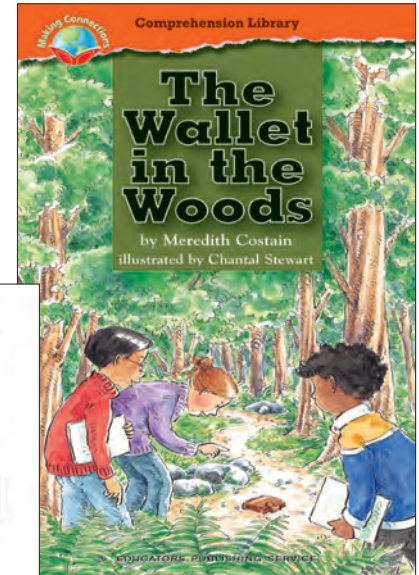
Have students answer and discuss the questions on the inside back cover of *The Wallet in the Woods*. Direct them to copy the chart onto a piece of paper and fill it in, identifying the sequence of clues in the story. For students who still need modeling and direct instruction, you may want to copy the chart onto the board or chart paper and work with them to complete it. Encourage students to reread *The Wallet in the Woods* during independent reading time at school or leisure time at home. Multiple readings of the story will build confidence, increase comprehension of the story and target skill, and help increase reading speed and accuracy.

Unit 1 Sequencing

Students are encouraged to use reading journals to record titles, authors, and other information from the text.


**Graphic Organizer and Questions**

1. When do the boys first start to think that it might be okay to have Lucy in their group? What words or phrases tell you this?
2. What sequence of clues leads the group to Gertrude Hocking? Copy and complete a chart like the one below.  

3. What sequence of steps would you take if you found a wallet on the ground?



After-reading questions and a skill-specific graphic organizer on the inside back cover aid students in building meaning.

Chapter One  
**The Field Trip**



"Wow!" says Roberto, as our bus rolls through the gates of Big Tree National Park. "Look at the size of those trees!"

The bus pulls into a parking area and slows to a stop. "Okay, class," says our teacher, Ms. Rossi. "I want you off the bus quickly so I can put you into groups."

5

# Text Connections

## Engage students in higher-order thinking skills such as *Analysis*, *Synthesis*, and *Evaluation*.

Text Connections are culminating activities that help students to evaluate and integrate what they have learned in Texts 1–5 for a deeper understanding.

### **Students will:**

- learn cooperatively as they apply multiple comprehension strategies.
- make connections to their own lives through writing and discussion.
- conduct additional research on topics presented in the unit.
- create class presentations based on what they have learned.

### Text Connections

Explore the following questions and activities with the whole class or in small groups, or assign them for independent work. Review Texts 1 through 5 with students, including the activity pages. Tell students they may need to refer back to these pages.

- 1 Would you rather live in San Francisco today or during the time of the Gold Rush? Why?
- 2 In what ways did the discovery of gold lead to the growth of San Francisco? Explain your ideas in writing and/or with a graphic organizer.
- 3 How did the growth of San Francisco lead to new forms of transportation? Explain your ideas in writing and/or with a graphic organizer.
- 4 What kinds of transportation do people use in your town? What do you think is the best way to get around your town?
- 5 Compare your town with San Francisco today.
- 6 When people think of San Francisco, they may think of a landmark like the Golden Gate Bridge. They may also think about events like the Gold Rush or the earthquake of 1906. What landmarks or events come to mind when you think about your town?
- 7 What are some differences between the kind of writing in a diary and a nonfiction report?
- 8 San Francisco was originally called Yerba Buena. Find out what this name means. If you could change the name of your town, what would you call it? Think of a name that relates to the history of your town.
- 9 Create a timeline that shows a sequence of events in the history of your town.
- 10 Use the Internet to research additional information about the San Francisco earthquake. Share with the class one thing you learned.

Text Connections 37

# Student Books

Every Student Book provides a blend of fiction and nonfiction text.

## Book 1

**A Beautiful Sunflower**

How do you grow a sunflower?

To grow beautiful sunflowers, you need a big flower pot, soil, and seeds.

38 © 2010 Scholastic Teaching Resources

Place some soil in the flower pot.

Dig a small hole in the soil.

Then put a flower seed

**Practice the Skill**

**Sequence**

Number these boxes so the steps for growing a seed are in the right order.

- make a hole
- water it and give it sunshine
- cover seed with soil
- place soil in pot
- put seed in hole

**Check Comprehension**

- What three things do you need first to grow beautiful sunflowers?
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- What two things do the plants need every day?
  - \_\_\_\_\_
  - \_\_\_\_\_

**Vocabulary**

Find a word on page 40 that means "very small plant."

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A Beautiful Sunflower 43

## Book 2

**Unit 2 Sequencing** Sequencing is putting things in the order they happened.

**A Frog's Life**

How does frogspawn turn into frogs?

Most mother frogs lay their eggs in the water. The eggs are called frogspawn. The eggs have a covering of jelly to protect them.

Tadpoles hatch from the eggs. They look like tiny fish. They use gills to breathe. Each tadpole has a long tail and no legs. It wiggles as it moves through the water.

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Soon, each tadpole begins to grow hind legs. Then, its head flattens. Next, the tadpole's tail becomes shorter and its front legs grow. Finally, its gills and tail disappear.

Now, the frog needs to swim to the surface to gulp air into its lungs. It can leave the water and use its strong hind legs to hop on land.

**Now it is a frog!**

19 © 2010 Scholastic Teaching Resources

**Practice the Skill**

**Sequence**

1. Number the pictures in the correct order to show the frog's life cycle.

eggs

tadpole with hind legs

tadpole with four legs and shorter tail

frog

2. Number the boxes in order.

Tadpoles grow front legs.

Tadpoles use gills to breathe.

Tadpoles use lungs to breathe.

**Check Comprehension**

- Where do most mother frogs lay their eggs? \_\_\_\_\_
- What happens to a tadpole's body just after it grows hind legs? \_\_\_\_\_

**Vocabulary**

- Find a word on page 18 that means the opposite of "big."
- Find a word on page 19 that means the opposite of "weak."

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

A Frog's Life 21

### The Lion and the Mouse

One day, a little mouse was hurrying through the forest. In her rush, she ran straight across a lion's nose, waking the lion from his nap.

The startled lion swiftly placed his huge paw across the mouse's tail. He roared with fury, opening his mouth wide.

"Oh, noble king of the forest," squeaked the trembling mouse. "Please forgive me for waking you! If you will spare me, I shall never forget it. One day, I might be able to help you."

The lion was very amused by what the little mouse had said. "Oh, you are very brave to plead with the king of the forest," the lion said, laughing.

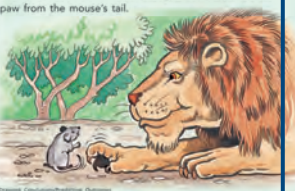

Shall I free her or not? he thought. The lion lifted his paw from the mouse's tail.

A few days later, the mouse heard a terrible roar that echoed throughout the forest. The roar sounded very familiar.

The mouse ran through the forest toward the sound. The lion was caught in a hunter's net! Using her sharp teeth, the mouse began gnawing through the ropes of the net.

Before long, the mouse chewed a hole large enough to free the mighty lion. "Thank you, thank you," said the lion. "You have saved my life."

"Sometimes, even a tiny mouse can save a mighty lion," said the mouse, smiling.





Focus questions help students concentrate on the unit's focus skill and set a purpose for reading.

### Practice the Skill

**Draw Conclusions**  
Finish the following sentences.

The mouse ran across the lion's nose because \_\_\_\_\_



When the lion had his paw on the mouse's tail, the mouse was feeling \_\_\_\_\_

**Predict Outcomes**

- If the mouse had called the lion a cruel monster, what do you think the lion would have done? \_\_\_\_\_
- What do you think a real lion would have done? \_\_\_\_\_

**Sequence the Events**  
Number these story events in order.

- The lion is free.
- The mouse saw the lion in the net.
- The mouse heard a roar.
- The mouse gnawed the ropes.

**Lesson of the Story**  
If the lion said, "I've learned an important lesson today," what would that lesson be?  
\_\_\_\_\_  
\_\_\_\_\_

**Vocabulary**  
Draw pictures to show what these phrases mean.

roaring with fury                      trembling with fear

### Unit 3 Compare and Contrast

#### Sophie and Stella

To: Mom@home.com  
From: Sophie@home.com  
Sent: February 1, 2006  
Subject: Our train ride

Hi Mom,


This is my first e-mail sent from a train! I'm using Dad's laptop. The trip home to New York from Grandma's place in Boston takes about three and a half hours.

This electric train can go 150 miles an hour. The train is so quiet that it's hard to believe we're going this fast. The ride is smooth, so it's easy to walk around. The snowy landscape flashes by the window. Sometimes it feels like we're flying!

I met a girl my age and we went to the dining car together for a huge lunch. It was fun! We exchanged e-mail addresses.

The seats are so comfortable and the ride so smooth, I'm going to take a nap now. It's so warm and cozy, it will be almost like sleeping in my own bed!

Love,  
Sophie :)



What do you think was the biggest difference between Sophie's trip and Stella's trip?

### The New-York Times

February 1, 1880

Dearest Mother,

I have arrived safely at Grandmother's house in New York. The steam engine is a wonderful invention! It's hard to believe one can travel this far in less than a day. Boston seems so far away.

The noise on the train was alarming at first. I did not realize the engine would be so loud and the whistle would blow so often. The carriages shook so much I could feel my bones rattle!

Once I gained my balance, I went exploring. I had to go outside to walk between the cars. The first shock of the winter wind made my eyes water! But it was lovely to see the scenery rushing by.

Thank you for packing my knee rug and shawl, Mother. The train was quite cold, but the comfortable seats and chugging engine lulled me to sleep. When I woke up, I was already at the station. What a wonderful trip!

Your loving daughter,  
Stella

Vocabulary and writing activities extend comprehension beyond the text.

### Practice the Skill


**Compare Train Travel Now and Then**  
List three similarities between train travel in 1880 and train travel today.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_


**Contrast Train Travel Now and Then**  
List three differences between train travel in 1880 and train travel today.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Train Details**  
Write four details about each train.



- \_\_\_\_\_
- \_\_\_\_\_



- \_\_\_\_\_
- \_\_\_\_\_


**Check Comprehension**

- What two things made the steam train so noisy?  
• \_\_\_\_\_  
• \_\_\_\_\_
- Why might it have been difficult for Stella to write a letter?  
\_\_\_\_\_
- What power does Sophie's train use?  
\_\_\_\_\_

**Vocabulary**

- Find a word in Sophie's letter that means "view of natural scenery."  
\_\_\_\_\_
- Find a word in Stella's letter that means "frightening."  
\_\_\_\_\_
- Find a word in Stella's letter that means "caused rest or sleep."  
\_\_\_\_\_

**Writing**  
Which trip would you rather take? Why?  
\_\_\_\_\_



### Special

The Titanic sinks into the Atlantic Ocean. A tornado lifts a cow up into the air. Filmmakers frequently create illusions like these that are so convincing they seem real. Using special effects, filmmakers are able to portray events and characters that they cannot film in real life.

What are some of the most interesting ways of creating sound effects?



Extreme weather conditions such as tornadoes can be created using computer-generated imaging. Using a computer, technicians create a tornado that is then added to the existing film. Weather can also be created without computers. For instance, to produce wind on a movie set, filmmakers use a large electric fan. A simple hose is used for rain. Falling snow might be plastic chips or even shredded feathers. In short, whatever the weather, there's a special effect to create it.

"Crash!" "Bang!" "Woof!" These sounds are often created by a Foley artist. Foley artists develop specific noises or sounds that make the film seem more realistic.

Computer-generated imaging has been used to create realistic tornado scenes in films.

The rattling of a train, the rustling of leaves, and the sound of a bird flapping its wings may all be added to the soundtrack after filming has been completed. Next time you go to the movies, listen carefully. The crackling of a fire might actually be the crinkling of cellophane!

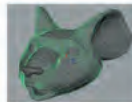
### Effects


Costumes and makeup are often special effects. For instance, to make an actor look older, makeup artists might use latex rubber to add fake wrinkles. Masks, false teeth and nails, and lots of hair can even make actors look like animals.

On the other hand, have you ever seen a movie with real animals that look like they're talking, singing, or dancing? These effects are all created using computers. As computer technology becomes more advanced, so do special effects.

Sometimes entire movies are made using special effects. A whole world and all its characters can be created through computer-generated animation. Some characters are drawn onscreen by digital animators. Other characters are built as wire-frame models whose images are scanned into a computer. The digital animators use sophisticated software to give the models color, facial features, and movement.

Next time you watch a movie, think about what is real and what is a special effect. You might be surprised!

These images show the creation of a computer-generated mouse.

### Practice the Skill





**Main Ideas**

Write each of the three main ideas below next to its correct paragraph number, then fill in the main ideas for the other paragraphs.

Special effects can create any kind of weather.  
Special effects can be used to create entire movies.  
Special effects show things that can't be filmed in real life.

1 \_\_\_\_\_

2 \_\_\_\_\_

### Identify Details

Write some details about how special effects are used to create the following:

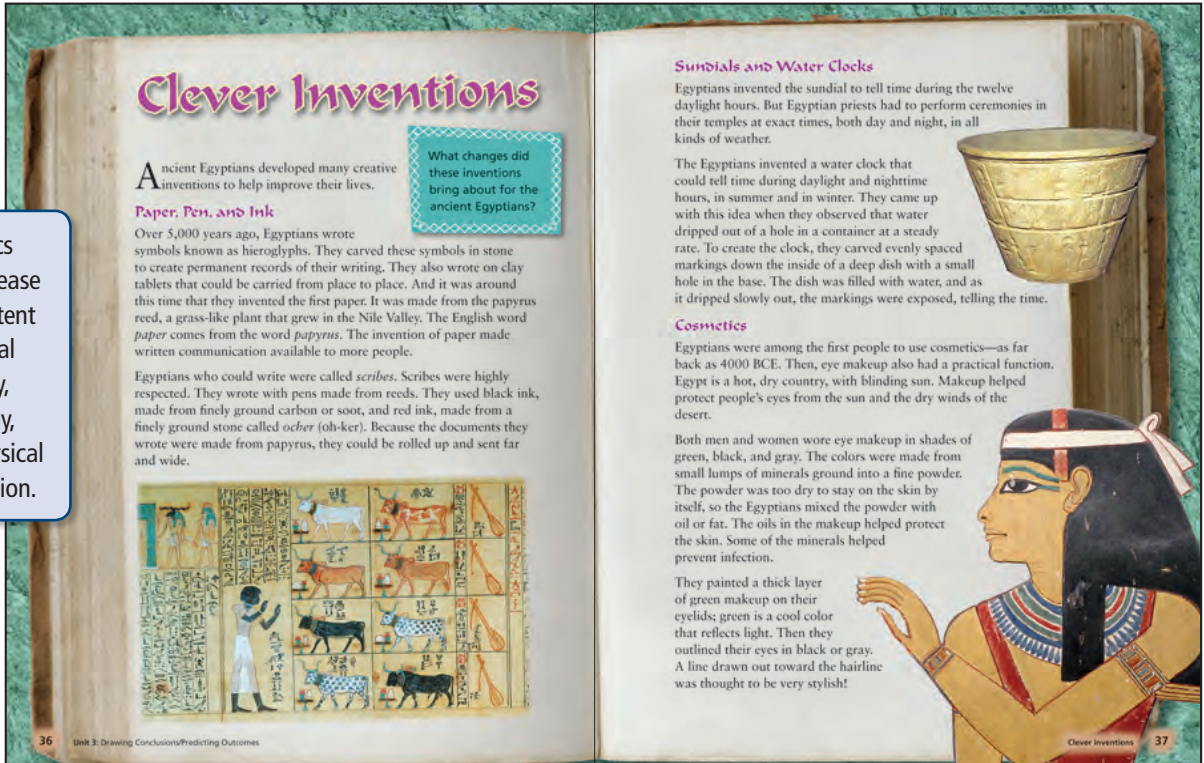
<p><b>Sound</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Weather</b></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Costumes and Makeup</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Entire Movies</b></p> <p>_____</p> <p>_____</p> <p>_____</p>

**Vocabulary**

- What is the name for the person who creates special sound effects, such as footsteps or galloping horses, in a movie?
- Find a word on page 8 that means "something that appears to be real but isn't."

Skill specific Graphic Organizers help students visualize and understand relationships among ideas or information in the text.

High-interest topics help students increase knowledge in content areas such as social studies, geography, science, technology, literature, and physical and health education.



### Clever Inventions

Ancient Egyptians developed many creative inventions to help improve their lives.

#### Paper, Pen, and Ink

Over 5,000 years ago, Egyptians wrote symbols known as hieroglyphs. They carved these symbols in stone to create permanent records of their writing. They also wrote on clay tablets that could be carried from place to place. And it was around this time that they invented the first paper. It was made from the papyrus reed, a grass-like plant that grew in the Nile Valley. The English word *paper* comes from the word *papyrus*. The invention of paper made written communication available to more people.

Egyptians who could write were called *scribes*. Scribes were highly respected. They wrote with pens made from reeds. They used black ink, made from finely ground carbon or soot, and red ink, made from a finely ground stone called *ocher* (oh-ker). Because the documents they wrote were made from papyrus, they could be rolled up and sent far and wide.



What changes did these inventions bring about for the ancient Egyptians?

#### Sundials and Water Clocks

Egyptians invented the sundial to tell time during the twelve daylight hours. But Egyptian priests had to perform ceremonies in their temples at exact times, both day and night, in all kinds of weather.

The Egyptians invented a water clock that could tell time during daylight and nighttime hours, in summer and in winter. They came up with this idea when they observed that water dripped out of a hole in a container at a steady rate. To create the clock, they carved evenly spaced markings down the inside of a deep dish with a small hole in the base. The dish was filled with water, and as it dripped slowly out, the markings were exposed, telling the time.

#### Cosmetics

Egyptians were among the first people to use cosmetics—as far back as 4000 BCE. Then, eye makeup also had a practical function. Egypt is a hot, dry country, with blinding sun. Makeup helped protect people's eyes from the sun and the dry winds of the desert.

Both men and women wore eye makeup in shades of green, black, and gray. The colors were made from small lumps of minerals ground into a fine powder. The powder was too dry to stay on the skin by itself, so the Egyptians mixed the powder with oil or fat. The oils in the makeup helped protect the skin. Some of the minerals helped prevent infection.

They painted a thick layer of green makeup on their eyelids; green is a cool color that reflects light. Then they outlined their eyes in black or gray. A line drawn out toward the hairline was thought to be very stylish!



### Practice the Skill

#### Draw Conclusions

1. How did the invention of paper, pen, and ink broaden communication in ancient Egypt?

\_\_\_\_\_

\_\_\_\_\_

2. Why did the ancient Egyptians need to invent a more reliable clock than the sundial?

\_\_\_\_\_

\_\_\_\_\_

3. What could have happened to make the water clock unreliable?

\_\_\_\_\_

\_\_\_\_\_

#### Predict Outcomes

What do you think your life would be like without writing, clocks, and makeup?

If Never Invented	Outcome
writing	_____
clock	_____
makeup	_____

#### Check Comprehension

1. What practical purpose did eye makeup have in ancient Egypt?

\_\_\_\_\_

\_\_\_\_\_

2. Why was ancient Egyptian makeup colored shades of green, black, and gray?

\_\_\_\_\_

\_\_\_\_\_

#### Vocabulary

1. Write the meanings of these words as they are used in the text.

- tablets \_\_\_\_\_
- function \_\_\_\_\_

2. What is a *scribe*?

How is the meaning of *scribe* related to the meaning of "inscribe"?

They both have to do with \_\_\_\_\_

#### Writing

1. Which invention from the text do you think made the biggest impact on the lives of ordinary ancient Egyptians? Why?

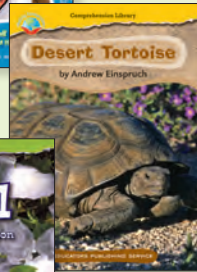
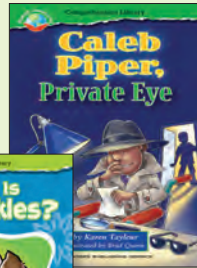
2. Write about one modern invention that you think has had the most dramatic effect on communication today.

# Making Connections®

## Comprehension Library



GRADES 1-6



### Outer Banks Geography

A narrow chain of sandy islands, more than one hundred miles long, make up the Outer Banks. The Atlantic Ocean borders the islands to the east, and shallow lagoons, or sounds, line the shores of the islands to the west. There are five major islands that make up the Outer Banks—Bodie, Roanoke, Hatteras, Colington, and Ocracoke—and several smaller ones.

Five major rivers flow into the sounds from mainland North Carolina. There are seven sounds: Albemarle, Pamlico, Currituck, Croatan, Roanoke, Bogue, and Core.

The islands of the Outer Banks are called barrier islands. They form a sandy barrier that protects the mainland coast from waves, wind, and powerful ocean storms. Barrier islands shift over time. A look at the geologic history of the Outer Banks explains how and why this happens.

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### Graphic Organizer and Questions

- Explain how the geography and weather of the Outer Banks have affected the area's history.
- Complete the idea web to show why the Outer Banks is a popular tourist destination today.
 

A popular tourist destination because people can
- Why is nature preservation an important concern in the Outer Banks?
- Does your state have a widely recognized landmark? Describe what it is, where it is located, and why it is so well known.

## Practice Real World Reading!

This multi-genre collection prepares students to analyze and interpret diverse fiction and nonfiction materials encountered outside the classroom.

- Cross-curricular topics build content-area knowledge
- Nonfiction readers incorporate features such as indexes, glossaries, tables of content, and captions
- High-interest topics, colorful illustrations, and captivating photographs engage students

**See page 11 for Comprehension Library information!**



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