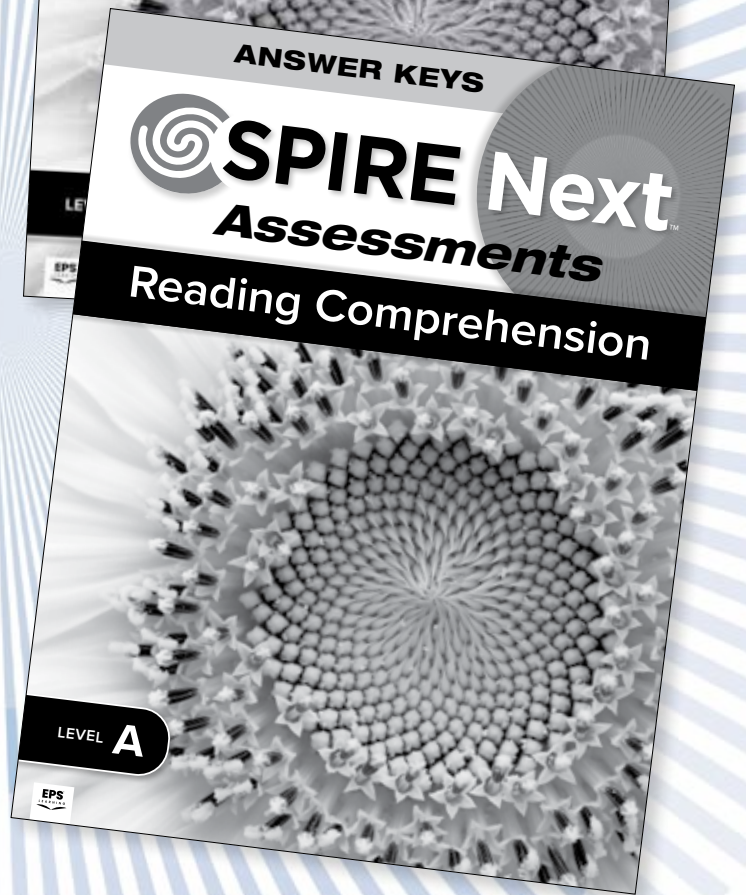
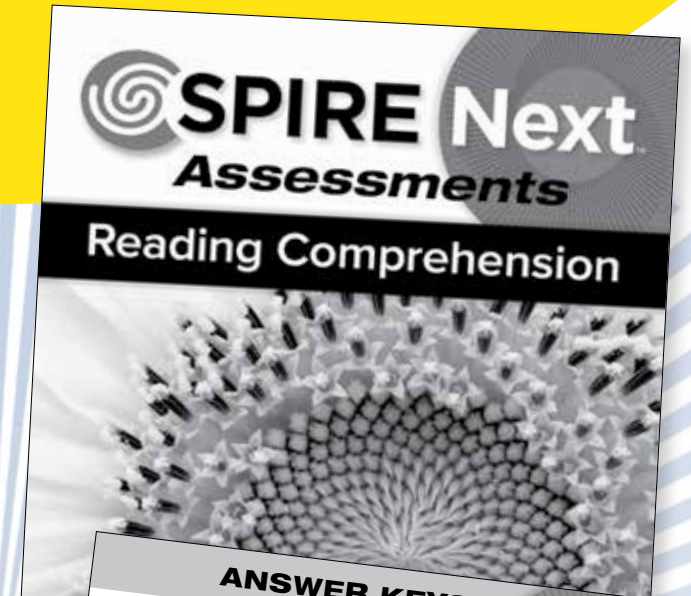
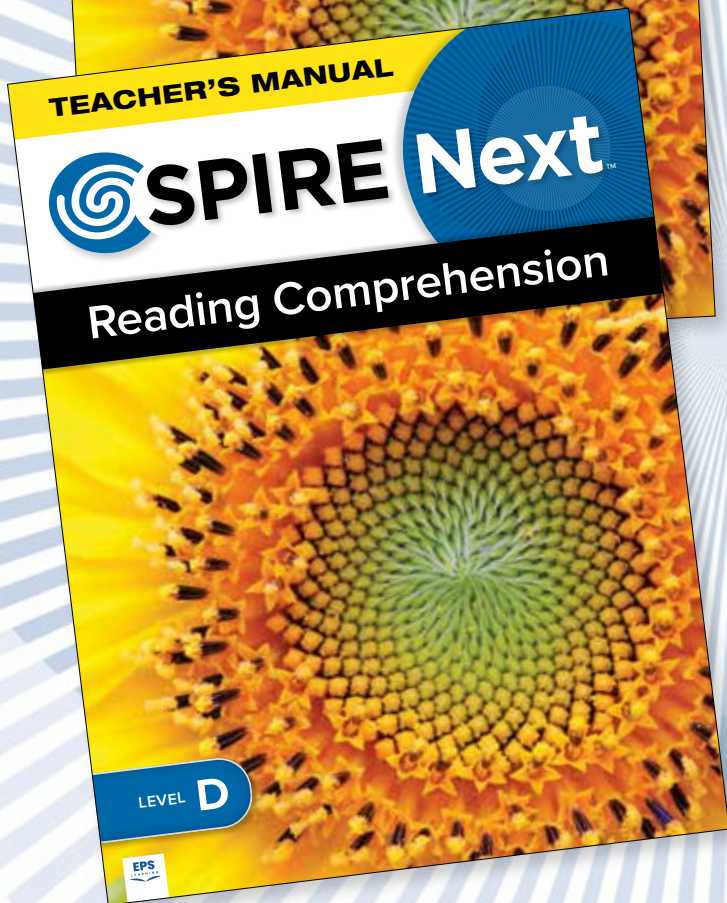
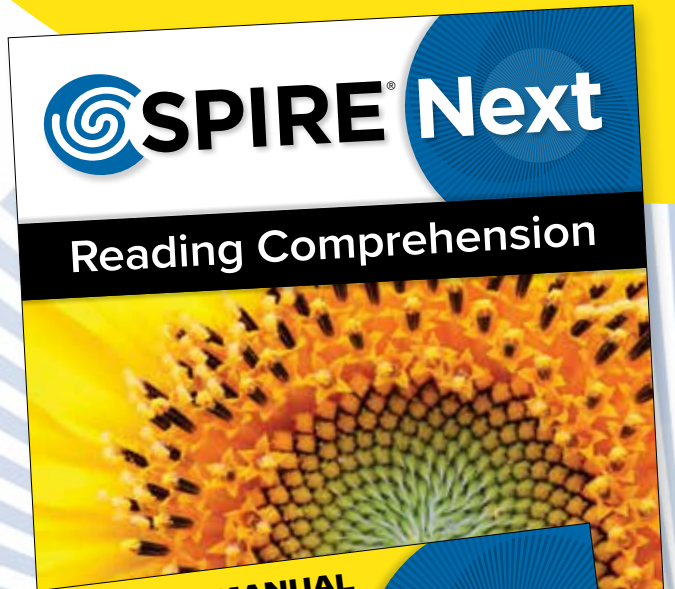


SAMPLER

Includes Student Edition table of contents, sample lesson, worksheets, and Teacher's Manual sample pages



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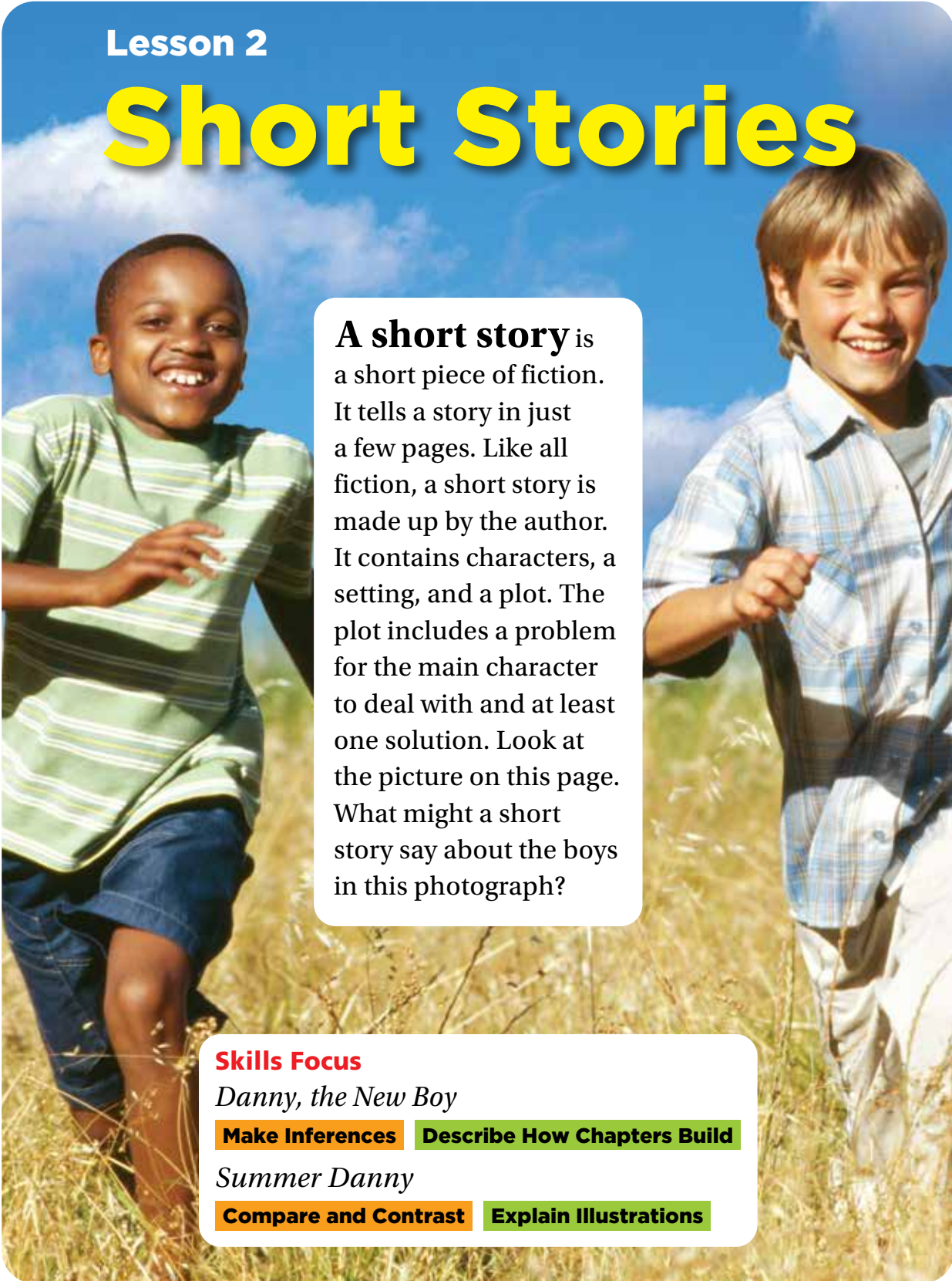
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Lesson 2

Short Stories

A photograph of two young boys running through a field of tall, golden grass under a bright blue sky with scattered white clouds. The boy on the left is a young Black boy with a wide smile, wearing a green and white striped t-shirt and blue shorts. The boy on the right is a young white boy with a smile, wearing a blue and white plaid button-down shirt and light-colored pants. They appear to be running happily towards the camera.

A short story is a short piece of fiction. It tells a story in just a few pages. Like all fiction, a short story is made up by the author. It contains characters, a setting, and a plot. The plot includes a problem for the main character to deal with and at least one solution. Look at the picture on this page. What might a short story say about the boys in this photograph?

Skills Focus

Danny, the New Boy

Make Inferences **Describe How Chapters Build**

Summer Danny

Compare and Contrast **Explain Illustrations**

Practice the Skill

First Read **Make Inferences**

The author of a short story does not always tell you directly all the information you need in order to understand the story. Sometimes, the author only gives clues or hints. When that happens, you need to **make inferences**. An inference is an educated guess. To make an inference, you use clues in a story to figure out what is not stated directly by the author. You also draw on your own knowledge and experience to make inferences.

For example, read this sentence: "Janet grabbed her umbrella and ran out the door." Though the sentence does not say so, you can infer that it is raining or that it is going to rain. You know this because the author provided a clue—the umbrella. You can also infer, or guess, that Janet is late—even though the author doesn't tell you—because she is grabbing things and rushing out the door.

Try It Read this paragraph.

George wakes up. His throat hurts when he swallows. His head feels hot. "Achoo, achoo," he sneezes. George will not be going to school today.

Discuss

The author does not say why George will be staying home from school. But you can find the clues and make an inference. Underline the clues in the paragraph. Why is George staying home?

As you read, complete the Make Inferences Chart on page 209.

Practice the Skill

Second Read Describe How Chapters Build

Sometimes, authors break up their stories into parts. These parts are called chapters. Each **chapter** describes new events and tells more about the characters.

Good readers think about how chapters build on each other. For example, the first chapter introduces a character who has an object that is special to her. Then, she loses the object. This is the problem. In the chapters that follow, the girl searches for the object. Finally, she finds it. This is the solution to the problem. The plot details in each chapter build on those presented in earlier sections.

Try It Read these sentences from two chapters of a short story.

from Chapter 1

Tina often daydreamed about being a superhero and rescuing someone in trouble. Her special power would be speed.

from Chapter 2

When Tina stepped off the bus, she saw a little boy whose ball had rolled into the street. Tina acted fast. She jumped in front of the boy to stop him from going into the street. Then she looked both ways, darted after the ball, and grabbed it.

Discuss

Think about how the second chapter builds on the first. What does Tina do in chapter 2? Underline her actions. What did you learn about Tina in chapter 1 that helps you understand her later actions? Circle what Tina daydreams about.

As you read, record your answers to questions about how chapters build on the Close Reading Worksheet on page 210. 

Purpose for Reading

Read along with your teacher. Each time, read for a different purpose.

First Read Focus on making inferences.

Second Read Focus on describing how chapters build on earlier sections.

Third Read Focus on evaluating the story critically.

Danny, the New Boy

How does Danny feel about the move? Underline the clues and write your inference on the **Make Inferences Chart**.

Chapter 1

- 1 A few days ago, Danny got the worst news ever. His parents sat him down and told him that he and his **family** were moving to New York. New York! That was all the way across the country from Danny's home in California.
- 2 "I won't live near the ocean anymore?" Danny asked, confused.
- 3 "We'll have to take the train to get to the beach. And we'll also be close to a city that people call the Big Apple. It will be cold in the winter. It will be pretty different," explained his father.
- 4 Danny couldn't even **imagine** being so far away from his best friend, Lizzy. Danny and Lizzy had been best friends since kindergarten. They had met on a soccer team. One day at practice, the coach had asked them to pair off and practice kicking the ball to each other. They used their **imagination** to make up a game to make kicking the ball more fun. They laughed through the whole practice and had been best friends ever since.




5 The thought of telling Lizzy that he was moving made Danny’s stomach hurt. He put it off for a few days because he kept hoping that his parents would change their minds.


6 *Can’t they see how much I want to stay in California?* he thought. *Don’t they care about my happiness?* Finally, he broke the news to Lizzy, and she was just as upset as Danny was.

7 The move made him—and Lizzy—so downhearted. Lizzy was angry. She didn’t care that Danny’s parents were making him move. She was really upset that she was losing her best friend.

8 Danny and Lizzy had made some big plans for third grade at Roosevelt Elementary. They were going to work together on acting out a book report. They would each be one of the main characters. They were both going to join the after-school chess club, too. And of course they were going to play on the same soccer team again. Since Danny was moving away, he wouldn’t be there for any of those things.

How might Lizzy change her plans for third grade? 

How do Danny's parents feel about the move? Underline the clues and write your inference on the **Make Inferences Chart**.

Think about what has happened in the story so far. Why is this a good ending to chapter 1? 

9 When moving day came, Danny felt a knot in his stomach as he watched the confusion of the movers carrying all the boxes onto a huge moving truck. It would meet them in New York. Then Danny and his parents squeezed into their car. It was stacked high with suitcases filled with their most important things.

10 “Here are the maps and guidebooks,” Danny’s mom said in an especially cheerful tone of voice as they drove out of their neighborhood. She placed them on her lap in the front seat.

11 “I’ve done a lot of preparation to decide the best places to stop and sightsee along the way,” said his dad.

12 “I really don’t want to move,” Danny whined one last time. He hoped maybe, just maybe, they would turn the car around and go back home. But deep inside he knew that was not going to happen. His mom had gotten a great job in New York, and his dad would find work as an electrician and had found them a nice apartment near a big park.

13 “Oh, it’ll be great, Danny. Look on the bright side,” said his dad. His mother chimed in, “Everything will turn out fine. You’ll learn to like our new city and your new school. You’ll make new friends.”

14 Danny was not so sure.



Chapter 2

15 Danny had a huge lump in his throat as he walked up to his new school for the first time. He entered the building by himself and found his new classroom, even though it wasn't **familiar**. He quietly took a seat in the back of the room and slid down low in his chair. He watched as all the children talked excitedly with each other. He saw that they were all friends.

16 Then Danny's teacher, Ms. May, came into the room. She walked over to him and gave him a warm smile.


17 "Welcome," she said. "We are so pleased you are here. After I take **attendance**, I'd like you to introduce yourself to the class. You can tell us something special about yourself. Would that be OK?"


18 Danny forced a smile and tried to be polite. The last thing he wanted to do was stand up in front of all these kids and talk about himself. But Danny finally understood that the move to New York was real. He was now in third grade with these new kids and not Lizzy, and he would have to make the best of it.

19 "Um, sure," he replied shyly.

20 Just before lunch, Ms. May called Danny to the front of the room. Danny got up slowly and walked toward her.

What happens between the end of chapter 1 and the beginning of chapter 2? Underline the clues and write your inference on the **Make Inferences Chart**.

How does this section relate to chapter 1, when Danny learns he is moving to a new place? 

Why does Danny's teacher invite him to talk to the class? 






Why does Danny look down at the floor? Underline the clues. Then write your inference on the **Make Inferences Chart**.

What problem does Danny have in chapter 1? How is it solved in chapter 2?



Judge

How do you think Danny handles himself and his situation? Find details in the text that support your opinion. Then write your ideas. 

21 “Pay **attention**, class,” she reminded the students.

22 In a quiet voice, Danny nervously told his classmates that he had just moved from California. He told them about his old house and how it was near the beach. He told them that he had driven all the way across the country with his parents to their new apartment. Then he looked down at the floor.

23 “I went to California once, and it was beautiful,” a girl named Natalia commented.

24 “Tell us something you like doing,” said Ms. May. Danny thought about playing soccer with Lizzy.

25 “Well,” he said. “My best friend Lizzy and I liked to play soccer together. We were on the same team. She was the goalie, and I played halfback. Playing soccer is probably what I like to do best.”

26 “Great. Thank you, Danny. Welcome to our school,” the teacher said. Then the bell rang for lunch.

27 On the walk over to the cafeteria, a boy named Carl came up to Danny.

28 “I love soccer, too,” he said. “My sister Carla and I are on a team. We are having **practice** today after school on the athletic field. You should meet us there. We could use a good halfback.”

29 “Great,” said Danny. “I’ll be there.” He knew that getting on a soccer team was a **practical** step he could take to start feeling at home!

Name: _____

Make Inferences Chart

Page 36

Clues

"... worst news ever."
"... couldn't even imagine
being so far away from his best
friend ..."



Inference

Page 38

Clues

"... maps and guidebooks ..."
"... cheerful tone of voice ..."
"... decide the best places to
stop and sightsee ..."



Inference

Page 39

Clues

"... his new school ..."
"'Welcome,' she said ..."
"'... I'd like you to introduce
yourself to the class ...'"



Inference

Page 40

Clues

"In a quiet voice ..."
"nervously"



Inference

Name: _____



Close Reading Worksheet

Second Read: Describe How Chapters Build (green boxes)

Page 38: The scene with Danny in the car is a good ending to chapter 1

because _____

Page 39: This section relates back to chapter 1 (when Danny learns he is

moving) by _____

Page 40: Danny's problem in the first chapter is _____

His solution in the second chapter is _____

Third Read: Critical Thinking (blue boxes)

Page 37: Lizzy might change her plans for third grade by _____

Page 39: Danny's teacher invites him to talk to the class so _____

Judge—Page 40: I think Danny handles himself (well / not well) because

Lesson 2

Short Stories



A short story is a short piece of fiction. It tells a story in just a few pages. Like all fiction, a short story is made up by the author. It contains characters, a setting, and a plot. The plot includes a problem for the main character to deal with and at least one solution. Look at the picture on this page. What might a short story say about the boys in this photograph?

Skills Focus

Danny, the New Boy

Make Inferences **Describe How Chapters Build**

Summer Danny

Compare and Contrast **Explain Illustrations**

Short Stories 33

Short Stories

Have students read the information about short stories. Discuss the features of a short story, such as

- tells about imaginary events;
- is only a few pages in length;
- has characters, a setting, plot, and usually one problem and solution.

Model connecting short stories to other reading genres. Tell students that short stories are similar to novels because they both tell stories about characters and imagined events. Short stories are only a few pages in length. *How are novels different from short stories?*

Then encourage students to compare features of short stories to features of nonfiction. *What are the similarities and differences between short stories and nonfiction?*

Supporting Three Reads

- **First Read:** Begin with the Make Inferences instruction on Student Edition page 34 and Teacher's Manual page 30. Then read "Danny, the New Boy."
- **Second Read:** Continue with the Describe How Chapters Build instruction on Student Edition page 35 and Teacher's Manual page 31. Then read "Danny, the New Boy" again.
- **Third Read:** Continue by reading critically "Danny, the New Boy" on Student Edition page 36 and Teacher's Manual page 32.


Repeat the process with "Summer Danny" after completing the first selection.

Danny, the New Boy


First Read: Comprehension Skill


Make Inferences

Read the information about making inferences together with students. Then read aloud the **Try It** activity and model how to make an inference about George.

 *I know that George's throat hurts, his head is hot, and he is sneezing.*

What do these things tell us about George and why he will stay home from school?

 Have partners underline the clues in the selection that show how George is feeling. Then have students discuss why George might stay home from school as you circulate and provide support.

 *I think George will stay home from school because . . .*

Students should identify text evidence that supports George's illness. (See page annotations.)

Introduce the Make Inferences Chart

Have students tear out the Make Inferences Chart on **page 209** of their books. Explain that as they read, they will be filling in this chart when prompted by the orange first-read boxes. See Teacher's Manual page 37 for a sample completed chart.

First Read: *Danny, the New Boy*
Go to Teacher's Manual page 32.

Practice the Skill


First Read Make Inferences

The author of a short story does not always tell you directly all the information you need in order to understand the story. Sometimes, the author only gives clues or hints. When that happens, you need to **make inferences**. An inference is an educated guess. To make an inference, you use clues in a story to figure out what is not stated directly by the author. You also draw on your own knowledge and experience to make inferences.

For example, read this sentence: "Janet grabbed her umbrella and ran out the door." Though the sentence does not say so, you can infer that it is raining or that it is going to rain. You know this because the author provided a clue—the umbrella. You can also infer, or guess, that Janet is late—even though the author doesn't tell you—because she is grabbing things and rushing out the door.

Try It Read this paragraph.

George wakes up. His throat hurts when he swallows. His head feels hot. "Achoo, achoo," he sneezes. George will not be going to school today.

 **The author does not say why George will be staying home from school. But you can find the clues and make an inference. Underline the clues in the paragraph. Why is George staying home?**

As you read, complete the Make Inferences Chart on page 209.

34 Lesson 2 • Short Stories

* SUPPORTING STRUGGLING LEARNERS

Observation

Students have difficulty identifying why George will stay home from school.

Action

To scaffold the activity, have students think about times when they have had a sore throat, hot head, and have sneezed. *Did you stay home from school? Why? What sickness did you have? How was it the same as George's sickness? Look in the selection to find out.*

Practice the Skill

Second Read Describe How Chapters Build

Sometimes, authors break up their stories into parts. These parts are called chapters. Each **chapter** describes new events and tells more about the characters.

Good readers think about how chapters build on each other. For example, the first chapter introduces a character who has an object that is special to her. Then, she loses the object. This is the problem. In the chapters that follow, the girl searches for the object. Finally, she finds it. This is the solution to the problem. The plot details in each chapter build on those presented in earlier sections.

Try It Read these sentences from two chapters of a short story.


from Chapter 1

Tina often daydreamed about being a superhero and rescuing someone in trouble. Her special power would be speed.

from Chapter 2

When Tina stepped off the bus, she saw a little boy whose ball had rolled into the street. Tina acted fast. She jumped in front of the boy to stop him from going into the street. Then she looked both ways, darted after the ball, and grabbed it.

Discuss Think about how the second chapter builds on the first. What does Tina do in chapter 2? Underline her actions. What did you learn about Tina in chapter 1 that helps you understand her later actions? Circle what Tina daydreams about.

As you read, record your answers to questions about how chapters build on the Close Reading Worksheet on page 210. 

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Danny, the New Boy 35

* SUPPORTING STRUGGLING LEARNERS

Observation

Students have difficulty describing how chapter 2 builds on chapter 1.


Action

Explain that chapter 2 shows Tina acting like a superhero. *What information about Tina and superheroes does chapter 1 include? How does chapter 2 show Tina as a speedy superhero?*


Second Read: Literary Skill

Describe How Chapters Build

Read the information about how chapters build together with students. Then read aloud the first question in the **Try It** activity and model how to describe how one chapter builds on another.

 *In chapter 2, Tina gets off the bus and sees a little boy about to go into the street to get his ball. She quickly steps in front of him and safely gets the ball herself.*

How do Tina's actions in chapter 2 build on the information in chapter 1?

 Have partners circle what Tina daydreams about as you circulate and provide support.

Discuss *The second chapter builds on the first chapter because . . .*

Students should describe how the second chapter shows Tina fulfilling her dream of being a superhero. (See page annotations.)

Introduce the Close Reading Worksheet

Have students use the Close Reading Worksheet on **page 210** of their books. Explain that as they read, they will be filling in this worksheet when prompted by the green second-read boxes. See Teacher's Manual page 37 for a sample completed worksheet.

Second Read: *Danny, the New Boy*
Go to Teacher's Manual page 32. 

Danny, the New Boy

Supporting Three Reads

- **First Read:** Use the orange boxes.
- **Second Read:** Use the green boxes.
- **Third Read:** Use the blue boxes.

Make Inferences

Tool: Make Inferences Chart

* Have students reread the first and last paragraphs on the page. *Look for ideas that show what Danny is thinking about the move. What do these tell you about how he feels about moving? Does he look forward to the move?*

Describe How Chapters Build

Explain to students that the second read explores how chapters build.

Critical Thinking

Explain to students that the third read explores a deeper comprehension.

Purpose for Reading

Read along with your teacher. Each time, read for a different purpose.

First Read Focus on making inferences.

Second Read Focus on describing how chapters build on earlier sections.

Third Read Focus on evaluating the story critically.

Danny, the New Boy

How does Danny feel about the move? Underline the clues and write your inference on the Make Inferences Chart.

Chapter 1

- 1 A few days ago, Danny got the worst news ever. His parents sat him down and told him that he and his **family** were moving to New York. New York! That was all the way across the country from Danny's home in California.
- 2 "I won't live near the ocean anymore?" Danny asked, confused.
- 3 "We'll have to take the train to get to the beach. And we'll also be close to a city that people call the Big Apple. It will be cold in the winter. It will be pretty different," explained his father.
- 4 Danny couldn't even imagine being so far away from his best friend, Lizzy. Danny and Lizzy had been best friends since kindergarten. They had met on a soccer team. One day at practice, the coach had asked them to pair off and practice kicking the ball to each other. They used their **imagination** to make up a game to make kicking the ball more fun. They laughed through the whole practice and had been best friends ever since.

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36 Lesson 2 • Short Stories

* SUPPORTING STRUGGLING LEARNERS

Observation

Students have difficulty making an inference about Danny's feelings.

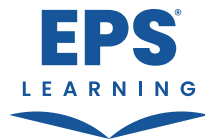
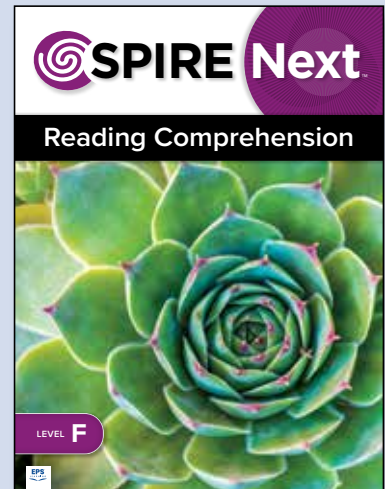
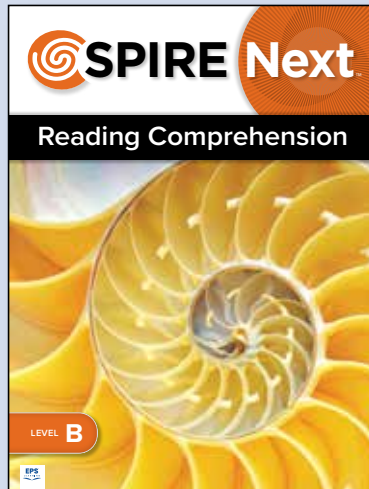
Action

Have students think about a time when they had to move from one place to another or had to change schools. *How did you feel when you learned that you were moving? What things did you look forward to? What things were you worried about? What is Danny worried about?*

SPIRE NextTM

Reading Comprehension

LEVELS **A-F**



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