

Advertencia sobre la impresión:

Este paquete es extenso. Determine si desea imprimir ambas secciones o solamente imprimir la Sección 1 o la 2.



Grado 4 Lectura

Paquete 2 de actividades para el hogar del estudiante

Este Paquete de actividades para el hogar tiene dos partes, Sección 1 y Sección 2, cada una de las cuales incluye aproximadamente 10 lecciones. Se recomienda que el estudiante complete una lección cada día.

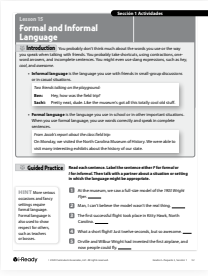
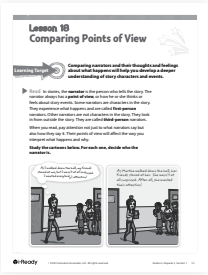
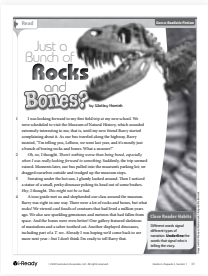
La mayoría de las lecciones las pueden completar independientemente. Sin embargo, hay algunas lecciones que pueden requerir el apoyo de un adulto. Si no hay un adulto disponible, no hay por qué preocuparse. Simplemente pasen a la siguiente lección.

Anime a los estudiantes a que trabajen lo mejor que puedan con este contenido. ¡Lo más importante es que continúen trabajando en su lectura!

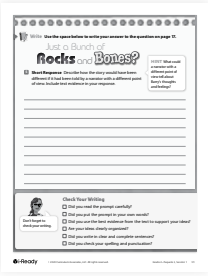
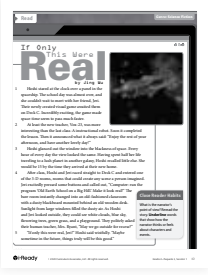
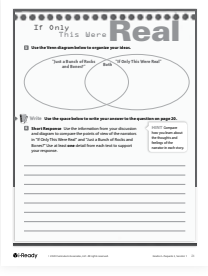
¡Dé vuelta a la página
para ver las actividades
de Lectura del Grado 4
incluidas en este paquete!



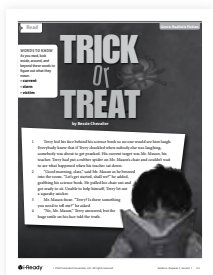
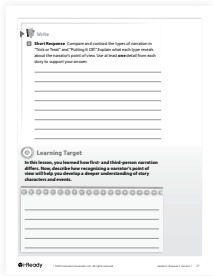
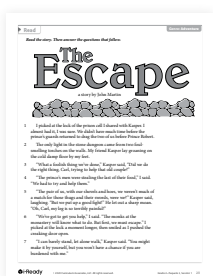
Grado 4 Actividades de lectura en la Sección 1

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
1	<p>Grade 4 Ready Language Handbook, Lesson 15</p> 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lean la introducción.</i>) • Complete Guided Practice. (<i>Completa la Práctica guiada.</i>) • Complete Independent Practice. (<i>Completa la Práctica independiente.</i>) 	12–13
2	<p>Grade 4 Ready Reading Lesson 18 Part 1</p> 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lean la introducción.</i>) • Complete the Think and Talk activities. (<i>Completa las actividades Think y Talk.</i>) 	14–15
3	<p>Grade 4 Ready Reading Lesson 18 Part 2</p> 	<p>Modeled and Guided Instruction</p> <ul style="list-style-type: none"> • Read <i>Just a Bunch of Rocks and Bones?</i> (<i>Lee Just a Bunch of Rocks and Bones?</i>) • Complete the Think and Talk activities. (<i>Completa las actividades Think y Talk.</i>) 	16–17

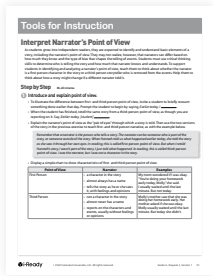
Grado 4 Actividades de lectura en la Sección 1 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
4	<p>Grade 4 Ready Reading Lesson 18 Part 3</p> 	<ul style="list-style-type: none"> • Reread the passage, <i>Just a Bunch of Rocks and Bones?</i> (Vuelve a leer el pasaje <i>Just a Bunch of Rocks and Bones?</i>) • Complete the Write activity. (Completa la actividad <i>Write</i>.) 	18
5	<p>Grade 4 Ready Reading Lesson 18 Part 4</p> 	<p>Guided Practice (Práctica guiada)</p> <ul style="list-style-type: none"> • Read <i>If Only This Were Real</i>. (Lee <i>If Only This Were Real</i>.) • Complete Think and Talk activities. (Completa las actividades <i>Think</i> y <i>Talk</i>.) 	19–20
6	<p>Grade 4 Ready Reading Lesson 18 Part 5</p> 	<ul style="list-style-type: none"> • Reread <i>If Only This Were Real</i>. (Vuelve a leer <i>If Only This Were Real</i>.) • Use the Venn diagram to organize your ideas. (Usa el diagrama de Venn para organizar tus ideas.) • Complete the Write activity. (Completa la actividad <i>Write</i>.) 	21

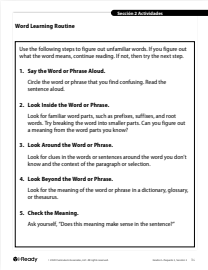
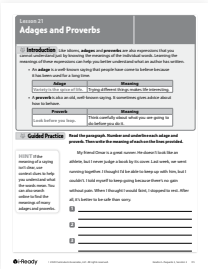
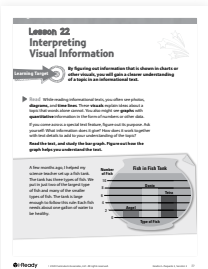
Grado 4 Actividades de lectura en la Sección 1 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
7	Grade 4 Ready Reading Lesson 18 Part 6 	Independent Practice (Práctica independiente) <ul style="list-style-type: none">• Read <i>Trick or Treat</i> and <i>Putting It Off</i>. (Lee <i>Trick or Treat</i> y <i>Putting It Off</i>.)• Complete the Think activities. (Completa las actividades Think.)	22–26
8	Grade 4 Ready Reading Lesson 18 Part 7 	Independent Practice (Práctica independiente) <ul style="list-style-type: none">• Reread <i>Trick or Treat</i> and <i>Putting It Off</i>. (Vuelve a leer <i>Trick or Treat</i> y <i>Putting It Off</i>.)• Complete the Write activity. (Completa la actividad Write.)	27
9	The Escape 	<ul style="list-style-type: none">• Read <i>The Escape</i>. (Lee <i>The Escape</i>.)• Complete questions 1–4. (Completa las preguntas 1 a 4.)	28–30



Grado 4 Actividades de lectura en la Sección 1 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
10	<p>Tools For Instruction Interpret Narrator's Point of View</p> 	<p>• Parent/Guardian: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson. <i>(Padre/Tutor: Lea las instrucciones y guíe al estudiante a través de la actividad. Use esto con un texto que el estudiante haya leído en una lección previa.)</i></p>	31–33

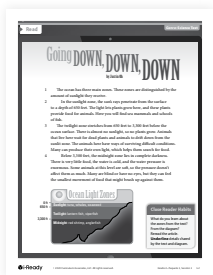

Grado 4 Actividades de lectura en la Sección 2

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
0	<p>Ready Reading Grade 4 Word Learning Routine</p> 	<p>Read the Word Learning Routine together. Keep it Handy—you'll need it later! (<i>Lean juntos Word Learning Routine. Ténganla a la mano -¡van a necesitarla más tarde!</i>)</p>	34
1	<p>Grade 4 Ready Language Handbook, Lesson 21</p> 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lean la introducción.</i>) • Complete Guided Practice. (<i>Completa la Práctica guiada.</i>) • Complete Independent Practice. (<i>Completa la Práctica independiente.</i>) 	35–36
2	<p>Grade 4 Ready Reading Lesson 22 Part 1</p> 	<ul style="list-style-type: none"> • Read the Introduction. (<i>Lean la introducción.</i>) • Complete the Think and Talk activities. (<i>Completa las actividades Think y Talk.</i>) 	37–38

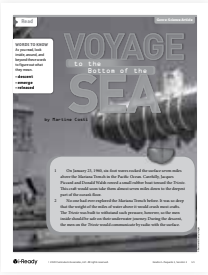
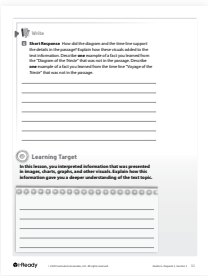
Grado 4 Actividades de lectura en la Sección 2 (continuación)

Lesson <i>Lección</i>	Resource <i>Recurso</i>	Instructions <i>Instrucciones</i>	Page(s) <i>Página(s)</i>
3	Grade 4 Ready Reading Lesson 22 Part 2 	Modeled and Guided Instruction <ul style="list-style-type: none"> • Read <i>Features of the Ocean Floor</i>. (Lee <i>Features of the Ocean Floor</i>.) • Complete the Think and Talk activities. (Completa las actividades <i>Think y Talk</i>.) 	39–40
4	Grade 4 Ready Reading Lesson 22 Part 3 	<ul style="list-style-type: none"> • Reread the passage, <i>Features of the Ocean Floor</i>. (Vuelve a leer el pasaje <i>Features of the Ocean Floor</i>.) • Complete the Write activity. (Completa la actividad <i>Write</i>.) 	41


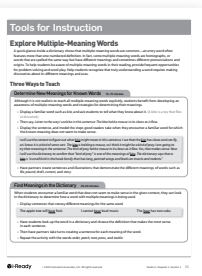
Grado 4 Actividades de lectura en la Sección 2 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
5	<p>Grade 4 Ready Reading Lesson 22 Part 4</p> 	<p>Guided Practice (Práctica guiada)</p> <ul style="list-style-type: none"> • Read <i>Going Down, Down, Down</i>. (Lee <i>Going Down, Down, Down</i>.) • Complete Think and Talk activities. (Completa las actividades Think y Talk.) 	42–43
6	<p>Grade 4 Ready Reading Lesson 22 Part 5</p> 	<ul style="list-style-type: none"> • Reread <i>Going Down, Down, Down</i>. (Vuelve a leer <i>Going Down, Down, Down</i>.) • Complete the Write activity. (Completa la actividad Write.) 	44

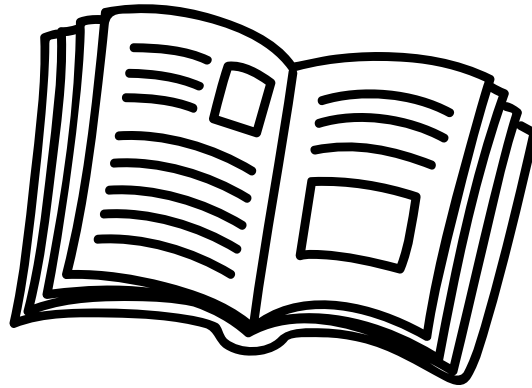
Grado 4 Actividades de lectura en la Sección 2 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
7	<p>Grade 4 Ready Reading Lesson 22 Part 6</p> 	<p>Independent Practice (Práctica independiente)</p> <ul style="list-style-type: none"> • Read <i>Voyage to the Bottom of the Sea</i>. (Lee <i>Voyage to the Bottom of the Sea</i>.) • Complete the Think activity. (Completa la actividad Think.) 	45–49
8	<p>Grade 4 Ready Reading Lesson 22 Part 7</p> 	<p>Independent Practice (Práctica independiente)</p> <ul style="list-style-type: none"> • Reread <i>Voyage to the Bottom of the Sea</i>. (Vuelve a leer <i>Voyage to the Bottom of the Sea</i>.) • Complete the Write and Learning Target activities. (Completa las actividades Write y Objetivos de aprendizaje.) 	50

Grado 4 Actividades de lectura en la Sección 2 (continuación)

Lesson Lección	Resource Recurso	Instructions Instrucciones	Page(s) Página(s)
9	<p>The Sun: Our Shining Star</p> 	<ul style="list-style-type: none"> • Read <i>The Sun: Our Shining Star</i>. (Lee <i>The Sun: Our Shining Star</i>.) • Complete questions 6–11. (Completa las preguntas 6 a 11.) 	51–54
10	<p>Tools For Instruction Explore Multiple-Meaning Words</p> 	<ul style="list-style-type: none"> • Parent/Guardian: Read the instructions and guide the student through the activity. Use this with <i>Features of the Ocean Floor</i> or with a text the student read in a previous lesson. (Padre/Tutor: Lea las instrucciones y guíe al estudiante a través de la actividad. Use esto con <i>Features of the Ocean Floor</i> o con un texto que el estudiante haya leído en una lección previa.) 	55–56

Independent Reading!



See pages
57 and 58
of this
packet.



Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Lesson 15

Formal and Informal Language

Introduction

You probably don't think much about the words you use or the way you speak when talking with friends. You probably take shortcuts, using contractions, one-word answers, and incomplete sentences. You might even use slang expressions, such as *hey*, *cool*, and *awesome*.

- **Informal language** is the language you use with friends in small-group discussions or in casual situations.

Two friends talking on the playground:

Ben: Hey, how was the field trip?

Sachi: Pretty neat, dude. Like the museum's got all this totally cool old stuff.

- **Formal language** is the language you use in school or in other important situations. When you use formal language, you use words correctly and speak in complete sentences.

From Jacob's report about the class field trip:

On Monday, we visited the North Carolina Museum of History. We were able to visit many interesting exhibits about the history of our state.



Guided Practice

Read each sentence. Label the sentence either **F** for *formal* or **I** for *informal*. Then talk with a partner about a situation or setting in which the language might be appropriate.

HINT More serious occasions and fancy settings require formal language. Formal language is also used to show respect for others, such as teachers or bosses.

- 1 At the museum, we saw a full-size model of the 1903 *Wright Flyer*. _____
- 2 Man, I can't believe the model wasn't the real thing. _____
- 3 The first successful flight took place in Kitty Hawk, North Carolina. _____
- 4 What a short flight! Just twelve seconds, but so awesome. _____
- 5 Orville and Wilbur Wright had invented the first airplane, and now people could fly. _____

Independent Practice

For numbers 1 and 2, in which situation or setting would you use formal language?

- 1** **A** at a family cookout
B speaking in front of the class
C making plans with friends
D at summer camp
- 2** **A** at the beach
B at a soccer game
C speaking to a mayor or other official
D talking about a movie with a friend

For number 3, which sentence is the most formal request?

- 3** **A** Can I go see the coolest movie ever with my friends?
B It would be super cool for me to see a movie with my friends, okay?
C May I please go to see a movie with my friends?
D Let me go to a movie with my friends, please?

For numbers 4 and 5, in which situation or setting would you use informal language?

- 4** **A** sharing a project at a science fair
B sharing great news with your family
C presenting a report in your class
D asking a librarian to help find a book
- 5** **A** at an event honoring your aunt or uncle
B asking a police officer for directions
C speaking with the school principal
D at baseball practice with your friends

Lesson 18

Comparing Points of View



Learning Target

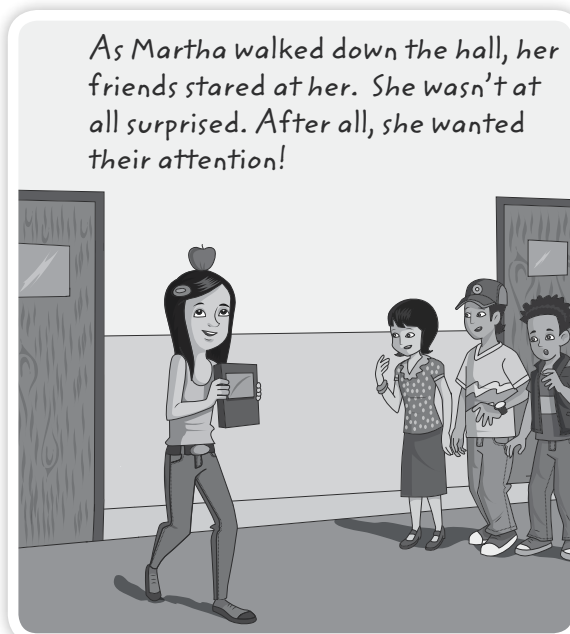


Comparing narrators and their thoughts and feelings about what happens will help you develop a deeper understanding of story characters and events.

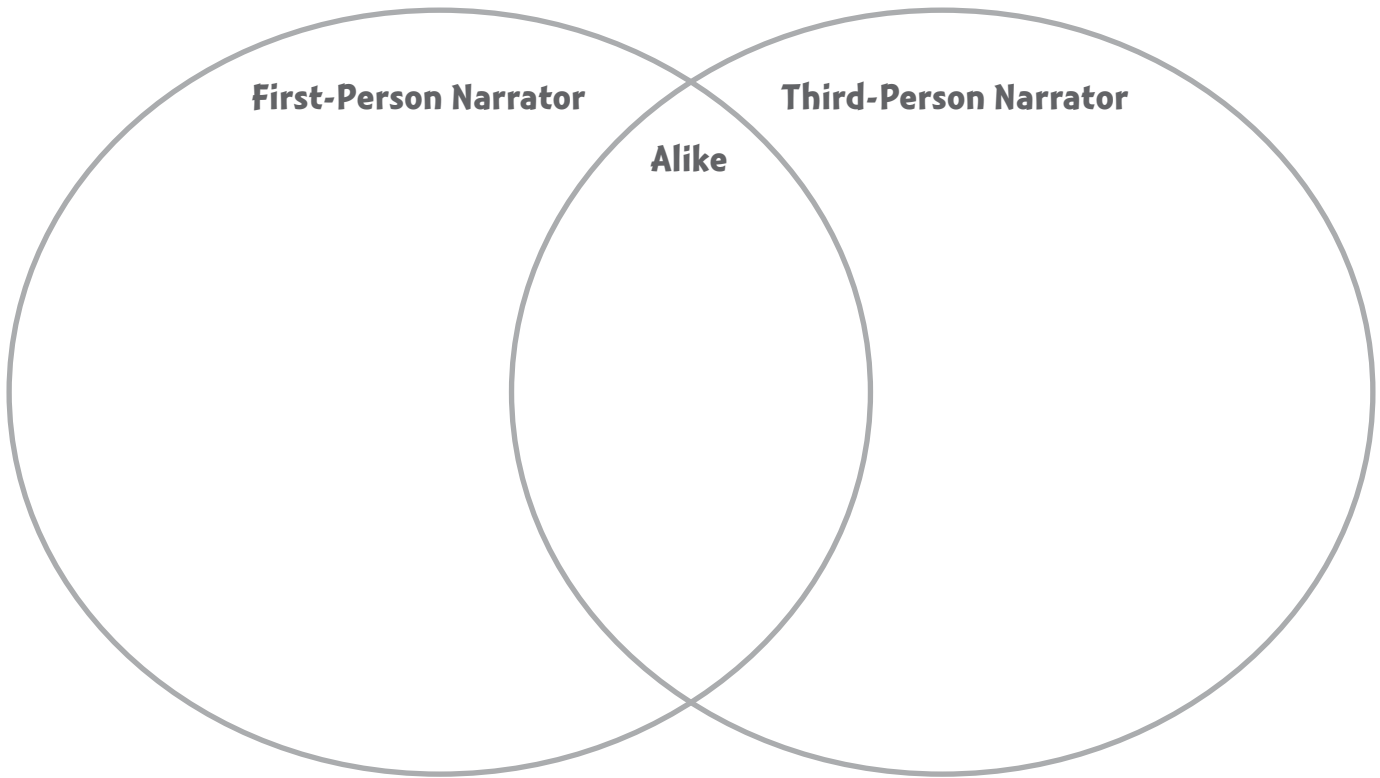
- **Read** In stories, the **narrator** is the person who tells the story. The narrator always has a **point of view**, or how he or she thinks or feels about story events. Some narrators are characters in the story. They experience what happens and are called **first-person** narrators. Other narrators are not characters in the story. They look in from outside the story. They are called **third-person** narrators.

When you read, pay attention not just to what narrators say but also how they say it. Their points of view will affect the way you interpret what happens and why.

Study the cartoons below. For each one, decide who the narrator is.



- **Think** What have you learned about first- and third-person narrators? Use the *Venn diagram* below to **compare** and **contrast** the narrators' points of view. Use information from the cartoons to help you.



- **Talk** Share your Venn diagram with a partner.
- Did you and your partner identify the same similarities and differences?
 - What details from the cartoons did you use to help you compare and contrast?



Academic Talk

Use these words and phrases to talk about the text.

- | | | |
|-----------------------|------------------------|-------------------|
| • narrator | • point of view | • compare |
| • first-person | • third-person | • contrast |

Just a Bunch of Rocks and Bones?

by Watley Hamish

- 1 I was looking forward to my first field trip at my new school. We were scheduled to visit the Museum of Natural History, which sounded extremely interesting to me, that is, until my new friend Barry started complaining about it. As our bus traveled along the highway, Barry insisted, "I'm telling you, LeBron, we went last year, and it's mostly just a bunch of boring rocks and bones. What a snoozer!"
- 2 *Oh, no, I thought. There's nothing worse than being bored, especially when I was really looking forward to something.* Suddenly, the trip seemed ruined. Moments later, our bus pulled into the museum's parking lot; we dragged ourselves outside and trudged up the museum steps.
- 3 Sweating under the hot sun, I glumly looked around. Then I noticed a statue of a small, perky dinosaur poking its head out of some bushes. *Hey, I thought. This might not be so bad.*
- 4 A tour guide met us and shepherded our class around the museum. Barry was right in one way. There were a lot of rocks and bones, but what rocks! We viewed cool fossils of creatures that had lived a million years ago. We also saw sparkling gemstones and meteors that had fallen from space. And the bones were even better! One gallery featured skeletons of mastodons and a saber-toothed cat. Another displayed dinosaurs, including part of a *T. rex*. Already I was hoping we'd come back to see more next year—but I don't think I'm ready to tell Barry that.

Close Reader Habits

Different words signal different types of narration. **Underline** the words that signal who is telling the story.

Explore

How would an account of the museum trip told by a first-person narrator differ from an account told by a third-person narrator?



The things a narrator and other characters do, say, think, and feel often reveal their points of view.

Think

- 1 Who is the narrator? _____
- 2 Does the story use a first-person or a third-person narrator? Explain your thinking, and include story evidence that supports it.

- 3 How does LeBron's point of view about the museum change from the beginning of the story to the end? Why?

Talk

- 4 How would the story be different if it were told by a narrator with a different point of view? Why would it be different? List some story details that might change.



Write

- 5 **Short Response** Describe how the story would have been different if it had been told by a narrator with a different point of view. Include text evidence in your response. Use the space provided on page 18 to write your response.

HINT What could a narrator with a different point of view tell about Barry's thoughts and feelings?



Write Use the space below to write your answer to the question on page 17.

Just a Bunch of **Rocks** and **Bones?**

- 5 Short Response** Describe how the story would have been different if it had been told by a narrator with a different point of view. Include text evidence in your response.

HINT What could a narrator with a different point of view tell about Barry's thoughts and feelings?



Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

If Only This Were Real

by Jing Wu



- 1 Hoshi stared at the clock over a panel in the spaceship. The school day was almost over, and she couldn't wait to meet with her friend, Jeri. Their newly created visual game awaited them on Deck C. Incredibly exciting, the game made space-time seem to pass much faster.
- 2 At least the new teacher, Vox-23, was more interesting than the last class-A instructional robot. Soon it completed the lesson. Then it announced what it always said: "Enjoy the rest of your afternoon, and have another lovely day!"
- 3 Hoshi glanced out the window into the blackness of space. Every hour of every day the view looked the same. Having spent half her life traveling to a lush planet in another galaxy, Hoshi recalled little else. She would be 15 by the time they arrived at their new home.
- 4 After class, Hoshi and Jeri raced straight to Deck C and entered one of the 3-D rooms, rooms that could create any scene a person imagined. Jeri excitedly pressed some buttons and called out, "Computer: run the program 'Old Earth School on a Big Hill.' Make it look real!" The bare room instantly changed into an old-fashioned classroom with a dusty blackboard mounted behind an old wooden desk. Sunlight from large windows filled the dusty air. As Hoshi and Jeri looked outside, they could see white clouds, blue sky, flowering trees, green grass, and a playground. They politely asked their human teacher, Mrs. Ryant, "May we go outside for recess?"
- 5 "If only this were real, Jeri!" Hoshi said wistfully. "Maybe sometime in the future, things truly will be this good."

Close Reader Habits

What is the narrator's point of view? Reread the story. **Underline** words that show how the narrator thinks or feels about characters and events.



The narrator's choice of words reveals who is telling the story. Ask yourself: Is the narrator speaking from *outside* the story, or is the narrator a character *in* the story?

Think Use what you've learned from reading the science fiction story to respond to the following questions.

- 1 This passage is told by a third-person narrator. Select **three** sentences that indicate the narrator is a third-person narrator.
 - A "Hoshi stared at the clock over a panel in the spaceship."
 - B "Incredibly exciting, the game made space-time seem to pass much faster."
 - C "At least the new teacher, Vox-23, was more interesting than the last class-A instructional robot."
 - D "Hoshi glanced out the window into the blackness of space."
 - E "She would be 15 by the time they arrived at their new home."
 - F "The bare room instantly changed into an old-fashioned classroom with a dusty blackboard mounted behind an old wooden desk."
- 2 Reread paragraph 3. If the story were told in the first-person, which of the following would **most likely** be part of the story?
 - A Hoshi's thoughts and feelings about traveling through space
 - B details about Hoshi's and Jeri's actions, but not their point of view about the trip
 - C different ways multiple characters viewed the trip
 - D more information about the 3-D rooms on Deck C

Talk

- 3 Compare the points of view of the narrators in "If Only This Were Real" and "Just a Bunch of Rocks and Bones?" Use the Venn diagram on page 21 to organize your thoughts. Explain how the points of view in the two stories compare.



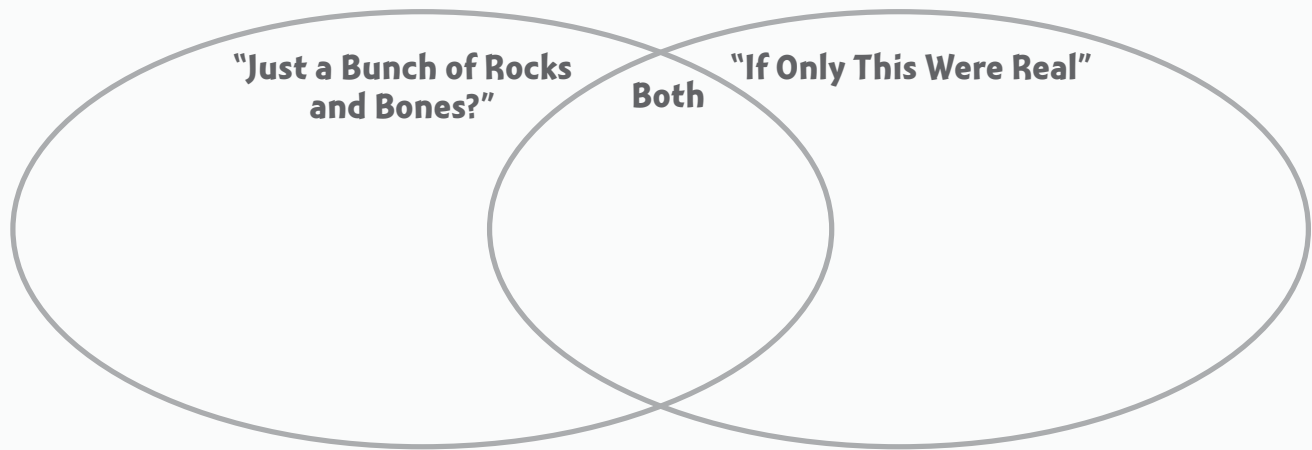
Write

- 4 **Short Response** Use the information from your discussion and diagram to compare the points of view of the narrators in "If Only This Were Real" and "Just a Bunch of Rocks and Bones?" Use at least **one** detail from each text to support your response. Use the space provided on page 21 to write your response.

HINT Compare how you learn about the thoughts and feelings of the narrator in each story.

If Only This Were **Real**

3 Use the Venn diagram below to organize your ideas.



Write Use the space below to write your answer to the question on page 20.

4 Short Response Use the information from your discussion and diagram to compare the points of view of the narrators in "If Only This Were Real" and "Just a Bunch of Rocks and Bones?" Use at least **one** detail from each text to support your response.

HINT Compare how you learn about the thoughts and feelings of the narrator in each story.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

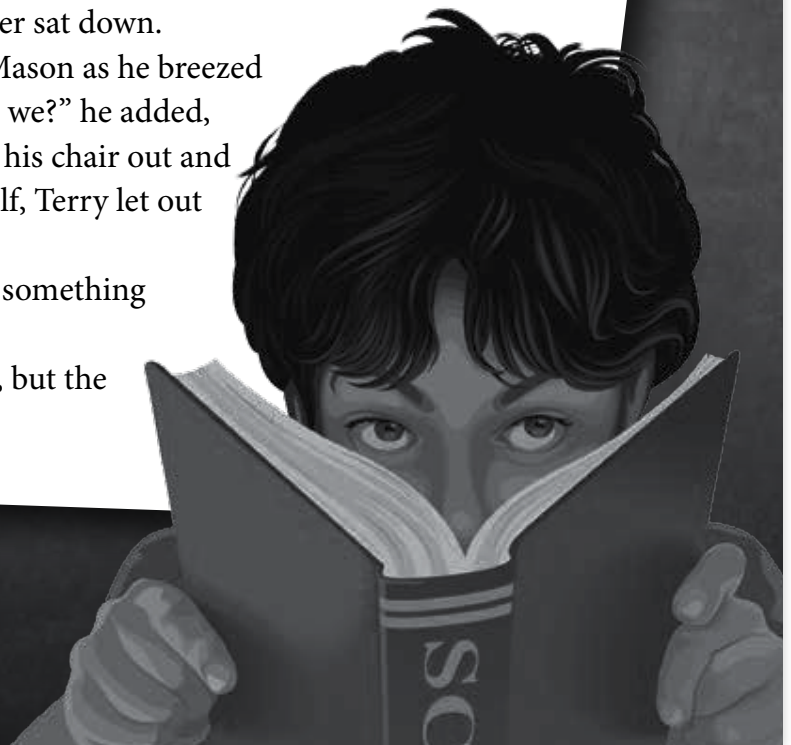
- **current**
- **stern**
- **victim**

TRICK Or TREAT



by Bessie Chevalier

- 1 Terry hid his face behind his science book so no one would see him laugh. Everybody knew that if Terry chuckled when nobody else was laughing, somebody was about to get pranked. His current target was Mr. Mason, his teacher. Terry had put a rubber spider on Mr. Mason's chair and couldn't wait to see what happened when his teacher sat down.
- 2 "Good morning, class," said Mr. Mason as he breezed into the room. "Let's get started, shall we?" he added, grabbing his science book. He pulled his chair out and got ready to sit. Unable to help himself, Terry let out a squeaky snicker.
- 3 Mr. Mason froze. "Terry? Is there something you need to tell me?" he asked.
- 4 "No, Mr. Mason," Terry answered, but the huge smile on his face told the truth.



5 Mr. Mason leaned over and looked at the seat of his chair. There, right in the middle, was a big, black spider. Mr. Mason snatched up the rubber spider and walked over to Terry's desk.

6 "Terry, your pranks are getting tiresome," Mr. Mason said sternly. The other students nodded in agreement. At first, Terry's pranks had been funny. But nobody could remember a day when he hadn't played a trick on someone in the class. "I need you to go sit in the hall for ten minutes and think how your victims feel about your pranks."

7 Terry left the class and sat against the wall in the hallway. His smile was gone, but he didn't actually feel sorry. Mostly, he was disappointed that Mr. Mason had figured out his prank before he sat down. Terry had really wanted to see Mr. Mason's reaction.

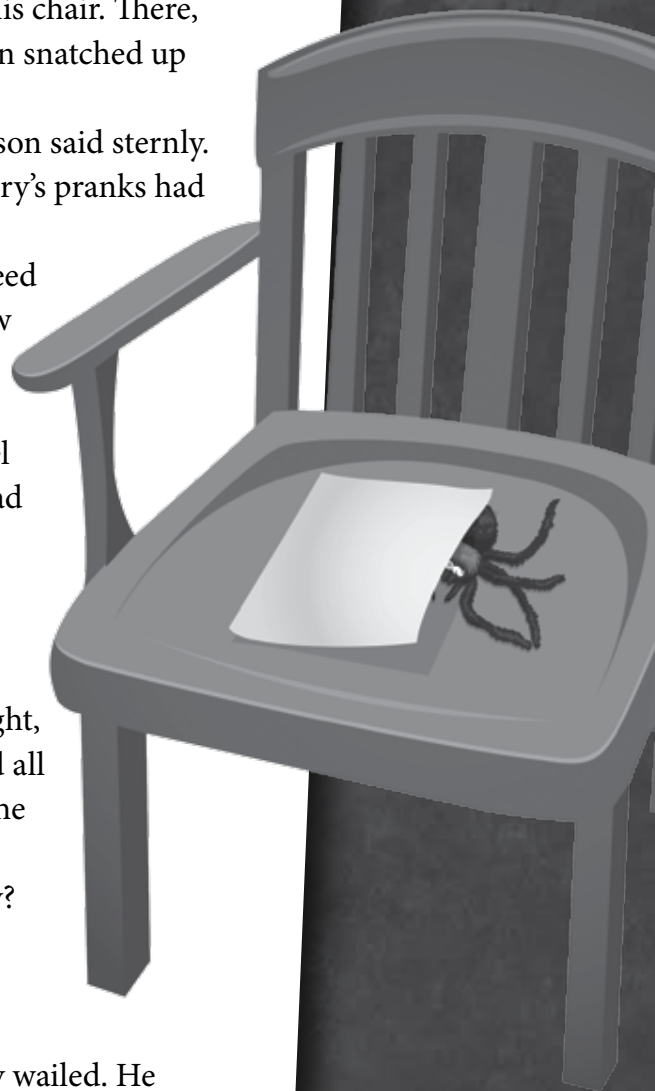
8 A few minutes later, the classroom door opened. "You can come back in now, Terry," said Mr. Mason. Terry hopped up and walked back to his desk. "All right, let's get back to business," Mr. Mason continued. "Did all of you remember to bring your permission slips for the field trip to the ice cream factory tomorrow?"

9 Terry's eyes widened. Field trip? Ice cream factory? He didn't remember ever hearing about this. But all around him, his classmates were reaching into their desks and pulling out permission slips.

10 "Mr. Mason! I don't have a permission slip!" Terry wailed. He couldn't believe he was going to miss such a great trip.

11 "How does it feel to be pranked, Terry?" teased Mr. Mason, grinning.

12 Terry realized there was no field trip. He heaved a sigh of relief. "It felt awful, Mr. Mason," he answered. Suddenly, Terry realized that he was getting tired of his pranks, too.



permission slip

I _____ give permission
for my child _____ to go to
the _____ on _____

Parent Signature _____ Date _____

Putting It OFF

by Alan McMullen



1 “Come sit with me, so I can help you study for your test, Serena!” called Mom. I rolled my eyes because, after all, it was a whole week before the big math test, and I didn’t feel like studying yet.

2 “Mom!” I wailed. “Can’t I finish watching this show on the science channel first? It’s educational and *absolutely* fascinating! Plus, if I study now, I’ll just forget everything before next week’s test.”

3 Mom sighed, “Go ahead and finish your program, I guess . . . but I won’t be able to help you study after dinner.”



4 “That’s okay, Mom. I’ll just study alone later before bedtime.” She gave me a look that showed she suspected I didn’t intend to study today. I wish she understood that I do my best work at the last minute.

5 Once again I relaxed into the couch. Truthfully, only half my attention was focused on the science channel program. Peeling stickers from a sheet and positioning them artfully on the cover of my math notebook seemed far more interesting, and it was a lot more entertaining than studying, for sure.



6 Once I’d arranged the cover stickers just the way I wanted, I put my notebook and stickers away and went to the kitchen to have dinner—macaroni and cheese, my favorite! Shortly after that, it was time for bed, but, naturally, I hadn’t studied. Why would I, if the test was an entire week away?

7 The next morning, I sauntered into math class, well-rested and refreshed, but everyone else looked sleepy and tense. “What’s going on?” I asked my friend Megan. “Why’s everybody looking so tired?”




8 “I stayed up until almost 10 studying for the test,” said Megan. “Didn’t you?”

9 “Uh, no—it’s next week, right?” I started to feel a little nervous.

10 “Serena, don’t you remember? Mr. Gordon changed the day of the test from next Friday to this Friday! You didn’t study at all?” Megan looked at me wide-eyed as I sank into my assigned seat.



11 If only I’d let Mom help me study last night, I might have a chance at passing this test. Never, never again will you catch me procrastinating before a big test! The next time, I promise I won’t wait until the last minute.

 **Think** Use what you learned from reading the stories to respond to the following questions.

- 1** Which statement **best** describes the differences between the narrators' points of view in the two stories?
- A** One story is told by a girl who is making observations from outside the story and describes how one person feels. The other story is told by a boy who is a character living through the events and describes how many people feel.
 - B** One story is told by a character who lives through the events and describes how many characters feel. The other story is told by a character who is an outsider observing the events and describes how one person feels.
 - C** One story is told by a character who lives through the events and describes how one person feels. The other story is told by a character who is an outsider observing the events and tells about how many people feel.
 - D** One story is told by a narrator who is actually the main character living through the events. The other story is told by a narrator who gives an account of the events from his imagination.
- 2** Underline the clues that helped you determine the narrator's point of view.

from "Trick or Treat"	from "Putting It Off"
Terry left the class and sat against the wall in the hallway. His smile was gone, but he didn't actually feel sorry. Mostly, he was disappointed that Mr. Mason had figured out his prank before he sat down.	"Come sit with me, so I can help you study for your test, Serena!" called Mom. I rolled my eyes because, after all, it was a whole week before the big math test, and I didn't feel like studying yet.

- 3** This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read the sentence from paragraph 11 from “Putting It Off.”

Never, never again will you catch me procrastinating before a big test!

What does the word procrastinating mean as it is used in the sentence?

- A** altering, revising, or editing something
- B** being slow or late about doing something
- C** taking control of something
- D** getting information about something

Part B

Underline the detail in the paragraph below that provides the **best** clue to the meaning of the word procrastinating.

If only I’d let Mom help me study last night, I might have a chance at passing this test. Never, never again will you catch me procrastinating before a big test! The next time, I promise I won’t wait until the last minute!

- 4** Compare how the passages are similar and how they are different. Complete the chart by drawing Xs in the boxes next to statements that describe “Trick or Treat” and “Putting It Off.” A statement may be used for both “Trick or Treat” and “Putting It Off.”

Statement	“Trick or Treat”	“Putting It Off”
Includes a narrator who observes an event but does not experience the story		
Includes dialogue		
Includes the thoughts of the main character		
Includes a narrator who tells about the events as he or she experiences them		



- 5 Short Response** Compare and contrast the types of narration in “Trick or Treat” and “Putting It Off.” Explain what each type reveals about the narrator’s point of view. Use at least **one** detail from each story to support your answer.



Learning Target

In this lesson, you learned how first- and third-person narration differs. Now, describe how recognizing a narrator’s point of view will help you develop a deeper understanding of story characters and events.

Read the story. Then answer the questions that follow.

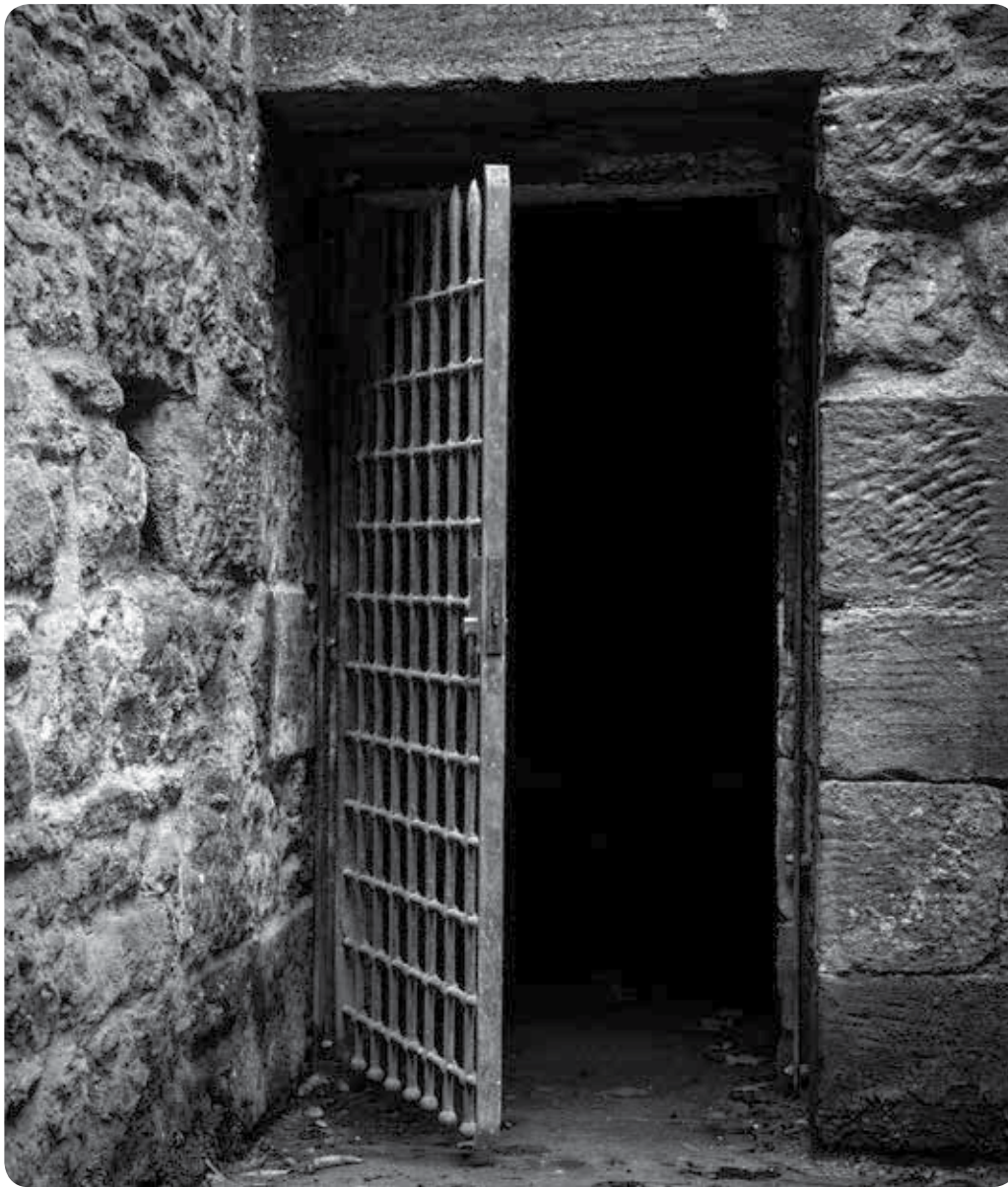
The Escape

a story by John Martin



- 1 I picked at the lock of the prison cell I shared with Kasper. I almost had it, I was sure. We didn't have much time before the prince's guards returned to drag the two of us before Prince Robert.
- 2 The only light in the stone dungeon came from two foul-smelling torches on the walls. My friend Kasper lay groaning on the cold damp floor by my feet.
- 3 "What a foolish thing we've done," Kasper said, "Did we do the right thing, Carl, trying to help that old couple?"
- 4 "The prince's men were stealing the last of their food," I said. "We had to try and help them."
- 5 "The pair of us, with our shovels and hoes, we weren't much of a match for those thugs and their swords, were we?" Kasper said, laughing. "But we put up a good fight!" He let out a sharp moan. "Oh, Carl, my leg is so terribly painful!"
- 6 "We've got to get you help," I said. "The monks at the monastery will know what to do. But first, we must escape." I picked at the lock a moment longer, then smiled as I pushed the creaking door open.
- 7 "I can barely stand, let alone walk," Kasper said. "You might make it by yourself, but you won't have a chance if you are burdened with me."

- 8 I stood in silence, thinking our predicament over. *What Kasper said may very well be true. But more than likely, he would not survive here.*
- 9 “To escape alone would be no escape at all,” I said firmly. “I would be a prisoner, trapped and wandering in the labyrinth of my mind if I left my courageous friend behind.”
- 10 I raised Kasper up, and then, with a grunt of effort, lifted him onto my shoulders. Together we escaped as one into the frosty, moonlit night.



©Thomas Dutour/Shutterstock

Think

1 What does the word labyrinth mean as it is used in paragraph 9?

- A castle
- B forest
- C maze
- D city

2 Underline **one** word in the excerpt from “The Escape” that means “weighed down.”

“We’ve got to get you help,” I said. “The monks at the monastery will know what to do. But first, we must escape.” I picked at the lock a moment longer, then smiled as I pushed the creaking door open.

“I can barely stand, let alone walk,” Kasper said. “You might make it by yourself, but you won’t have a chance if you are burdened with me.”

I stood in silence, thinking our predicament over. *What Kasper said may very well be true. But more than likely, he would not survive here.*

3 The sentence below is from paragraph 6 of the story.

I picked at the lock a moment longer, then smiled as I pushed the creaking door open.

What element in the text of a play would **most likely** give this information to the reader?

- A stage directions
- B dialogue
- C setting
- D cast of characters

4 How would the story be different if it were told from Kasper’s point of view?

- A The reader would feel sad about Kasper’s time in prison.
- B The reader would know Kasper’s inner thoughts instead of Carl’s.
- C The reader would know how Kasper’s injury happened.
- D The reader would understand more about Carl’s feelings than Kasper’s.

Tools for Instruction

Interpret Narrator's Point of View

As students grow into independent readers, they are expected to identify and understand basic elements of a story, including the narrator's point of view. They may not realize, however, that narrators can differ based on how much they know and the type of bias that shapes the telling of events. Students must use critical thinking skills to determine who is telling the story and how much that narrator knows and understands. To support students in identifying and analyzing a narrator's point of view, teach them to think about whether the narrator is a first-person character in the story or a third-person storyteller who is removed from the events. Help them to think about how a story might change if a different narrator told it.

Step by Step 30–45 minutes

1 Introduce and explain point of view.

- To illustrate the difference between first- and third-person point of view, invite a student to briefly recount something done earlier that day. Prompt the student to begin by saying, *Earlier today, I _____*.
- When the student has finished, retell the same story from a third-person point of view, as though you are reporting on it. Say, *Earlier today, [student] _____*.
- Explain the narrator's point of view as the "pair of eyes" through which a story is told. Then use the two versions of the story in the previous exercise to teach first- and third-person narrative, as with the example below.

Remember that a narrator is the person who tells a story. The narrator can be someone who is part of the story, or someone outside of the story. When Hannah told us what happened earlier today, she told the story as she saw it through her own eyes. In reading, this is called first-person point of view. But when I retold Hannah's story, I wasn't part of the story. I just told what happened. In reading, this is called third-person point of view. I was the narrator, but I was not a character in the story.

- Display a simple chart to show characteristics of first- and third-person point of view.

Point of View	Narrator	Examples
First Person	<ul style="list-style-type: none">• a character in the story• almost always has a name• tells the story as he or she sees it, with feelings and opinions	My mom wondered if I was okay. "You're doing your homework early today, Molly," she said. I usually waited until the last minute. But not today.
Third Person	<ul style="list-style-type: none">• not a character in the story• almost never has a name• reports on the characters and events, usually without feelings or opinions	Molly's mother saw that she was doing her homework early. Her mother asked if she was okay. Molly usually waited until the last minute. But today she didn't.

2 Model identifying point of view.

- Display and read aloud a passage or chapter from a current text. Stop to model how you identify the narrator's point of view. See the following example.

Right away, I notice some clues about who is narrating this story. It says, "Come on!" I yelled from the door." The word I is my first clue that one of the characters is the narrator. The next sentence helps me to know I'm right. It says, "My sister was always fussing with something, and I was impatient to get going." The words my sister give me another clue that the narrator is a character in the story. This story is told from the first-person point of view.

- As you continue reading, use details in the text to verify the other criteria in the chart. For example, find examples of the narrator's name being used by another character, or of the narrator expressing opinions or feelings unique to him or her.

Support English Learners Pronouns, which can be very useful in determining point of view, may be challenging for English learners. Work with students to identify to whom or to what various pronouns refer, especially in places where the pronoun and referent are not close together.

3 Provide guided practice with identifying point of view.

- As you continue reading, stop to guide students in interpreting the narrator's point of view. Use questions such as these to help students think about who is telling the story and how that influences the way the story is told.

Is the narrator a character in this story? How do you know?
Is this story told from a first-person or third-person point of view? How can you tell?
What does the narrator tell you about _____?
How does the narrator feel about _____?
What does the narrator think about _____?
How much does the narrator know about _____?
Does the narrator know about _____ from seeing it firsthand or from hearing about it?
How do the narrator's feelings and opinions affect the telling of the story?

- Have students respond in complete sentences using academic vocabulary, such as *point of view*, *narrator*, *first person*, *third person*, and *character*. Encourage them to refer to the chart as needed.
- Discuss students' answers and have them use evidence in the text to support their ideas.

4 Provide independent practice with identifying point of view.

Connect to Writing After reading a story with a third-person narrator, have students rewrite an event using a first-person perspective.

- Direct students to choose one character to serve as their narrator. Then provide the following questions to help them consider a particular event from the new narrator's point of view.

What did your character do when _____?
What does your character think about _____?
How does your character feel about _____?
What does your character know about _____?

- Have students write a paragraph describing the event from their chosen point of view. Then invite students to read their paragraphs aloud, and have classmates use clues to determine which character is speaking.

Check for Understanding

If you observe...	Then try...
difficulty realizing that the narrator's perspective may be different from that of other characters	engaging in perspective activities. Recount a moment of conflict in the story, and ask, <i>How does the narrator feel about [event]? What evidence in the text helps you know this? How is that different from the way [different character] feels about it? Why is it different?</i>

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.


Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

Lesson 21

Adages and Proverbs

 **Introduction** Like idioms, **adages** and **proverbs** are also expressions that you cannot understand just by knowing the meanings of the individual words. Learning the meanings of these expressions can help you better understand what an author has written.

- An **adage** is a well-known saying that people have come to believe because it has been used for a long time.

Adage	Meaning
Variety is the spice of life.	Trying different things makes life interesting.

- A **proverb** is also an old, well-known saying. It sometimes gives advice about how to behave.

Proverb	Meaning
Look before you leap.	Think carefully about what you are going to do before you do it.

Guided Practice

Read the paragraph. Number and underline each adage and proverb. Then write the meaning of each on the lines provided.

HINT If the meaning of a saying isn't clear, use context clues to help you understand what the words mean. You can also search online to find the meanings of many adages and proverbs.

My friend Omar is a great runner. He doesn't look like an athlete, but I never judge a book by its cover. Last week, we went running together. I thought I'd be able to keep up with him, but I couldn't. I told myself to keep going because there's no gain without pain. When I thought I would faint, I stopped to rest. After all, it's better to be safe than sorry.

- 1

- 2

- 3

Independent Practice

For numbers 1–4, read each sentence. Then choose the correct meaning of each underlined adage or proverb.

- 1** Omar said, “Remember, slow and steady wins the race. Run a little each day, and soon you’ll become a good runner.”
- A** If you run slowly, you will win races.
 - B** It is better to run slowly than to win a race.
 - C** Slow workers have the most success.
 - D** Patience and hard work bring success.

- 2** I promised to run every day, but that was easier said than done.
- A** easily said
 - B** easily done
 - C** easier to talk about than to do
 - D** easier to run than to promise

- 3** Then I thought, “If I want to be a good runner, I have to practice. I know that practice makes perfect!”
- A** Being perfect is important.
 - B** You must practice perfectly.
 - C** You must practice something every day.
 - D** Practicing is the way to get good at something.

- 4** When I won my first race, I gave credit where credit was due, and I thanked Omar for helping me.
- A** used a credit card to pay a bill
 - B** gave thanks to someone who deserved it
 - C** gave money that was owed to someone
 - D** had to give away the prize

Lesson 22

Interpreting Visual Information



Learning Target

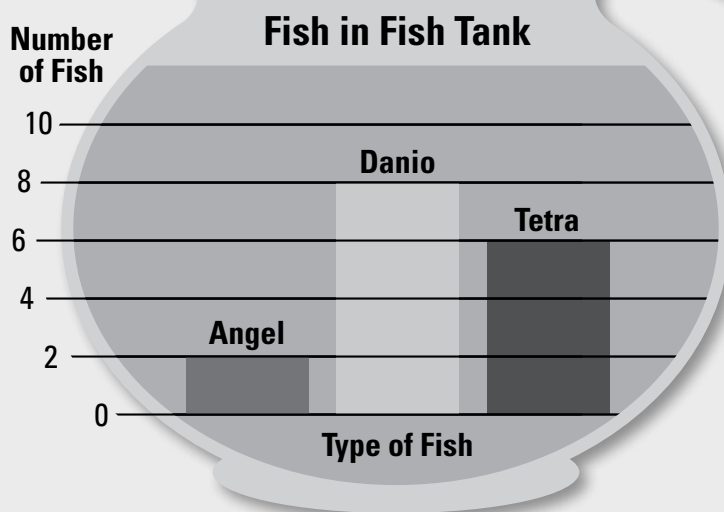
By figuring out information that is shown in charts or other visuals, you will gain a clearer understanding of a topic in an informational text.

- **Read** While reading informational texts, you often see photos, **diagrams**, and **time lines**. These **visuals** explain ideas about a topic that words alone cannot. You also might see **graphs** with **quantitative** information in the form of numbers or other data.

If you come across a special text feature, figure out its purpose. Ask yourself: What information does it give? How does it work together with text details to add to your understanding of the topic?

Read the text, and study the bar graph. Figure out how the graph helps you understand the text.

A few months ago, I helped my science teacher set up a fish tank. The tank has three types of fish. We put in just two of the largest type of fish and many of the smaller types of fish. The tank is large enough to follow this rule: Each fish needs about one gallon of water to be healthy.



► **Think** Were you able to **interpret**, or figure out, the information in the text and graph? From the details, you should have a good idea of how many fish are in the tank and what kinds of fish live in it. Use the passage and the graph to fill in the chart below.

What the Text Says	What the Graph Shows
"The tank has three types of fish."	

► **Talk** Compare the information in your charts. What inference can you draw about the minimum number of gallons the tank should hold? Use information from the text and the graph. Draw a picture of the fish in the tank to help you answer.



Academic Talk

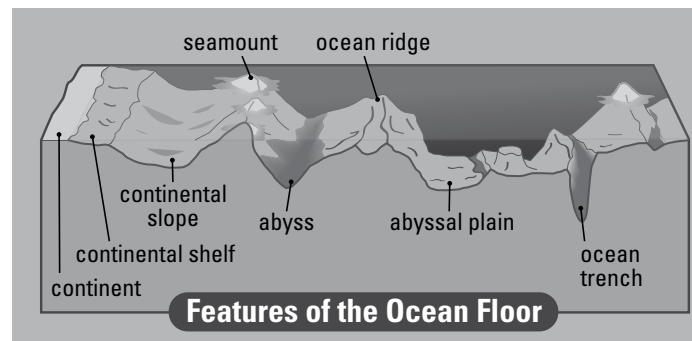
Use these words to talk about the text.

- diagrams
- time lines
- visuals
- graphs
- quantitative
- interpret

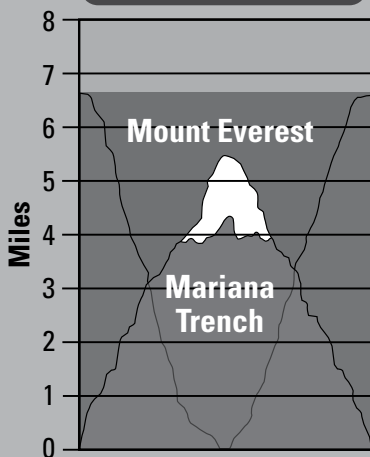
Features of the Ocean Floor

by Connie Rather

- 1 Picture this: You're in a submarine right next to a continent. Looking down, you see a part of the ocean floor called the **continental shelf**. Now, head out to sea. The ocean floor drops away to form the **continental slope**. You might pass through a range of **seamounts**, or volcanoes rising from the ocean floor. In time, you'll reach the **abyssal plain**, a dark realm with deep valleys called **trenches**. Finally, you might encounter long, snakelike **ocean ridges** that rise from the ocean floor. They connect to form a long chain of underwater mountains around the planet.



Highest and Deepest Places on Earth



- 2 The deepest ocean trench in the world is the Mariana Trench in the Pacific. It is one of the most difficult places to reach on Earth. It is so deep that if Mount Everest, one of the tallest mountains in the world, were picked up and put at the bottom of the trench, the mountain would still be covered with water!

Close Reader Habits

Study the diagrams as you reread the text.

Circle the title of each diagram. Think of how the title connects the diagram to the text.

Explore

How do the text and diagrams work together to provide information about the ocean floor?



Look for information, data, or details in the diagrams that the text does not provide.

Think

- 1 Use information about the abyssal plain and the Mariana Trench to complete the chart below. Identify what you learned from the text and what you learned from each diagram.

What the Text Says	What the Diagram Shows
abyssal plain	"Features of the Ocean Floor"
Mariana Trench	"Highest and Deepest Places on Earth"

Talk

- 2 Share your chart with a partner. What information came from the text, the "Features of the Ocean Floor" diagram, and the "Highest and Deepest Places on Earth" graph? Why do you think the author presented certain information visually rather than in words?



Write

- 3 **Short Response** How do the diagram, graph, and text work together to give you information about the Mariana Trench? Use evidence from each to support your response. Use the space provided on page 41 to write your response.

HINT Make sure to clearly state where your evidence comes from, the text or a diagram.



Write Use the space below to write your answer to the question on page 40.

Features of the Ocean Floor

- 3 Short Response** How do the diagram, graph, and text work together to give you information about the Mariana Trench? Use evidence from each to support your response.

HINT Make sure to clearly state where your evidence comes from, the text or a diagram.

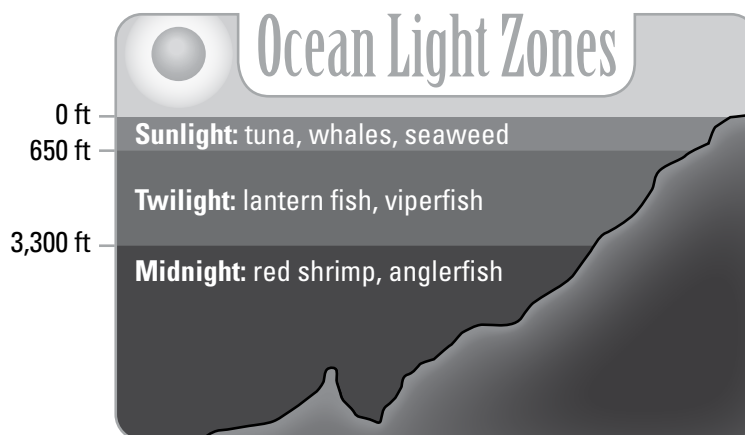


Don't forget to check your writing.

Going DOWN, DOWN, DOWN

by Justin Oh

- 1 The ocean has three main zones. These zones are distinguished by the amount of sunlight they receive.
- 2 In the sunlight zone, the sun's rays penetrate from the surface to a depth of 650 feet. The light lets plants grow here, and these plants provide food for animals. Here you will find sea mammals and schools of fish.
- 3 The twilight zone stretches from 650 feet to 3,300 feet below the ocean surface. There is almost no sunlight, so no plants grow. Animals that live here wait for dead plants and animals to drift down from the sunlit zone. The animals here have ways of surviving difficult conditions. Many can produce their own light, which helps them search for food.
- 4 Below 3,300 feet, the midnight zone lies in complete darkness. There is very little food, the water is cold, and the water pressure is enormous. Some animals at this level are soft, so the pressure doesn't affect them as much. Many are blind or have no eyes, but they can feel the smallest movement of food that might brush up against them.



Close Reader Habits

What do you learn about the zones from the text?

From the diagram?

Reread the article.

Underline details shared by the text and diagram.



Visuals often help you “see” what is explained in a science text. Think about how the visuals support the topic.

Think Use what you learned from reading the science article to respond to the following questions.

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

Which ocean animals listed in the diagram are most likely to live among creatures that have soft bodies and no eyes?

- A red shrimp and anglerfish
- B viperfish and lantern fish
- C tuna and whales
- D red shrimp and tuna

Part B

Circle **one** detail in the diagram on page 42 that supports the answer to Part A.

- 2 Which fact about the twilight zone is given in both the passage and the diagram? Write it on the lines.

Talk

- 3 Describe at least one type of information you can find in the diagram that the passage does not give you. How does the diagram help you better understand the differences in the three zones?



Write

- 4 **Short Response** Compare and contrast information about the ocean zones that is provided by the text and the diagram. Use at least **one** detail from both the passage and the diagram to support your response. Use the space provided on page 44 to write your answer.

HINT Reread the text for details that explain what is shown in the diagram.



Write Use the space below to write your answer to the question on page 43.

Going DOWN, DOWN, DOWN

- 4 Short Response** Compare and contrast information about the ocean zones that is provided by the text and the diagram. Use at least **one** detail from both the passage and the diagram to support your response.

HINT Reread the text for details that explain what is shown in the diagram.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **descent**
- **emerge**
- **released**

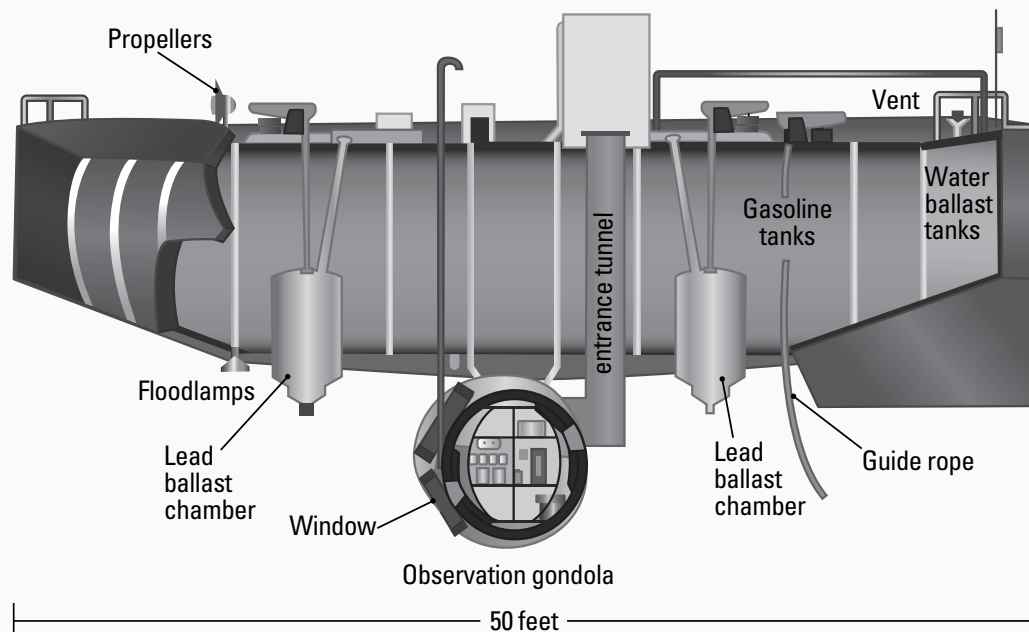
VOYAGE to the Bottom of the SEA

by Martine Costi

- 1 On January 23, 1960, six-foot waves rocked the surface seven miles above the Mariana Trench in the Pacific Ocean. Carefully, Jacques Piccard and Donald Walsh rowed a small rubber boat toward the *Trieste*. This craft would soon take them almost seven miles down to the deepest part of the ocean's floor.
- 2 No one had ever explored the Mariana Trench before. It was so deep that the weight of the miles of water above it would crush most crafts. The *Trieste* was built to withstand such pressure, however, so the men inside should be safe on their underwater journey. During the descent, the men on the *Trieste* would communicate by radio with the surface.

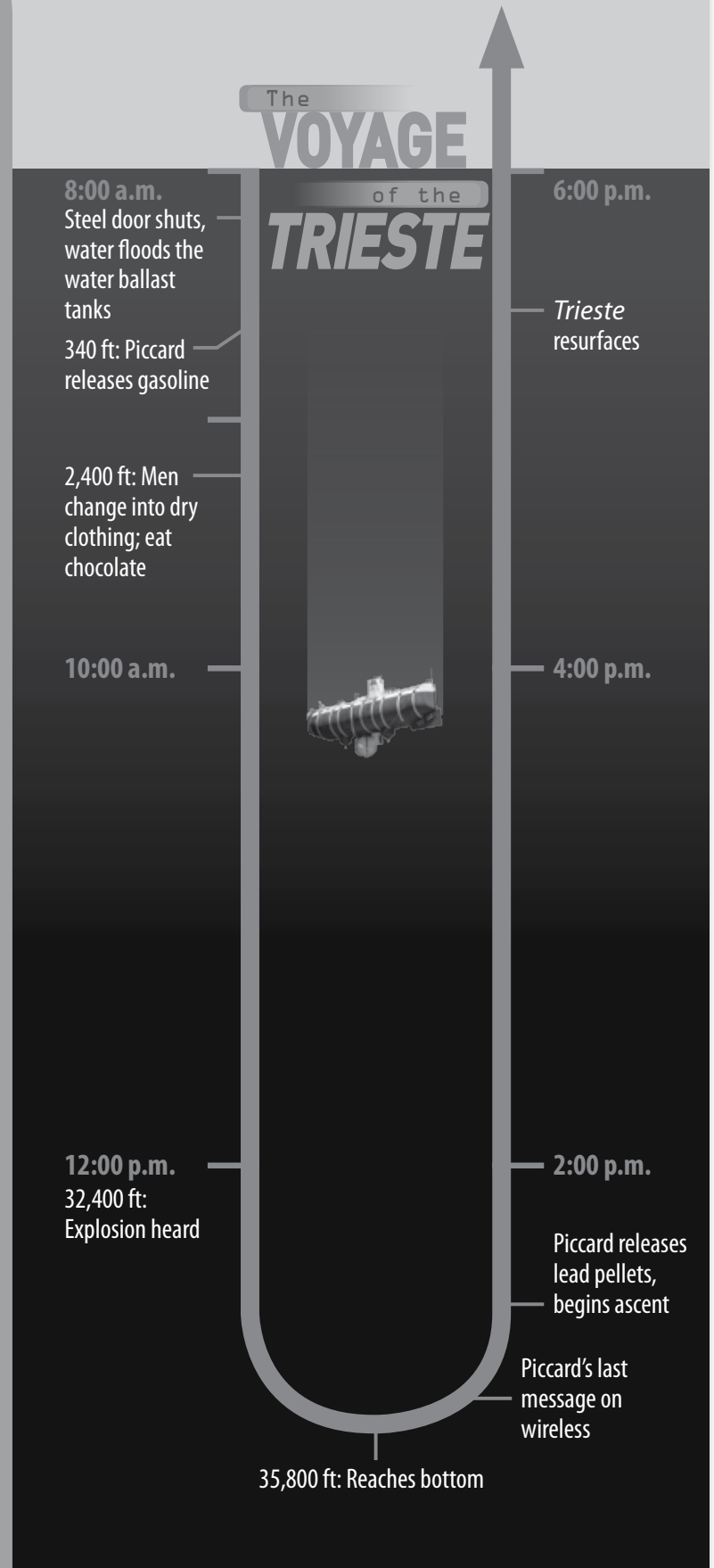
- 3 Shortly after 8:00 A.M., Piccard and Walsh sat jammed in the *Trieste's* observation gondola. The space was so small that they could barely move, but they were ready. Water from the ocean filled the water ballast tanks. Slowly, the *Trieste* began traveling down to the trench.
- 4 At 340 feet, Piccard released gasoline from the tanks, letting water fill them instead. Water weighs more than gasoline, so this made the craft sink farther into the darkness.
- 5 An hour later and a mile farther down, the men saw plankton. These are tiny ocean creatures that glow in specks of yellowish green. Two hours later, they were more than five miles down, and there was no sign of life.
- 6 A little past noon, they were about a half-mile from the bottom. Then they heard a small explosion. Tension flooded the observation gondola, but nothing seemed wrong, so they agreed to keep going. Just before one o'clock, they reached the bottom of the Mariana Trench. They had landed where no other human had ever been.
- 7 They flashed lights and saw a flat, white fish about a foot long that Piccard described as a sole. Little red shrimp swam in front of their window. Both discoveries were groundbreaking. Now humans knew that animals lived on the deepest part of the ocean floor.


Diagram of *Trieste*



8 Then the men turned on an inside light. Piccard spotted the cause of the earlier noise—it was a cracked window. Now he became more worried about their safety. Piccard released 800 pounds of lead pellets from the ballast chamber. Releasing this weight caused the *Trieste* to move upwards. Piccard and Walsh could hear people speaking on the radio, but for some reason no one could hear them speaking back.

9 At 5:00 P.M., the *Trieste* emerged. No one had heard Piccard on the wireless for hours, so the people above did not know what to expect. The crews on both ships watched breathlessly for movement from the *Trieste*. They waited for fifteen long minutes. Then suddenly, the two men emerged unharmed. They had traveled to the deepest part of the ocean and made history.



 **Think** Use what you learned from reading the science article to respond to the following questions.

- 1** From the text, you could infer that the voyage of the *Trieste* was a dangerous research project. Which **two** details from the time line **best** support this inference?

- A** 8:30 A.M.—340 ft: Piccard releases gasoline
- B** 9:15 A.M.—2,400 ft: Men change into dry clothing . . .
- C** 12:00 P.M.—32,400 ft: Explosion heard
- D** 1:00 P.M.—35,800 ft: Reaches bottom
- E** 1:15 P.M.—Piccard’s last message on wireless
- F** 5:00 P.M.—*Trieste* resurfaces

- 2** This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which detail from the diagram of the *Trieste* is supported by the text?

- A** A small window in the observation gondola allowed the crew to see outside the *Trieste*.
- B** The observation gondola of the *Trieste* was large enough to fit several crew members comfortably.
- C** The flood lamps were too far away for the crew members of the *Trieste* to see outside.
- D** The propellers allowed the crew of the *Trieste* to steer the craft underwater.

Part B

Underline **two** sentences from the text that support your answer in Part A.

They . . . saw a flat, white fish about a foot long that Piccard described as a sole. Little red shrimp swam in front of their window. Both discoveries were groundbreaking. Now humans knew that animals lived on the deepest part of the ocean floor.

3 In paragraph 7, what is the meaning of the word groundbreaking?

- A underground
- B underneath the ocean
- C new and important
- D very destructive

4 The box below includes details about the voyage of the *Trieste*.

Details

- The designers of the *Trieste* only meant for it to be used one time.
- Releasing lead pellets helped the craft rise to the surface of the ocean.
- After entering the *Trieste*, the crew changed into dry clothes and had a snack.
- The crew saw shrimp at the bottom of the Mariana Trench.
- Gasoline powered the *Trieste's* motor as it pushed the craft to the ocean floor.

Complete the chart by using details from the box. Write **one** detail that only appears in the text, **one** detail that only appears in a visual, and **one** detail that appears in both the text and in a visual.

What the Text Says	What a Visual Shows	What the Text Says and a Visual Shows

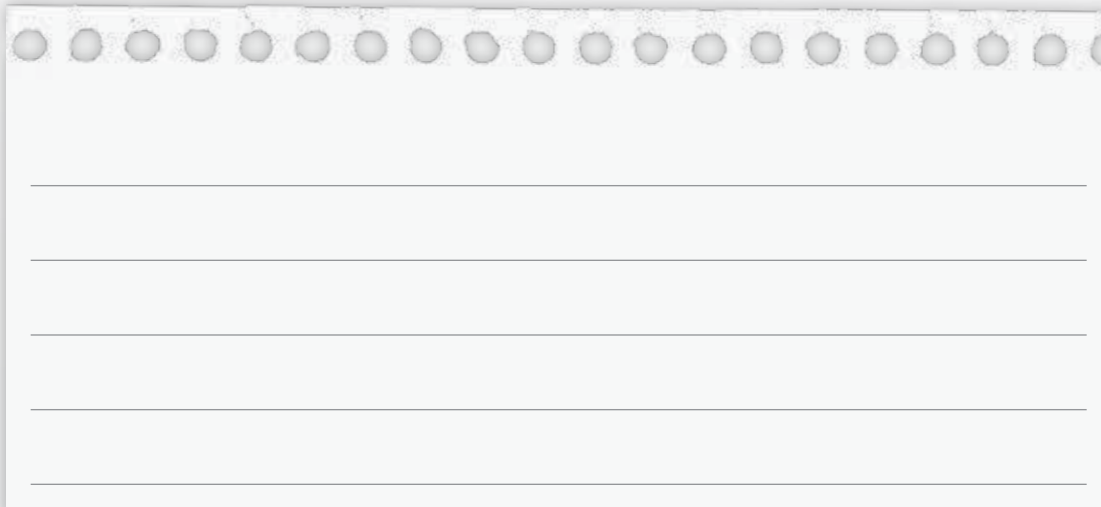
 **Write**

- 5 Short Response** How did the diagram and the time line support the details in the passage? Explain how these visuals added to the text information. Describe **one** example of a fact you learned from the “Diagram of the *Trieste*” that was not in the passage. Describe **one** example of a fact you learned from the time line “Voyage of the *Trieste*” that was not in the passage.



Learning Target

In this lesson, you interpreted information that was presented in images, charts, graphs, and other visuals. Explain how this information gave you a deeper understanding of the text topic.



Read the passage. Then answer the questions that follow.

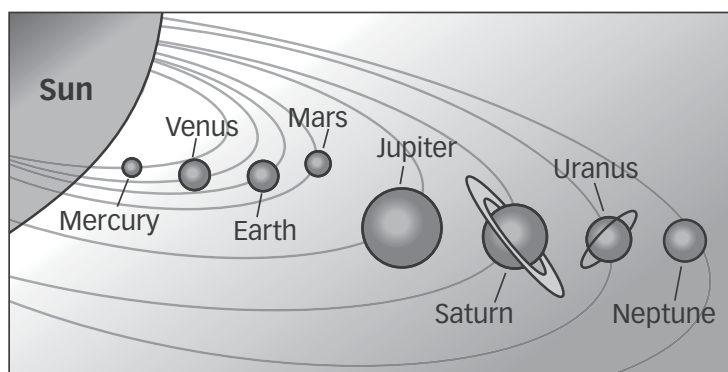
The Sun: Our Shining Star

by Anne Hosmer

1 Trillions of stars shine in our universe. But, did you know that one of those shining stars is the Sun? The Sun is the star nearest to the planets in our solar system. Because of its location near Earth, the Sun seems much brighter and bigger to us than other stars do. Most scientists think that the Sun and solar system formed about 5 billion years ago.

2 All the planets and other objects in our solar system orbit the Sun. An orbit is the path a space object takes around a much larger object. The Sun is the largest object in our solar system. All the planets are held in orbit by the Sun's gravity, which is the force that pulls objects toward one another. Because the Sun is so massive in size, it pulls with a tremendous amount of gravity. The diameter of the Sun is nearly 865,000 miles (1.4 million km). How big is the Sun compared to Earth? You would need more than 100 Earths to cover the length of the Sun's diameter.

Our Solar System



3 The Sun is made up of very hot gases. These gases are mainly hydrogen and helium. These gases are so hot that the surface of the Sun glows. The Sun's surface is always boiling up with flares. The temperature of the Sun's surface is about 10,000°F (5,500°C). Deep inside the Sun—at its core—the temperature is millions of times hotter. The core is the Sun's power factory. Inside the core, tiny particles of gas are tightly packed in extreme heat and pressure. When these particles crash into one another, they create terrific energy. This energy is in the form of heat and light. It takes thousands of years for that energy to travel from the Sun's core to the surface. But, once that energy bubbles up to the outer layer of the Sun's atmosphere, it reaches Earth in a very short amount of time—about eight minutes!

4 The powerful energy of the Sun provides Earth and the other planets in our solar system with light and heat. How much energy a planet gets from the Sun depends on its position in the solar system. Planets closest to the Sun receive the most heat. Planets farthest away from the Sun receive the least heat. Earth is in an ideal position in the solar system. Earth's position to the Sun makes life on Earth possible. Earth's position keeps it warm

Go On

enough, so that most of the water on the planet is in liquid form, not frozen, but not so hot that the water boils off into gas. People, plants, and animals on Earth need water to survive. We also need the Sun's energy to make food. Without the Sun, we would not have water to drink or food to eat.

5 For thousands of years, people on Earth have recognized the importance of the Sun. Some groups of ancient people built temples to worship the Sun. Others built huge stone structures to mark the position of the Sun in the sky at different times of year. They used the Sun to create calendars. They used the position of the Sun to help them know when to plant crops. These ancient people can be thought of as the first astronomers. Today's scientists have learned a lot about the Sun. But, they want to learn even more, especially about how the Sun affects our life on Earth.

6 This question has two parts. First, answer part A. Then, answer part B.

Part A

Based on information in the passage, especially details in paragraphs 3 and 4, what would most likely happen if the Sun's energy greatly increased?

- A** Earth would be unable to support life.
- B** Earth would move closer to the Sun.
- C** Earth would cool off slightly.
- D** Earth would not stay in orbit around the Sun.

Part B

Which sentence from the passage **best** supports the answer to part A?

- A** "Because of its location near Earth, the Sun seems much brighter and bigger to us than other stars do."
- B** "The Sun's surface is always boiling up with flares."
- C** "Earth's position keeps it warm enough, so that most of the water on the planet is in liquid form, not frozen, but not so hot that the water boils off into gas."
- D** "Without the Sun, we would not have water to drink or food to eat."

7 According to the passage, why does the Sun seem brighter and bigger to us than other stars?

- A** It produces a lot of energy.
- B** It is the star closest to us.
- C** It grows brighter and bigger each year.
- D** It is made up of very hot gases.

8 Read this sentence from paragraph 3.

Deep inside the Sun—at its core—the temperature is millions of times hotter.

Which word or words in the sentence **best** help the reader understand the meaning of “core”?

- A** deep inside
- B** temperature
- C** millions of times
- D** hotter

9 Choose the **two** sentences from the passage that are the best evidence for the author’s point that the Sun produces a huge amount of energy.

- A** “Most scientists think that the Sun and solar system formed about 5 billion years ago.”
- B** “The powerful energy of the Sun provides Earth and the other planets in our solar system with light and heat.”
- C** “The diameter of the Sun is nearly 865,000 miles (1.4 million km).”
- D** “The temperature of the Sun’s surface is about 10,000°F (5,500°C).”
- E** “How much energy a planet gets from the Sun depends on its position in the solar system.”

Go On

10 Which of these ideas from the passage is represented in the diagram?

- A** the time it takes the Sun's energy to reach Earth
- B** the gases that make up the Sun
- C** the orbit of the planets around the Sun
- D** the temperature of the Sun's surface

11 Write a short summary of the **most important** points in "The Sun: Our Shining Star." Use details from the passage to support your answer.

Tools for Instruction

Explore Multiple-Meaning Words

A quick glance inside a dictionary shows that multiple-meaning words are common—an entry word often features more than one numbered definition. In fact, some multiple-meaning words are homographs, or words that are spelled the same way but have different meanings and sometimes different pronunciations and origins. To help students be aware of multiple-meaning words in their reading, provide frequent opportunities for problem solving and word play. Help students recognize that truly understanding a word requires making discoveries about its different meanings and uses.

Three Ways to Teach

Determine New Meanings for Known Words 10–15 minutes

Although it is not realistic to teach all multiple-meaning words explicitly, students benefit from developing an awareness of multiple-meaning words and strategies for determining their meanings.

- Display a familiar word such as *kite*, and ask students to tell what they know about it. (A kite is a toy that flies in the wind.)
- Then say, *Listen to the way I use kite in this sentence: The kite held a mouse in its claws as it flew.*
- Display the sentence, and model the steps good readers take when they encounter a familiar word for which the known meaning does not seem to make sense.

I will use the context to figure out what kite might mean in this sentence. I see that the kite has claws and can fly, so I know it is a bird of some sort. The kite is holding a mouse, so I think it might be a bird of prey. I am going to try that meaning in the sentence: The bird of prey held a mouse in its claws as it flew. Yes, that makes sense. Now I will use the dictionary to confirm that “bird of prey” is one of the meanings of kite. The dictionary says that a kite is “a small bird in the hawk family that has long, pointed wings and feeds on insects and rodents.”

- Have partners create sentences and illustrations that demonstrate the different meanings of words such as *file*, *pound*, *draft*, *current*, and *story*.

Find Meanings in the Dictionary 20–30 minutes

When students encounter a familiar word that does not seem to make sense in the given context, they can look in the dictionary to determine how a word with multiple meanings is being used.

- Display sentences that convey different meanings for the same word.

The apple tree will bear fruit.

I cannot bear loud music.

The bear has two cubs.

- Have students look up the word in a dictionary and choose the definition that makes the most sense in each sentence.
- Then have partners take turns creating a sentence for each meaning of the word.
- Repeat the activity with the words *order*, *patch*, *root*, *press*, and *tackle*.

Play with Multiple Meanings 30–45 minutes

Connect to Writing Students develop rich vocabularies through opportunities to play with words. Provide activities that help students engage their creativity. Choose from the following:

- Have students draw cartoons that are based on multiple meanings. For example, what might they do to show a *head* of lettuce, a *school* of fish, or clicking on a *mouse*?
- Explain that a pun is a joke that uses the multiple meanings of words to create humor. For example, *A boiled egg in the morning is hard to beat*. Have students experiment with writing puns that play on two meanings of a word. Provide examples of multiple-meaning words students can use, such as *banks*, *flies*, *spotted*, *tie*, *trip*, and *wave*.
- Encourage students to create a game show where teams must correctly identify the word suggested by two common meanings. For example, *Lowering your head quickly to avoid a water bird is known as...* (*ducking a duck*)
- Write the different meanings of several multiple-meaning words on cards, one meaning per card. Then distribute the cards, taking care that each student will find at least one match in the class. Let students roam and talk to one another, looking for the student whose card has a meaning that relates to the same word. Have matching pairs present their word to you with sample sentences that convey each meaning.

Check for Understanding

If you observe...	Then try...
difficulty reading dictionary definitions	providing a student-friendly dictionary, or offering a paraphrase of the definition.
confusion about the difference in definitions	using illustrations or objects to clarify the different meanings. Then have students give synonyms, examples, or nonexamples to demonstrate understanding.

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

Ready | Reading Curriculum Associates, LLC 5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

Ready | Reading Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

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UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

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KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

Ready | Reading Curriculum Associates, LLC 32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

Ready | Reading Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

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KNOWLEDGE BUILDING

What were you surprised to learn from the text?

Ready | Reading Curriculum Associates, LLC 40

ACADEMIC TALK

I'm curious about _____.


Ready | Reading Curriculum Associates, LLC 70

ACADEMIC TALK

Can you tell me more about _____?

Ready | Reading Curriculum Associates, LLC 77

Tarjetas de discusión


TEXTOS LITERARIOS 

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____.
Luego, el personaje _____.

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5

TEXTOS LITERARIOS 

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

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11

TEXTOS LITERARIOS 

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

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14

TEXTOS INFORMATIVOS 

¿Cuál es el tema principal de este texto?
¿Cómo lo sabes?

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16


ASIMILAR CONOCIMIENTOS 

¿Qué te ayuda a entender este texto?

Ahora sé _____.

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32


ASIMILAR CONOCIMIENTOS 

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

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33


ASIMILAR CONOCIMIENTOS 

¿Qué sabes ya sobre este tema?
¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

Ready | Reading ©Curriculum Associates, LLC


37

ASIMILAR CONOCIMIENTOS 

¿Qué aprendiste en el texto que te haya sorprendido?

Ready | Reading ©Curriculum Associates, LLC


40

LENGUAJE ACADÉMICO 

Siento curiosidad por _____.

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70

LENGUAJE ACADÉMICO 

¿Puedes decirme algo más sobre _____?

Ready | Reading ©Curriculum Associates, LLC

77