

READ THE PASSAGE

Read about how toothbrushes have changed throughout history.

Toothbrushes Through the Ages

Archaeologists trace the use of tooth-cleaning tools back 5,000 years. In ancient Egypt and, later, in Greece, Rome, and the Middle East, people rubbed a frayed stick on their teeth to clean them. The first toothbrush was patented in China in 1498, although it may have been used there as early as the Tang Dynasty (618–907). They fastened stiff bristles from the back of boars' necks to a handle made of bone or bamboo. One hundred years later, silver-handled toothbrushes found their way into the mouths of European nobility.

Still, most ordinary people in the seventeenth and eighteenth centuries cleaned their teeth with a rag, sometimes dipped in chalk or salt, sometimes attached to a stick to reach the back teeth. An Englishman named William Addis wanted to bring real toothbrushes to ordinary folk. In 1780, he created and marketed the first mass-produced toothbrushes, made of boar bristles attached to a bone handle. His business made him a wealthy man. In 1857, H. N. Wadsworth became the first American to patent a toothbrush.

Except for the development of plastic handles after World War I, toothbrushes did not change much until 1938, out of necessity. World War II disrupted the trade in Chinese boar bristles, and toothbrush makers looked for a replacement. The first modern toothbrush with nylon bristles was called Dr. West's Miracle Toothbrush.

To date, there have been thousands of patents for toothbrushes worldwide. Today, brushes with angled handles, bristles of different lengths, electronic pulsing, rubber gum massagers, and tongue scrapers give people a wide array of options for keeping their pearly whites clean and healthy.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

1. What did both ancient Egyptians and ancient Greeks use as toothbrushes?
(A) a rag dipped in salt
(B) a frayed stick
(C) a piece of bone
(D) boar bristles on a stick
2. What was the equivalent of toothpaste hundreds of years ago?
(A) a rag
(B) chalk
(C) bamboo
(D) a tongue scraper
3. Which cultures had toothbrushes with boar bristles?
(A) European and Chinese
(B) Chinese and Egyptian
(C) Greek and Roman
(D) European and Middle Eastern
4. What feature of today's toothbrushes makes them different from toothbrushes of the 1700s?
(A) a bone handle
(B) a silver handle
(C) boar bristles
(D) nylon bristles

STRATEGY PRACTICE

Think of a product that you use that has changed since your parents' or grandparents' childhood. Describe the differences and similarities.

READ THE PASSAGE

Mountain unicycling has a few things in common with mountain biking, but it is becoming a sport all its own. Read slowly and pause after each paragraph.

Mountain Unicycling

You have probably seen people riding unicycles in parades. Or you have been to the circus and seen clowns peddling around on them. Maybe you even know how to ride a unicycle yourself. But can you imagine riding a unicycle on rugged wilderness trails? That's what the extreme sport of mountain unicycling, sometimes called MUni, is all about.

Skilled mountain unicyclists can go wherever a mountain biker can go—up loose gravel, over obstacles, down rocky slopes—and more. That is because unicycles are more maneuverable than two-wheeled bikes. They can hop from rock to rock, jump gaps, ride along slim objects such as fallen trees, and even make vertical jumps. They can spin in place and fit through narrow openings. Because they do not have a geared wheel, they can go backward with ease. Mountain unicyclists admit that they may fall more often than mountain bikers, but they claim that their falls are generally less serious because they go much slower than mountain bikers. When mountain bikers crash, they often get tangled up in the bike or the chain. This is not so with a unicycle, which generally flies out from under an experienced cyclist and does not have a chain.

Mountain unicycles are more sturdy versions of ordinary unicycles. They have larger, thicker, knobby wheels and sturdy seats. A handle on the front of the seat allows MUni riders to do their amazing jumps. It requires powerful legs, strong stomach muscles, and excellent balance to be a mountain unicyclist.

One bit of advice: if you meet up with a group of mountain unicyclists on the trail, do not ask them if they are in the circus. MUni riders are extreme, and they do not want you to forget that.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Mountain bikers get injured more often than mountain unicyclists do because bikers _____.
(A) fall more easily
(B) go on more rugged trails
(C) ride more slowly
(D) get tangled in the bike
- Which feature of a mountain unicycle makes it different from a regular unicycle?
(A) a slim wheel
(B) a handle on the seat
(C) an ungeared wheel
(D) a chain
- What can both mountain bikers and mountain unicyclists do?
(A) ride down rocky slopes
(B) go in reverse
(C) perform in parades
(D) make vertical leaps
- Where are you more likely to see a mountain unicycle than a regular unicycle?
(A) in a parade
(B) at a circus
(C) on a gravel path
(D) under a clown

STRATEGY PRACTICE

On a separate sheet of paper, draw a diagram to organize the similarities and differences presented in the passage.

READ THE PASSAGE As you read, think about what the author is trying to accomplish in the passage.**Improv: Fun—and Good for You, Too!**

Feeling like you need a creative outlet? Do you like acting but not memorizing lines? Why don't you consider taking up improv? Improv is short for improvisational theater. It is a form of theater in which the actors make up scenes, characters, and dialog as they go along. There are no scripts, no costumes, and usually no props. Improv is occasionally used in serious theater, but it is best known in its comedic form.

One or more improvisers take the stage. One of them uses a suggestion to initiate, or start, a scene. Another actor reacts to the initiation. The most effective initiations give concrete information but leave the situation open enough for another improviser to add his or her own ideas. For example, an improviser may initiate by inhaling deeply and saying, "Now, this is what I call a motorcycle morning!" The audience knows it is morning, and that the character has a positive feeling about motorcycles. But what exactly does "motorcycle morning" mean? A second improviser may respond, "Awesome, sir! I'll get the eggs and grease." The audience now wonders why she would want to get eggs and grease. By now the audience is hooked and cannot wait to go along for the ride.

Improv comedy is fun and spontaneous. It trains you to respond in the moment and keep a flexible, open mind. It helps you get comfortable with taking risks. Because a good scene depends on responding meaningfully to your scene partner, it builds trust and openness. It is also great for honing listening skills and sharpening the memory. So what are you waiting for? Grab some friends, and let your inner comic loose! Growth and laughter know no age limits!

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

1. Improv probably appeals to people who like to _____.
Ⓐ dress up
Ⓑ read a lot
Ⓒ solve puzzles
Ⓓ make up situations
2. Why is improv probably best used for comedy?
Ⓐ The audience will laugh at the improvisers when they make mistakes.
Ⓑ Dramatic situations need a lot more structure.
Ⓒ The plot is likely to take funny twists as it develops.
Ⓓ Dramas need scenery and costumes to make sense.
3. In the improv scene described, what can be inferred about the characters from the last quote?
Ⓐ The second character likes to eat eggs.
Ⓑ The second character works for the first.
Ⓒ Both characters like to ride motorcycles.
Ⓓ The characters do not get along well.
4. The passage title says that improv is good for you. Why is this probably true?
Ⓐ It builds thinking skills that are valuable in all areas of life.
Ⓑ Professional improv actors make a good living.
Ⓒ It teaches you to not take difficult situations seriously.
Ⓓ You can practice avoiding real-life responsibilities.

STRATEGY PRACTICE Have you ever pretended to be in a situation and played it out? What happened?

READ THE PASSAGE

Consider what conclusions the passage suggests about technological advancements.

The “Science Fact” of H. G. Wells

Although the books of British novelist H. G. Wells were science fiction, in the hundred or so years since he wrote them, some of the fanciful gadgets he imagined have become science fact.

Some of Wells’s imaginary inventions were helpful. In a book that described a utopian, or nearly perfect, society, he described a communication device that resembled the cell phone and another that had features of today’s voice mail and e-mail. The society had buildings with automatic doors that slid to the ceiling. He also described giant versions of today’s moving walkways like those used in airports, although his were 300 feet wide and had seats and refreshment stands.

Even invisibility, which Wells dramatized in *The Invisible Man* (1897), is close to reality. Engineers have created materials that bend light rays around objects, making them essentially invisible. So far, these materials can hide only microscopic objects. But the technology is improving every year.

Wells once said, “If we don’t end war, war will end us.” Perhaps that was one of the ideas behind *War of the Worlds* (1898). In the story, aliens attack Earth using a deadly weapon that Wells described as “an almost noiseless and blinding flash of light.” In 2002, the United States Air Force rolled out a heat-ray defense weapon called the Active Denial System (ADS). This vehicle-mounted device focuses a beam of energy that can penetrate human skin from a great distance. The beam produces a very painful but harmless burning sensation. ADS can be used to stop and turn back attackers or unruly mobs.

We will never know whether Wells influenced the technological advances we now have or simply saw them coming. Either way, our society would do well to pay as much attention to his thoughts on war.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- What can you infer about the gadgets in H. G. Wells’s utopian society?
(A) They were used for evil.
(B) They broke down frequently.
(C) They made life very convenient.
(D) They all deal with communication.
- Wells’s predictions of future inventions suggest that _____.
(A) people were developing those inventions during Wells’s lifetime
(B) his ideas may have influenced future inventors
(C) the inventions were easy to design and build
(D) the predictions were not very groundbreaking
- Wells’s moving walkways must have been his idea of _____.
(A) public transportation
(B) futuristic restaurants
(C) exercise equipment
(D) movie theaters
- What statement about ADS would Wells most likely have agreed with?
(A) It is a misuse of technology.
(B) It needs more testing before it is used.
(C) It is not deadly enough.
(D) It is a humane way to deal with conflict.

STRATEGY PRACTICE

On a separate sheet of paper, write a brief outline to show how the passage is organized. What pattern do you see?

READ THE PASSAGE

As you read, think about the lives of people who, like Sultan Kösen, are unique in some way.

Sultan Kösen—The World's Tallest Man

In 2009, Sultan Kösen, a 27-year-old farmer from Turkey, was named the world's tallest man by the *Guinness Book of World Records*. Kösen has a disorder called pituitary gigantism, caused by a tumor on his pituitary gland that makes the gland produce too much growth hormone. People with this disorder grow faster in childhood and continue to grow well into adulthood—as long as the pituitary keeps on pumping out excess growth hormone. Kösen's tumor was treated in 2010, and he eventually stopped growing, but not until he had reached a towering height of eight feet three inches.

You might think Kösen has a great shot at playing professional basketball, but that is not the case. It is not a disorder but genetics—what researchers call “familial tall stature”—that leads to the body type that populates professional basketball teams. Pituitary gigantism, by contrast, causes the muscles, nerves, and bones to grow in ways that do not lead to strength and agility. Therefore, giants like Kösen tend to be weaker than average-sized people and more prone to fatigue. He has to walk with canes because his great height has weakened his knees. Ever positive, though, Kösen says that his height has advantages, too. He can see people at a great distance and help his family hang curtains and change light bulbs.

According to Guinness, only 10 people in history are known to have grown over eight feet tall. And Kösen may not be the tallest living man today. There are reports that a man living in Ukraine is eight feet five inches tall. But because he has declined to be officially measured for the record books, Kösen wears the crown.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

1. How is Sultan Kösen similar to a professional basketball player?
 - (A) similar height
 - (B) similar strength
 - (C) same genetic condition
 - (D) same likelihood of getting a tumor
2. Familial tall stature differs from pituitary gigantism in that familial tall stature _____.
 - (A) is a genetic disorder
 - (B) causes people to be taller than average
 - (C) does not diminish strength or agility
 - (D) affects only a small number of people worldwide
3. A person whose pituitary gland produces too little growth hormone would likely be _____.
 - (A) taller than Sultan Kösen
 - (B) shorter than an average person
 - (C) on a professional basketball team
 - (D) in the *Guinness Book of World Records*
4. Why would Guinness want to measure the taller man in Ukraine?
 - (A) to make sure the claim is accurate
 - (B) to meet someone whose life is different
 - (C) to ask him to help reach something high up
 - (D) to see if he is tall enough to play basketball

STRATEGY PRACTICE

How do you differ from most of the people around you? How does it make you feel?

Character and Setting

Students practice analyzing character and setting by looking at the traits and motivations of a character and where and when a passage's events take place.

Theme

Students practice identifying the theme by looking for the central message or lesson in a passage.

**DAY
1**

Remind students of the *Character and Setting* skill. Say: The characters in fiction are the people or animals in the story. The setting is where and when the story takes place. The setting can affect what characters do or what happens to them. Pay attention not only to what a character is doing and saying but to *where* the character is. Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: People write in diaries, journals, or blogs to keep track of their personal or private feelings. After you have read the entire diary, go back and reread it. Think about how the diary writer changed while she was in Quito. This will help you better understand her experiences there. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
2**

Review the *Character and Setting* skill with students. Say: In nonfiction passages, characters are real people. Good readers learn about historical figures by studying their actions, words, relationships, or legacies. When reading about historical figures, it is important to think about how the time and place in which they lived affected their lives. Then remind students of the *Visualization* strategy (Week 3). Say: To make an accurate visualization, concentrate on the senses. Think about how something looks, sounds, or feels. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
3**

Review the *Theme* skill with students. Say: You are going to read a letter from Jasper Harding to the members of his community. As you read, think about the theme or central message of the letter. What is Jasper Harding really trying to say? Remind students of the *Visualization* strategy. Say: Think about the plants and locations Harding describes in his letter. Use this information to make mental pictures. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
4**

Remind students of the *Theme* skill. Say: Authors do not usually state their themes directly. As you read, think about the general or overall lesson or statement the author is hinting at. This will help you locate the passage's theme. Then remind students of the *Monitor Comprehension* strategy. Say: You can keep track of important ideas by underlining or marking key words, phrases, or sentences. Making notations is a good way to monitor your comprehension. When students finish reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
5**

Tell students they will practice both the *Character and Setting* and *Theme* skills by reading about a student who works as an intern. Build background knowledge by explaining that an intern is a supervised student working to gain experience in a specific profession. Encourage students to pay attention to how the characters interact and what message the author may be trying to send. Then remind students of the *Monitor Comprehension* strategy. Say: As you read, take notes about the plot or characters, or ideas that you have about the story. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE DIARY

Pay attention to how the diary's author changes during her trip.

From Sunday to Domingo

Sunday, August 2 In typical fashion, I managed to get almost everything wrong when I arrived at the Quito airport this morning. Even though I have been studying Spanish for five years, I was so nervous that I could not understand anything and ended up waiting in the wrong line at Customs. Luckily, my host family was waiting for me with a big sign that had my name on it. The Acevedos are nice, but they talk so fast that all I can do is nod and smile, giving them the impression that I understand what they are saying, which could not be further from the truth. I am homesick.

Sunday, August 9 My first week here has been amazing, frustrating, exciting, and exhausting. I manage pretty well during my classes because the teachers usually speak fairly slowly and can tell when we are feeling lost. But at home with the Acevedos, I tend to feel overwhelmed and bewildered. Mrs. Acevedo treats me like a real daughter, fussing over everything from what I eat to what I wear. It is very touching, but sometimes I have to hide out in my room because my brain is so tired from trying to communicate.

Sunday, August 16 We visited Mrs. Acevedo's mother, Nana, in the country yesterday. It was wonderful to see that Nana treats her daughter exactly the way Mrs. Acevedo treats me. In fact, I could tell that Mrs. Acevedo was even getting a little annoyed with all the attention. I winked at her to show I knew how she was feeling, and she ran over and gave me a big hug. It felt like we made a breakthrough, but will it last?

Sunday, August 23 I cannot believe today was my last Sunday in Ecuador, or I guess I should say my last domingo. Saying goodbye to the Acevedos was the hardest part of leaving. For a while there, I thought Mrs. Acevedo was never going to stop hugging me—and I did not want her to, either. I have learned so much during my month abroad—and not just Spanish.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- How did the author feel at the beginning of the diary?
(A) confident and determined to succeed
(B) emotional and unpredictable
(C) friendly and outgoing
(D) nervous and unsure of herself
- The most important detail about the setting was that the author _____.
(A) had always dreamed of visiting there
(B) had many close friends and relatives there
(C) was not fluent in the language spoken there
(D) wanted to move there after high school
- Mrs. Acevedo's actions suggest that she is _____.
(A) strict and demanding
(B) loving and protective
(C) annoying and talkative
(D) formal and traditional
- When the author wrote that she learned more than "just Spanish," she was implying that she also learned _____.
(A) about families in other cultures
(B) another foreign language
(C) new ways to communicate without words
(D) helpful tips about traveling to other countries

STRATEGY PRACTICE

How did rereading help you better understand the author?

READ THE PASSAGE

Pay attention to how the setting affects the people in the passage.

Music Star of the Baroque Era

Most people think that those who are at the top of their field in entertainment, such as our current rock, movie, and sports stars, have a lot of money and status. But it was not always that way.

Johann Sebastian Bach was one of the most famous composers of all time, having written well over 1,000 works, many of which are still performed today. When Bach was alive, in seventeenth- and eighteenth-century Germany, there was no way to record music, so it had to be performed live. Without cars, trains, or planes, transportation was slow and difficult, so music lovers mostly had access to only local performances. The only way for musicians and composers to earn a living was to find a patron—a person or organization with enough financial resources to support the musician and his family. Usually, that meant the royal court or the church.

After serving as court organist in Weimar and orchestra and choir director at the court in Cöthen, Bach found a new patron—the St. Thomas Lutheran Church in Leipzig, where he spent almost half of his life. There, he directed a music school which provided choirs for the city's four churches. He composed all of the cantatas, or choral works, for Sunday services, as well as for each holy day of the church's calendar, such as the *St. Matthew Passion* for Good Friday service. He not only had to have each composition finished on time, he also had to rehearse the work with the singers and orchestra. In addition to choir music, he wrote for the orchestra, the organ, and other solo instruments.

Bach did not take his job for granted. His abundant contributions to musical literature defined the Baroque era, and he taught countless students. Although Bach never became rich, he left the music world with a wealth of brilliant music that has endured through the centuries.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- How did composers earn a living during the Baroque era?
(A) They worked for a patron.
(B) They performed in local concerts.
(C) They taught music in public schools.
(D) They sold compositions to churches.
- Why didn't Johann Sebastian Bach ever get rich?
(A) He did not take his job for granted.
(B) He could not sell music to listeners.
(C) He composed music to perform each week.
(D) He taught many students to sing and play music.
- What was the main role of music during Bach's time?
(A) Music was available only to royalty.
(B) Most people sang or played music themselves.
(C) Music was a highly regarded career choice.
(D) People listened to music in church or in the court.
- Which of these best describes Bach?
(A) a religious fanatic
(B) an eccentric musical prodigy
(C) a hardworking genius
(D) a conceited scholar

STRATEGY PRACTICE

Visualize one of Bach's performances in Leipzig. Describe your visualization.

READ THE LETTER Look for details throughout the letter that hint at the letter's theme.

Dear Neighbors,

I am writing to encourage you to join me in an exciting gardening adventure. We can transform our community and help protect our environment through native gardening.

The big idea behind native gardening is choosing plants that are native to our area. We have all been tempted by the bright colors of exotic plants, but we have also paid a high price for their beauty. Growing these exotics has often required us to use chemical fertilizers that damage soil quality. Some of the newcomer species have turned out to be dangerous invaders. They have overtaken native plants, reducing shelter for our local wildlife populations.

There are many advantages to growing native plants. We can reduce our use of fertilizers and pesticides. Also, native ground covers have deeper root systems than regular lawns. These roots help prevent erosion and increase the soil's capacity to hold water, which reduces runoff and makes flooding less likely. Replacing lawns with native ground-cover plants will also improve air quality because the plants do not require mowing.

Next Saturday at noon, there will be a native-plant seminar at the Brushwood Nature Center. A botanist will introduce the wide variety of beautiful native species that we can choose from. She will help us find plants to match the conditions in our yards, from deep shade to full sun. I hope you will join me as we learn new ways to create classic, healthy landscapes that reflect our region's botanical heritage.

I hope to see you there!

Jasper Harding

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

- One of the central themes of the letter is the idea that native plants _____.
(A) are more attractive than exotic plants
(B) cost less money than other plants
(C) need too many chemicals to maintain
(D) can help the environment in many ways
- The idea that native plants help limit flooding is supported by the fact that they _____.
(A) are suitable for high-sunlight conditions
(B) require fewer pesticides than lawns
(C) produce high amounts of runoff
(D) have deeper root systems than most lawns
- What is Jasper Harding's main motivation?
(A) helping control unwanted wildlife
(B) improving the community's landscape health
(C) supporting Brushwood Nature Center
(D) creating gardens that are of historic interest
- Which of the following best represents the overall theme of the letter?
(A) Exotic plants should be grown only in public gardens.
(B) Planting a lawn should be made illegal.
(C) Both wildlife and people benefit from growing native plants.
(D) People should plant beautiful exotic plants instead of native plants.

STRATEGY PRACTICE Visualize your dream lawn or garden. On a separate sheet of paper, draw your visualization. Compare it with a partner's.

READ THE PASSAGE Look for clues to the theme as you read the passage.

Hidden Messages

We live in an age of computerized information transfer. We rely on information to conduct business and to share ideas, but not all information is meant to be public. Cryptography is the practice of hiding information. People began using cryptograms, or coded messages, almost as soon as writing was developed, but today modern encryption prevents the misuse of private information.

One common type of cryptography is based on the alphabet and simply replaces one letter with another to look like gibberish. The sender of the message uses a key to decide how to replace letters, and the receiver uses the same key to decode the message. These codes can easily be cracked, especially in longer messages, because the patterns of the letters follow language patterns. If you study a cryptogram long enough, you can see clues about the content, such as double letters and repeated common words.

Modern cryptography relies on much more complicated formulas, but the process is basically identical. A message is encrypted using a cipher, which is an algorithm, or formula, used to make the information unreadable; a reverse algorithm is used to decipher the text. Both algorithms are controlled by a key that provides the exact instructions about how to apply the algorithms. When a message is successfully encrypted, it should be impossible for it to be decoded without knowing this key.

Computer networks use automated encryption software to hide account numbers and other personal data. Encryption occurs every time you log on to a website or withdraw money from an automated teller. These programs are designed to keep information safe, maintaining the essential flow of data while ensuring that the information cannot be used or understood by unauthorized viewers.

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

1. One theme of the article is that cryptography _____
 - (A) helps people share information safely on the Internet
 - (B) makes computer networks unnecessary
 - (C) limits the amount of data that can be sent
 - (D) represents the future of information transfer
2. Which of these statements from the passage best supports the theme?
 - (A) We rely on information to conduct business.
 - (B) Modern encryption prevents the misuse of private information.
 - (C) A message is encrypted using a cipher.
 - (D) Both algorithms are controlled by a key.
3. The passage emphasizes the idea that _____.
 - (A) knowledge should be shared equally
 - (B) freedom of speech is a basic human right
 - (C) people rarely say what they really mean
 - (D) some information should be private
4. How does the author most likely feel about cryptography?
 - (A) It is not an essential tool for most people.
 - (B) It is a necessary evil that must be endured.
 - (C) It will not be necessary in the near future.
 - (D) It is the most important part of modern data networks.

STRATEGY PRACTICE Write two sentences from the passage that helped you understand the theme.

READ THE PASSAGE

As you read the passage, think about how the characters relate to one another.

Working for Honor

Anton was thrilled about his new job as an intern for his favorite director, Selma Honor. Seeing her documentary about race-car drivers had convinced Anton that he wanted to be a filmmaker. When he found out that she was filming a documentary about the local basketball team, he wrote her a letter offering his help. Getting the call from Selma's assistant had been the thrill of a lifetime.

Being on the set turned out to be quite different from what Anton had expected. He had imagined he would be standing behind Selma, watching her make crucial decisions during filming. Instead, the assistant director, Joe, had given Anton a box of index cards to place in alphabetical order, which is what Anton was doing in the gym when Selma arrived. She looked around quickly and said, "What's that kid doing in the shot? Get him out of here." Joe hurried over and told Anton to finish his work in the hallway.

Anton sat on the hallway floor, carefully sorting the index cards while listening to the crew setting up for the big game that night. He heard Selma and Joe arguing, and then Joe came slamming through the gym doors. "She wants symbolism in a high school gym," he muttered angrily, "as if being a teenager weren't symbolic enough!" Anton asked what Joe meant, and Joe explained that Selma was looking for a way to give the game a symbolic boost about choosing sides. Joe's bright red shirt gave Anton an idea.

Four hours later, the crowd was divided into two halves. All of the fans for the home team wore red shirts; all of the fans for the away team wore gray shirts. Selma smiled as she started to film, noting that Anton's idea really did add an additional competitive element to the game. She winked at Anton. He trailed behind her—once again certain that he had the best job in the world.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

1. Writing the letter to get the internship shows that Anton is _____.
 - (A) strong and pushy
 - (B) resourceful and determined
 - (C) competitive and demanding
 - (D) honest and loyal
2. One theme of the passage is that _____.
 - (A) disappointment is usually temporary
 - (B) all movies should have some symbolism
 - (C) creativity can make bad situations worse
 - (D) ambition can get you in trouble
3. What do Selma's actions tell you about her?
 - (A) She does not allow anyone to influence her.
 - (B) She is willing to listen to other people's ideas.
 - (C) She makes all of her decisions before filming begins.
 - (D) She always treats her team with patience.
4. Anton's experience shows the importance of _____.
 - (A) giving in to a boss's demands
 - (B) taking time to make careful decisions
 - (C) not giving up despite setbacks
 - (D) becoming friends with people you work for

STRATEGY PRACTICE

Was there any part of the passage you did not understand right away? How did you figure it out?

Cause and Effect

Students practice identifying cause-and-effect relationships by looking for what happens (the effect) and why it happens (the cause).

Prediction

Students practice using clues from a passage to predict what will happen next.

**DAY
1**

Review the *Cause and Effect* skill with students. Say: Remember that one cause can have many effects. As you read, look for multiple effects that can be traced back to a single cause. Then remind students of the *Ask Questions* strategy (Week 6). Say: Pause briefly after each paragraph to see if you have any questions. When you continue reading, try to find the answers. Asking and answering questions will help you to better understand a topic or character. When students have finished reading the passage, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
2**

Remind students of the *Cause and Effect* skill. Say: You can find causes and effects in nonfiction by asking yourself: *Why did that happen? What happened because of that event?* Then remind students of the *Make Connections* strategy (Week 2). Say: You are going to read about a legendary poet named Robert Frost. Even if you do not write poetry, you can still make connections to his life or work. This will help you better understand Frost's actions and motivations. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
3**

Review the *Prediction* skill with students. Say: You are going to read about quarter horses. As you read, combine what you read with your personal knowledge to make predictions about what could happen in the future. Remind students of the *Ask Questions* strategy. Say: Asking and answering questions during reading is a good way to keep track of new information. When students have finished reading, direct them to complete the skill practice activity. Review the answers together. Then have partners complete the strategy practice activity.

**DAY
4**

Remind students of the *Prediction* skill. Say: It's easier to make predictions about future events when you think about what has already happened in the past. As you read, think about how past events at the Bonneville Salt Flats could influence the future. Remind students of the *Make Connections* strategy. Say: You can make connections to another text, your own life, or the world. As you read, think about what the passage reminds you of. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
5**

Tell students they will practice both the *Cause and Effect* and *Prediction* skills by reading about historical washers and dryers. Remind students of the *Ask Questions* strategy. Say: While you are reading, think of other questions you have about the history of these machines. When students have finished reading, direct them to complete the skill practice activity. Review the answers together. Then have partners complete the strategy practice activity.

READ THE PASSAGE As you read, look for causes and effects.**A Winning Volunteer**

Nyota had just arrived at the school's track and put on her volunteer name tag when her best friend, Lily, approached. "I'm sorry that you can't participate in the track meet today," said Lily.

"I am, too," Nyota replied, gazing at the track in front of her. Nyota had fallen and fractured her wrist the previous week while training for the long jump, so she was volunteering to sell refreshments instead of competing along with her teammates.

Nyota wished Lily good luck and watched her friend trot over to the track as spectators started to arrive. Nyota knew she should head over to the concession stand, but she kept staring at the place where she had fallen. "What's the point of being here?" Nyota thought to herself.

Just then, she heard a friendly voice behind her say, "Hello, Nyota! Can you help me find a seat?" It was Mrs. Ogaz, Lily's grandmother, whom Nyota knew well. "I want to sit up high so I can see, but I need help going up the stairs."

"I would love to help you, Mrs. Ogaz," replied Nyota.

Mrs. Ogaz leaned on Nyota's good arm as they carefully climbed up the bleachers to a spot with a great view of the finish line. "Thank you so much! You're very helpful." Mrs. Ogaz's comment lifted Nyota's spirits.

Nyota hurried over to the concession stand and started selling soft drinks. Before she knew it, the track meet was over. After the last winner had accepted his ribbon, the principal made an announcement to thank all of the student volunteers who had helped out at the meet. Nyota turned and caught sight of Mrs. Ogaz, who had a huge smile on her face. Nyota beamed back.

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

1. What was the effect of Nyota's fractured wrist?
 - (A) She decided to quit the team.
 - (B) She was not able to compete.
 - (C) She did not win a ribbon.
 - (D) She was in a lot of pain.
2. How did Mrs. Ogaz's last comment affect Nyota?
 - (A) It made Nyota feel sorry for herself.
 - (B) I made Nyota remember where she was supposed to be.
 - (C) It made Nyota thankful she had hurt only her wrist.
 - (D) It made Nyota realize there was value in helping people.
3. Why did Nyota think, "What's the point of being here?"
 - (A) She was bitter about not competing.
 - (B) She did not want to help others.
 - (C) She did not think anyone would buy drinks.
 - (D) She did not want to be on the track team.
4. Nyota felt happy at the end of the day because _____.
 - (A) she saw her friend Lily win a ribbon
 - (B) her wrist did not hurt anymore
 - (C) she enjoyed the feeling she got from volunteering
 - (D) Lily said she was sorry Nyota could not compete

STRATEGY PRACTICE Write a question you had about what was happening in the passage.

READ THE PASSAGE As you read, think about how Robert Frost's experiences affected his poetry.**Robert Frost**

Robert Frost was a great American poet. Frost spent most of his life in the northeastern United States, which heavily inspired his poetic images. He worked at a number of different jobs and endeavors before being able to make his living as a poet. Frost worked at a textile mill and as a teacher, a cobbler, and a farmer while he wrote poems and submitted them to various magazines and publications. Frost studied at Dartmouth College and Harvard, but he left both without receiving degrees.

In 1912, Frost moved to England, and it was there that he published his first two collections of poetry. When he returned to the U.S. a few years later, he was a recognized poet. Frost and his family moved to a farm in New Hampshire. He soon published his third collection of poetry, which contained many of his best-known poems, such as "The Road Not Taken" and "Birches." These poems showed a deep appreciation for the beauty and wisdom of the natural world and a drive for spiritual understanding. Frost's down-to-earth approach made it easy for readers to relate to his personal experiences.

By the end of his lifetime, Frost had become a famous and beloved American poet. His poems depict the everyday details of rural life and reveal his complexity, independent spirit, and often humorous view of the world. Frost's biographer wrote of him: "He was a loner who liked company; a poet of isolation who sought a mass audience; a rebel who sought to fit in... While preferring to stay at home, he traveled more than any poet of his generation to give lectures and readings, even though he remained terrified of public speaking to the end."

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

- Many people enjoy Robert Frost's poetry because it _____.
(A) is easy to understand and relate to
(B) praises the beauty of city life
(C) was published in the United States
(D) shows that anyone can write poetry
- Frost initially worked at other jobs while writing poetry because he _____.
(A) enjoyed having a job as well as writing
(B) did not make money from his poetry at first
(C) felt that working made him a better poet
(D) wanted to contribute to his community
- How did Frost's move to England affect his career?
(A) It inspired him to try writing poetry.
(B) It established him as a serious poet.
(C) It made him regret leaving college early.
(D) It encouraged him to travel and give lectures.
- How did moving to the farm in New Hampshire affect the content of Frost's poetry?
(A) He described the difficulties of hard labor.
(B) His poems had animals as characters.
(C) He wrote about traveling around.
(D) His poems contained nature themes.

STRATEGY PRACTICE Frost's biographer describes contrasting aspects of the poet's personality. What aspects of your personality seem to contradict each other?

READ THE PASSAGE

Use what you know and what you learn in the passage to make predictions about quarter horses.

Horse Power!

Quarter horses were originally bred in the United States in an attempt to develop a breed that would maintain a fast speed in quarter-mile races. The first record of a quarter-mile horse race is from 1674 in Virginia. Quarter-mile racing soon became a popular spectator sport, and a large amount of prize money was added in for the winners. Interest in the development of quarter horses took off!

As colonial Americans moved west, so did quarter horses. The pioneers found entirely different uses for the breed. With their explosive speed, good temperament, strength, and intelligence, quarter horses became a favorite for use in herding cattle. The horses were used for simpler tasks as well, such as simply getting from one place to another as quickly as possible.

Today, the quarter horse is still one of the most popular breeds of horses. The breed has retained its tame personality, strong structure, cow sense, and speed. The horses are still used on cattle ranches and have also become the main choice of rodeo competitors. Along with these specialized uses, the quarter horse is an excellent everyday pleasure horse for both children and adults. Quarter horses have even become film stars. In 1991, the American Quarter Horse Association began giving out the Silver Spur Award, which is the equine version of an Academy Award. This award has been presented only a few times to those horses with a record of outstanding performances in movies.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

1. How would a quarter horse probably be most useful?
 - (A) competing in show jumping
 - (B) pulling a snow plow
 - (C) carrying heavy loads
 - (D) keeping a pasture grazed
2. What would probably have happened if pioneers had not taken quarter horses with them?
 - (A) The breed would have died out.
 - (B) The breed would now be useful only for racing.
 - (C) Pioneers would not have settled the West.
 - (D) Another type of horse would be more popular for ranching.
3. In the future, quarter horses will most likely _____.
 - (A) continue to be used for rodeos and races
 - (B) be used exclusively in films
 - (C) disappear as ranches disappear
 - (D) become difficult to work with
4. How will quarter horses most likely affect the future of film?
 - (A) They will cause more horse films to win awards.
 - (B) They will be the only breed used in films.
 - (C) They will continue to be a popular breed in films.
 - (D) They will cause an increase in the number of films about horses.

STRATEGY PRACTICE

Write a question about information from the passage. Then ask a partner to answer it.

READ THE PASSAGE As you read the passage, make predictions about the future of racing in Utah.**Bonneville Salt Flats**

The Bonneville Salt Flats in northern Utah is an area so vast, flat, and barren that you can see the curvature of Earth on clear days. These salt flats, stretching over roughly 160 square miles, formed during the last Ice Age (15,000 years ago) when a lake the size of Lake Michigan covered the entire area. The Bonneville Salt Flats and the Great Salt Lake are all that is left of that ancient lake. Today, a shallow layer of standing water floods the surface of the salt flats each winter. Then, during spring and summer, the water slowly evaporates while winds smooth the surface into a vast, almost perfectly flat plain.

The region's potential for racing was first recognized in 1914 when an automobile speed record of 141 miles per hour was set there. By 1949, the speedway on the Bonneville Salt Flats was the standard course for world land-speed records. On this straightaway, land-speed barriers were broken for 300, 400, 500, and 600 miles per hour. In the 1960s, jet-powered vehicles attracted millions of people around the world. In 1970, the rocket car "Blue Flame" was clocked at an amazing 622 miles per hour.

Typically, speed trials are held throughout the summer and fall at the Bonneville Speedway. Competitors race cars, motorcycles, and various other contraptions. Most events are open to the public, but there are no visitor services or lodging accommodations available. This world-famous destination continues to be simply a dry, flat place where people can fly on land.

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

1. In the future at the Bonneville Speedway, _____.
 - (A) drivers will probably not be able to maintain high speeds
 - (B) racers will probably break the current records
 - (C) the surface will probably be too dangerous to race on
 - (D) the racing area will probably be replaced by tourist attractions
2. Because the salt flats are flooded each winter, you can conclude that _____.
 - (A) the area is starting to become a lake again
 - (B) racing takes place only after the salt flats have dried
 - (C) most of the land-speed records have been set in January and February
 - (D) the salt flats are always moist like beach sand
3. Why have land-speed records probably continued to be broken?
 - (A) The wind makes the ground more smooth each year.
 - (B) We can measure speed more accurately each year.
 - (C) More racers have heard about the area's reputation for fast speeds through the years.
 - (D) Transportation technology has improved through the years.
4. What will most likely happen at the Bonneville Salt Flats in the future?
 - (A) Racing will take place year-round.
 - (B) The area will no longer be interesting to visitors.
 - (C) Restaurants and hotels will be built.
 - (D) People will decide to mine the salt for consumption instead of racing.

STRATEGY PRACTICE Do you enjoy watching racing competitions? Why or why not?

READ THE PASSAGE

As you read the passage, think about why people invented different washing machines.

Clean Machine

Automatic washers and dryers may not seem all that interesting. They are something in your daily life that you may not have really thought about before. For thousands of years, people cleaned their clothes by pounding them on rocks or by rubbing them with sand or soap and rinsing them in local streams. The first washing machine to use the modern drum shape was invented in 1851. It resembled a modern washer, but it was still powered by hand. The Thor electric-powered washing machine was introduced in 1908, but electricity was not commonly available until at least 1930.

Early washing machines included wringers that would squeeze water from the soaking-wet clothing as it was removed, piece by piece, from the washers. The modern process of spinning the water out was initially done in a separate machine called an extractor. What is now called an automatic washer was once referred to as a washer/extractor, a machine that also had the ability to fill with and drain out water on its own. In the late 1940s and early 1950s, modern electric washers became readily available for American households. These machines have transformed washing clothes from a time-consuming, laborious chore to a small task we almost overlook.

Electric clothes dryers developed along a similar track, as the popularity of electric washing machines led to a similar demand for electric clothes dryers. The convenience of being able to wash and dry clothing indoors in any weather is easy to take for granted. The next time you put on clean, fresh clothes, take a moment to appreciate the inventors and technologies that make it all so easy.

SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

1. Why were early washing machines powered by hand?
 - (A) People were used to cleaning things by hand.
 - (B) An automatic machine could not get clothes clean enough.
 - (C) Electricity was not available yet.
 - (D) Machines that were too advanced scared people.
2. In the future, washing clothes will most likely _____.
 - (A) become even easier
 - (B) be combined with other chores
 - (C) remain as easy as it is now
 - (D) no longer be needed
3. What effect did the extractor have on the cleaning process?
 - (A) It eliminated the need for a dryer.
 - (B) It made the washing process truly automatic.
 - (C) It let the washing machine use electricity.
 - (D) It collected water to be used for other cleaning purposes.
4. What would probably have happened if the extractor had not been invented?
 - (A) People would have wrung their clothes by hand.
 - (B) Most people would have returned to washing their clothes in streams.
 - (C) People would still be using the same wringers.
 - (D) Inventors would have improved the wringer.

STRATEGY PRACTICE

Write a question you still have about laundry technology. Discuss with a partner ways to find the answer.

Nonfiction Text Features

Students practice identifying and comprehending common features of nonfiction text.

Visual Information

Students examine and evaluate information that is depicted visually.

**DAY
1**

Review the *Nonfiction Text Features* skill with students. Say: Authors can use nonfiction text features to help readers use the information for their own research or writing purposes. Tell students they are going to read a bibliography. Say: Pay attention to what kind of information a bibliography provides. Then remind students of the *Determine Important Information* strategy (Week 5). Say: Bibliographies do not include extraneous information, but some entries may be more useful than others for further research. Think about the kind of information probably provided by each source. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
2**

Remind students of the *Nonfiction Text Features* skill. Say: You are going to read a recipe. Look for nonfiction text features, such as bulleted lists, illustrations, footnotes, and headings. These features will help you to properly follow the recipe. Remind students of the *Organization* strategy (Week 4). Say: As you read, think about how the author organized the beef stew recipe to be user-friendly. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
3**

Review the *Visual Information* skill with students. Say: Visual information can come from charts, graphs, diagrams, illustrations, or other visuals that aid a reader's comprehension. Authors often combine visual information with text to ensure that readers understand their main ideas. Then remind students of the *Determine Important Information* strategy. Say: Look at the page. What do you notice first? (a graph) Remind students that important information is often located within visuals. When students have finished reading, have them complete the skill and strategy practice activities. Review the answers together.

**DAY
4**

Remind students of the *Visual Information* skill. Say: Authors can use maps to give directions, show locations, or accompany information that may be difficult to understand on its own. You are going to read about Henry Hudson. Use the map to better understand Hudson's voyages. Then remind students of the *Organization* strategy. Encourage them to think about what the passage would be like without the map or vice versa. Then have students read the passage. When students have finished, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
5**

Tell students they will practice both the *Nonfiction Text Features* and *Visual Information* skills as they read a Web page about Oregon museums. Say: Think about why Web pages show different fonts, links, or pictures. Remind students of the *Determine Important Information* strategy. Say: Think about what you look for when visiting one of your favorite Web pages. Which features usually help you find the information you are seeking? Use that knowledge while studying the Web page for Oregon museums. When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

READ THE BIBLIOGRAPHY Pay attention to how the bibliography is organized.**The City: A History**

Dumper, Michael Richard Thomas and Stanley, Bruce. *Cities of the Middle East and North Africa: A Historical Encyclopedia*. Santa Barbara, CA: ABC-CLIO, 2006.

Hall, Peter. *Cities of Tomorrow: An Intellectual History of Urban Design and Planning in the Twentieth Century*. Malden, MA: Blackwell, 2002.

Higham, Charles. *The Earliest Farmers and the First Cities*. Cambridge, UK: Cambridge University Press, 1974.

Jacobs, Jane. *The Death and Life of Great American Cities*. New York: Random House, 1961.

Lynch, Kevin. *The Image of the City*. Cambridge, MA: MIT Press, 1960.

Mumford, Lewis. *The City in History*. New York: Harcourt, Inc., 1961.

Rybczynski, Witold. *City Life*. New York: Scribner, 1996.

Sjoberg, Gideon. *The Preindustrial City: Past and Present*. New York: Free Press, 1965.

Warner, Sam Bass, Jr. *The Urban Wilderness: A History of the American City*. Berkeley, CA: University of California Press, 1995.

Wright, Frank Lloyd. *The Disappearing City*. New York: Payson, 1932.

Zucker, Paul. *Town and Square: From the Agora to the Village Green*. New York: Columbia University Press, 1959.

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

1. What is the date of the most recent source about the history of American cities?
(A) 2006
(B) 2002
(C) 1995
(D) 1974
2. What type of information would you most likely find in the book by Jane Jacobs?
(A) pros and cons of living in the city
(B) causes of cities' successes and failures
(C) street and topographic maps of big cities
(D) population growth rates in ancient cities
3. There is most likely information on modern city planning in the book by _____.
(A) Hall
(B) Higham
(C) Rybczynski
(D) Sjoberg
4. The books are listed in the order of the _____.
(A) period of history discussed
(B) relevance to the topic
(C) year published
(D) author's last name

STRATEGY PRACTICE Which sources from the bibliography would be most helpful to you if you were conducting research about the future of cities? Why?

READ THE RECIPE Study the text features that make up the beef stew recipe.**The Best Beef Stew****Ingredients:**

- 3 tablespoons olive oil
- 1 cup flour
- salt and pepper to taste
- 2 lbs stew beef, cubed
- 1 cup low-fat beef broth
- water
- 2 lbs potatoes, cubed
- 3 celery ribs, chopped
- 3 carrots, sliced
- 2 lbs onions, diced

**Preparation:**

Heat olive oil in large Dutch oven. Place flour, salt, and pepper in a pie plate. Then dredge half of the beef through the flour. Place the dredged beef in the Dutch oven to brown, cooking on medium-high heat for 6 minutes. Once the meat is browned, set it aside. Continue dredging and browning the rest of the beef.

Add beef broth and place the beef back into the Dutch oven.* Add enough water to cover the meat. Bring the liquid to a boil. Then cover the pot and reduce heat to simmer. Cook the beef until tender, about one hour. Add vegetables and simmer until the beef and vegetables are tender, about 1 hour and 15 minutes.

Total Time: 2 hours 45 minutes **Yield:** 6 servings

*You can simmer the stew in a slow cooker on high for 4 hours. You will still need to brown the beef as directed above.

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

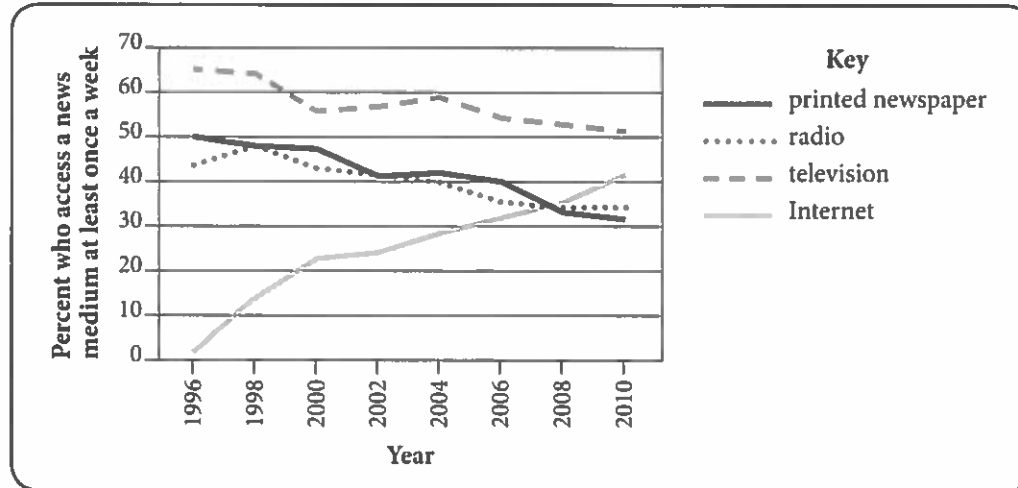
1. According to the beef stew recipe, which ingredient should be heated first?
(A) onions
(B) olive oil
(C) beef cubes
(D) flour, salt, and pepper
2. In which section can you find out how much the recipe makes?
(A) Preparation
(B) Total Time
(C) Yield
(D) the footnote
3. How are the ingredients listed in the recipe?
(A) in order of amount
(B) in order of importance
(C) in order of use
(D) in alphabetical order
4. Where can you find out what equipment is needed?
(A) Preparation and the footnote
(B) Total Time and Yield
(C) the bulleted list and Preparation
(D) the illustration and the bulleted list

STRATEGY PRACTICE Why is the recipe divided into two different sections?

READ THE PASSAGE Read the passage and study the graph to learn about the popularity of news sources.

News Sources Over Time

Every other year, Ms. Kumar's eighth-grade social studies class takes a poll in the community to find out how people get their news. They ask the same number of people in each age group which of the following media they access at least once a week for news: printed newspaper, radio, television, or the Internet. People can choose more than one medium if they access more than one. The students then add their data to Ms. Kumar's existing graph so they can study the trends. Here is the class graph from 2010.

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

- What percent of people got news from television in 2010?
(A) 35%
(B) 40%
(C) 42%
(D) 51%
- Which medium was accessed for news the least in 2010?
(A) printed newspaper
(B) radio
(C) television
(D) Internet
- Which medium has been holding steady for the last few years?
(A) printed newspaper
(B) radio
(C) television
(D) Internet
- In which year did similar numbers of people get their news from radio, printed newspaper, or the Internet?
(A) 2002
(B) 2004
(C) 2008
(D) 2010

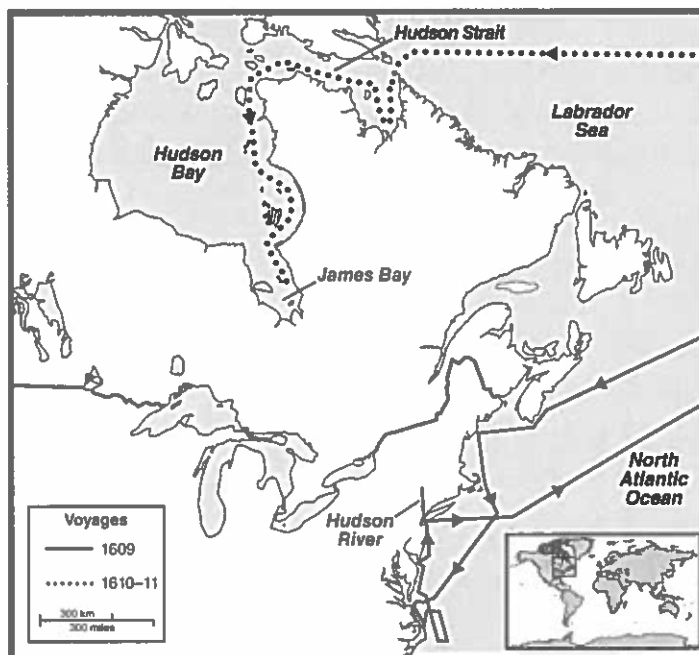
STRATEGY PRACTICE What information from the graph would be most important to the head of a television network? Why?

READ THE MAP

Study the map to learn about the explorations made by Henry Hudson in the early 1600s.

Henry Hudson's Last Two Voyages

Henry Hudson was an English explorer from the seventeenth century. Hudson sailed across the Atlantic Ocean to the northeast coast of North America looking for the Northwest Passage, a route from Europe to Asia that was believed to exist. On his first two voyages, he encountered icebergs north of Scandinavia. Hudson's discoveries from his last two voyages led to a century of exploration by several European countries.

**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

- Henry Hudson explored the waterway that is now called the Hudson River in _____.
(A) 1609
(B) 1610
(C) 1611
(D) 1612
- Which information does the box on the lower right side of the map include?
(A) the km-to-mile conversion information
(B) the years of the voyages
(C) the location of the routes on a world map
(D) the location of previous voyages
- Where did Hudson's last voyage end?
(A) Labrador Sea
(B) Hudson Bay
(C) North Atlantic Ocean
(D) James Bay
- What can you infer from the map about what Hudson achieved?
(A) He found the Northwest Passage.
(B) He discovered three waterways.
(C) He eventually found a different route to Asia.
(D) He explored the entire east coast of North America

STRATEGY PRACTICE

Explain why the map's creator used two different types of lines to represent the voyages.

READ THE WEB PAGE

Look carefully at the text features and visual information included on the Web page.

http://www.visitmuseumsinoregon.com/

SEARCH

Oregon Museums and Historical Sites

Columbia River Maritime Museum

Ahoy, sailors! Visit the best maritime museum in the Northwest ... [more](#)

[ADDRESS/MAP](#) [HOURS OF OPERATION](#) [REVIEWS](#)

Umpqua Discovery Center

Multisensory environmental simulations for exploring local tidewater country ... [more](#)

[ADDRESS/MAP](#) [HOURS OF OPERATION](#) [REVIEWS](#)


Fort Clatsop

Watch historical reenactors to learn how Lewis and Clark survived their journey ... [more](#)

[ADDRESS/MAP](#) [HOURS OF OPERATION](#) [REVIEWS](#)

Four Rivers Cultural Center and Museum

Learn about Oregon's early inhabitants, including the Northern Paiutes, Hispanics, Basques, and Japanese. Through photographic exhibits and re-creations, including a life-size diorama of a Paiute camp, you'll step back in time. Learn how the railroad impacted Native Americans and settlers. See how irrigation methods have advanced. Also view our collection of Native American artifacts: weaving, stone tools, pottery, beads, and buckskin clothing. [back](#)



SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- Which location should you visit to learn more about the environment on Oregon's coast?
(A) Fort Clatsop
(B) Columbia River Maritime Museum
(C) Umpqua Discovery Center
(D) Four Rivers Cultural Center and Museum
- Why are the location names underlined?
(A) They are visitor favorites.
(B) They are links to websites.
(C) They are book titles.
(D) They are captions.
- Which of these can you see at the Four Rivers Cultural Center and Museum?
(A) historical reenactments
(B) Native American artifacts
(C) classes in basket weaving
(D) routes of early explorers
- From the current Web page view, what should you click on *first* to read a review of the Four Rivers Cultural Center and Museum?
(A) ADDRESS/MAP
(B) HOURS OF OPERATION
(C) REVIEWS
(D) [back](#)

STRATEGY PRACTICE

Describe the type of person who would benefit the most from this Web page.

Main Idea and Details

Students look for the central idea or message of a passage or story. They also find details that best support the main idea.

Sequence

Students look for the order of events or steps in a process.

**DAY
1**

Review the *Main Idea and Details* skill with students. Say: **The main idea is the most important idea in the passage. The details are smaller pieces of information that support the main idea.** Tell students they are going to read a letter to the editor sent to an online newspaper. Then remind students of the *Monitor Comprehension* strategy (Week 1). Say: **You can mark details as you read by circling, underlining, or making other notations on the page. Identifying the details will help you figure out the main idea.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
2**

Remind students of the *Main Idea and Details* skill. Draw a simple graphic organizer with space for a main idea and at least three details. Encourage students to use graphic organizers if needed to help them keep track of what they learn. Then remind students of the *Visualization* strategy (Week 3). Tell students they are going to read about a bear that researchers study for bear-proofing purposes. Say: **As you read about the bear, visualize how it looks and acts. Visualizing will help you to better understand what you read.** When students have finished reading the passage, direct them to complete the skill practice activity. Review the answers together. Then have students complete the strategy practice activity and share their sketches with the group.

**DAY
3**

Review the *Sequence* skill with students. Say: **The sequence in a passage is the order of events. In nonfiction passages, you can find the sequence by looking for specific months, days, or years.** Then remind students of the *Monitor Comprehension* strategy. Say: **You can keep track of a passage's sequence by using a graphic organizer, taking notes, or adding numbers to the page. It is often helpful to make a timeline when reading about a historical sequence of events.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.

**DAY
4**

Remind students of the *Sequence* skill. Say: **Look for words that indicate a sequence, such as *first, next, or finally*. Also look for words that give more specific details about the sequence, such as *while, during, once, or throughout*.** Remind students of the *Visualization* strategy. Say: **You are going to read about a historical medical advance. As you read, make a picture in your mind of what the doctor and the patient looked like.** When students have finished reading, direct them to complete the skill practice activity. Review the answers together. Then have students complete the strategy practice activity and compare their sketches with a partner.

**DAY
5**

Tell students they will practice both the *Main Idea and Details* and *Sequence* skills by reading about how to make attractive and effective posters. Then remind students of the *Monitor Comprehension* strategy. Say: **Good readers summarize main ideas to make sure they are following the information presented. Reread each section as necessary before continuing the next section.** When students have finished reading, direct them to complete the skill and strategy practice activities. Review the answers together.