



2024  
CATALOG

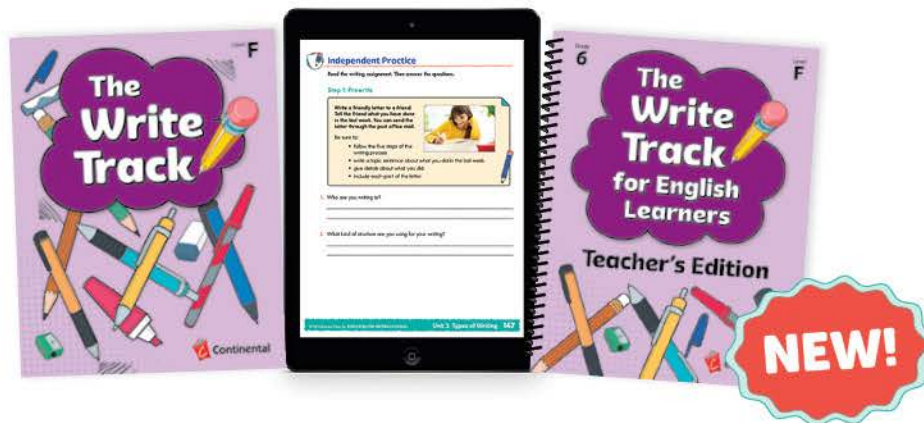
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## Grades PreK–12

- English Learners/ESL
- Standards Instruction
- Reading & Language Arts
- Mathematics
- Seedling Early Literacy
- Science of Reading
- Teacher & Parent Resources



# What's New!



An excellent tool for  
building students' writing!

— ELD Teacher,  
Grades 9–12, CO

## The Write Track for English Learners

K–12 Instruction • Pages 4–9



Some of my newcomers could write  
a few sentences after completing  
several lessons. That was amazing  
and impressive!

— Meichu Huang, K–5 ESOL Teacher, GA

## My Language Journal

K–12 Practice • Pages 10–11, 54–55



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# Teaching English Learners?



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- ★ Special Offers ★
- ★ Continental Updates ★



# Table of Contents

Grades	Program	Digital option	Page	
ENGLISH LEARNERS/ESL				
K-12	The Write Track for English Learners <b>NEW!</b>	*	4	
K-12	My Language Journal <b>NEW!</b>		10	
PreK-3	On Our Way to Reading—Newcomers	*	12	
3-12	Ready, Set, Go! Newcomers Kits	*	16	
K-12	TEAM Toolkits: Teaching ELs for Academic Language Mastery	*	24	
1-12	Finish Line for ELLs 2.0	*	30	
3-8	Exploring English Grammar	*	36	
K-8	Picture Dictionary	*	38	
1-6	Phonics and Word Study	*	39	
1-8	Practice Exercises in Basic English	*	40	
READING & ELA				
3-8	Finish Line English Language Arts Assessment Interactive eBooks	College & Career Readiness	*	42
1-8	Finish Line English Language Arts, Third Edition	College & Career Readiness	*	44
K-12	The Write Track <b>NEW!</b>	Writing	*	48
K-12	My Language Journal <b>NEW!</b>	Writing		54
K-8	Continental’s Jump Start, Second Edition	Summer Learning	*	56
3-8	Exploring English Grammar	Grammar	*	60
1-3	Reading for Comprehension Readiness, Full-Color Edition	Comprehension	*	62
1-8	Reading for Comprehension, Full-Color Edition	Comprehension	*	64
1-3	Reading for Comprehension Readiness	Comprehension		68
1-8	Reading for Comprehension	Comprehension		70
3-8	Finish Line Comprehension Skills	Comprehension		72
1-5	Read • Reason • Write	Comprehension		76
1-8	Practice Exercises in Basic English	ELA	*	78
1-6	Phonics and Word Study	ELA	*	80
MATHEMATICS				
3-8	Finish Line Mathematics Assessment Interactive eBooks	College & Career Readiness	*	82
1-8	Finish Line Mathematics, Third Edition	College & Career Readiness	*	84
K-8	Continental’s Jump Start, Second Edition	Summer Learning	*	88
5-8	Math Mastery Series		*	92
1-8	Real-Life Problem Solving		*	94
K-8	Special Needs Curriculum			96
1-8	Practice Exercises in Basic Math		*	98
K-8	Mathematics: Skills, Concepts, Problem Solving			100



Grades	Program	Digital option	Page
<b>SOCIAL STUDIES</b>			
2-8	Map Skills	*	<b>102</b>
<b>EARLY LITERACY</b>			
K-3	Chall-Popp Phonics Phonics	*	<b>104</b>
K-2	About Seedling Early Literacy Leveled Reading		<b>106</b>
K-2	The Total Collection Leveled Reading		<b>107</b>
K-2	Early Emergent Collection & Emergent Collection Leveled Reading		<b>108</b>
K-2	Early Fluent Collection & Fluent Collection Leveled Reading		<b>109</b>
K-2	Beginning Biography Series Leveled Reading		<b>110</b>
K-2	Beginning Biography Connections Kit Leveled Reading	*	<b>112</b>
K-2	Discovery Series Leveled Reading		<b>114</b>
K-2	Discovery Connections Kit Leveled Reading	*	<b>116</b>
K-2	Nonfiction Collection & Birds and Insects Collection Leveled Reading		<b>118</b>
K-2	Wild Animals Collection & Marine Animals, Amphibians, and Reptiles Collection Leveled Reading		<b>119</b>
K-2	Legends, Fables, and Folktales Series & Sherman Series Leveled Reading		<b>120</b>
K-2	Duck and Goose Series & Ben's Zoo Series Leveled Reading		<b>121</b>
K-2	Sprout and Read Sets Leveled Reading		<b>122</b>
K-2	Fact to Fiction Collection Leveled Reading		<b>124</b>
K-2	Accelerated Reader™ Quiz Book Collections Leveled Reading		<b>125</b>
K-2	Reading Recovery® Approved Titles Collection Leveled Reading		<b>126</b>
<b>TEACHER &amp; PARENT RESOURCES</b>			
K-2	K-2 Parent Handbooks		<b>127</b>
PreK-2	When a Child Reads...		<b>128</b>
PreK-2	When a Child Writes...		<b>128</b>
K-2	The Partners Literacy Kits		<b>129</b>
K-12	Teacher Record & Plan Books		<b>130</b>
	Index		<b>131</b>
	Level List		<b>132</b>
	Order Form		<b>134</b>

# The Write Track for English Learners



## Instruction to Prepare ELs for Writing Assignments

The *Write Track for English Learners* offers comprehensive writing instruction to help ELs develop their written communication skills and gain confidence with classroom writing assignments and state testing requirements.

- For English language proficiency levels 2–5
- Multiple writing genres and teaching support
- Connections to language expectations (narrate, inform, explain, argue) and Common Core

## Components—See pages 4–9.

- Student books, printed and interactive eBooks
- Annotated teacher's editions, printed and eBooks

## Student Books

Lesson format:

**Part #1:** Skill introduction

**Part #2:** Guided practice with tips and reminders

**Part #3:** Independent practice

Four units progressively build writing skills

### Table of Contents

Welcome to <i>The Write Track</i>	5
<b>Unit 1: Language Conventions</b>	<b>7</b>
Lesson 1 Phonics	8
Lesson 2 Word Parts	23
Lesson 3 Words in Context	36
Lesson 4 Word Relationships	46
Lesson 5 Multiple-Meaning Words	52
Lesson 6 Rules of English	60
Lesson 7 Grammar	71

### Unit 2: Elements of Writing

Lesson 8 Writing a Paragraph	88
Lesson 9 Main Idea and Detail	
Lesson 10 Cause and Effect	
Lesson 11 Compare and Contrast	
Lesson 12 The Writing Process	

### Unit 3: Types of Writing

Lesson 13 Personal Writing	149
Lesson 14 Opinion Writing	168
Lesson 15 Narrative Writing	185
Lesson 16 Descriptive Writing	203
Lesson 17 Informative Writing	220
Lesson 18 Response to Literature	238

### Unit 4: Research

Lesson 19 Researching Sources and Content	259
Lesson 20 Outlining the Research Paper	271
Lesson 21 Writing the Research Paper	279

Student Book, Level C

## Part #1

### Lesson 2 Word Parts

Many words are made up of different parts. A word may have a **prefix**, a **root word**, and a **suffix**. Knowing what some or all of the parts mean can help you figure out the meaning of the word.



The word unfriendly means "not like a friend."

### Prefixes

A **prefix** is a word part added to the beginning of the word. A prefix changes the meaning of the root word to make a new word.

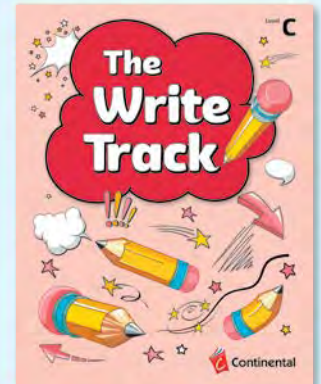
un- + happy = unhappy

Prefix Chart		
Prefix	Meaning	Example
dis-	not, opposite of	disappear
in-	in, not	inactive
pre-	before	preschool
re-	back, again	rewrite
un-	not	unpleasant

Add a prefix from the chart above to each root word to make a word that fits the new meaning.

Prefix	Root Word	New Meaning	New Word
	heat	heat before	
	agree	not agree	
	turn	turn back	

“An excellent tool for building students’ writing!”  
— ELD Teacher, Grades 9-12, CO



Hint boxes provide scaffolding  
for extra support

Visit us online to view lessons  
from all grades and request a  
sample book.

**PART #2**

**Guided Practice**

Answer the questions.

What is the root word of unlikely?

- A like
- B likely
- C unlike
- D not like

**Hint Box:** The root word is what is left if you take away the prefix and suffix.

What does the word inexpensive mean?

- A not costly
- B high priced
- C very valuable
- D more expensive

**Hint Box:** Remember the prefix in- means "not." Expensive means "costly."

Unit 1 Language Conventions

Add a suffix from the chart on page 27 to each root word to make a word that fits the new meaning.

Root Word	Suffix	New Meaning	New Word
care		without thinking	
spread		able to be spread	
dark		state of being dark	
teach		one who teaches	

**Guided Practice**

Draw a line to the word or words that best complete each sentence.

The root word of disagreeable is \_\_\_\_\_

- disagree
- agree
- agreeable
- agreement

**Hint Box:** Take away the prefix and the suffix.

28 Unit 1 Language Conventions

The word singer describes \_\_\_\_\_

**Hint Box:** one who sings  
the state of singing  
able to sing  
likely to sing

**Hint Box:** The suffix -er means "a person who does something."

A helpful person \_\_\_\_\_

**Hint Box:** never helps  
helps in a way  
is able to help  
is likely to help

**Hint Box:** The suffix -ful means "full of" or "likely to."

**More Ways to Make Words**

A compound word is made up of two smaller words. The words that make up a compound word can stand alone, unlike a prefix or suffix.

Unit 1 Language Conventions 29

**PART #3**

**Independent Practice**

Answer the questions.

- What does the word cloudless mean?
  - A clear
  - B cloudy
  - C full of clouds
  - D slightly cloudy
- What is the meaning of the word displeased?
  - A able to please
  - B one who is pleased
  - C not pleased
  - D very pleased
- What does the word ballplayers mean?
  - A a game that is played
  - B a place to play ball
  - C the ball that is played with
  - D those who play ball

34 Unit 1 Language Conventions

Draw a line to match the words with the contraction.

is not	don't
was not	weren't
do not	wasn't
are not	aren't
were not	isn't

Write the contraction on the line.

5. cannot \_\_\_\_\_

I am \_\_\_\_\_

that is \_\_\_\_\_

I will \_\_\_\_\_

Draw a line to connect each part of a compound word. Then write the word on the line.

pine	work	_____
book	ball	_____
home	mark	_____
snow	apple	_____

Use in class or as  
homework assignments



“The guided practice was very beneficial for my students. Highly structured activities transitioned them from what they learned in the concept introduction to independently applying the skills at the end of the each lesson.”


– Cara Baldwin, 6-8 English Language Development, PA

**Lesson 16 Descriptive Writing**

Descriptive writing is when you write to tell about something. You use words to “create a picture” for a reader. You pick details that tell what you see, hear, feel, taste, or smell. The details should be arranged in an order that makes sense.

**Guided Practice**

Read the writing assignment. Then answer the questions.



Look at the photograph. You have been asked to write a short essay for your class that describes what is happening in the picture. Use details so someone who reads your paragraph can imagine the entire scene.

Be sure to:

- follow the five steps of the writing process
- begin with a topic sentence
- use exact verbs and describing words
- arrange the details in an order that makes sense
- tell what you see
- tell what you might hear, smell, and feel

Unit 3 Types of Writing 203

Student Book, Level C

**Step 1: Prewrite**

Read the writing assignment again. Underline clue words. This will help you know what to write about.

What words or phrases will you underline?

What is the subject?

What type of writing will you do?

Look for clues that tell you what you will be writing.

Who is the audience?

When no audience is given, you can guess that it is the person who gave the assignment.

Unit 3 Types of Writing 204

**Step 2: Draft**

Read Carlos's draft. Then answer the questions.

The photograph shows a city park. There are many people in the park. The park has a path. Some people are walking on the path. Other people are sitting on wooden benches. A group of people is sitting on the grass. The trees in the park have green, leaves. Some bushes have pink flowers. The flowers may smell sweet. The weather may be chilly. People are wearing jackets or hoodies and pants or jeans. You might hear people talking and birds chirping. The park may be a quite place. Or you might hear cars, buses, and trucks drive by or their horns honking. I thin this park looks very clean and green. I would like to visit it.

What is the topic sentence?

What does the photo show?

Unit 3 Types of Writing 207

**Independent Practice**

Read the writing assignment. Then answer the questions.

**Step 1: Prewrite**

Write an essay for the class website about a restaurant you have visited. Use details to describe this place and bring it to life.

Be sure to:

- follow the five steps of the writing process
- write a topic sentence
- use exact verbs and describing words
- arrange the details in an order that makes sense
- tell what it looks like
- tell what it sounds like
- tell what it smells like
- tell what it feels like

1. Who is your audience?

2. What kind of writing are you being asked to do?

Unit 3 Types of Writing 216

3. Fill in the graphic organizer to plan your writing.



Unit 3 Types of Writing 217

**Step 3: Revise**

**Step 4: Edit**

5. When you have finished your draft, go back over it. Make your revision on this page. Then edit your revised draft. Use the rubric on page 211 and the proofreading chart on page 213 to review your writing. Ask a peer to edit your writing, too.

**Step 5: Publish**

6. Write or type your final answer on a separate sheet of paper. Publish your writing by turning it in to your teacher or by sharing it with the class.

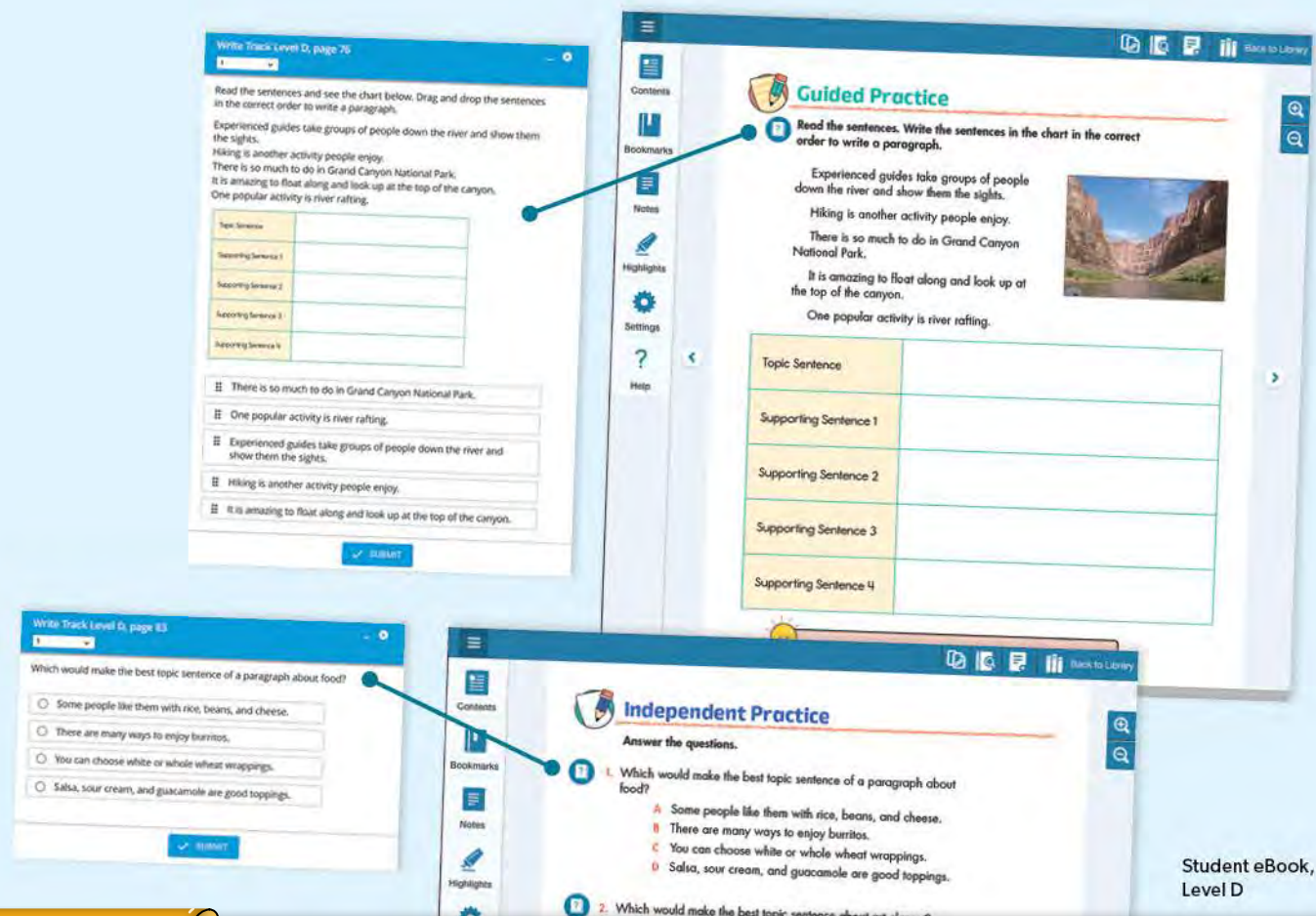




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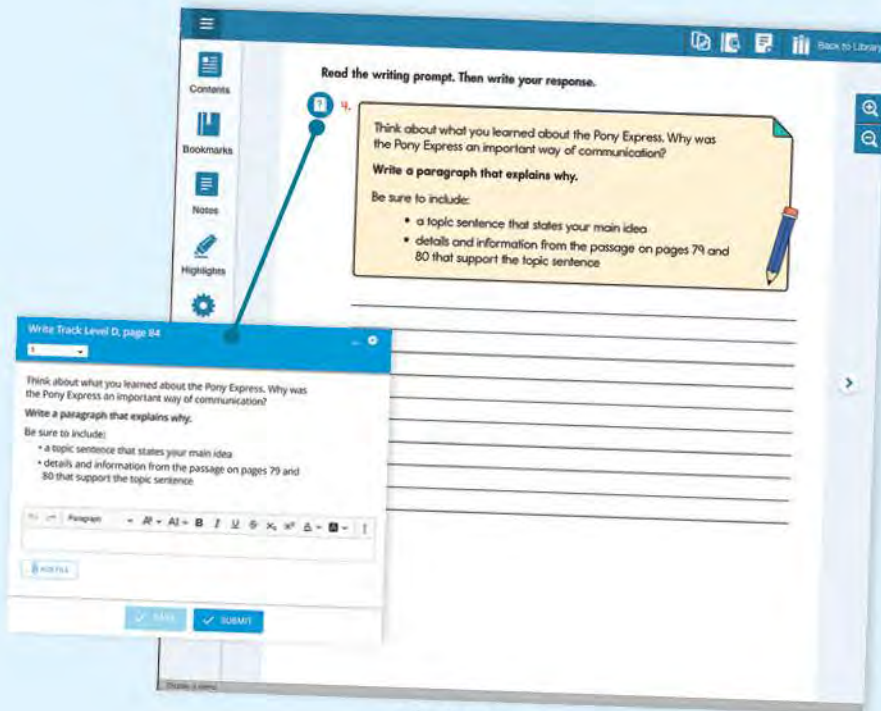
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Student eBook, Level D



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Teacher Management

Continental

Dashboard > Performance Reports

### Performance Reports

Jan-11-2023 - May-11-2023

Continental Grade 3

Write Track Level C SB

Write Track

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	Grade 3	ESL/ELD	Writing	W.3.2
Sandy Renimir	66.28%	65.48%	70.61%	91.67%	100%
Cindy Lecetrar	44.46%	66.67%	68.76%	83.34%	83.34%
Tee Hodges	23.16%	63.3%	70.29%	73.08%	100%
Don Tollister	11.97%	56.66%	56.66%	56.66%	56.66%

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Level C (Gr. 3)	NW2079-8	Level H (Gr. 8)	NW2084-2
Level D (Gr. 4)	NW2080-4	High School	NW2085-9
Level E (Gr. 5)	NW2081-1		

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High school \$58.70

	Printed Books	eBooks		Printed Books	eBooks
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Level C (Gr. 3)	NW2069-9	NW2089-7	Level H (Gr. 8)	NW2074-3	NW2094-1
Level D (Gr. 4)	NW2070-5	NW2090-3	High School	NW2075-0	NW2095-8
Level E (Gr. 5)	NW2071-2	NW2091-0			

# My Language Journal



## Student Portfolios to Build Vocabulary and Practice Writing

*My Language Journal* gives English learners (ELs) the opportunity to develop content vocabulary and practice writing skills through activities that engage their visual learning. These personal portfolios can be utilized in a variety of instructional groupings including whole group, small group, pairs, or individual.

## Student Books

Lesson format:

- Part #1:** A personal writing prompt is the focus of each lesson. Each lesson begins with a unique graphic organizer to help students brainstorm their ideas.
- Part #2:** Students complete four-square charts for the vocabulary words from the word bank.
- Part #3:** They will write a response to the lesson prompt using their completed graphic organizer and the vocabulary they selected.

Tier 2 and Tier 3 vocabulary support the writing prompt content.

Writing genres include informative, descriptive, narrative, opinion, and visual response.

Content areas cover social emotional learning (SEL), English language arts, social studies, science, and math.

## Teacher's Guides

Guides include suggestions for use and support for each lesson: topic, content, writing genre, writing standard, and tiered vocabulary focus.

Multiple content areas and writing genres

Sample lesson to model the activity

Teacher-created lessons

### Table of Contents

Using My Language Journal 4

Sample Lesson 5

**Social Emotional Learning** Writing Genre

Lesson 1 Tough decisions Informative 9

Lesson 2 Self-awareness Descriptive 13

Lesson 3 Character traits Opinion 17

Lesson 4 Overcoming fears Narrative 21

Lesson 5 Feelings Visual response 25

**English Language Arts** Writing Genre

Lesson 6 Movie review

Lesson 7 Book or movie character

Lesson 8 Creating a project

Lesson 9 Musical instruments

Lesson 10 Moving day

**Social Studies**

Lesson 11 Different cultures

Lesson 12 Historical figures

Lesson 13 Living in the past

Lesson 14 Time capsule

Lesson 15 Early explorers

**Science** Writing Genre

Lesson 16 Recycling Informative 69

Lesson 17 A perfect day Descriptive 73

Lesson 18 Inventions Opinion 77

Lesson 19 Gravity Narrative 81

Lesson 20 Lifecycle of a frog Visual response 85

**Math** Writing Genre

Lesson 21 Single digits Opinion 89

Lesson 22 Fractions Descriptive 93

Lesson 23 Tables vs. graphs Informative 97

Lesson 24 Studying for a math test Narrative 101

Lesson 25 Measurement Visual response 105

**Teacher-created Lessons**

Lesson 26 Compare and contrast 109

Lesson 27 Main idea and details 113

Lesson 28 Who/what/where 117

Lesson 29 Character traits 121

Lesson 30 Sequence 125

Four-Square Charts 129

Word Log 134

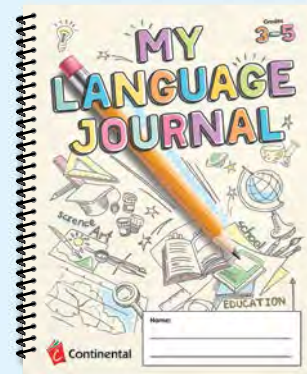
### Sample Lesson

What is your favorite sport? Write a paragraph that tells about the sport you like best and why you like it.

Complete the graphic organizer to help you organize your thoughts and plan your writing.

MY LANGUAGE JOURNAL 5

– Meichu Huang, K-5 ESOL Teacher, GA

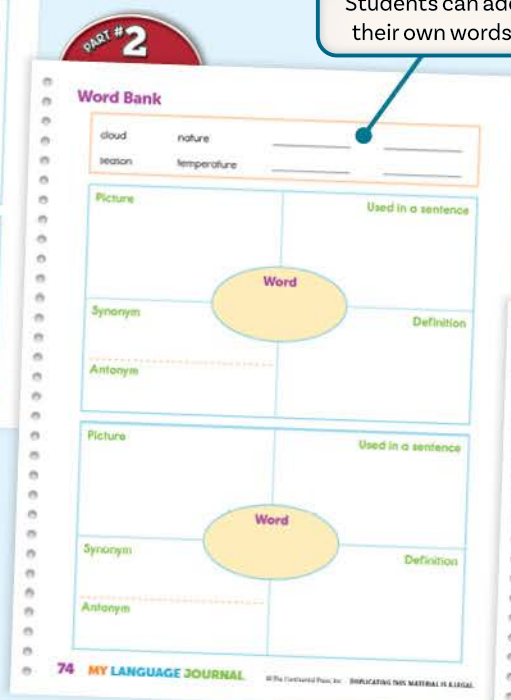


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lessons from all grades  
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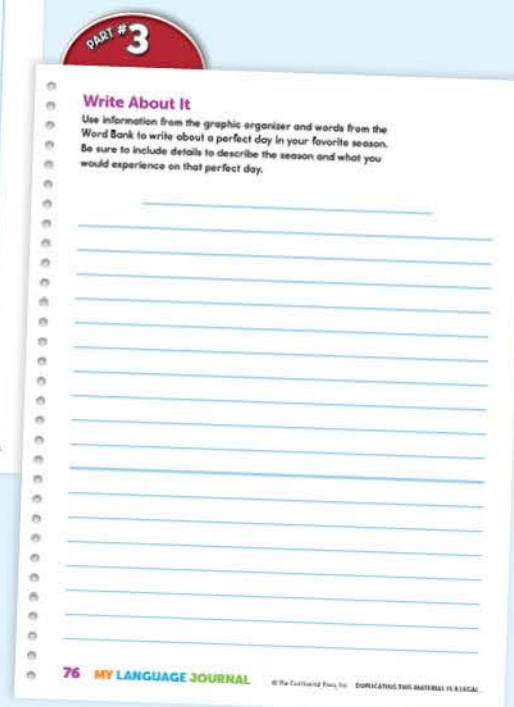


Subject/content area

Unique graphic organizer per lesson



Students can add their own words



Review and revisit  
learned words



Student Book, Grades 3–5

**Mail Continental: 520 East Bainbridge Street, Elizabethtown, PA 17022**

## To Order

**\$4.10**

Grades 9–12	NW2108-5
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# On Our Way to Reading—Newcomers

## Foundational Skills Development for Emergent Readers

*On Our Way to Reading—Newcomers* helps English learners build foundational reading skills, giving them a strong start to language acquisition and confidence to grow on. They'll develop print, phonological, and phonemic awareness through activities in listening, reading, writing, and speaking.

**Components—See pages 12–15.**

## Student Books

25 copies (5 per book title)

Each of the five books targets a specific skill for the emergent learner, from basic readiness skills (colors, shapes, numbers, letters) to phonemic awareness to letter-sound knowledge, including common blends and digraphs.

*Colors, Shapes, and Numbers*

*Our ABCs*

*Rhyming Words*

*Sounds and Letters*

*More Sounds and Letters*

Standard eBooks are available on our website. [See features.](#)

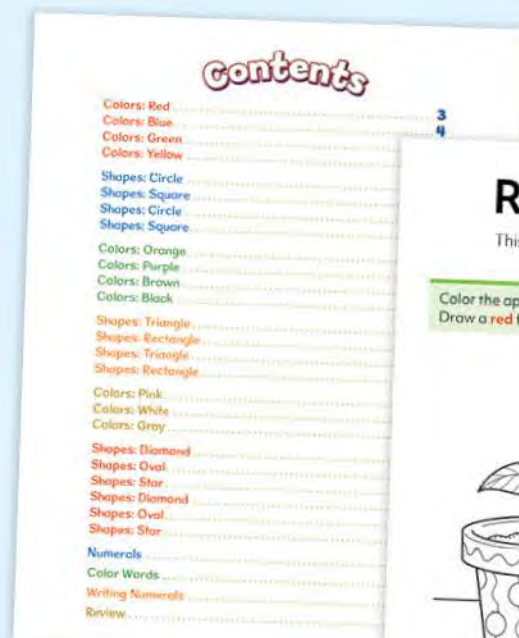
## K-3 Vocabulary Picture Cards

1 set of 100 cards

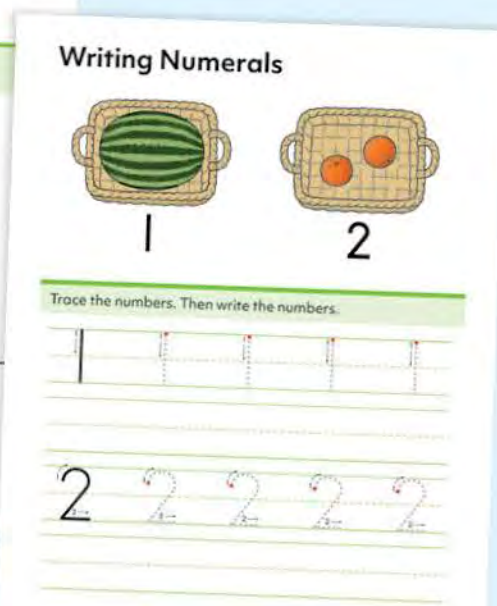
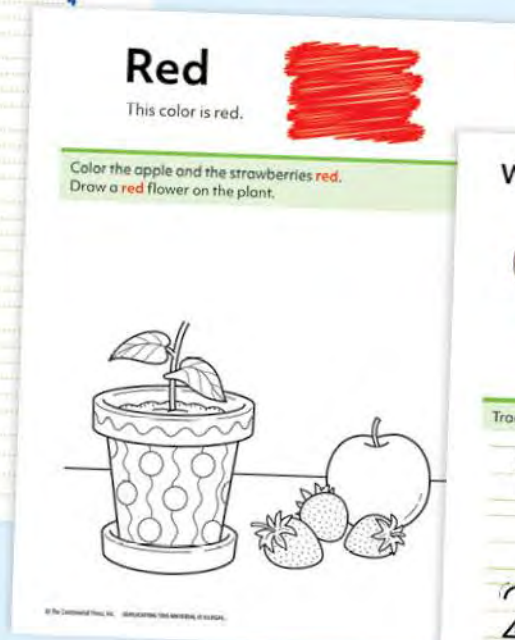
Each card features the letter/word on one side and a photo of the letter/word on the other side to visually reinforce lesson topics.



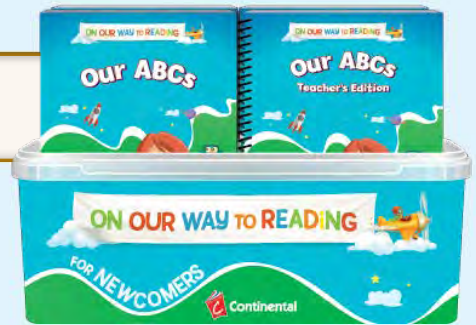
K-3 Vocabulary Picture Cards



Colors, Shapes, and Numbers



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## contents

### Lines and Circles

Capital and lowercase A, a  
Capital and lowercase B, b  
Capital and lowercase C, c  
Capital and lowercase D, d  
Capital and lowercase E, e  
Capital and lowercase F, f  
Review A-F, a-f

Capital and lowercase G, g  
Capital and lowercase H, h  
Capital and lowercase I, i  
Capital and lowercase J, j  
Capital and lowercase K, k  
Capital and lowercase L, l  
Capital and lowercase M, m  
Review G-M, g-m

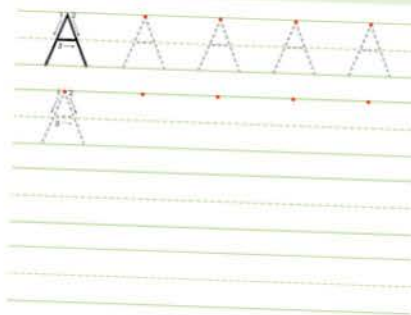
Capital and lowercase N, n  
Capital and lowercase O, o  
Capital and lowercase P, p  
Capital and lowercase Q, q  
Capital and lowercase R, r  
Capital and lowercase S, s  
Capital and lowercase T, t  
Review N-T, n-t

Capital and lowercase U, u  
Capital and lowercase V, v  
Capital and lowercase W, w  
Capital and lowercase X, x  
Capital and lowercase Y, y  
Capital and lowercase Z, z  
Review U-Z, u-z  
Handwriting Models

Our ABCs

A  Ant

Trace each capital A. Then write capital A to fill the lines.



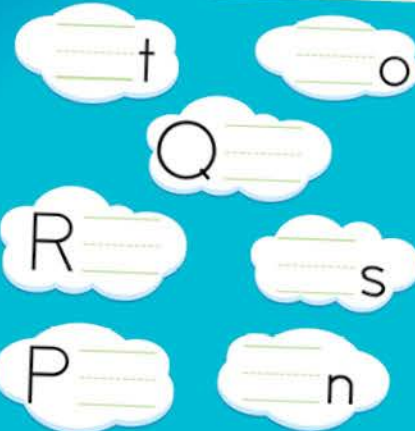
 Airplane

4

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Nn Oo Pp Qq Rr Ss Tt

Write the partner for each letter.



48

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## contents

Short a Rhymes  
Short e Rhymes  
Short i Rhymes  
Short o Rhymes  
Short u Rhymes  
Rhyming Word Pairs: Short Vowels  
Counting Syllables

Long a Rhymes  
Long e Rhymes  
Long o Rhymes  
Long i Rhymes  
Rhyming Word Pairs: Long Vowels  
Counting Syllables

Rhyming Pairs: Vowel Vowels  
Vowel + r Rhymes  
Rhyming Words in Print  
Reviewing Rhymes  
Counting Syllables  
Reviewing Rhymes

Writing Rhyming Words  
Cut-and-Paste Page

Rhyming Words

van

Circle the pictures whose names rhyme with van.



4

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Say the three picture names in each box.  
Circle the two pictures whose names rhyme.



5



30

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## Sounds and Letters

30

## More Sounds and Letters

4

5



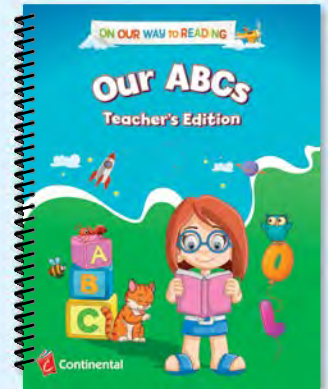
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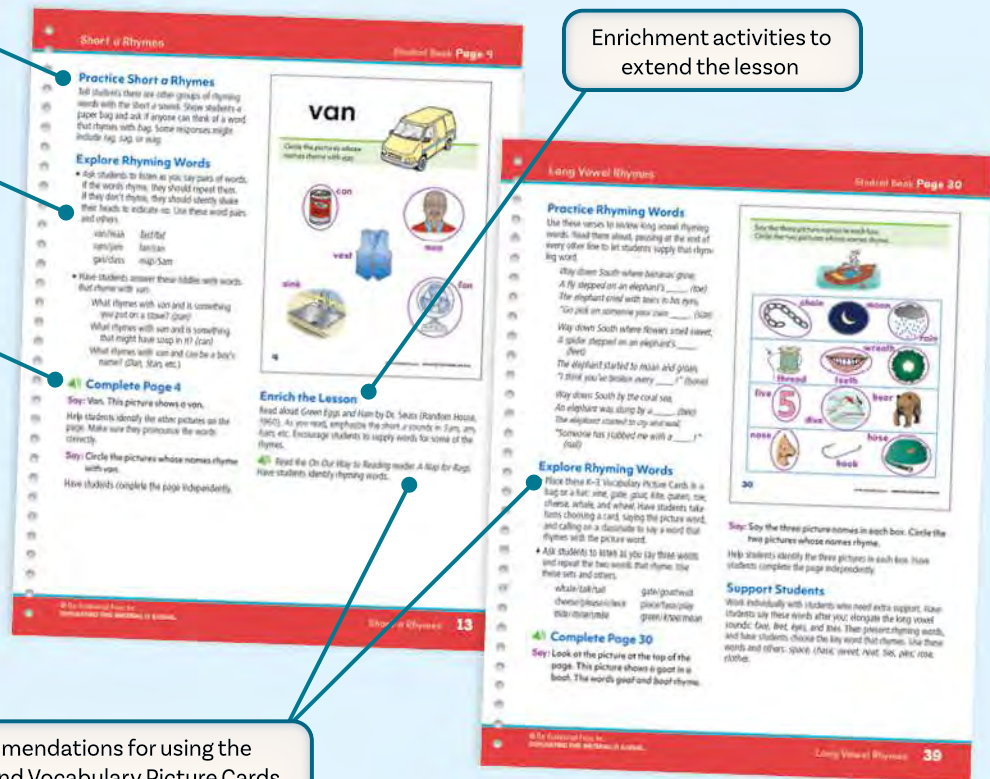
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Enrichment activities to extend the lesson

Recommendations for using the Readers and Vocabulary Picture Cards



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Sounds and Letters	NW1707-1
More Sounds and Letters	NW1708-8

#### STUDENT BOOK 20-PACKS

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Rhyming Words	NW1711-8
Sounds and Letters	NW1712-5
More Sounds and Letters	NW1713-2

# Ready, Set, Go! Newcomers Kits

## Help Newcomers Develop Essential English Language Skills

*Ready, Set, Go! Newcomers Kits* feature a sequential workbook series to help students newly arrived to the US build essential language skills, giving them confidence as communicators and readers.

- Content to develop life-skills vocabulary for success in and out of the classroom
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- For students at English language proficiency levels 1 and 2 (entering and beginning)
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- Age-appropriate visual support
- Grades 6–12 kit is ideal for Students with Interrupted/Inconsistent Formal Education (SIFE)

Two kits are available: Grades 3–5 and Grades 6–12.

**Components—See pages 16–23.**

## Student Books in Grades 3–5 Kit

15 copies (5 copies of 3 books)

Two-page lessons include three parts: Listen, Speak, and Write. Sight word work is also included in Book 1. Units end with grammar practice, read and write activities, and a comprehension review for additional practice and progress checks.



Grades 3–5 Kit



Grades 6–12 Kit

Table of Contents	
Welcome to Ready, Set, Go! Newcomers	
<b>UNIT 1 BUILDING BLOCKS</b>	
• Lesson 1 Colors	
• Lesson 2 Shapes	
• Lesson 3 Numbers	
• Lesson 4 The Alphabet	
• Lesson 5 Time	
• Lesson 6 Days of the Week	
• Lesson 7 Months of the Year	
• Lesson 8 Weather	
• Lesson 9 Temperature	
• Lesson 10 Seasons	
★ GRAMMAR Capitalization	
★ READ & WRITE	
★ REVIEW	
<b>UNIT 2 SOUNDS OF ENGLISH</b>	
• Lesson 11 Sight Words	
• Lesson 12 Consonant Sounds	
• Lesson 13 Short Vowels	
• Lesson 14 Long Vowels	
• Lesson 15 Rhyming Words	
• Lesson 16 Counting Sounds in Words	46
• Lesson 17 Consonant Blends	48
• Lesson 18 Adding Sounds	
• Lesson 19 Taking Away Sounds	
• Lesson 20 Consonant Digraphs	
★ GRAMMAR End Punctuation	
★ READ & WRITE	
★ REVIEW	
<b>UNIT 3 CHALLENGES OF THE ENGLISH LANGUAGE</b>	
• Lesson 21 Changing Sounds in Words	
• Lesson 22 Vowel Teams	
• Lesson 23 Silent e	
• Lesson 24 Two-Syllable Words	
• Lesson 25 Vowels + r	
• Lesson 26 Hard and Soft c and g	
• Lesson 27 Final y	
• Lesson 28 Silent Letters: kn, wr	
• Lesson 29 Letter Pairs for the /f/ Sound	
• Lesson 30 High-Frequency Words	
★ GRAMMAR Homophones: To, Too, Two	
★ READ & WRITE	
★ REVIEW	
<b>UNIT 4 ALL ABOUT ME</b>	85
• Lesson 31 Introducing Myself	86
• Lesson 32 Greetings	88
• Lesson 33 Goodbyes	90
• Lesson 34 Address	92
• Lesson 35 Phone Number	94
• Lesson 36 Where I Am From	96
• Lesson 37 My Family	98
• Lesson 38 My Relatives	100
• Lesson 39 How I Feel	102
• Lesson 40 Important Questions and Statements	104
★ GRAMMAR Pronouns	106
★ READ & WRITE	107
★ REVIEW	108
• Vocabulary List	111
• My Vocabulary Notebook	115
• Grammar Handbook	120
• Pronunciation Guide	128

Grades 3–5, Student Book, Book 1





Visit us online to view lessons and request a FREE sample.

### 3 Numbers

**★ Listen**  
Listen and repeat.

0 zero	1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten	11 eleven
12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen
18 eighteen	19 nineteen	20 twenty	30 thirty	40 forty	100 one hundred
60 sixty	70 seventy	80 eighty	90 ninety		
1st first	2nd second	3rd third	4th fourth	5th fifth	

Listen. Check the correct choice.

- 1 ☐ 2 ☐ 12 ☐ 20  
2 ☐ 3 ☐ 4 ☐ 5  
3 ☐ 30 ☐ 40 ☐ 90  
4 ☐ 1st ☐ 4th ☐ 5th  
5 ☐ 2nd ☐ 3rd ☐ 4th  
6 ☐ 0 ☐ 10 ☐ 100



12 Numbers

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Grades 3-5, Student Book, Book 1

### ★ Speak

Talk with a partner.

How many times can you jump on one foot?  
I can jump \_\_\_\_ times.

What grade are you in?  
I am in \_\_\_\_ grade.

### ★ Write

Write a word to tell which place each person is in the line.

1st 2nd 3rd 4th 5th



Omar \_\_\_\_\_  
Rosa \_\_\_\_\_  
Tom \_\_\_\_\_  
Emma \_\_\_\_\_  
Fama \_\_\_\_\_

Write the word for each number.

- 1 4 \_\_\_\_\_ 4 70 \_\_\_\_\_  
2 19 \_\_\_\_\_ 5 100 \_\_\_\_\_  
3 8 \_\_\_\_\_ 6 0 \_\_\_\_\_

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Numbers 13

How does your favorite song make you feel?

What kind of music is popular in your native country?

Newcomers Cards

### 16 Music

**★ Listen**  
Listen and repeat.

In music class, you sing songs and play music.



clap



sing

You listen to and play instruments.



drum



maracas



piano



recorder



ukulele



xylophone

Listen. Circle the correct choice.



1



2



3



4

44 Music

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Grades 3-5, Student Book, Book 2

### ★ Speak

Talk with a partner.

What do you like to do in music class?  
I like to \_\_\_\_.

Do you play any instruments?  
Yes, I play \_\_\_\_.  
No, but I would like to play \_\_\_\_.



### ★ Write

Write the word to go with each picture.



1



2



3



4



5



6



7



8

clap  
drum  
maracas  
piano  
recorder  
sing  
ukulele  
xylophone

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Music 45

piano



Vocabulary Picture Cards



## Student Books in Grades 6-12 Kit

15 copies (5 copies of 3 books)

Lessons include three parts: Listen, Speak, and Write. Book 3 lessons are expanded to include a reading section, more speaking activities, and additional checks for understanding. Grammar practice, read and write activities, and comprehension reviews provide additional support and progress checks.

Table of Contents	
Welcome to Ready, Set, Go! Newcomers	
<b>UNIT 1 SOUNDS AND LETTERS</b>	
• Lesson 1 The Alphabet	
• Lesson 2 Consonants	
• Lesson 3 Consonant Blends	
• Lesson 4 Consonant Digraphs	
• Lesson 5 Silent Letters in and wr	
• Lesson 6 Short Vowels	
• Lesson 7 Long Vowels	
• Lesson 8 Vowels + r	
• Lesson 9 Vowel Sounds	
• Lesson 10 Y as a Vowel and a Consonant	
★ GRAMMAR Alphabetical Order	
★ READ & WRITE	
★ REVIEW	
<b>UNIT 2 THE BASICS</b>	
• Lesson 11 Colors	
• Lesson 12 Shapes	
• Lesson 13 Numbers	
• Lesson 14 Days of the Week	
• Lesson 15 Months	
• Lesson 16 The Calendar	44
• Lesson 17 Weather	46
• Lesson 18 Seasons	
• Lesson 19 Temperature	
• Lesson 20 Time	
★ GRAMMAR Capitalization	
★ READ & WRITE	
★ REVIEW	
<b>UNIT 3 WELCOME</b>	
• Lesson 21 Greetings and Introductions	
• Lesson 22 Where Are You From?	
• Lesson 23 All About Me	
• Lesson 24 Address	
• Lesson 25 Phone Number	
• Lesson 26 My Family	
• Lesson 27 Relatives	
• Lesson 28 Age	
• Lesson 29 Personal Titles	
• Lesson 30 Emergency Form	
★ GRAMMAR Verbs Is, Are, and Am	
★ READ & WRITE	
★ REVIEW	
<b>UNIT 4 MY SCHOOL</b>	85
• Lesson 31 My Classroom	86
• Lesson 32 Classroom Objects	88
• Lesson 33 Computers	90
• Lesson 34 People at School	92
• Lesson 35 Visiting the Nurse	94
• Lesson 36 Places at School	96
• Lesson 37 School Rules	98
• Lesson 38 Following Directions	100
• Lesson 39 School Schedule	102
• Lesson 40 Useful Phrases	104
★ GRAMMAR Contractions	106
★ READ & WRITE	107
★ REVIEW	108
• Vocabulary List	111
• My Vocabulary Notebook	115
• Grammar Handbook	120
• Pronunciation Guide	128

Grades 6-12, Student Book, Book 1

**32 Classroom Objects**

★ **Listen**  
Listen and repeat.

Listen. Circle the correct choice.

1	2	3	4	5	6
---	---	---	---	---	---

★ **Speak**  
Talk with a partner.

What is in your backpack?  
\_\_\_\_\_ is in my backpack.

Where is the stapler?  
The stapler is \_\_\_\_\_.

88 Classroom Objects

Grades 6-12, Student Book, Book 1

★ **Write**  
Write the word to complete each sentence.

- I carry my books in a \_\_\_\_\_.
- I read a \_\_\_\_\_ about the space program.
- Fold the \_\_\_\_\_ in half.
- The \_\_\_\_\_ has an eraser on the end.
- I used \_\_\_\_\_ to cut snowflakes for an art project.
- We measured different objects with a \_\_\_\_\_.

Write the word for each picture.

7	10
8	11
9	12

backpack  
book  
calculator  
eraser  
notebook  
paper  
pen  
pencil  
ruler  
scissors  
stapler  
tape

Classroom Objects 89

What class do you enjoy most in school? Why?

How is school different here than in your native country?

Newcomers Cards





## Support Cards

2 card sets per kit (1 of each set)

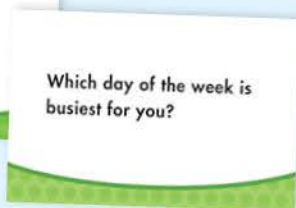
Visual resources introduce skills or remind students throughout the lessons.

- Vocabulary Picture Cards
- Newcomers Cards (Number cards, alphabet cards, conversation cards. Sight word cards are also included in the Grades 3–5 kit.)

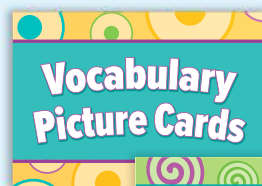
English-Spanish cards are sold separately on our website.



Newcomers Cards



Vocabulary Picture Cards



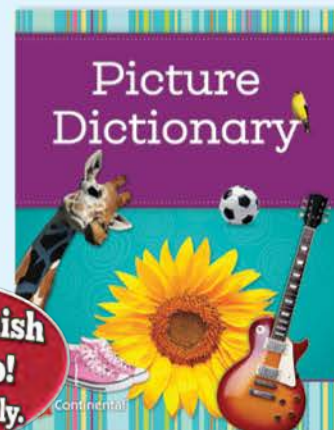
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750 basic words are presented in **thematic units** from early learning experiences—beginning with letters and numbers, and ending with action verbs—so each new word is **shown in a meaningful context**.

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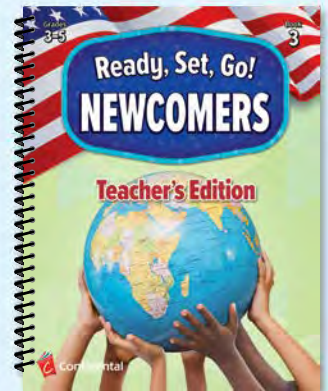
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3 copies per kit (1 copy for 3 books)

Teacher's editions feature suggestions for use, support for social emotional development, ways to foster cultural awareness, and a skills assessment checklist. Resources for each lesson include:

- Lesson objectives
- Suggested time allotment for each activity
- Tiered vocabulary focus
- Audio script for listening activities
- Step-by-step teaching support
- Differentiated instruction strategies
- Audio download instructions

eBooks are available on our website.



**Instructional Features**

Ready, Set, Go! Newcomers Grades 3-5 is designed for use by ESL teachers as support for ELLs with limited English ability. The student books are centered around topics that a newcomer needs to master in order to interact effectively with people in school and the community. In addition to common lesson topics, each unit has an academic standards focus and a language focus, as shown in the chart below.

Lesson Topics	Standards Focus	Language Focus
<b>Unit 1: Building Blocks</b>		
<ul style="list-style-type: none"> <li>• colors</li> <li>• shapes</li> <li>• numbers</li> <li>• alphabet</li> <li>• time</li> <li>• days/months</li> <li>• weather</li> <li>• temperature</li> <li>• seasons</li> </ul>	Science Math	Capitalization
<b>Unit 2: Sounds of English</b>		
<ul style="list-style-type: none"> <li>• sight words</li> <li>• consonants/consonant sounds</li> <li>• vowels/vowel sounds</li> <li>• rhyming words</li> <li>• counting, adding, and subtracting</li> <li>• phonemes</li> <li>• consonant blends/digraphs</li> </ul>	Language arts	Consonants Vowels Phonemes Rhyming words Blends Digraphs End punctuation
<b>Unit 3: Challenges of the English Language</b>		
<ul style="list-style-type: none"> <li>• substituting phonemes</li> <li>• vowel teams</li> <li>• silent letters</li> <li>• syllables</li> <li>• vowel sounds: vowels + c, final y</li> <li>• hard and soft c and g</li> <li>• consonant digraphs: gh and ph</li> <li>• high-frequency sight words</li> </ul>		
<b>Unit 4: All About Me</b>		
<ul style="list-style-type: none"> <li>• introductions, greetings, and goodbyes</li> <li>• address</li> <li>• phone number</li> <li>• family/relatives</li> <li>• feelings</li> <li>• useful questions and phrases</li> </ul>		

**Book 1**

**Numbers** Student Book PAGE 12

**TIME: 60 MINUTES**  
Introduction: 5 minutes  
Listen: 20 minutes  
Speak: 15 minutes  
Write: 15 minutes  
Review: 5 minutes

**OBJECTIVES**  
- Identify numbers 1-100 and their terms  
- Identify ordinal numbers 1st-5th  
- Speak, read, and write about numbers

**VOCABULARY**

Tier 1: eight	five	ninety	seventy	thirty
eighteen	forty	numbers	six	three
eighty	four	one	sixteen	twelve
eleven	fourteen	one hundred	sixty	twenty
fifteen	nine	seven	ten	two
fifty	nineteen	seventeen	thirteen	zero
Tier 2: fifth	first	fourth	second	third

**WORK WITH THE PAGE**  
Introduce cardinal and ordinal numbers to the students. Point out numbers around the room. Then show students a group of five objects in a row. Point out the first, second, etc. objects in the group.

**Listen**  
1. Direct students to the number chart in the book. Read each number while pointing to it. Have students repeat the numbers as you say them a second time.  
2. Tell students to listen to a sentence and then check the box next to the number that goes with the sentence.  
3. I have 2 sisters.  
4. Carlos ate 5 carrots.  
5. There are 60 cars in the parking lot.  
6. Lily is in 1st grade.  
7. I won 2nd place in the race.  
8. There are 100 jellybeans in the jar.

**Numbers**

**Listen**  
Listen and repeat.

1	2	3	4	5
one	two	three	four	five
6	7	8	9	10
six	seven	eight	nine	ten
11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen
16	17	18	19	20
sixteen	seventeen	eighteen	nineteen	twenty
21	22	23	24	25
twenty-one	twenty-two	twenty-three	twenty-four	twenty-five
26	27	28	29	30
thirty	thirty-one	thirty-two	thirty-three	thirty-four
35	36	37	38	39
thirty-five	thirty-six	thirty-seven	thirty-eight	thirty-nine
40	41	42	43	44
forty	forty-one	forty-two	forty-three	forty-four
45	46	47	48	49
forty-five	forty-six	forty-seven	forty-eight	forty-nine
50	51	52	53	54
fifty	fifty-one	fifty-two	fifty-three	fifty-four
55	56	57	58	59
fifty-five	fifty-six	fifty-seven	fifty-eight	fifty-nine
60	61	62	63	64
sixty	sixty-one	sixty-two	sixty-three	sixty-four
65	66	67	68	69
sixty-five	sixty-six	sixty-seven	sixty-eight	sixty-nine
70	71	72	73	74
seventy	seventy-one	seventy-two	seventy-three	seventy-four
75	76	77	78	79
seventy-five	seventy-six	seventy-seven	seventy-eight	seventy-nine
80	81	82	83	84
eighty	eighty-one	eighty-two	eighty-three	eighty-four
85	86	87	88	89
eighty-five	eighty-six	eighty-seven	eighty-eight	eighty-nine
90	91	92	93	94
ninety	ninety-one	ninety-two	ninety-three	ninety-four
95	96	97	98	99
ninety-five	ninety-six	ninety-seven	ninety-eight	ninety-nine
100				
one hundred				

**Check the correct choice.**

1. I have 2 sisters. ☐ 1 ☒ 2 ☐ 3 ☐ 4

2. Carlos ate 5 carrots. ☐ 5 ☒ 6 ☐ 7 ☐ 8

3. There are 60 cars in the parking lot. ☐ 60 ☒ 61 ☐ 62 ☐ 63

4. Lily is in 1st grade. ☐ 1st ☒ 2nd ☐ 3rd ☐ 4th

5. I won 2nd place in the race. ☐ 1st ☒ 2nd ☐ 3rd ☐ 4th

6. There are 100 jellybeans in the jar. ☐ 100 ☒ 101 ☐ 102 ☐ 103

**Numbers**

**Speak**  
Have students work with a partner to ask and answer the questions in the student book. Ask for volunteers to model the activity for the class. Circulate among students and provide guidance as necessary.

To extend the conversation, use these questions and sentence starters.  
How many students are in your class? There are \_\_\_\_ students in my class.  
What is the first thing you do when you go home? The first thing I do is \_\_\_\_.

**Write**  
Have students look at the picture. Review the words in the word box. Instruct students to write the ordinal number from the word box to describe each student's place in line in the picture. Then have students look at the numbers at the bottom of the page. Tell students to write the word name for each numeral shown.

**Numbers**

**Speak**  
Talk with a partner.  
How many flowers are you growing? Which grade are you in?  
I am growing \_\_\_\_ flowers. I am in \_\_\_\_ grade.

**Write**  
Write a word to tell which place each person is in the line.

1st	2nd	3rd	4th	5th
first	second	third	fourth	fifth

**Write the word for each number.**

1	four	70	seventy
2	thirteen	100	one hundred
8	eight	0	zero

**REVIEW**  
Close the lesson by recapping the number words. Continue with differentiated instruction activities as needed.

**CULTURE CONNECTION**  
Have students teach the class to count to 10 in their native languages.

**DIFFERENTIATED INSTRUCTION**

**Challenge**  
Give students index cards with the numerals 0-9 written on them (one numeral on each card). Have students work with a partner to make two-digit numbers and name the number. Help students recognize that a two-digit number is named by the tens and the ones places.

**Remediate**  
Use the Number Cards to review the numbers. Give students a number line from 0-20. Say a number name, and have students point to the number on the line.

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Grades 6–12, Student eBook, Book 1

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Book 2 NW2253-2	NW2256-3
Book 3 NW2254-9	NW2257-0



Elena Hernandez's Response

Newcomers 6-12 Book 1, Page 40, Listen  
Newcomers 6-12 Book 1, Lesson 14

Student Name: **Elena Hernandez** Time Spent: **59 sec** Total Score: **3.00/5.00**

1 Listen. Select the correct choice.

▶ 0:00 / 0:03

☒ Saturday ☐ Sunday

1 / 1 Enter feedback...

2 Listen. Select the correct choice.

▶ 0:00 / 0:03

☒ Thursday ☒ Tuesday

0 / 1 Enter feedback...

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Dashboard > Performance Reports

### Performance Reports

Jan-11-2023 - May-11-2023 Newcomer 6-8 Ready, Set, Go! Newcomers ... Ready, Set, Go! Newcomers ...

To see more specific performance averages, click on any of the headings following Average, and more data columns will appear to the right. To go back to the general average and grade level breakdown, click on the Average heading.

Student Name	Average	Grades 6-12	ESL/ELD	Listening	Reading	Speaking	Writing
Rolf Smith	79.17%	28.17%	46.84%	57.15%	-	83.34%	0%
Dora Ruiz	57.7%	57.7%	38.34%	65%	-	5%	50%
Micah Lopezaza	0%	0%	0%	-	-	0%	-

First Prev 1 Next Last

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# TEAM Toolkits

## Teaching ELs for Academic Language Mastery



### Structured Activities to Develop Academic Language

Understanding academic language doesn't come easily for many English learners, but it's crucial to success in the classroom. *TEAM Toolkits: Teaching ELs for Academic Language Mastery* feature grade-level activities in reading, speaking, listening, and writing to help ELs develop their skills and get ahead.

Four kits are available: Grades K–2, Grades 3–5, Grades 6–8, and Grades 9–12.

**Components—See pages 24–29.**

### Student Books

15 copies per kit (5 per level/grade)

Lesson format:

Part #1: Before We Read

Part #2: Let's Read

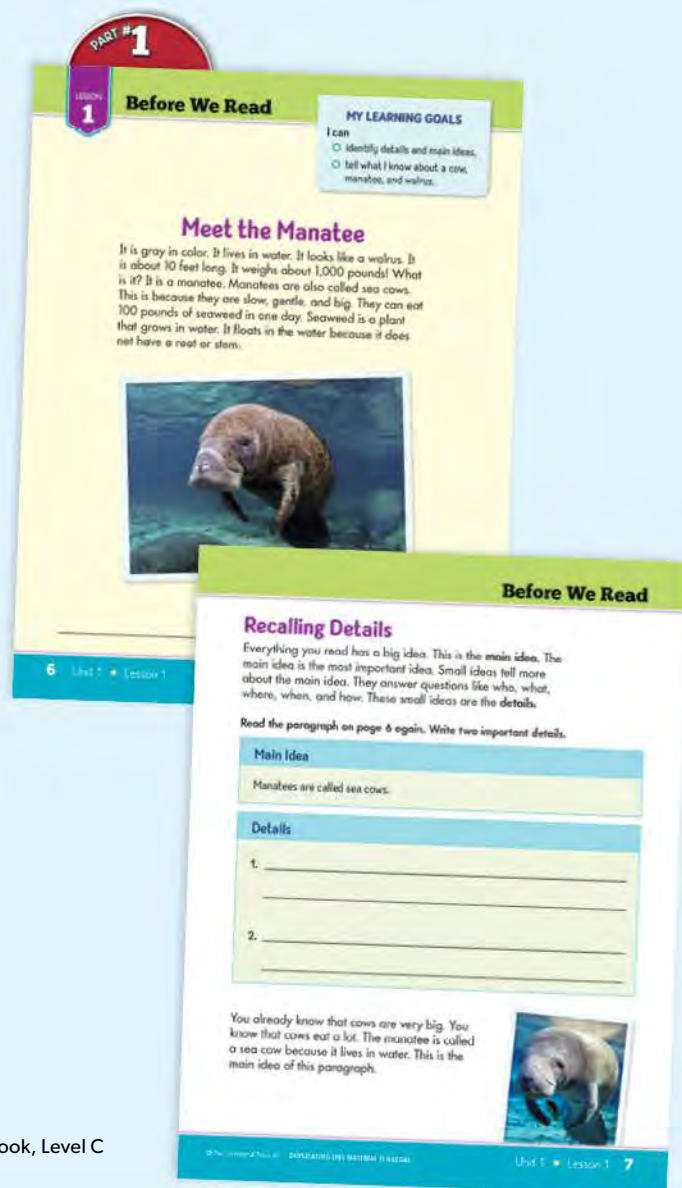
Part #3: Listen and Discuss

Part #4: Learning About Language

Part #5: Write About It

Themed units with topics aligned to grade-level content

Table of Contents	
Welcome to TEAM	4
<b>UNIT 1</b>	<b>All About Animals</b> 5
Lesson 1	Meet the Manatee 6
Lesson 2	Flying Far from Home 20
Lesson 3	At the Zoo 34
<b>UNIT 2</b>	<b>Ideas That Changed the World</b> 48
Lesson 4	American Indian Creations 49
Lesson 5	A Man Ahead of His Time 63
Lesson 6	Fire 77
<b>UNIT 3</b>	<b>New Places, New Faces, New Things</b> 91
Lesson 7	Putting Down Roots 92
Lesson 8	All Kinds of Weather 106
Lesson 9	A Place for Yuki 120
<b>UNIT 4</b>	<b>Food for Thought</b> 134
Lesson 10	America's Favorite Treat 135
Lesson 11	Try It, You'll Like It! 149
Lesson 12	A Day at the Farm 163
Glossary	177



Informational and  
literary passages

**PART #2**

**Let's Read**

**Marvelous Manatees**

Manatees are gentle sea animals. They are also called sea cows. They live in warm water. Places like Florida make a good home for them. They like to swim into bays and rivers. These places have seaweed and plants to eat. Manatees eat a lot. They might eat for six to eight hours a day.

Manatees try to stay where it is warm. They stay in the ocean outside Florida during the winter. In the summer, they can be found near other coastal states like Alabama, Georgia, and South Carolina. Sometimes they move even farther north in summertime. Manatees have been spotted as far north as Massachusetts.

**MY LEARNING GOALS**  
I can  
○ read and understand an informational text.  
○ recall details that support the main idea.

**Highlight** the sentences that tell where manatees live.

Where would you see a manatee?  
I would see a manatee \_\_\_\_\_

8 Unit 1 • Lesson 1

**Let's Read**

**Show What You Know**

Read the "Life of a Manatee" section. Highlight the main idea. Fill in the missing details in the web below that tell about the main idea.

**Main Idea**  
Manatees can live long lives, but they often die because of human mistakes.

**Detail**

**Detail**

**Detail**

12 Unit 1 • Lesson 1

**Let's Read**

**What Did You Learn?**

Think about what you learned from the passage. Then circle the letter of the correct answer.

- Which word in the passage means "to take in air"?  
A swim  
B eat  
C sleep  
D breathe
- Manatees are sometimes called \_\_\_\_\_.  
A fish  
B seals  
C walrus  
D sea cows
- Manatees use their flippers to \_\_\_\_\_.  
A eat  
B sleep  
C move  
D breathe
- Which detail tells what manatees look like?  
A They are gray.  
B They are gentle.  
C They eat seaweed.  
D They like warm water.

Unit 1 • Lesson 1 13

Audio provided for  
listening passages

**PART #3**

**Listen and Discuss**

Listen to a conversation between friends about a walrus. While you listen the second time, take notes on the web below.

**MY LEARNING GOALS**  
I can  
○ listen to and understand a conversation about animals.  
○ use language to describe animals.

**14 Unit 1 • Lesson 1**

**Listen and Discuss**

How are walrus and manatees alike?

**manatee**

**walrus**

...



Visit us online to view lessons from  
all kits and to request a FREE sample.



**PART # 4**

### Learning About Language


#### Antonyms

Antonyms are words that mean the opposite. Help and hurt are antonyms.

People hurt manatees in many ways.  
Laws help protect manatees.

Read these sentences from the passage. Then write the word that means the opposite of the word shown.

- The manatee can stay \_\_\_\_\_ (over) \_\_\_\_\_ the water.
- Manatees are \_\_\_\_\_ (mean) \_\_\_\_\_ sea animals.
- They live in \_\_\_\_\_ (cold) \_\_\_\_\_ water.
- In the summer, they can be found \_\_\_\_\_ (far) \_\_\_\_\_ other states.
- Manatees can \_\_\_\_\_ (die) \_\_\_\_\_ up to 50 years.



16 Unit 1 • Lesson 1

**PART # 5**

### Write About It

#### MY LEARNING GOALS

I can

- write a letter.
- make my writing better with help from my teacher and classmates.

Letters are a good way to share information with someone. You can tell about something you have seen or done. You can tell about something that has happened to you or someone else. When you write, you tell another person what you know.

Practice your letter writing now. Imagine you were on a trip to Florida. On your trip, you saw a manatee swimming in the water. You watched the manatee for a long time. Describe what you saw in a letter to a friend on the next page. Use details to tell what you saw.

#### Plan My Writing

Fill in columns with information about a manatee. Use this information in your letter.

What It Looks Like	Things It Does
gray	moves slowly

18 Unit 1 • Lesson 1

### Write About It

Dear \_\_\_\_\_

I was walking near a river in Florida when I saw a manatee.

The manatee lives \_\_\_\_\_

I could tell it was a manatee because \_\_\_\_\_

The manatee moves slowly. First, I saw \_\_\_\_\_

Then I saw \_\_\_\_\_

Finally, the manatee \_\_\_\_\_

It was amazing to see a manatee up close!

Sincerely,

\_\_\_\_\_

Unit 1 • Lesson 1 19

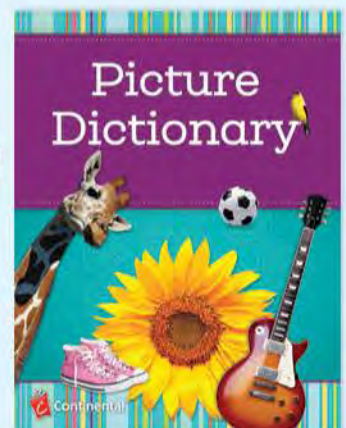
## Picture Dictionary

1 copy per kit for levels AA–H

*Picture Dictionary* shows students simple photographs with words to reinforce the vocabulary they are learning.

750 basic words are presented in **thematic units** from early learning experiences—beginning with letters and numbers, and ending with action verbs—so each new word is **shown in a meaningful context**.

English-Spanish edition is sold separately on page 38.





## Annotated Teacher's Editions and Audio

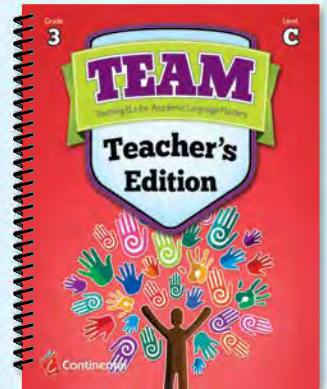
3 copies per kit (1 per level/grade)

Teacher's editions include a program overview, suggestions for use, instructional features, teaching strategies, and connections to the ELP assessment practice in *Finish Line for ELLs 2.0* (see pages 30–35).

Support for each lesson:

- Lesson objective
- ELA and content standards connections
- Academic language identified by tier
- Language differentiation strategies
- Audio script for listening passage
- Suggested time allotments for each activity
- Guidance for close reading of texts
- Audio download instructions

eBooks are available on our website.



Academic language  
for each lesson

**Lesson 1** Student Book PAGES 6–19

**TITLE** Meet the Manatee  
**GENRE** Informational Text

**LESSON OBJECTIVES**

- Read, discuss, and write about animals and their characteristics
- Identify and recall details
- Identify and use antonyms
- Write a letter

**Language Expectations**

**Language of Science**

- Reading Informative
- Listening Narrative
- Speaking Informative
- Writing Informative

**ELA Standards Connection**

**Reading**

- Identify main ideas and details that support main ideas
- Understand features of different genres (journals, personal narrative, informational)
- Determine meaning of words and phrases
- Ask and answer questions to demonstrate understanding of a text
- Describe the relationship between a series of events, using language related to time sequence and cause and effect
- Use information gained from illustrations and words to demonstrate understanding of the text
- Describe logical connections between particular sentences and paragraphs in a text
- Know and apply grade-level phonics and word analysis skills in decoding words

**Speaking and Listening**

- Follow instructions
- Sequence information
- Ask and answer questions to demonstrate understanding of a text

**Grammar and English Conventions**

- Read sentences that use antonyms
- Identify and understand verbs and adjectives by relating them to their opposites
- Identify and use antonyms
- Demonstrate an understanding of word relationships
- Use knowledge of language and its conventions when writing
- Use personal, possessive, and indefinite pronouns

**ACADEMIC LANGUAGE OF LESSON**

<b>Tier 1</b>	birth, born, brother, calf, cow, gentle, manatee, walnut, warm, zone
<b>Tier 2</b>	allowed, details, live, main idea, paddle, surface, weigh
<b>Tier 3</b>	bay, breathe, coastal, flippers, nostrils, orian, river, seaweed, states, tools, whiskers

UNIT 1 Lesson 1 13

**Listen and Discuss** Student Book PAGE 14

**TOTAL TIME: 45 Minutes**  
My Learning Goals: 5 Minutes  
Working with Page 14: 15 Minutes  
Working with Page 15: 20 Minutes  
Check My Goals: 5 Minutes

**OBJECTIVE**  
• Use descriptive language as well as comparison and contrast language to tell about a walrus and a manatee.

**ACADEMIC LANGUAGE**  
Tier 1: manatee, walrus Tier 2: live, surface, weigh Tier 3: flippers, tools, whiskers

**MY LEARNING GOALS**  
Direct students' attention to My Learning Goals. Choral read My Learning Goals. Explain to students that at the end of the lesson, they will determine if they have met these goals. If they have, they will put a check next to each goal.

**WORK WITH THE PAGE**  
Explain to students that they will listen to a conversation two times. The first time they hear the conversation, they should just listen carefully. As they listen a second time, they should take notes on the web about what they hear. Then they will participate in a conversation about what they have heard as well as what they have learned from the reading passage.

**Listen and Discuss**

Listen to a conversation between friends about a walrus. While you listen, take notes on the web about what you hear.

**Answers will vary.**

**Web:**

- live in water
- whiskers
- big
- gray
- wrinkles
- flippers

### Instructional Features

TEAM is designed for use by ESL teachers and by general education teachers as a support for ELs in their academic classrooms. The student books are centered around common themes and topics for each grade level and reflect instructional design that asks students to be responsible for their own learning. Each unit has an academic standards focus, a reading strategy, a language focus, and a writing focus, as shown in the chart below:

Unit/Lesson/Theme	Standards Focus	Reading Strategy	Language Focus	Writing Focus
<b>UNIT 1: All About Animals</b>				
LESSON 1: Meet the Manatee	Science Social Studies	Main Idea and Details	Antonyms	Letter
LESSON 2: Flying Far from Home	Science Social Studies	Cause and Effect	Homophones	Compare and Contrast
LESSON 3: All the Zoo	Language Arts Science	Sequence	End Punctuation	Diary or Journal entry
<b>UNIT 2: Ideas That Changed the World</b>				
LESSON 4: American Indian Creations	Science Social Studies	Cause and Effect	Forming the past tense with -ed	Opinion
LESSON 5: A Man Ahead of His Time	Science Social Studies	Main Idea	Root Words	News Story
LESSON 6: Fire	Language Arts	Story Elements	Irregular Verbs	Retailing Folklore
<b>UNIT 3: New Places, New Faces, New Things</b>				
LESSON 7: Putting Down Roots	Science	Predictions	Helping Verbs	How-to
LESSON 8: All Kinds of Weather	Science Social Studies	Compare and Contrast	Noun and Verb Agreement using is and are	Opinion
LESSON 9: A Place for Yuki	Language Arts Social Studies	Understanding Characters	Possessive Pronouns	Email
<b>UNIT 4: Food for Thought</b>				
LESSON 10: America's Favorite Treat	Science Social Studies	Inferences and Conclusions	Action Verbs	Sequence
LESSON 11: Try It, You'll Like It!	Science Social Studies	Compare and Contrast	Compound Words	Opinion
LESSON 12: A Day at the Farm	Language Arts Social Studies	Character Analysis	Dialogue and Quotation Marks	Narrative

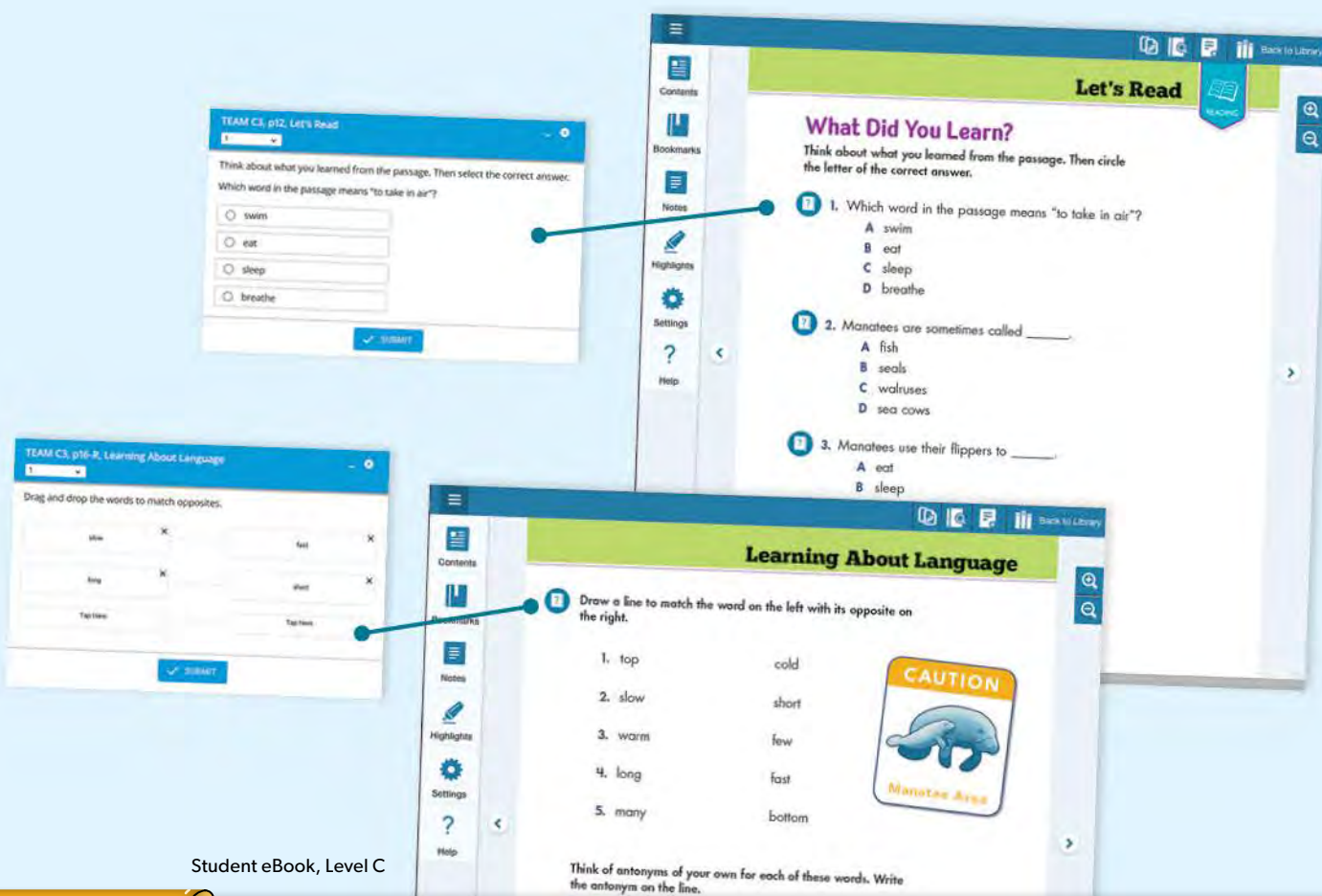
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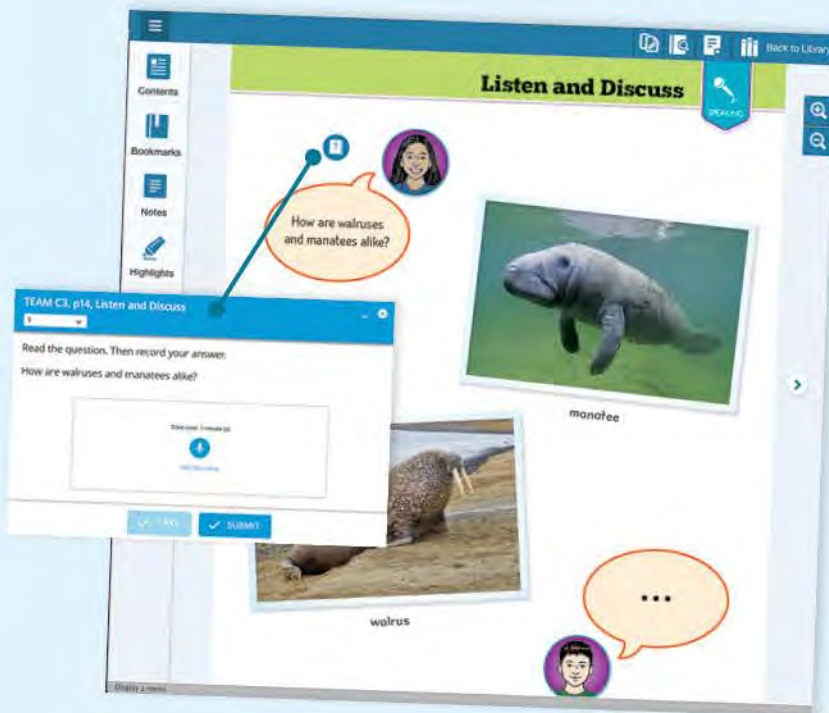
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Level B (Gr. 2)	NW0369-2	Level H (Gr. 8)	NW0375-3
Level C (Gr. 3)	NW0370-8	High School (Bk. 1)	NW1331-8
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Student eBook, Level C



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Student Name	Average	ESL/ELD	Grade 3	Listening	Reading	Speaking	Writing
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Don Lousard	66.67%	44.46%	70.29%	28.03%	77.78%	77.42%	100%
Siam Lertz	63.3%	23.16%	68.76%	77.78%	88.89%	75%	83.34%
Sara Neu	21.67%	21.67%	60.88%	29.63%	88.89%	50%	75%
Brian Conner	51.2%	17.07%	33.34%	11.12%	8.34%	47.22%	66.67%
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Level B (Gr. 2) NW0378-4	Level H (Gr. 8) NW0384-5
Level C (Gr. 3) NW0379-1	High School (Bk. 1) NW1334-9
Level D (Gr. 4) NW0380-7	High School (Bk. 2) NW1335-6
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# Finish Line for ELLs 2.0

## Progress Monitoring for WIDA's ACCESS for ELLs® 2.0 Exam

With the practice in *Finish Line for ELLs 2.0*, students improve their performance across the language domains and become familiar with item types on the ACCESS for ELLs 2.0 exam. Data from each completed lesson can be used to monitor progress and identify gaps in learning.

### Components—See pages 30–35.

- Student books, printed and interactive eBooks
- Annotated teacher's editions and audio, printed and eBooks

## Student Books

- **Listening, reading, speaking, and writing** units address five content areas.
- **Tested item types** include multiple choice, short and extended writing tasks, and oral response.
- Presentation mimics the online 2.0 exam to give students an **authentic test-taking experience**.
- A model lesson starts every unit to **show students what's expected**.
- Each question addresses a proficiency level and standard found on the 2.0 exam. The proficiency levels of the questions increase within each lesson to **promote advancement**.
- Student performance can be **measured using data** from each completed lesson.

Table of Contents	
About <i>Finish Line for ELLs 2.0: English Proficiency Practice</i>	7
<b>Unit 1 LISTENING</b>	9
Model Lesson At the Pet Store	10
Lesson 1	
Lesson 2	
Lesson 3	
Lesson 4	
Lesson 5	
Lesson 6	
Lesson 7	
Lesson 8	
Lesson 9	
Lesson 10	
<b>Unit 2 READING</b>	48
Model Lesson Caring for Pets	49
Lesson 11 Rules and Procedures	53
Lesson 12	
Lesson 13	
Lesson 14	
<b>Unit 3 WRITING</b>	93
Model Lesson Short Task: The Needs of Living Things	94
Lesson 15	
Model Lesson Extended Task: The Needs of Living Things	96
Lesson 16	
Lesson 17	
Lesson 18	
Lesson 19	
Lesson 20	
Lesson 21	
Lesson 22	
Lesson 23	
Lesson 24	
Lesson 25	
<b>Unit 4 SPEAKING</b>	124
Model Lesson Animals in Our Neighborhood	125
Lesson 26	
Lesson 27	
Lesson 28	
Lesson 29	
Lesson 30	
Lesson 31	
Lesson 32	
Lesson 33	
Lesson 34	
Lesson 35	

Lessons address content themes and are organized by language domain

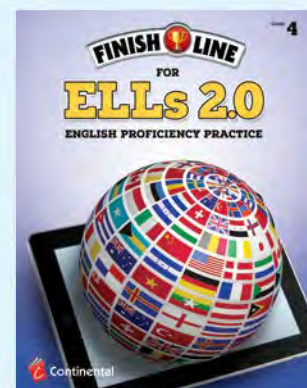
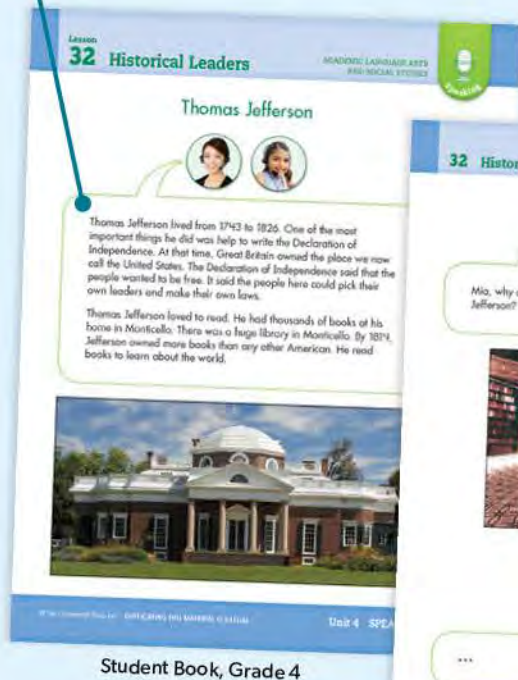
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Student Book, Grade 4



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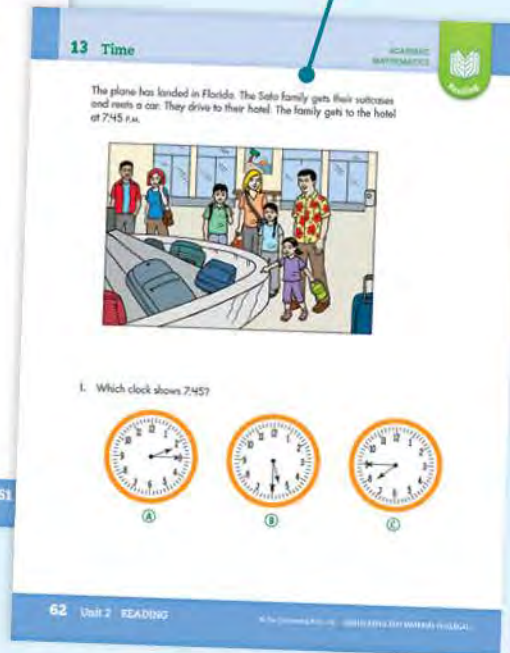
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Audio available for speaking and listening

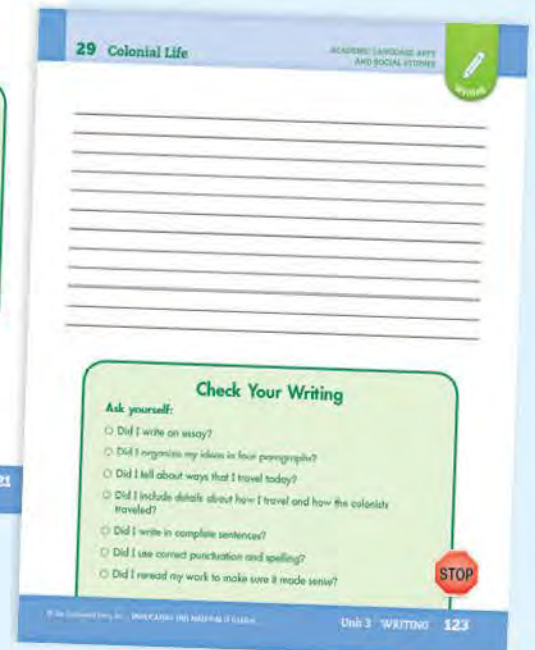
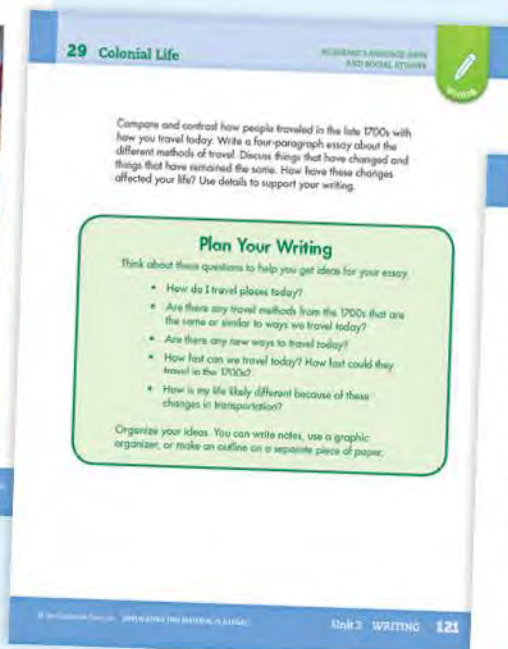
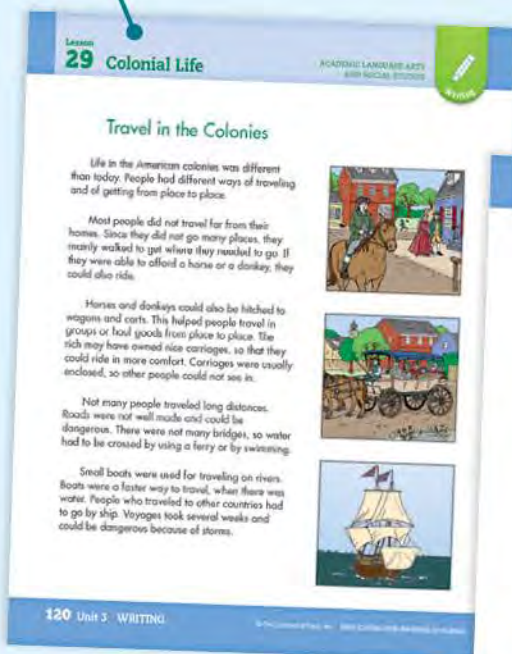




Reading lessons with a question for each passage



Writing lessons with short and extended tasks



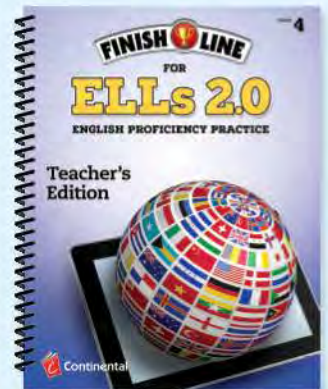
Student Book, Grade 4



## Annotated Teacher's Editions and Audio

Teacher's editions include audio download instructions, as well as:

- Teacher directions for each page
- Instructional notes
- Extension activities
- Language levels and performance objectives for the standards
- Common Core connections
- Parent letters in multiple languages
- Scoring forms and answer sheets with rubrics
- Book list for additional ELP practice



Audio provides oral reading of the listening and speaking activities from the teacher's edition to simulate the test-taking experience. Narrators/virtual teachers give directions and questions. Student/adult dialogue models student responses and demonstrates language expectations.

**11 Time** ACADEMIC MATHEMATICS

The plane has landed in Florida. The Sato family gets their suitcases and rents a car. They drive to their hotel. The family gets to the hotel at 7:45 P.M.

1. Which clock shows 7:45?

Item	Language Level	Performance Objective
1	Intermediate	Students will identify a given time.

Connection: ELA, RI 4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

**62 Unit 2 READING**

Annotated Teacher's Edition, Grade 4

**32 Historical Leaders** ACADEMIC LANGUAGE ARTS AND SOCIAL STUDIES

Say: Now it is your turn. How was the land that Lewis and Clark explored different from the way it is today?

Pause while the student answers the question. Score the student's answer using the rubric on page 186 or a rubric of your choice.

**Extension Activity**

1. Lead a discussion about sequence. Using the information in the lesson, have students create a time line of Thomas Jefferson's life. [L, RI]
2. Expand activity 1 to have students conduct additional research and present their time line to the class. [A]

**6 Indoor Activities** CONVERSATIONAL LANGUAGE

Say: Look at number 1. Take a moment to look at the answer choices.

Pause about 10 seconds while students look at the answer choices.

Say: Now listen to Makyla.

Makyla says, "Jenna, let's put together a puzzle. This one is a cute picture of cats. They are my favorite animals. It has 250 pieces, so it might be hard. I will start working on the edge of the puzzle. Do you see any pieces that are flat on one side?"

What activity are Makyla and Jenna doing?

Pause for students to mark an answer.

Say: Look at number 2. Take a moment to read the answer choices.

Pause about 10 seconds while students read the answer choices.

Say: Now listen to Tanner.

Tanner says, "Let's make two teams and play a game. One person on each team will draw a picture on the board. The other people on the team have to guess what that person is drawing. How many people want to play? Ok, there are 6 of us who want to play the game. The teams will not be very big. Now Aitwen and Chloe want to play, too. So, there will be 8 people in all."

How many people will be on each team?

Pause for students to mark an answer.

Say: Now turn the page.

**32 Unit 1 LISTENING**

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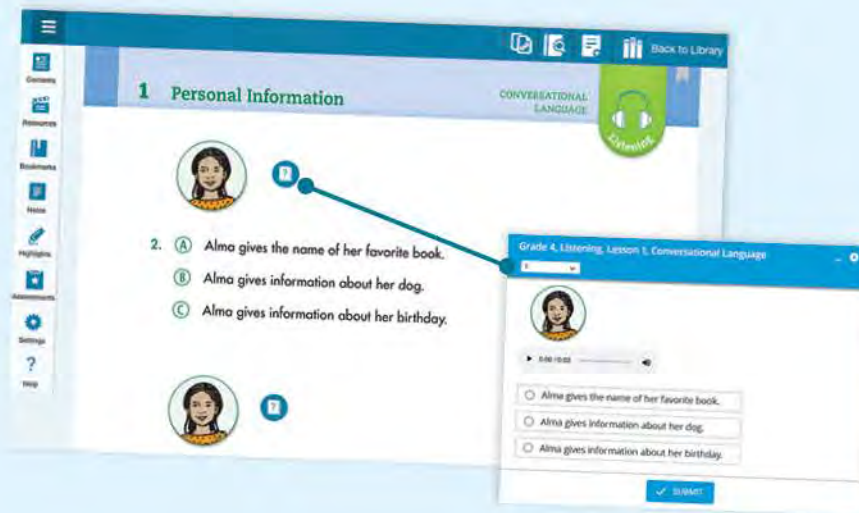
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Tee Hodges	63.3%	23.16%	- 68.76%	27.78%	88.89%	75%	83.34%
Lizza Rodo	21.67%	21.67%	- 60.88%	29.63%	88.89%	50%	75%
Tim Yinnir	51.2%	17.07%	- 83.34%	11.12%	8.34%	47.23%	66.67%
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## Approachable Lessons to Improve Grammar Skills

*Exploring English Grammar* gives English learners manageable, step-by-step practice to improve their grammar skills. Students take an active role in the learning process as they answer open-ended questions, choose topics and audience, and modify existing text.

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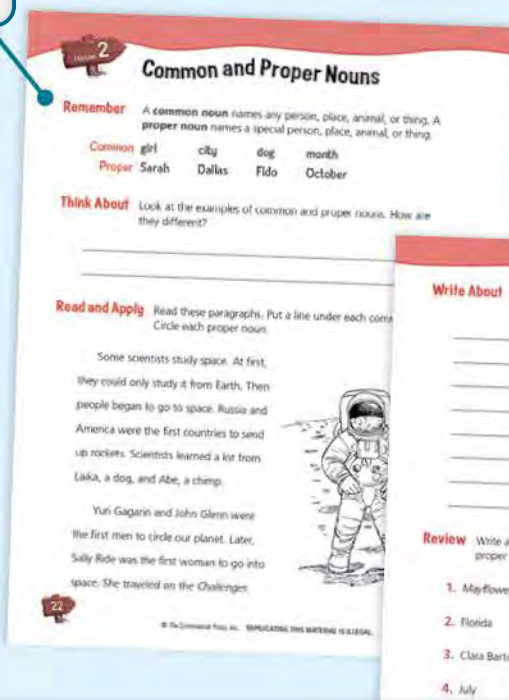
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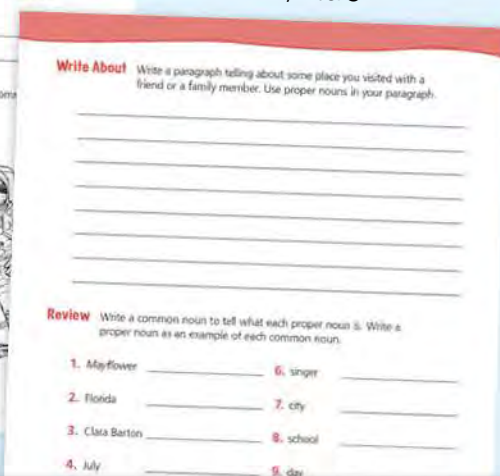
A teacher resource for every level includes a series overview, series scope and sequence, suggestions for use, list of content area subject matter, parent letter for each unit, objective and enrichment activities for each lesson, and annotated student pages.

Examples show what's expected

Table of Contents	
Introduction to Exploring English Grammar	3
<b>1 Sentences</b>	
Lesson 1 Sentences and Fragments	6
Lesson 2 Subject Part	8
Lesson 3 Predicate Part	10
Lesson 4 Statements and Questions	12
Lesson 5 Question Words	14
Lesson 6 Commands and Exclamations	16
Lesson 7 Run-On Sentences	18
<b>2 Nouns</b>	
Lesson 1 Nouns	20
Lesson 2 Common and Proper Nouns	22
Lesson 3 Singular and Plural Nouns	24
Lesson 4 Irregular Plural Nouns	26
Lesson 5 Possessive Nouns	28
Lesson 6 Abstract Nouns	30
<b>3 Verbs</b>	
Lesson 1 Action Verbs	32
Lesson 2 Linking Verbs	34
Lesson 3 Helping Verbs	36
Lesson 4 Present Tense	38
Lesson 5 Future Tense	40
Lesson 6 Past Tense	42
Lesson 7 Past Tense: Irregular Forms	44
Lesson 8 Forms of Be: Present Tense	46
Lesson 9 Forms of Be: Past Tense	48
Lesson 10 Perfect Tense	50
<b>4 Pronouns</b>	
Lesson 1 Pronouns	52
Lesson 2 Pronouns: I and Me	54
Lesson 3 Possessive Pronouns	56



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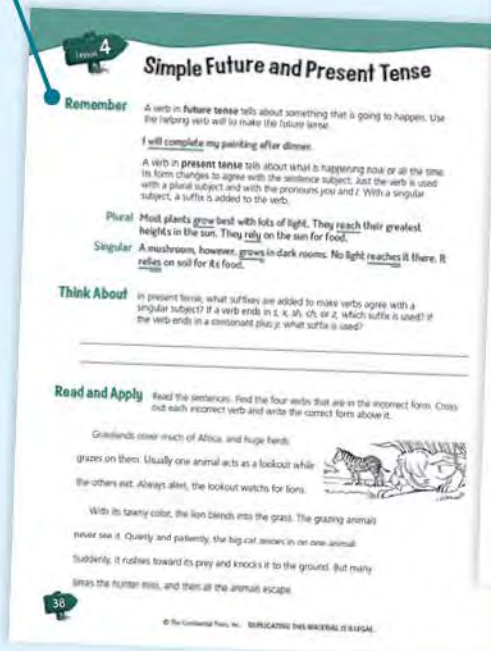
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“The in-context practice is very helpful to students. It gives them a better idea of why a particular skill is important/necessary. They will carry this learning over to their own writing.”

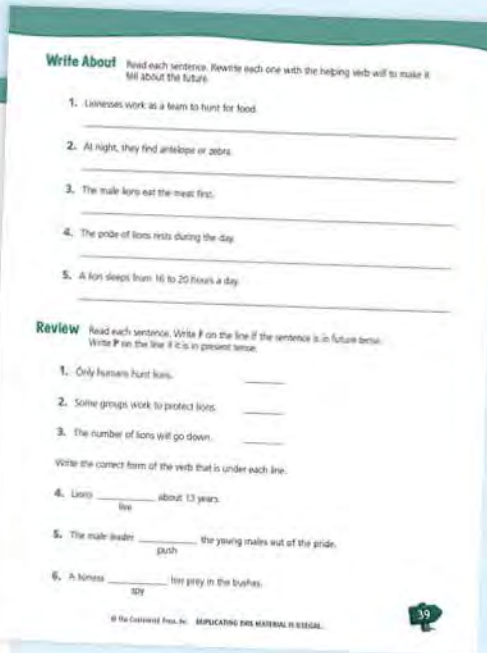
— Danielle Boutin, EL Teacher K–5, NH

”

5 parts in each lesson



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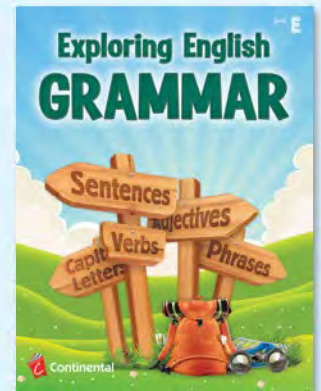
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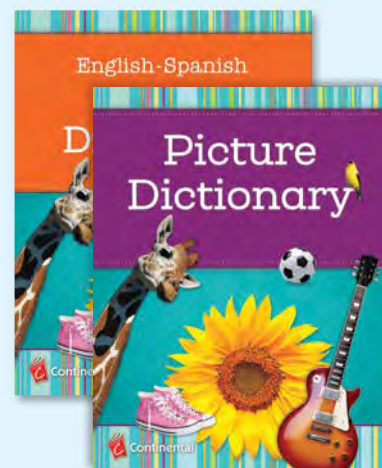
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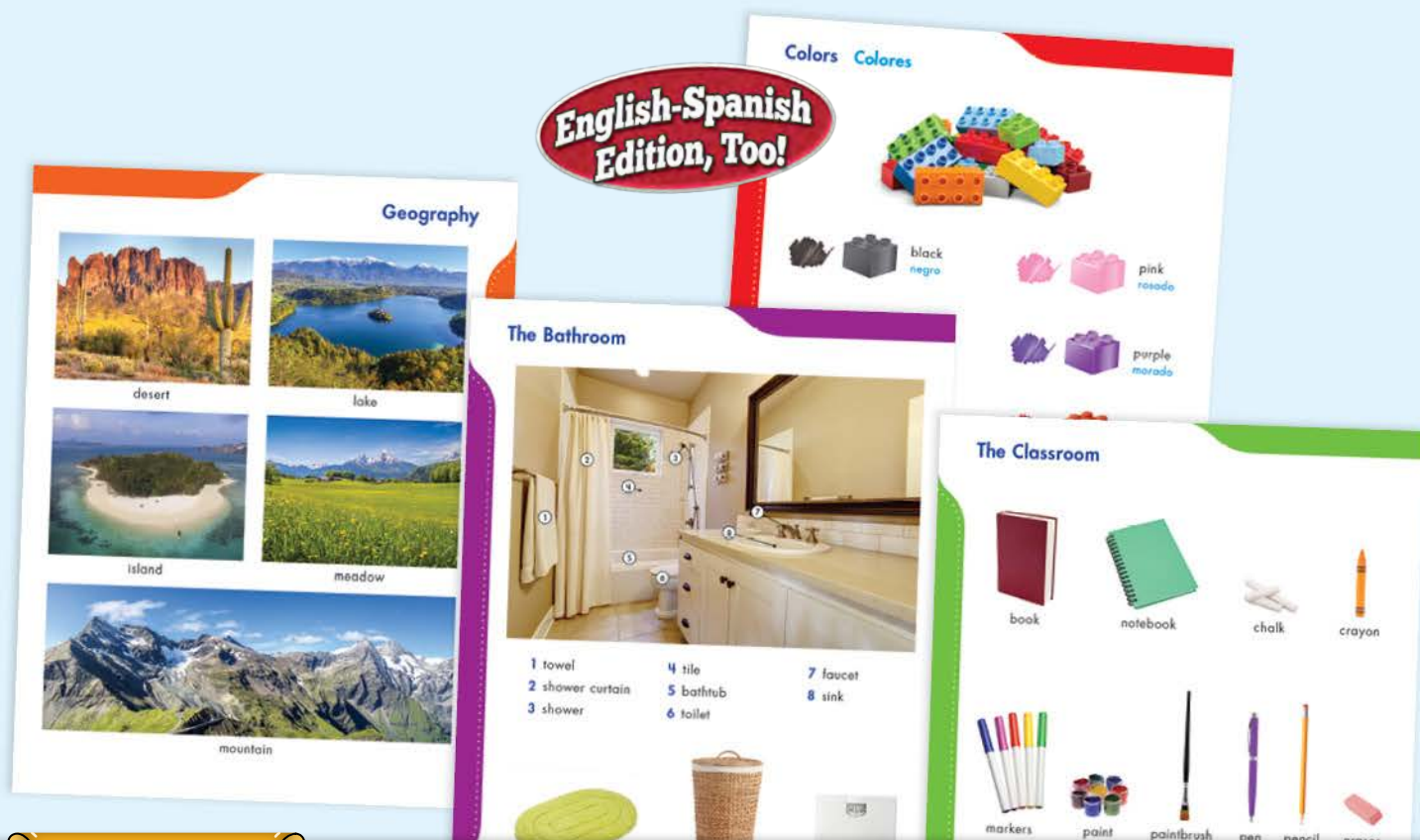
Our *Picture Dictionary* helps English learners expand their word knowledge using visual representations of common vocabulary words.

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# Phonics and Word Study

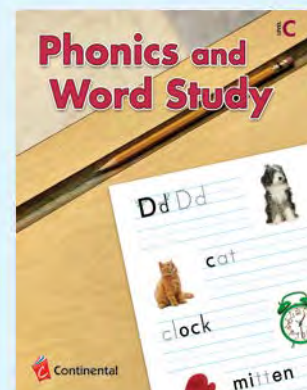
## Basic Phonics Practice for English Learners

*Phonics and Word Study* helps students develop the skills necessary for independent reading. Books teach decoding through structural analysis, so students fully understand the basics of word structure.

## Student Books

- Engaging art and photos provide the **visual support ELs need** for developing skills. Ideal for older students, too.
- Level A is devoted primarily to the auditory perception of sounds and the association of these sounds with the written symbols that represent them. Level F completes the series with review activities for the maintenance of skills generally taught in the first five grades. The entire series covers **word analysis basics**: phonics, syllabication, affixes, root words, contractions, possessives, synonyms, antonyms, homophones, and dictionary use.
- Books are assigned alpha levels, rather than grades, so you can discreetly move up and down the scale to **differentiate instruction**.

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Reading Levels 1–6  
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**Table of Contents**

Initial and Final Consonants 3  
Medial Consonants 4  
Initial Consonant Blends with r 5  
Initial Consonant Blends with l 6  
Initial and Final Consonant Blends 7  
Medial Consonant Blends 8  
Initial and Final Consonant Digraphs 9  
Medial Consonant Digraphs 10  
Consonant Digraphs qu, gu, gh, and ph 11  
Sounds of Consonant & /f/ and /v/ 12  
Sounds of Consonant & /g/ and /j/ 13  
Review Sounds of Consonants & c, and g 14  
Short Vowels 15  
Long Vowels 16  
Review Long and Short Vowels 17  
Vowel Sounds ou, ow, oi, and oy 18  
Spellings er, ir, ur, ear, or, and ar 19  
Vowel Spellings oo, oo, ee, and ea 20  
Spellings ou, oi, ay, and ey 21  
Endings ed, ing, and th 22  
Review Endings 23  
Review 24  
Base Words 25  
Adding s or es to Form Plurals 26  
Singular and Plural Possessives 27  
Review Plurals and Possessives 28  
Suffixes -y, -ly, -ful, and -less 29  
Suffixes -er and -est 30  
Suffixes -ing and -ed 31  
Suffixes -en 32  
Suffixes and Base Words 33  
Doubling the Final Consonant 34  
Adding a Suffix 35  
Changing y to i Before Adding a Suffix 36  
Recognizing Base Words 37  
Dropping a Letter Before Adding -ed, -ing, or -er 38  
Changing f to v Before Adding the Suffix -es 39

**Level C**

Complete each word by writing the letters that stand for the sounds of the consonant blend you hear in the picture name.

sl	sw	sp	sk	sn	tw
ne _____	_____ider	de _____	_____enty		
_____ing	_____amp	_____ow	_____unk		

Complete each sentence with one of the words below.

forest desk twice stamp skating spot swim show

1. Stacy ran \_\_\_\_\_ from one end of the pool to the other.  
2. Many different animals live in the green \_\_\_\_\_.  
3. The ice on the lake is not safe for \_\_\_\_\_.  
4. A fear of \_\_\_\_\_ fell before the storm ended.  
5. How did you get that dirty \_\_\_\_\_ on your coat?  
6. Jamal hurt his arm \_\_\_\_\_ in one ball game.

Initial and Final Consonant Blends

Trace the **en** at the end of each word.  
Notice its meaning in each word.

1. wooden — made of wood  
2. shorten — to make short

Add **en** to each word in the list below. In the small box, write 1 if **en** means "made of" or 2 if **en** means "to make."

deep _____	wool _____	sweet _____
hard _____	earth _____	oak _____
gold _____	soft _____	dark _____

Complete each sentence with one of the words below.

wooden	lighten	darken	strengthen
straighten	shorten	golden	woolen

1. Since the rope is too long, we'll have to \_\_\_\_\_ it.  
2. Joanne served the tossed salad in \_\_\_\_\_ bowls.  
3. Brett took some books out of the box to \_\_\_\_\_ the load.  
4. In the bright sunlight, Joanne's hair looked \_\_\_\_\_.  
5. A \_\_\_\_\_ shirt feels very warm on cool evenings.  
6. Kevin tried to \_\_\_\_\_.

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# Practice Exercises in Basic English

## Simplified English Practice for ELs

*Practice Exercises in Basic English* is designed for students who need extra support in basic grammar, usage, and word study skills.

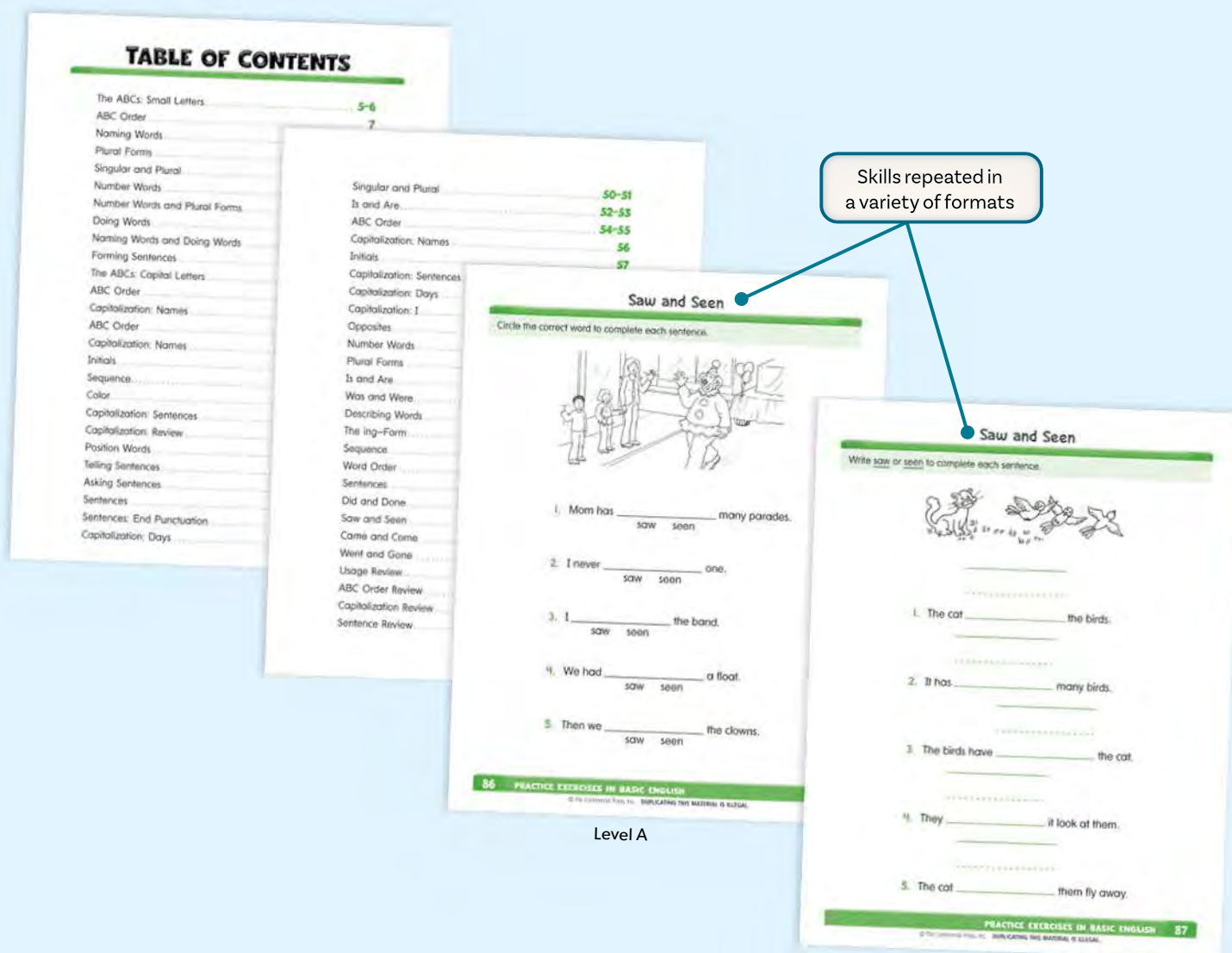
### Components

- Student books
- Annotated answer keys

### Student Books

- **Single skill focus** is ideal for ELs.
- Instruction, examples, and/or reminders introduce each skill.
- Skills are repeated in a **variety of formats so students learn and retain**.
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Level A



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## Commas with Dates

A comma (,) is used to separate the day from the year in a date.  
February 7, 1994      May 20, 1997

Place commas where they belong in these dates.

- |                  |                     |                      |
|------------------|---------------------|----------------------|
| 1. August 6 1960 | 4. June 14 1764     | 7. February 27 2011  |
| 2. April 6 1962  | 5. November 13 1495 | 8. October 5 1993    |
| 3. July 15 1216  | 6. December 21 1957 | 9. September 10 1955 |

When dates are used in sentences, a comma also separates the year from the rest of the sentence.

On July 20, 1968, Apollo 11 landed on the moon.

Place commas where they belong in these sentences.

- On April 25 1777 Sybil Ludington rode 40 miles to gather troops to fight the British.
- Texas became a state on December 29 1845.
- On January 24 1948 gold was discovered in California.
- Barack Obama became the 44th president of the United States on January 20 2009.
- On December 17 1903 the Wright brothers were the first to fly an airplane.
- The first killer stamp was made on May 6 1840 in England.
- On September 11 2001 terrorists attacked America.

86 PRACTICE EXERCISES IN BASIC ENGLISH

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Level D

## Comma Review

A comma is used:

- after a word like yes, no, or well when it is the first word of a sentence.
- after each word in a series except the last one.
- to separate the day from the year in a date, and the year from the rest of a sentence.
- to separate the name of a city from the name of a state, and the name of the state from the rest of a sentence.

Place commas where they belong in these sentences.



- Jamestown Virginia was founded on May 14 1607 by a group of settlers from England.
- Yes this was the first permanent English settlement in the New World.
- Well about 100 men came in three large ships.
- No the ships did not stay.
- The settlers marked timber and chopped down trees for houses.
- They worked hard to make a sturdy strong and comfortable fort.
- I visited Jamestown Virginia to celebrate its 400th anniversary on May 14 2007.
- Visitors can see the site of the original fort church tower and buildings.

88 PRACTICE EXERCISES IN BASIC ENGLISH

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Skill introduction

## Good and Well

Good is an adjective that describes a noun or pronoun. Well is an adverb that tells how something is done.

Jason skates well.  
He's a good ice hockey player.

Write good or well to complete the sentences below correctly.



I hope to do \_\_\_\_\_ on the test tomorrow. I've always been a \_\_\_\_\_ student, and I get \_\_\_\_\_ grades. But I don't always do \_\_\_\_\_ on tests. When I take a test, I get nervous and forget things. Maybe it's because I don't sleep so much so I do \_\_\_\_\_. Before a test, I always get a \_\_\_\_\_ night's sleep so that I'm \_\_\_\_\_ rested. I also eat a \_\_\_\_\_ breakfast. To do \_\_\_\_\_

Level F

## Homophones

Homophones are words that sound alike but are spelled differently and have different meanings.

Dishes — breaks

In each group of words below, circle a homophone for the underlined word.

- |   |  |   |
|---|--|---|
| 1. <u>so</u><br>snow<br>saw<br>soon<br>soap         | 5. <u>bought</u><br>brought<br>brow<br>bui<br>bone     | 11. <u>don</u><br>doon<br>don't<br>doubt<br>dough |
| 2. <u>forth</u><br>tough<br>forse<br>fourth<br>fort | 7. <u>shoot</u><br>shone<br>chute<br>shot<br>chose     | 12. <u>fewer</u><br>few<br>fly<br>float           |
| 3. <u>peeling</u><br>cowl<br>celery<br>acornery     | 8. <u>pry</u><br>present<br>practise<br>prey<br>parade | 13. <u>hard</u><br>hard<br>hear<br>help<br>heard  |
| 4. <u>far</u><br>fence<br>fare<br>fate              | 9. <u>could</u><br>beard<br>banned<br>buddy            | 14. <u>suite</u><br>sweet<br>swat<br>swast        |

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2 tests per grade/license

Grade 4, Form A

1

Which expression from *Alice's Adventures in Wonderland* does the illustration and text help you understand?

☐ late for an important date

☐ Cheshire cat grin

☐ down the rabbit hole

☐ mad as a hatter

Read the passage. Then answer the questions.

Charles L. Dodgson lived in England during the 1800s. He was a math teacher, but he is best known for the nonsense stories and poems he wrote for the children of his friends. He published them under the pen name Lewis Carroll, and the most famous is the book *Alice's Adventures in Wonderland*. In this part of the adventure, Alice has rescued a baby from a cruel duchess, only to find that it has turned into a pig.

**Alice's Adventures in Wonderland**  
By Lewis Carroll

1 So she set the little creature down, and felt quite relieved to see it trot away quietly into the wood. "If it had grown up," she said to herself, "it would have been a pig."

44 Which expression from *Alice's Adventures in Wonderland* does the illustration and text help you understand?

A late for an important date  
B Cheshire cat grin  
C down the rabbit hole  
D mad as a hatter

45 How are the Cheshire Cat's and Alice's viewpoints different?

A Alice thinks she is mad. The Cheshire Cat does not think she is mad.  
B Alice thinks it matters which path she takes. The Cheshire Cat does not think it matters because she doesn't know where she wants to go.  
C Alice thinks she will play croquet with the Queen. The Cheshire Cat does not think this will happen.  
D Alice thinks she will see the Cheshire Cat later that day. The Cheshire Cat does not think they will meet later.

46 Which of these best describes Alice's response to her conversation with the Cheshire Cat?

A She is angry.  
B She is timid.  
C She is puzzled.  
D She is sad.

Grade 4, Form A

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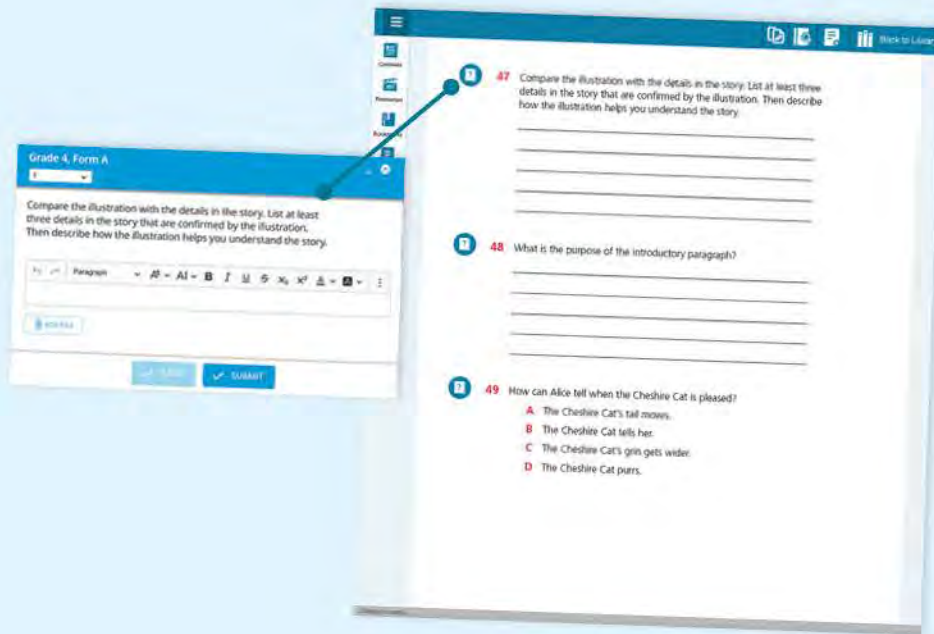
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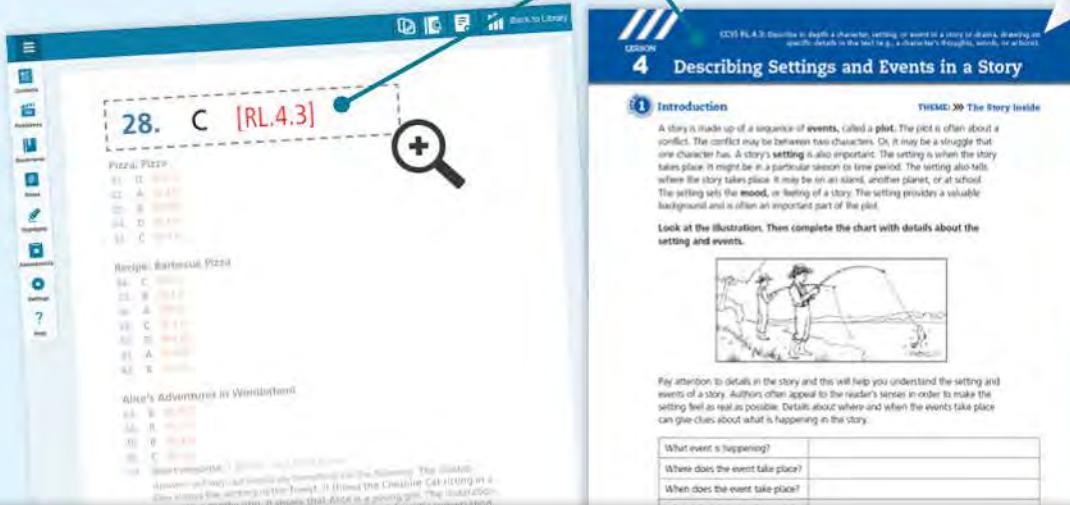


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- Student books, printed and eBooks
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- Annotated teacher's editions, printed and eBooks

## Student Books

Lesson format:

**Part #1, Introduction:** Review of the skills and concepts

**Part #2, Focused Instruction:** Passage followed by leading questions to develop strategies

**Part #3, Guided Practice:** Passages with text-dependent questions and learning support

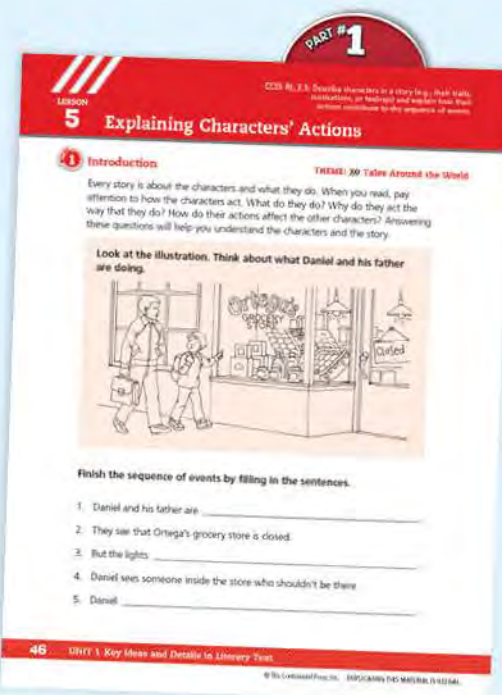
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TABLE OF CONTENTS	
About Finish Line English Language Arts 5	
UNIT 1: Key Ideas and Details in Literary Text 7	
LESSON 1 RL.3.1	Answering Questions 8
LESSON 2 RL.3.2	Determining the Theme 16
LESSON 3 RL.3.2	Retelling Stories 25
LESSON 4 RL.3.3	Describing Characters 36
LESSON 5 RL.3.3	Explaining Characters' Actions 46
UNIT 1 REVIEW 54	
UNIT 2: Key Ideas and Details in Informational Text 61	
LESSON 6 RI.3.1	Asking Questions 62
LESSON 7 RI.3.2	Determining the Main Idea and Details 72
LESSON 8 RI.3.3	Understanding Time and Sequence 80
LESSON 9 RI.3.3	Recognizing Cause-and-Effect Relationships 88
UNIT 2 REVIEW 97	
UNIT 3: Craft and Structure in Literary Text 104	
LESSON 10 RL.3.4	Understanding Word Meanings 105
LESSON 11 RL.3.5	What Makes a Play a Play? 112
LESSON 12 RL.3.5	What Makes a Story a Story? 124
LESSON 13 RL.3.5	What Makes a Poem a Poem? 133
LESSON 14 RL.3.6	Determining Point of View 142
UNIT 3 REVIEW 150	
UNIT 4: Craft and Structure in Informational Text 159	
LESSON 15 RI.3.4	Understanding Words in Context 160
LESSON 16 RI.3.5	Using Text Features to Locate Information 168
LESSON 17 RI.3.6	Distinguishing Points of View 178
UNIT 4 REVIEW 187	

Student Book, Grade 3





Rigorous, authentic text

Leading  
questions

**2 Focused Instruction** Lesson 5

Read the first part of the story. Then answer the questions.

**The Smiling Rabbit**  
a Mexican folktale

- 1 There once lived a very poor old woman and a very poor old man. These two did not have much, but they did have a jaguar and a rabbit. One day they grew very, very hungry. They decided they were going to have to make rabbit stew, because they did not have anything else. Well, the rabbit was not about to be made into stew! So he called the jaguar over. The jaguar came over smiling, and said, "You are going to be stew, rabbit!"
- 2 "No," said the rabbit, "they are boiling water to make hot chocolate! Yum! If you rest quietly in my cage, you might get some chocolate. But if I stay in here, I will get the chocolate!"
- 3 The jaguar could not stand it, so he opened the rabbit's cage and let himself inside. The rabbit stepped out, "I will go get the owners," the rabbit said. The jaguar waited patiently, but the rabbit did not come back.

**Think About It**

What actions does the rabbit take in the story? Look for details that tell what the rabbit says and does.

First, the rabbit calls \_\_\_\_\_.

Then he tells the jaguar their owners are making \_\_\_\_\_.

Next, the rabbit \_\_\_\_\_.

He tells the jaguar he will get the owners but \_\_\_\_\_.

The actions the rabbit takes show that he is \_\_\_\_\_.

UNIT 1 Key Ideas and Details in Literary Text

**2 Focused Instruction** Lesson 5

Continue reading the story. Then answer the question.

- 4 Finally, the jaguar left the cage. He went looking for the rabbit. He found the rabbit in a cave. He asked the rabbit what was going on. But the rabbit said, "I am sorry. I do not know you. You must have me confused with someone else!"
- 5 "So you are not the one who tricked me!" said the jaguar.
- 6 "No," said the rabbit, "But, listen, I need your help. I have to run and get my friend. Can you hold up this wall for me?" The rabbit gestured to a wall he had been leaning against. The jaguar agreed, and the crafty rabbit ran away. Soon, the jaguar realized he had been tricked again—because the wall was not falling down!
- 7 The jaguar ran after the rabbit, "Come here!" he yelled. "Come to me!" Finally, he found the rabbit, who was dangling from a vine. The jaguar went to pull on the vine to pull the rabbit down, but that plan really backfired! The rabbit flew up into the sky and escaped for good!
- 8 The rabbit had flown as high as the moon, and if you look closely, you can still see him there.

**A CLOSER LOOK**

How does the author describe the rabbit? Underline a sentence in paragraph 6 that tells what the author thinks about the rabbit and his actions.

**What is the same about all of the rabbit's actions?**

What does the rabbit do each time he talks to the jaguar?

A He tricks him.  
B He asks for help.  
C He offers him a treat.  
D He gets him into trouble.

**DISCUSS IT**

What kind of characters are the rabbit and the jaguar? What do their actions tell you about their personalities? Discuss these questions with another student.

48 UNIT 1 Key Ideas and Details in Literary Text

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samples of all grades.

Close reading work

Hints and reminders

**3 Guided Practice** Lesson 5

Read the poem. Then answer the questions.

**The City Mouse and the Country Mouse**  
by Jean de La Fontaine

- 1 A City Mouse, with words polite,
- 2 A Country Mouse invited
- 3 To stop with him and spend the night.
- 4 Said Country Mouse: "De-lighted!"
- 5 In truth it proved a royal treat.
- 6 With everything that's good to eat.
- 7 Alas! When they had just begun
- 8 To gobble their dinner,
- 9 A knock was heard that made them run.
- 10 The City Mouse seemed thinner.
- 11 And as they scampered and turned tail,
- 12 He saw the Country Mouse grow pale.
- 13 The knocking ceased. A fair alarm!
- 14 The City Mouse grew braver.
- 15 "Come back!" he cried. "No, no! The farm.
- 16 Where I'll not quake or quaver,
- 17 Suits me," replied the Country Mouse.
- 18 "You're welcome to your city house."

**A CLOSER LOOK**

What do the City Mouse and the Country Mouse do in this poem? Circle details in the poem that show their actions.

**Where are the Country Mouse and City Mouse eating dinner?**

1 What does City Mouse do at the beginning of the poem?

A He visits the Country Mouse in the country.  
B He invites the Country Mouse to his city house.  
C He scampers outside with the Country Mouse.  
D He is curious about who is at the door.

UNIT 1 Key Ideas and Details in Literary Text

**3 Guided Practice** Lesson 5

What does the poet say about the dinner?

2 Why is the Country Mouse delighted to visit the City Mouse?

3 **Part A**

How do the Country Mouse and City Mouse feel when they hear a knock?

A They are afraid.  
B They are hungry.  
C They are curious.  
D They are delighted.

**Part B**

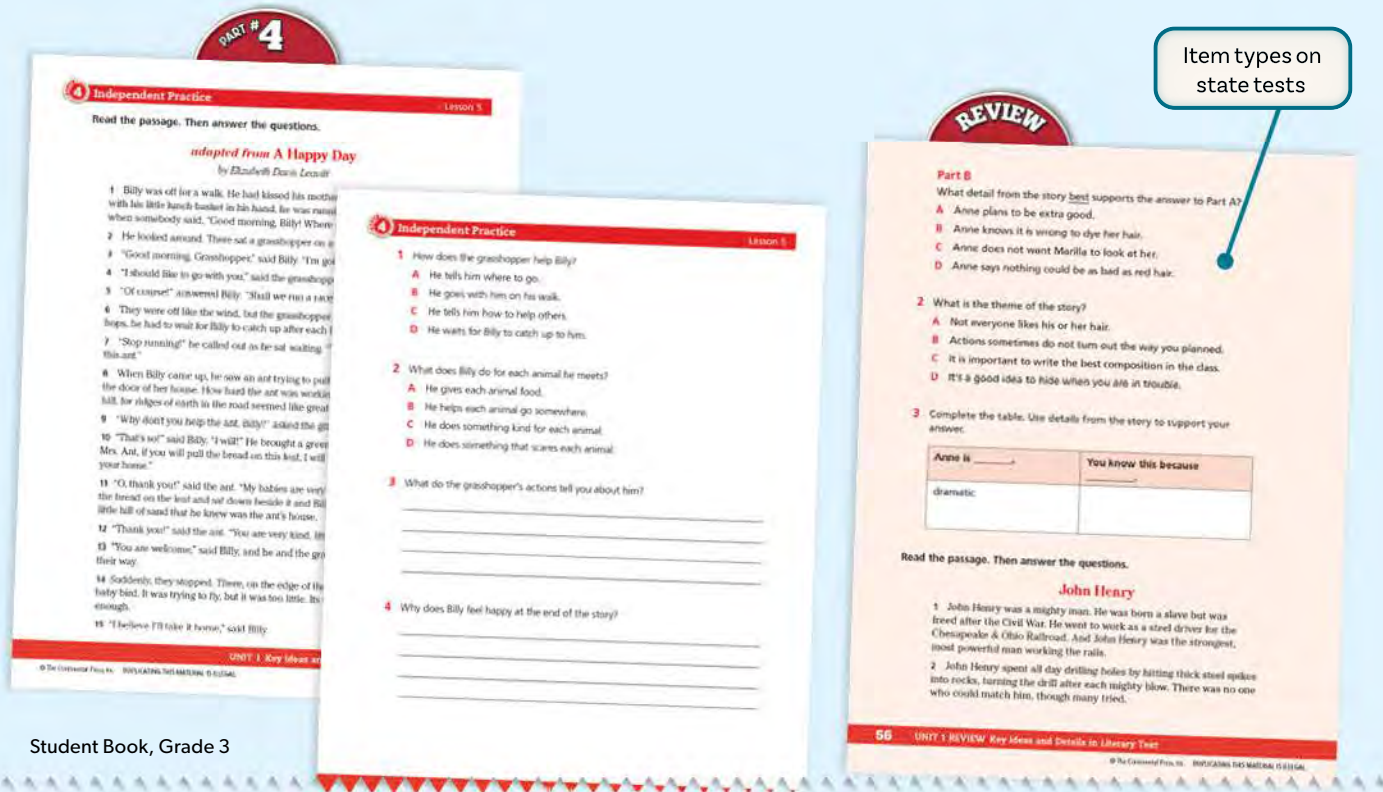
What line from the poem best supports the answer to Part A?

A "Said Country Mouse: 'De-lighted!'"  
B "A knock was heard that made them run."  
C "The City Mouse seemed thinner."  
D "Suits me," replied the Country Mouse."

4 Why does the Country Mouse decide to go home at the end of the poem?

What does the Country Mouse say about his own home?

50 UNIT 1 Key Ideas and Details in Literary Text

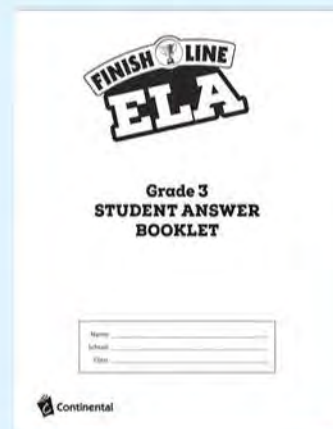
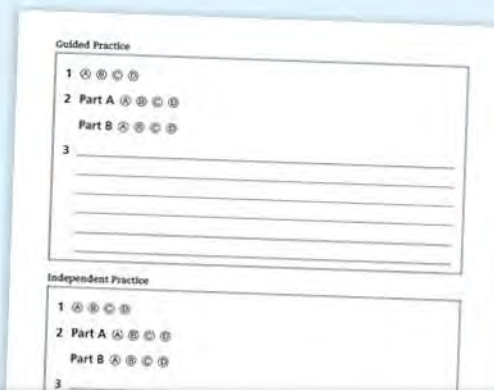


Student Book, Grade 3

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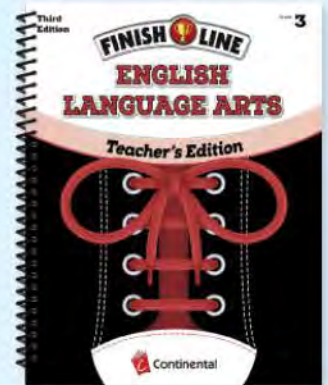


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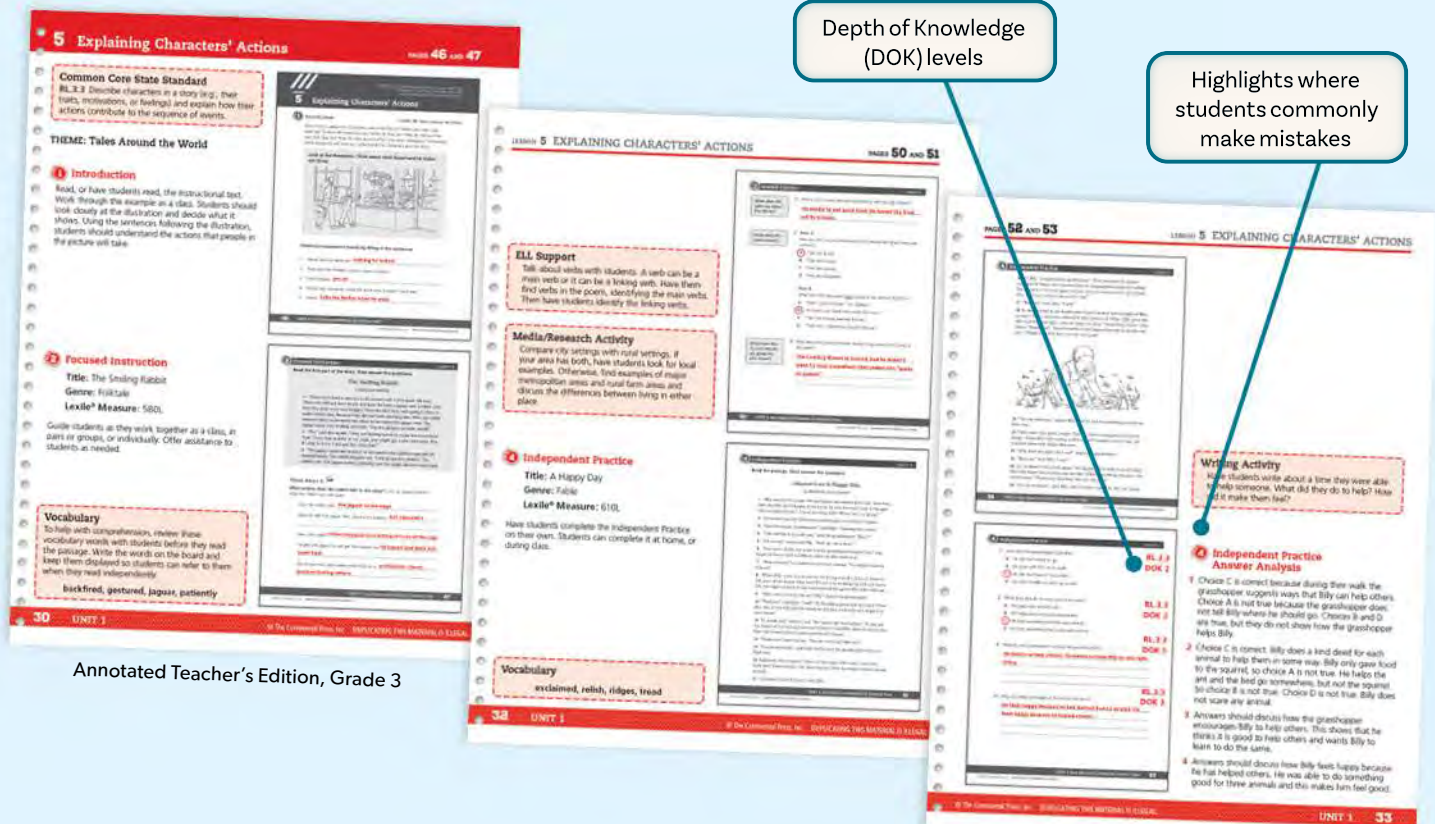
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# The Write Track



## Step-by-Step Instruction to Develop Writing Skills

The *Write Track* helps students develop their written communication skills and gain confidence with classroom writing assignments and state testing requirements.

- Multiple writing genres
- Complete teaching support
- Connections to Common Core and language expectations (narrate, inform, explain, argue)

### Components—See pages 48–53.

- Student books, printed and interactive eBooks
- Annotated teacher's editions, printed and eBooks

## Student Books

Lesson format:

**Part #1:** Skill introduction

**Part #2:** Guided practice with tips and reminders

**Part #3:** Independent practice

Four units progressively build writing skills

### Table of Contents

Welcome to <i>The Write Track</i>	5
<b>Unit 1: Language Conventions</b>	<b>7</b>
Lesson 1 Word Parts	8
Lesson 2 Words in Context	22
Lesson 3 Word Relationships	33
Lesson 4 Multiple-Meaning Words	38
Lesson 5 Rules of English	47
Lesson 6 Grammar	57
<b>Unit 2: Elements of Writing</b>	<b>68</b>
Lesson 7 Writing a Paragraph	69
Lesson 8 Main Idea and Detail	
Lesson 9 Cause and Effect	
Lesson 10 Compare and Contrast	
Lesson 11 The Writing Process	
<b>Unit 3: Types of Writing</b>	<b>131</b>
Lesson 12 Personal Writing	132
Lesson 13 Reasoned Writing	151
Lesson 14 Narrative Writing	167
Lesson 15 Descriptive Writing	184
Lesson 16 Informative Writing	201
Lesson 17 Response to Literature	219
<b>Unit 4: Research</b>	<b>235</b>
Lesson 18 Researching Sources and Content	236
Lesson 19 Outlining the Research Paper	248
Lesson 20 Writing the Research Paper	256

Student Book, Level F

### Part #1

## 4 Multiple-Meaning Words

Some words have multiple, or many, meanings. A dictionary lists each meaning separately, sometimes with a number in front. These words are known as **homographs**, words that are spelled the same but have different meanings. The word **part** has more than one meaning. Here are some meanings of the word **part**.



With so many meanings for one word, how can you know which meaning is correct? Sometimes reading is like being a detective in a mystery. You need clues to find out what a word means. When you read a sentence, you can usually find clues to the meaning of a new word. Look at how a word is used in a sentence. Is it a verb (an action word), a noun (a person, place, or thing), an adjective, or an adverb?

We will **part** at the station when you get on the train.

You can tell that the word **part** is a verb in this sentence. You should also be able to substitute the meaning for the word in the sentence.

Here are two meanings of **part** from the word web that are verbs. Which one fits the sentence?

2. to leave or separate
3. to move people or things apart

If you replace the word **part** with each of these meanings, "separate" makes the most sense.

Write the correct meaning of **part** in each sentence. Use the meanings in the word web.

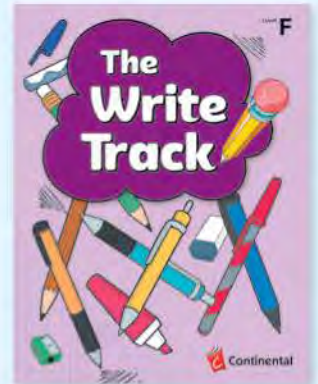
Sentence	Meaning
This is the hardest <b>part</b> of the problem to solve.	
The <b>part</b> of the lung was played by one of the teachers.	
What <b>part</b> did you play in cleaning the yard?	
We had to <b>part</b> the children, so they were in two groups.	





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**PAGE #2**

**Guided Practice**

Read the passage. Then answer the questions.

Everyone knows about false teeth, but other false body parts are not uncommon. When a leg bone has been destroyed, a metal one can allow the person to walk again. To make these replacements, scientists use special materials such as plastic and metal. This presents a problem when a metal rod is used for the bone. The metal rod can be made longer with a special screw. Twice a year, a doctor makes a tiny cut in the person's leg. She puts in a key and turns it; the metal rod gets a little longer, just like a growing bone.

In which sentence does the word *false* mean the same as it means in the passage?

- A The violinist played a false note.
- B The test had true and false answers.
- C The workers replaced the false supports of the bridge.
- D The doctor performed surgery to implant a false hip.

Look for a sentence that uses the word *false* in the same way as it is used in the passage. In the passage, *false* means "artificial."

In which sentence does the word *key* mean the same as it means in the passage?

- A The police officer found the key to solve the crime.
- B We colored a key for the map.
- C Dad used a key to wind the old clock.
- D The song is written in the key of C.

In the passage, *key* means "a piece of notched metal used to turn something."

Unit 1 Language Conventions

Draw a line to match the meaning of *cut* with the sentence that has the same meaning.

The storm *cut* the power last night.

Ava put a bandage on her *cut*.

Darin *cut* the cake into slices.

to use a sharp instrument to divide something

to stop or interrupt

a skin wound

Read the sentence and replace *cut* with the definition. Does the sentence make sense?

Draw a line to the word or words that best complete the sentence.

My brother likes to watch a TV western \_\_\_\_\_ on Saturday morning while he eats \_\_\_\_\_ for breakfast.

central

serial

Homophones are words that sound alike but have different meanings and spellings.

Unit 1 Language Conventions

**PAGE #3**

**Independent Practice**

Read the passage. Then answer the questions.

Millions of years ago, a large form of marine life lived in Earth's oceans. This period of time is known as the Mesozoic era. The fossilized skeleton of the animal was dug from rock that was once the ocean floor. From these bones, scientists were able to build a model that showed what the animal might have looked like when it was living.

1. In which sentence does the word *model* mean the same thing that it means in the passage?

- A The company is a model of productivity.
- B The girls will model the latest fashions in a show.
- C The model dyed her hair brown for the photo shoot.
- D Malik created a model of the car.

2. In which sentence does the word *form* mean the same thing that it means in the passage?

- A Fiona will form her opinion very quickly.
- B I filled out a new emergency form at the doctor's office.
- C The clouds seemed to take the form of a large animal.
- D Blooms form on the plants in early summer.

3. In which sentence does the word *floor* mean the same thing that it means in the passage?

- A The floor of the forest was covered with pine needles.
- B He lives on the second floor of the apartment building.
- C We replaced the tile on the bathroom floor.
- D The price of the new car will floor you.

Unit 1 Language Conventions

Read the sentences. Circle the words that sound the same but are spelled differently and have different meanings.

1. That dress is so pretty on you.  
I learned how to sew a skirt.

2. The ceiling is painted blue.  
I just finished sealing the envelope.

3. My red dress is on the hanger.  
The plane is stored in the hanger.

4. What will the weather be on Saturday?  
Do you know whether the test is on Thursday or Friday?

Unit 1 Language Conventions

Use in class or as homework assignments

Write the homograph next to the pictures it names.

cap fish leaves match pet

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Unit 1 Language Conventions

“The guided practice was very beneficial for my students. Highly structured activities transitioned them from what they learned in the concept introduction to independently applying the skills at the end of the each lesson.”

– Cara Baldwin, 6-8 English Language Development, PA

**Lesson 13 Reasoned Writing**

Some writing asks what you think or feel about something. This is called an **opinion**. You might be asked to write an opinion of a movie, a book, or a game. Other times, you may be asked to convince readers to change the way they think about an issue. This is called **persuasive writing**.

You cannot prove an opinion. However, you can support it. You do this with facts and reasons. Facts can be proven true. They can be checked. **Reasons** explain why your opinion makes good sense.

This type of writing can take the form of an email message or a letter. You might send an email to a friend to persuade him or her to do something. You might write a letter to a principal to persuade her to start a new after-school club.

You need to plan your ideas when you write an opinion or argument.

1. Tell your opinion.
2. Support your opinion with facts, examples, and reasons.
3. Connect your opinion with your reasons. Use linking words like *because*, *for example*, *therefore*, and *since*.
4. Use your last sentence or paragraph to sum up your opinion or position.

These words are used to express an opinion.

*nobody think worst all feel always seem best believe never*

Unit 3: Types of Writing 151

Student Book, Level F

**Guided Practice**

Read the writing assignment. Then answer the questions.

Think about a restaurant, food truck, or other place that you have eaten.

Write a restaurant review for your classmates that states your opinion about this eating place.

Be sure to:

- follow the five steps of the writing process
- state your opinion clearly in the first sentence
- support your opinion with at least three good reasons or facts

**Step 1: Prewrite**

One student, Mateo, thinks about what he is being asked to write. First, he reads the writing assignment. Then he underlines key words.

What key words will Mateo underline?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Underlining key words helps you understand the writing purpose. It helps you answer who, what, and why questions.

Unit 3: Types of Writing 152

Mateo also makes notes while he reads.

- my subject—place I have eaten
- what I have to write—a review
- what I have to do—tell my opinion and back it up with at least three good reasons or facts
- audience—classmates

The next step is to decide on an opinion about the subject. Mateo decides to use a graphic organizer to plan his writing. First, he states his opinion. Then he lists his facts and reasons in the order that he would write about them in his draft. Here is the organizer Mateo uses:

<b>My Opinion</b>	Theo's Tavern is a good restaurant.
<b>Reason/Fact 1</b>	We had no problem finding parking. There was parking along Bridge Street and in a parking lot behind the restaurant.
<b>Reason/Fact 2</b>	We waited in line to get into the restaurant. However, we were seated quickly.
<b>Reason/Fact 3</b>	
<b>Reason/Fact 4</b>	

Unit 3: Types of Writing 153

Graphic organizers throughout lessons

**Independent Practice**

Read the writing assignment. Then answer the questions.

**Step 1: Prewrite**

Some schools think that middle school should not start so early in the morning. They think students in the age group learn better later in the day. Suppose your school board is thinking about starting and ending school an hour later. What is your opinion of this?

Write a letter to your school board stating your opinion about this issue.

Be sure to:

- follow the five steps of the writing process
- begin with a topic sentence that clearly states your opinion
- give at least three good reasons or facts to support your opinion

1. Who is your audience?
2. What kind of writing are you being asked to do?

Unit 3: Types of Writing 163

3. Fill in the graphic organizer to plan your writing.

<b>My Opinion</b>	
<b>Reason/Fact 1</b>	
<b>Reason/Fact 2</b>	
<b>Reason/Fact 3</b>	
<b>Reason/Fact 4</b>	

Unit 3: Types of Writing 164

**Step 3: Revise**

**Step 4: Edit**

5. When you have finished your draft, go back over it. Make your revision on this page. Then edit your revised draft. Use the rubric on page 158 and proofreading chart on page 160 to review your writing. Ask a peer to review your writing, too.

**Step 5: Publish**

6. Write or type your final answer on a separate sheet of paper. Publish your writing by having it in to your teacher or sharing it with the class.

Unit 3: Types of Writing 166



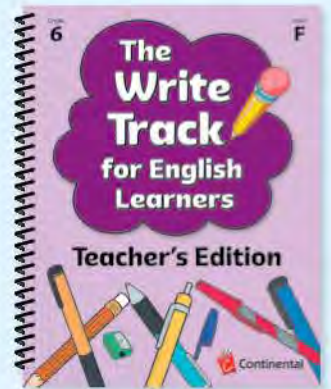
## Annotated Teacher's Editions

Teaching support includes scope and sequence, suggestions for use, instructional strategies, tiered vocabulary explanations, support for social emotional learning (SEL), and ideas to foster cultural awareness. For each lesson:

- Suggested time allotment
- Annotated student book pages
- Step-by-step teaching support
- Enrichment and differentiation activities
- Tiered vocabulary focus

“The vocabulary list was presented in tiers, which was extremely helpful. The language differentiation and enrichment activities also provided valuable teaching support.”

— Benita Afonso, ENL Teacher/Point Person Grades 1-2, NY



**13 Reasoned Writing** Pages 151 and 152

**Total Time: 90 minutes**  
Introduction: 30 minutes  
Guided Practice: 30 minutes  
Independent Practice: 30 minutes

**Vocabulary**  
Tier 1: menu, restaurant  
Tier 2: lot  
Tier 3: fact, opinion, persuade, persuasive, reasons

**Writing Standards Connection**  
W.1. Write arguments to support claims with clear reasons and relevant evidence.  
• Use the five-step writing process.  
• State a claim and support it with reasons and evidence.  
• Language of language arts, Argue/Expressive

**WORK WITH PAGES 151-152**  
Read about opinion writing on pages 151 and 152, or have a volunteer read it.

**Instructional Note:** Spend some time discussing the difference between opinions and facts. You will probably find that many students are unable to distinguish between them at times. For example, they may believe that a very firm opinion is really a fact or is as powerful as a fact. Discuss the kind of “proof” required to make something a fact.

Direct students to Guided Practice on page 152.  
Read the writing prompt aloud.  
Read about Step 1: Prewrite.  
Have students write their answers to the question on page 152. Point out the hint box below the question. Tell students the hint box will help them answer the question.  
When students have completed the activity, review it together. Have students share their answers to the question.

**13 Reasoned Writing** Pages 163 and 164

**WORK WITH PAGES 163-164**  
Direct students' attention to the Independent Practice on page 163. Explain that students will complete the Independent Practice on their own. Students can complete it at home or during class.

Read the writing assignment aloud. Answer any questions students may have. Make sure students understand the expectations for the assignment.

Tell students that it is important to first take notes and organize their thoughts before writing.

Have students answer the questions on page 163.

**Instructional Note:** If students have any concerns about this writing activity, assure them that their job is to do the best they can to write in English. Explain that their responses will help you to understand their progress in learning English. Point out that these types of questions are made to tell the skills they have and the skills they should complete the work on.

Have students complete the graphic organizer on page 164. Encourage students to use sentences to complete the organizer support.

**13 Reasoned Writing** Pages 166 and 167

**SCORED EXAMPLES**

**Score 3 Example**  
Dear School Board Members,  
I think our school should not start and end school an hour later.  
Ending school later means that we would start sports practice and other activities later. Our dismissal time would be different from the other schools. That means we might have to leave class earlier to get to a game on time.  
Another reason I like the hours the way they are is because my parents drop me off at school before they go to work. They would not be able to drop me off if our start time was later. I would then have to take the bus to school.  
My final reason is that I would get home later each day. This means I would have to do my chores, homework, and other activities later. I would have to miss some activities because I would be getting home when the activity starts.  
Sincerely,  
Raul Garcia

**Score 1 Example**  
Dear School Board Members,  
I think our school should not change our hours. They are fine. Ending school later means that we would start sports practice later. Our school hours would be different from the other schools. That means we might have to leave class earlier for games. I like the hours the way they are. I do not want to get home later each day. This means I would have to do my homework later.  
Sincerely,  
Raul Garcia

**Score 2 Example**  
Dear School Board Members,  
I think our school should not change our hours. They are fine the way they are. Ending school later

**Language Differentiation**  
Direct students to the opinion words in the thought bubble on page 151 of the student book. Tell students that these words signal an opinion. Challenge students to think of other words that signal an opinion (most, none, everyone, really, very).

**Enrich the Lesson**  
Have students read the writing assignment again. Tell students that they should write another letter from the opposite view of the first letter they wrote.

**100 Unit 3 Types of Writing**

Annotated Teacher's Edition, Level F

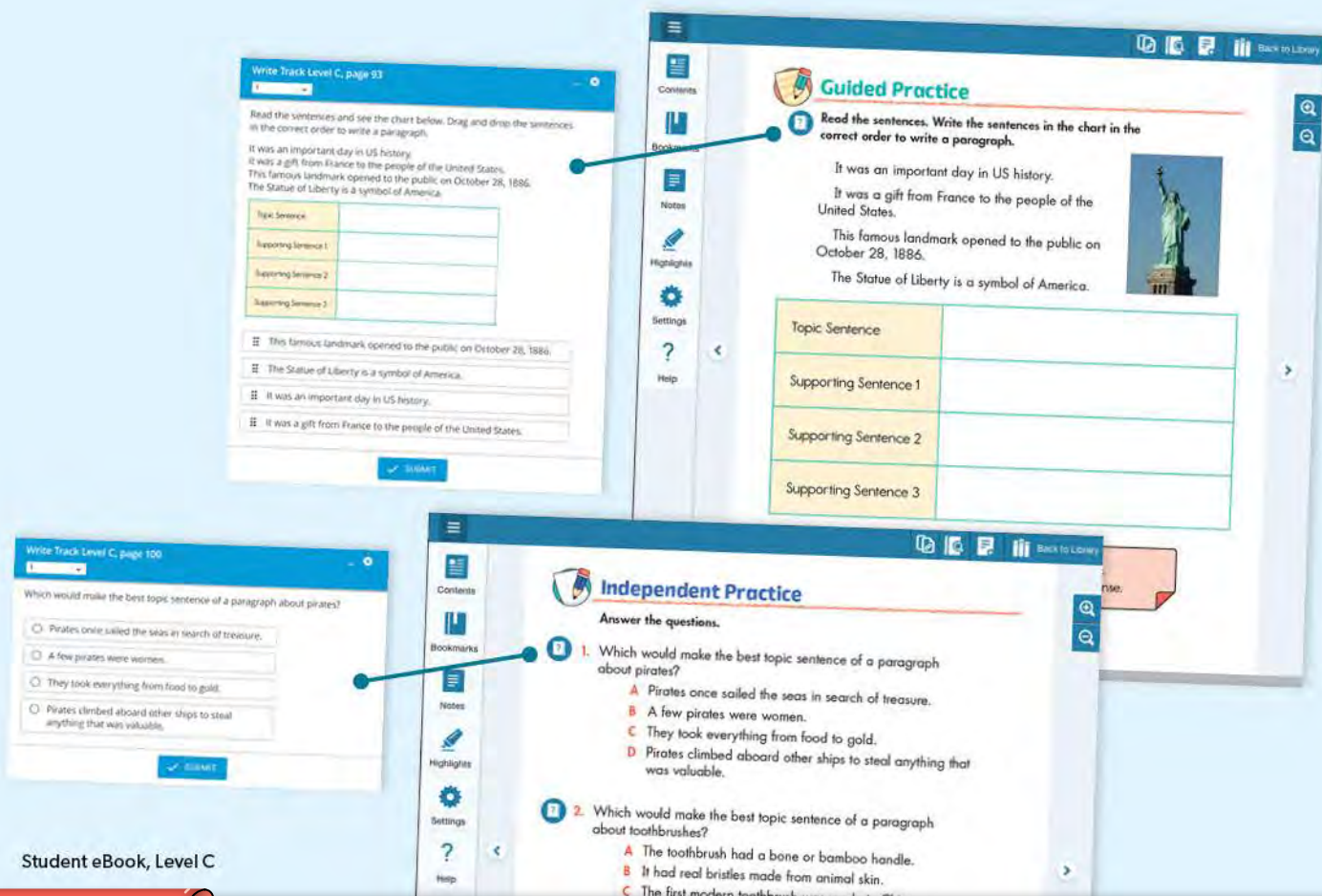
Language differentiation and enrichment activities

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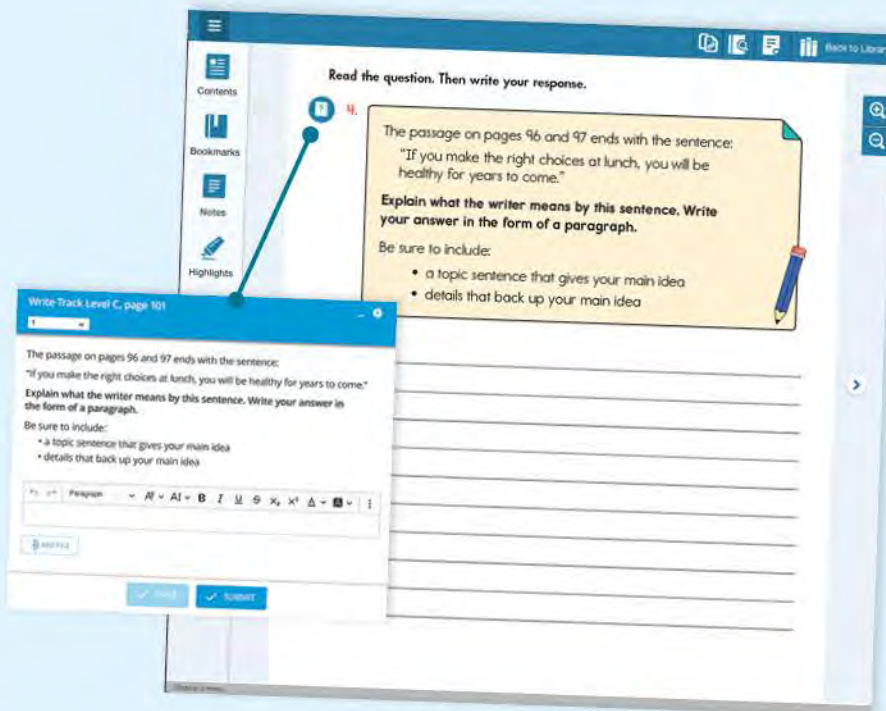
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Cindy Loezlar	44.46%	66.57%	68.76%	83.34%	83.34%
Tee Hodges	23.18%	63.3%	70.29%	73.08%	100%
Don Tolster	11.37%	36.9%	33.34%	66.67%	50%
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Multiple content areas  
and writing genres

Teacher-created lessons

Sample lesson to model the activity

Table of Contents		
Using My Language Journal		4
Sample Lesson		5
<b>Social Emotional Learning</b>		
Lesson 1	Feeling sad	Inferential 9
Lesson 2	Beauty	Descriptive 13
Lesson 3	Stranded on an island	Opinion 17
Lesson 4	Relationship skills	Narrative 21
Lesson 5	Feelings	Visual response 25
<b>English Language Arts</b>		
Lesson 6	Music	
Lesson 7	Creating a mural	
Lesson 8	Movie experience	
Lesson 9	Book setting	
Lesson 10	Drawing conclusions	
<b>Social Studies</b>		
Lesson 11	Rights of US citizens	
Lesson 12	Historical figures	
Lesson 13	Archaeological dig	
Lesson 14	Having a job	
Lesson 15	Voting	
<b>Science</b>		
Lesson 16	Controlling garbage	Informative 69
Lesson 17	New bird species	Descriptive 73
Lesson 18	Traveling to Mars	Opinion 77
Lesson 19	Inventing a solution	Narrative 81
Lesson 20	Hurricane effects	Visual response 85
<b>Math</b>		
Lesson 21	Using calculators	Opinion 89
Lesson 22	Daylight saving time	Descriptive 93
Lesson 23	Sales discounts	Informative 97
Lesson 24	Taking a survey	Narrative 101
Lesson 25	Math on the field	Visual response 105
<b>Teacher-created Lessons</b>		
Lesson 26	Cause and effect	109
Lesson 27	Prediction	113
Lesson 28	Who/what/why	117
Lesson 29	Character traits	121
Lesson 30	Sequence	125
Four-Square Charts		129
Word Log		134

**Sample Lesson**

What is your favorite sport? Write a paragraph that tells about the sport you like best and why you like it.

Complete the graphic organizer to help you organize your thoughts and plan your writing.

When, how,  
and why you play it

Equipment

**Sport**

Why you  
like it

Rules

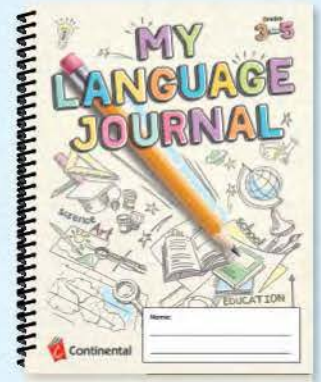
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**Review and revisit learned words**

**MY LANGUAGE JOURNAL**

**Part #1: Stranded on an island**

If you were stranded on a desert island, what one thing would you most want to have with you? Give reasons you believe it is important to have with you.

**Object for island**

**Reasons**

**Part #2: Word Bank**

Isolation necessity  
Stranded survival

**Picture** **Used in a sentence**

**Word**

**Synonym** **Definition**

**Antonym**

**Part #3: Write About It**

Use information from the graphic organizer and words from the Word Bank to write about the one thing you would most want to have with you on a desert island. Be sure to include details about why this thing would be important to have with you.

**My Word Log**

Word	Page	Word	Page

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- **Answer key** with CCSS connections and audio download link

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Day 1

Day 2

Day 3

Day 4

Day 5 with reading  
comprehension  
practice

## Table of Contents

Using *Continental's Jump Start, Second Edition*

<b>Week 1</b>	<b>6</b>
Conjunctions	7
Multiplying by One Digit	8
More Conjunctions	9
Multiplying by Two Digits	10
Correlative Conjunctions	11
Dividing by One Digit	12
Building Sentences with Conjunctions	13
Dividing by Two Digits	14
Comprehension: Main Idea and Details	15
Problem Solving: Multiplying Whole Numbers	17
Problem Solving: Dividing Whole Numbers	18
<b>Week 2</b>	<b>19</b>
Prepositions	19
Decimal Place Value	20
Prepositions and Objects	21
Comparing Decimals	22
Prepositional Phrases	23
Rounding Decimals	24
Interjections	25
Adding Decimals	26
Comprehension: Cause and Effect	27
Subtracting Decimals	29
Problem Solving: Adding and Subtracting Decimals	30
<b>Week 3</b>	<b>31</b>
Verb Tense	31
Decimals and Powers of 10	32
Perfect Tense: Regular Verbs	33
Exponents and Powers of 10	34
Perfect Tense: Irregular Verbs	35
Multiplying with Decimals	36
Choosing the Correct Verb Form	37
Dividing Decimals	38
Comprehension: Analyzing Language	39
Dividing by Decimals	41
Problem Solving: Multiplying and Dividing with Decimals	42

## Building Sentences with Conjunctions

A conjunction can join two sentences or clauses to make a single sentence.

The bicycle tire was flat. Anna fixed it.  
The bicycle tire was flat, but Anna fixed it.



Rewrite each pair of sentences as one sentence using a coordinate conjunction.

1. Feed the dog now. They will start to whine.
2. Alvin rubbed the sticks together for several minutes. He couldn't start a fire.

Rewrite each pair of sentences as one sentence using a subordinate conjunction.

3. Hilda combed her hair. She had her picture taken.
4. A bald eagle attacked a drone. It thought the machine was a threat.

## Prepositional Phrases

A prepositional phrase is a preposition, its object, and all the words in between. A prepositional phrase that tells which one about a noun or pronoun acts as an adjective. A prepositional phrase that tells how, when, or where about a verb acts as an adverb.

ADJECTIVE: The woman in the white robe is an African.  
ADVERB: She arrived from Mali on Monday.

Read the sentences. Write adjective or adverb above each underlined prepositional phrase to tell what it acts as.

1. Roberto Clemente was a great baseball player from Puerto Rico.
2. This outfielder for the Pittsburgh Pirates set many records in hitting and fielding over the years.
3. In 1966, he was voted the most valuable player in the National League.
4. During his career, Clemente played 12 All-Star games.
5. At the age of 37, Clemente died in a plane crash.
6. He was taking food for earthquake victims to Nicaragua.
7. People around the world mourned Clemente's sudden death.
8. In 1973, the great sports star was elected to the Baseball Hall of Fame.



pair of correlative conjunctions.

selection.

some now.

ish Language Arts 133

Grade 5  
entering 6

English Language Arts 23



Comprehension reviews



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### Comprehension: Inferences

Read the passage. Then answer the questions.

#### A Shark's Senses

By Kieu Minh



1. Sharks have very keen senses, and they use all of them to help them hunt. Since a shark relies on so many senses, when even one sense is not working well, the shark is not able to hunt as well.

2. Many sharks can smell their food from miles away. Some can smell a single drop of blood in hundreds of gallons of water. Since most sharks have a nostril on either side of their heads, they can even tell what direction the scent is coming from.

3. Most sharks have eyes on either side of their heads, as well. This helps them to see over a wide area as they hunt for food. They also listen carefully to noises. They can hear noise that wounded animals make from far away, then they swim toward the sound.

4. Sharks use their senses of taste and touch to test if something is edible. They may nudge something or take a small bite of it. Then they decide if they can eat it.

5. Sharks have some unusual senses that help them find prey. One of these senses is known as the lateral line. This is a row of cells along both sides of the shark's body. The water makes small movements as the shark swims through it. These special cells pick up vibrations from fish or other animals as they swim through the water. Sharks can pick up vibrations that are as far as 100 feet away.

6. Another unusual sense is called the ampullae (am-PULL-ee) or Lorenzini. These are tiny fluid-filled bubbles in the shark's jaws. Using them, sharks can detect electrical signals given off by moving muscles. These signals help sharks even find creatures that have dug themselves into the sand to hide. When a fish or person is hurt, its muscles give off extra strong electrical signals. The shark easily locates its prey on these signals.

1. What does the word vibrations mean in paragraph 5?

- sounds of small movements
- smells of people and fish nearby
- bubbles from other fish and humans
- a row of cells on the body of a shark

2. What might happen if a shark's nostrils were plugged?

- Its sense of sight would get stronger to make up for it.
- It would not be able to locate food as easily.
- It would die.
- It would not be able to decide if something is edible.

3. What does the phrase "hones in" mean in paragraph 6?

- smells a scent
- prepares to fight
- loses its focus
- sharpens its focus

4. What happens when a fish or person is hurt in the water?

- A shark will know and probably attack.
- A shark will move to the sand to hide.
- A shark will blow bubbles to try to save them.
- A shark will swim more than 100 feet to find them.

5. Which of the following statements from the passage best supports your answer to question 4?

- "These special cells pick up vibrations from fish or other animals as they swim through the water."
- "These signals help sharks even find creatures that have dug themselves into the sand to hide."
- "When a fish or person is hurt, its muscles give off extra strong electrical signals."
- "These are tiny fluid-filled bubbles in the shark's jaws."

6. What would probably happen if a shark found a piece of wood floating in the ocean? Explain. Write your answer on a separate sheet of paper.

Grade 5 entering 6

### Modal Verbs

Modals are helping verbs that express certain conditions about the main verb, such as ability, permission, possibility, or responsibility.

Susan **can** swim a whole mile. I **could** swim that distance if I practiced.

You **may** go when you have finished. I **might** go with you.

Owen **must** arrive at the airport by 6 o'clock, so he **should** leave home at 4 o'clock.

Circle the correct modal in each sentence.

- May / Can I please watch the play-off game on your big-screen TV?
- Math **will** be easier if you just did your homework.
- Neil **must** cut the grass before it gets too long.
- Oscar **can** play the piano when he was only 4 years old.
- Uncle Ramon **will** pick us up after school.
- Frieda **can** speak English, Spanish, and German.
- Everyone **may** be at least four feet tall to ride the roller coaster.
- When we were little, we **will** spend all day in the treehouse.
- Should** / **Would** we cover the plants? It **might** / **may** freeze tonight.
- Rachel asked if she **can** take the test over.
- Can** / **May** you help me lift this box into the attic?
- The nurse said I **can** go to bed by 9:30 to get enough sleep.

### English Language Arts Midpoint Review

Answer each question.

1. Circle the best conjunction to complete each sentence.

Which girl is singing the solo in the concert, LaToya **and** / **or** Kimiko?

LaToya is a good singer, **and** / **but** Kimiko is better.

Kimiko takes voice lessons **and** / **or** practices for an hour every day.

2. Which words in this sentence are prepositions? Select all that apply.

As the sun set, the blue kayak glided beneath the bridge and disappeared from sight.

- As
- glided
- beneath
- and
- from

3. Write the conjunction used in each sentence.

We'll go for a hike on Saturday if the weather is nice.

Before I go hiking, I want to buy some new boots.

My old boots are useless because there are cracks in the soles.

Standards connections and sample answers

### 107-108 Comprehension: Sequencing

1. **May** / **Can** I please watch the play-off game on your big-screen TV?

2. Math **will** be easier if you just did your homework.

3. Neil **must** cut the grass before it gets too long.

4. Oscar **can** play the piano when he was only 4 years old.

5. Uncle Ramon **will** pick us up after school.

6. Frieda **can** speak English, Spanish, and German.

7. Everyone **may** be at least four feet tall to ride the roller coaster.

8. When we were little, we **will** spend all day in the treehouse.

9. **Should** / **Would** we cover the plants? It **might** / **may** freeze tonight.

10. Rachel asked if she **can** take the test over.

11. **Can** / **May** you help me lift this box into the attic?

12. The nurse said I **can** go to bed by 9:30 to get enough sleep.

13. **May** / **Can** I please watch the play-off game on your big-screen TV?

14. Math **will** be easier if you just did your homework.

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24. The nurse said I **can** go to bed by 9:30 to get enough sleep.

25. **May** / **Can** I please watch the play-off game on your big-screen TV?

26. Math **will** be easier if you just did your homework.

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31. Everyone **may** be at least four feet tall to ride the roller coaster.

32. When we were little, we **will** spend all day in the treehouse.

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34. Rachel asked if she **can** take the test over.

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37. **May** / **Can** I please watch the play-off game on your big-screen TV?

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42. Frieda **can** speak English, Spanish, and German.

43. Everyone **may** be at least four feet tall to ride the roller coaster.

44. When we were little, we **will** spend all day in the treehouse.

45. **Should** / **Would** we cover the plants? It **might** / **may** freeze tonight.

46. Rachel asked if she **can** take the test over.

47. **Can** / **May** you help me lift this box into the attic?

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50. Math **will** be easier if you just did your homework.

51. Neil **must** cut the grass before it gets too long.

52. Oscar **can** play the piano when he was only 4 years old.

53. Uncle Ramon **will** pick us up after school.

54. Frieda **can** speak English, Spanish, and German.

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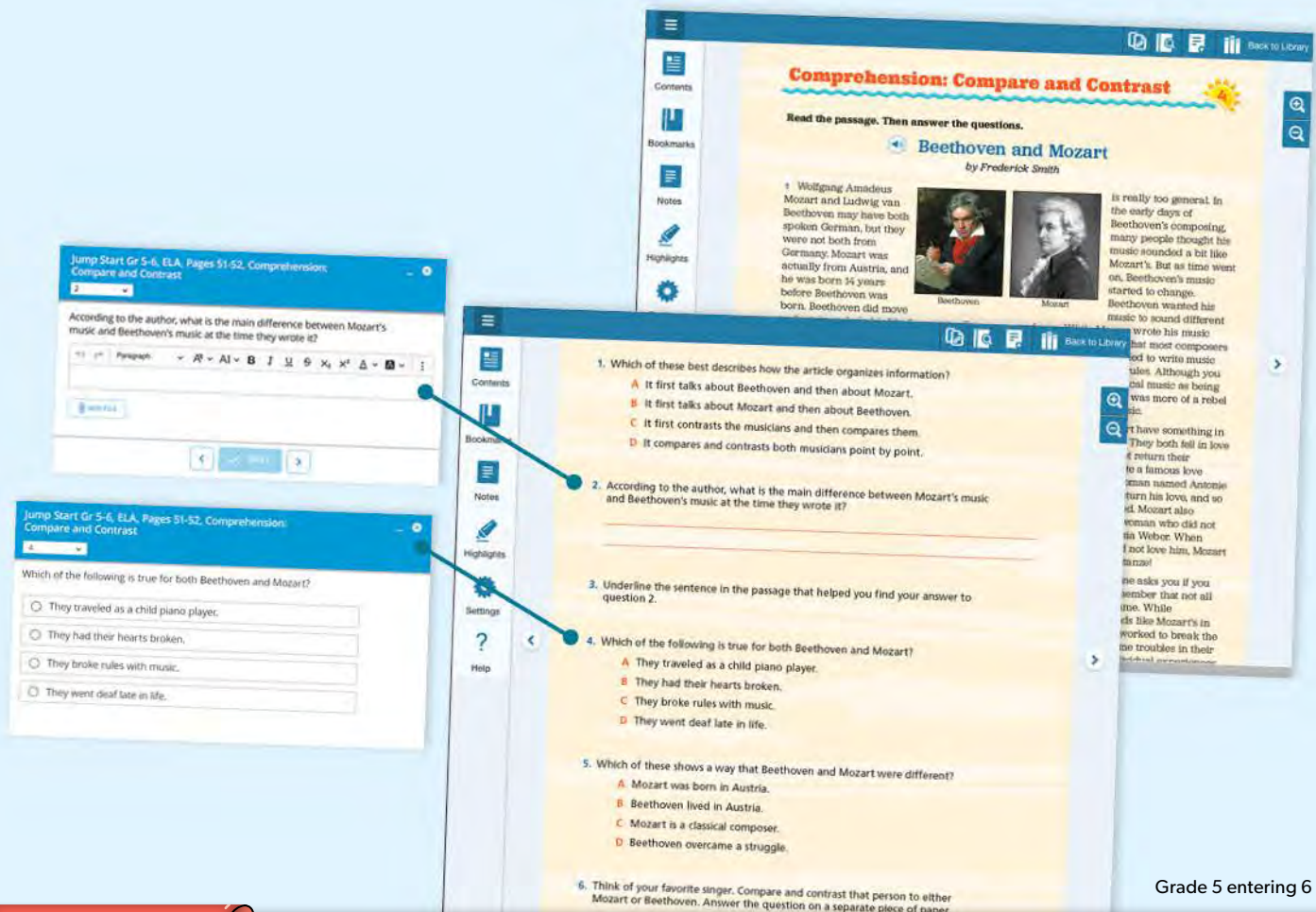
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**Antonyms**

Antonyms are words that have opposite meanings. They are useful for comparing things.

The **bold** black cat jumped into Ada's lap, but the **timid** gray cat hid.

Write a pair of antonyms from the box to complete each sentence.

arrive moved enemies mountains familiar stayed friends strange leave valleys

- The Hmong people have \_\_\_\_\_ many times and have rarely \_\_\_\_\_ in one place for very long.
- Once, the Hmong were farmers in the rich \_\_\_\_\_ of China, but then they were pushed into the rocky \_\_\_\_\_ of Laos.
- During the Vietnam War, these tough hill people became \_\_\_\_\_ to the United States and helped us fight our \_\_\_\_\_.
- When the war ended, the Hmong were forced to \_\_\_\_\_ Laos, but with our government's help, they soon began to \_\_\_\_\_ country.
- Although the Hmong started new lives in a \_\_\_\_\_, they kept many \_\_\_\_\_ customs to this day.

Jump Start Gr 5-6, ELA, Page 113, Antonyms

Write a pair of antonyms from the box to complete the sentence.

arrive moved enemies mountains familiar stayed friends strange leave valleys

The Hmong people have \_\_\_\_\_ many times and have rarely \_\_\_\_\_ in one place for very long.

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Class: Ms. Guzman

All Contents All Questions Sort By: Assessment

First Name	Last Name	Jump Start Gr 5-6, ELA, Pg 11, Possessive Pronouns	Jump Start Gr 5-6, ELA, Pg 13, Intensive Pronouns
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Grade 3/4	grade 3 entering grade 4	NW2291-4	Grade 7/8	grade 7 entering grade 8	NW2295-2

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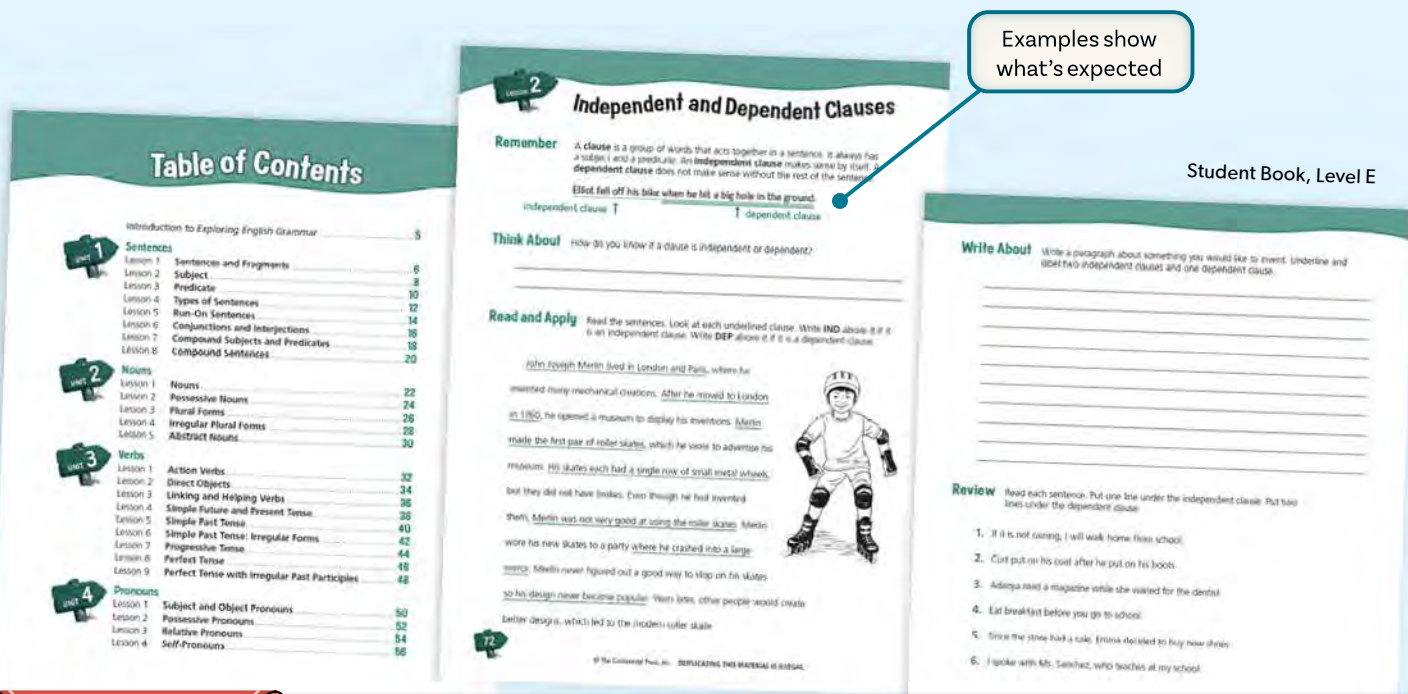
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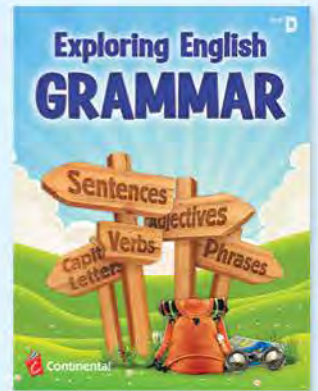
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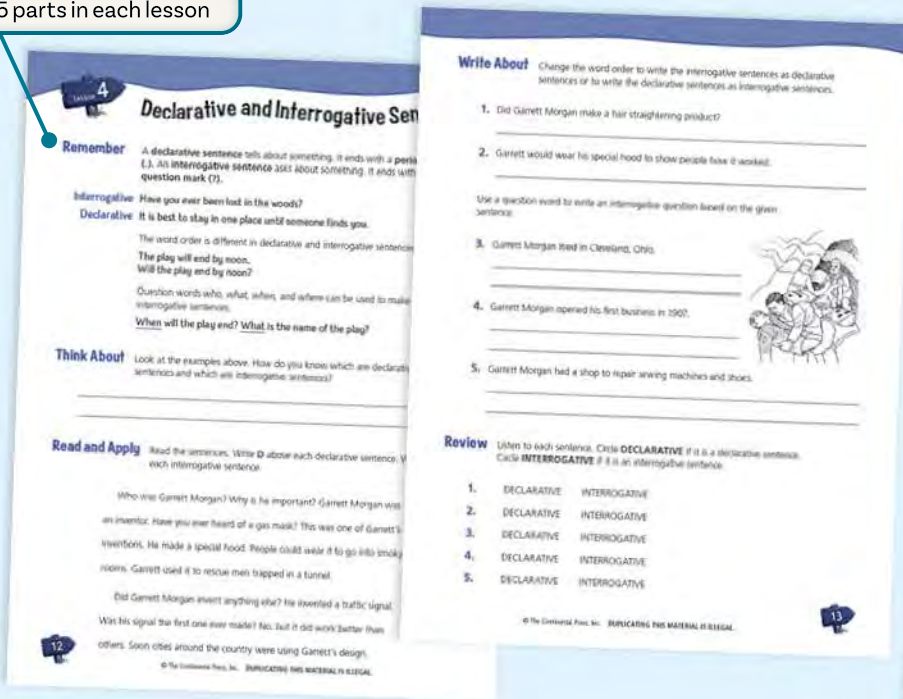
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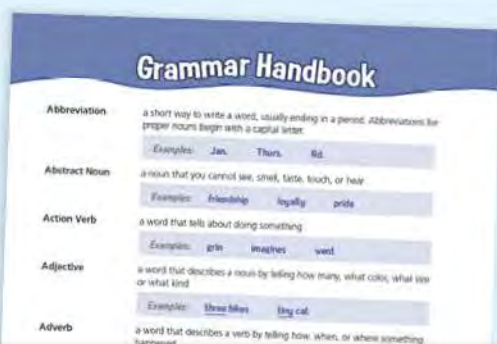
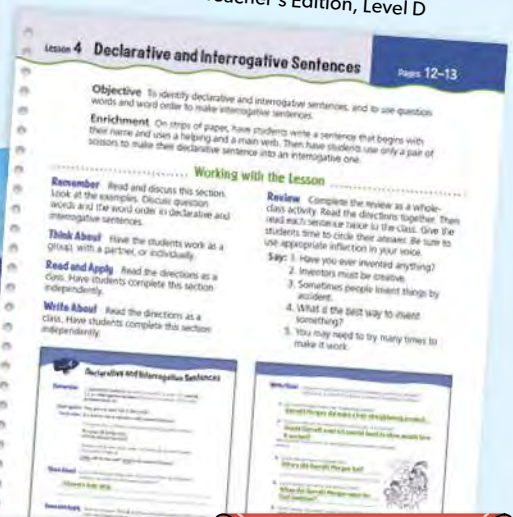


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# Reading for Comprehension Readiness, Full-Color Edition

## An Enhanced Edition of a Favorite Series

*Reading for Comprehension Readiness, Full-Color Edition* is an updated version of our popular series (see pages 68–69) and uses engaging lessons to help build reading-for-information skills students will need in later grades. Books are written at the first-grade level, but the high-interest articles make them ideal for struggling readers at higher grades.

## Student Books

Each book includes high-interest, nonfiction articles followed by activities and questions to assess comprehension and build critical thinking skills.

### Books Build in Sequence

This 3-book series progresses from sight words and short vowels to long vowels and easily decodable blends.

### Readiness Skills

Reading skills include main idea, details, vocabulary, inferences, and conclusions. Fun Pages in Books 1 and 2 and Writing Pages in Book 3 reinforce readiness skills like classifying, distinguishing real from make-believe, and following directions.

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## Teacher's Guides and Audio

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LESSON 3

### What is a sea horse?



The sea horse looks like a horse.  
But it does not have legs.  
The sea horse is a fish.

This is a funny fish.  
It looks like it is standing up when it swims.  
It can look up and down at the same time.  
It can change from brown to yellow to green.

The mother sea horse does not have the baby.  
The father sea horse does!

Book 3

Skills identified in opening lessons

Circle the letter for the right answer.

- This story is about a \_\_\_\_\_.  
A fish      B horse      C father
- The sea horse can change \_\_\_\_\_.  
A names      B colors      C legs
- The \_\_\_\_\_ sea horse has the babies.  
A father      B mother      C sister
- You can tell that the sea horse got its name because it \_\_\_\_\_ a horse.  
A is not      B is as big as      C looks like

Write two words to finish the sentence.

A sea horse looks \_\_\_\_\_ and \_\_\_\_\_ at the same time.

Go to Writing Page 45

Reading for Comprehension 3

## Readiness

Full-Color Edition




Audio

Visit us online to [view samples](#) of all books.


LESSON 17

### What cake has a toy inside of it?

New Orleans is a city.  
It has a big party every year.  
It lasts many days.  
There are lots of parades.  
People eat King Cake.

King Cake is shaped like a crown.  
It tastes sweet.  
It is purple, green, and gold.  
Be careful when you take a bite.  
One piece has a plastic baby in it.

Someone finds the plastic baby.  
That person gets good luck!  
That person is named king for the day.  
The king brings the cake to the next party.



Circle the letter for the right answer.

- This story is MOSTLY about a special \_\_\_\_\_.  
A cake      B party      C king
- A King Cake is shaped like a \_\_\_\_\_.  
A baby      B king      C crown
- The person who finds the plastic baby has \_\_\_\_\_.  
A a parade      B good luck      C a party
- You can tell from the story that people \_\_\_\_\_.  
A want to find the plastic baby  
B do not like parades  
C only eat King Cake one time

Write two words to finish the sentence.

You might find a toy in \_\_\_\_\_.

Go to Writing Page 52

Writing extensions in Book 3

\*\*\* Writing Page \*\*\*

### What cake has a toy inside of it?



Tell about your favorite treat.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Reading for Comprehension, Full-Color Edition

## An Enhanced Edition of a Favorite Series

*Reading for Comprehension, Full-Color Edition* is an updated version of our popular series (see pages 70–71) and features engaging articles in social studies and science to help students build their nonfiction reading skills.

### Components—See pages 64–67.

- Student books, printed and interactive eBooks
- Teacher’s guides and audio, printed and eBooks

## Student Books

Each book includes 46 high-interest, nonfiction articles with multiple-choice and open-ended questions that assess comprehension and build critical thinking skills.

### Reading Skills

Vocabulary, context clues, main idea, details, sequence, cause and effect, inferences and conclusions

### Writing Skills

Narrative, descriptive, persuasive, expository

“These are high-interest topics to my students. They love them!”  
— Neisha Bruce, 2nd Grade Teacher, NJ

Contents		
Lesson 1	How does an octopus squirt ink?	4
Lesson 2	Why do skunks smell so bad?	6
Lesson 3	Why do woodpeckers peck at trees?	8
Lesson 4	Why do a cat's eyes glow in the dark?	10
Lesson 5	Who was the first woman doctor in the United States?	12
Lesson 6	How do horses run?	14
Lesson 7	What is the “father of waters”?	16
Lesson 8	What is a walking stick?	18
Lesson 9	What is the longest cave?	20
Lesson 10	What is a flying fox?	22
Lesson 11	How do young sunflowers move to face the sun?	24
Lesson 12	Where does lightning go?	26
Lesson 13	What is a Zamboni?	28
Lesson 14	What is in a camel's hump?	30
Lesson 15	When was ice cream first made?	32
Lesson 16	What is the smallest bird in the world?	34
Lesson 17	How did Frisbees get their start?	36
Lesson 18	Why are there different colors of sands?	38
Lesson 19	What were the first tall buildings?	40
Lesson 20	Where does salt come from?	42
Lesson 21	What is the Gateway Arch?	44
Lesson 22	How do frogs grow?	46
Lesson 23	Why do people have curly hair?	48

Why do a cat's eyes glow in the dark?

What is a Zamboni?

Lesson 24	What is a falling star?	50
Lesson 25	Who made the first jeans?	52
Lesson 26	How are tulips different from other flowers?	54
Lesson 27	Who was Arthur Ashe?	56
Lesson 28	How is maple syrup made?	58
Lesson 29	What is a folk song?	60
Lesson 30	What is a jellyfish?	62
Lesson 31	What is a ghost town?	64
Lesson 32	Why do zebras have stripes?	66
Lesson 33	Why are footballs oblong?	68
Lesson 34	How do whales talk?	70
Lesson 35	How did Annie Oakley become famous?	72
Lesson 36	Why are flamingos pink?	74
Lesson 37	What is origami?	76
Lesson 38	How does a starfish see?	78
Lesson 39	What are water lilies?	80
Lesson 40	Can an owl move its eyes?	82
Lesson 41	Has the American flag always been red, white, and blue?	84
Lesson 42	How do rattlesnakes rattle?	86
Lesson 43	Why did Abraham Lincoln grow a beard?	88
Lesson 44	Can a fish cough?	90
Lesson 45	Who was Sally Ride?	92
Lesson 46	What are icebergs?	94

What is a falling star?

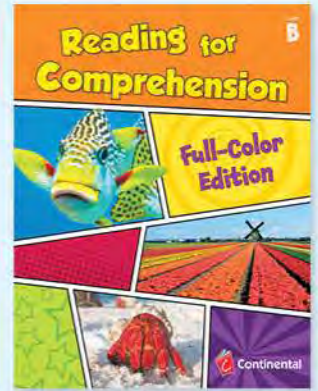
Why are flamingos pink?



“The skill labels in the opening lessons are great!  
They’re especially helpful for my below-level students.”

— Neisha Bruce, 2nd Grade Teacher, NJ

High-interest articles



Visit us online to [view lessons](#) from all grades and request a sample book.


Skills identified  
in opening lessons

Order of questions varies to make  
targeted skills less predictable

Open-ended questions

**LESSON 1**

### How does an octopus squirt ink?



1 The octopus lives in the ocean. It has a special way to stay safe. It squirts dark ink. This ink is black or brown. The ink is made inside a sac in the octopus's body.

2 There is an opening in the octopus's body. It shoots out water. This burst of water helps the octopus swim. If an octopus is scared, it shoots water. It also squirts black ink from a sac in its body at the same time.

3 The dark ink hides the octopus. It also hurts the eyes of other animals. It makes it hard for other animals to see too. Then the octopus has time to swim away. Now, the octopus is safe.

**Circle the correct answers. Write your answer to question 6.**


- The octopus lives in \_\_\_\_\_.  
A the sea B a lake C a river D a pond
- After the octopus shoots dark ink, it \_\_\_\_\_.  
A hides B swims away C hurts its eyes D shoots water
- This story tells how the octopus \_\_\_\_\_.  
A sleeps B swims C is scared D protects itself
- What word in paragraph 2 means "shoots"?  
A helps B swim C scared D squirts
- You can guess from the story that the octopus shoots ink when it is \_\_\_\_\_.  
A hungry B sleeping C startled D swimming

6. Think about an animal that lives in the ocean. Tell what you know about it.

Level B

**LESSON 31**

### Why do doughnuts have holes?



1 Doughnuts are made from dough. First, bakers shape the dough into a circle. Then they cut a hole in the middle of the dough. They use a special tool to do this. Then they fry the rings in hot oil.

2 The doughnut cooks faster with the hole. The outside and inside of the doughnut are both crisp. Without the hole, the doughnut center might be gooey.

3 The cooked doughnut is ready for the next step. It can be topped with icing and sprinkles. Or, it can be rolled in sugar.

**Circle the correct answers. Write your answer to question 6.**

- The story tells how doughnuts \_\_\_\_\_.  
A taste B look C feel D smell
- Bakers shape doughnuts \_\_\_\_\_.  
A in oil B in sugar C into rings D into balls
- After the bakers make the dough, they \_\_\_\_\_.  
A shape the dough B roll the dough in sugar C make a hole in the middle D eat the dough
- In the story, what does the word ring mean?  
A jewelry B hole C sound D circle
- You can tell from the story that doughnuts look like \_\_\_\_\_.  
A tires B balls C squares D footballs

6. Tell about a doughnut you have seen or eaten.

Level A

## Interactive eBooks

Our eBooks deliver the workbooks online and include interactive features to enrich learning and teaching:

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- online answering for all questions
- instant scoring for multiple-choice questions
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The collage displays various interactive features of the eBook. One screenshot shows a lesson page with a title 'What is a Zamboni?' and a paragraph about skaters and the Zamboni machine. An audio player is overlaid on the text. Another screenshot shows a question interface for 'Level B: What is a Zamboni?' with multiple-choice options. A third screenshot shows a page with six numbered questions about the Zamboni, with a 'Student Pages, Level B' label at the bottom right.

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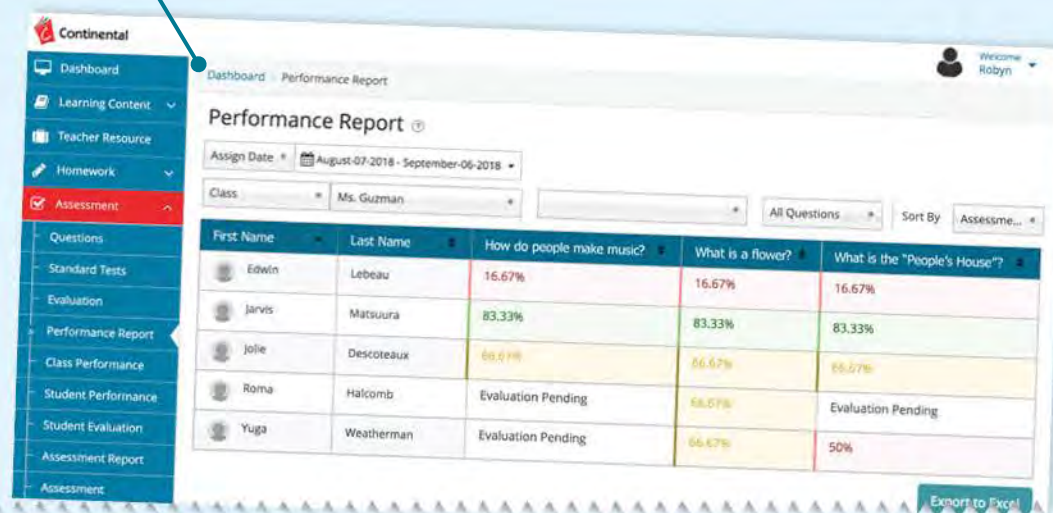
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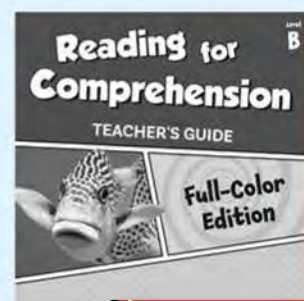


Teacher Management

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# Reading for Comprehension Readiness

## Accessible, Fact-Based Books to Foster Critical Thinking Skills

*Reading for Comprehension Readiness* is a series of three books that fosters reading readiness in the context of nonfiction reading. The series helps emergent readers build reading-for-information skills they will need in later grades.

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### Books Build in Sequence

This 3-book series progresses from sight words and short vowels to long vowels and easily decodable blends.

### Readiness Skills

Reading skills include main idea, details, vocabulary, inferences, and conclusions. Fun Pages in Books 1 and 2 and Writing Pages in Book 3 reinforce readiness skills like classifying, distinguishing real from make-believe, and following directions.

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### Contents

What do ants do? .....	2
How do worms help us? .....	4
What makes a skunk safe? .....	6
How does the cow help her baby? .....	8
What can a firefly do? .....	10
Are all horses big? .....	12
What is a school of fish? .....	14
Where is your shadow? .....	16
What is our flag? .....	18
How much is a penny? .....	20
Can a doctor be a farmer too? .....	22
Does the Earth stop? .....	24

**Fun Pages** ..... 26-32

Book 1

### Contents

What do goats give us? .....	2
What animal looks like a log? .....	4
How do horses sleep? .....	6
What is a sea horse? .....	8
Do people live on Mars? .....	10
Who is Neil Armstrong? .....	12
Are there flowers in the desert? .....	14
What is karate? .....	16
What could dinosaurs do? .....	18
What is in a rain forest? .....	20
Why do we call some people Indians? .....	22
Where does the space shuttle go? .....	24
What is a ghost town? .....	26
How did Abe Lincoln learn to read? .....	28
What is the Grand Canyon? .....	30
What do sled dogs do? .....	32
Where is Antarctica? .....	34
Why is Oprah Winfrey special? .....	36
What is a well? .....	38
Who was Beatrix Potter? .....	40

**Writing Pages** ..... 42-48

Book 3

What makes a skunk safe?

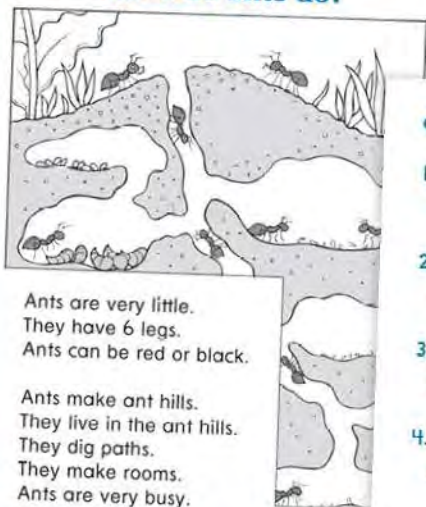
Where is your shadow?

Do people live on Mars?

What is a ghost town?



## What do ants do?



Book 1

**Full-Color  
Edition, Too!**  
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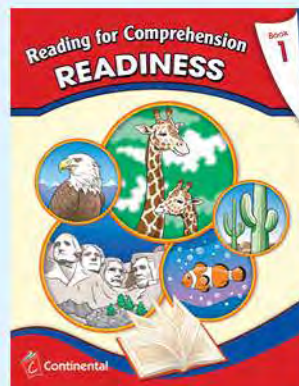
Circle the letter for the right answer.

- This story is about \_\_\_\_\_.  
a dogs    b ants    c cats
- Ants can be \_\_\_\_\_.  
a blue    b green    c red
- Ants live in ant \_\_\_\_\_.  
a hills    b caves    c towns
- You can tell that ants \_\_\_\_\_.  
a are sad    b work hard    c play a lot

Write a word from the story to finish the sentence.

The ant hill has many \_\_\_\_\_.

Go To Fun Page 26



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## What animal looks like a log?



The alligator lives by the water.  
It is very big.  
This animal can swim all day.  
It must have fish to eat.

The alligator slides into the water.  
It is very still.  
You can not see it move.

Fish swim by.  
The animal looks like a log to the fish.  
Soon the alligator will have dinner.

Book 3

Circle the letter for the right answer.

- This story tells about an animal that looks like a \_\_\_\_\_.  
a log    b rock    c fish
- This animal lives \_\_\_\_\_.  
a in the desert    b on a log    c near the water
- The story says that the alligator can \_\_\_\_\_ all day.  
a move    b slide    c swim
- You can tell that the alligator's dinner will be \_\_\_\_\_.  
a fish    b logs    c water

Write a word to finish the sentence.

You can not see an alligator \_\_\_\_\_.

Go To Writing Page 42

## Writing Page

WHAT ANIMAL LOOKS LIKE A LOG?



Tell how you think an alligator feels.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Each book includes 46 high-interest, nonfiction articles with multiple-choice and open-ended questions that assess comprehension and build critical thinking skills.

#### Reading Skills

Vocabulary, main idea and details, sequence, cause and effect, inferences and conclusions

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Narrative, descriptive, persuasive, expository

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How do people taste things? .....4	Who was Nat Love? .....54
What is the "People's House"? .....6	Are all goldfish gold? .....56
What is a flower? .....8	Who are school helpers? .....58
How do people make music? .....10	What makes jet airplanes go? .....60
What is a katydid? .....12	Who were the Wright brothers? .....62
How do dogs help people? .....14	How do frogs catch food? .....64
Do rabbits change color? .....16	Who was Clara Barton? .....66
What were covered wagons? .....18	What is a sun bear? .....68
What does the sun do? .....20	Who was Grandma Moses? .....70
What did Dr. Seuss do? .....22	What are blue sheep? .....72
Can bees talk? .....24	What is Cinco de Mayo? .....74
What is Mother's Day? .....26	Do hermit crabs have homes? .....76
What does wind do? .....28	What do farmers do? .....78
What is a family tree? .....30	How can you help birds? .....80
What is hail? .....32	What was Emily Dickinson's secret? .....82
Who was Dr. Jonas Salk? .....34	How can you make a kite? .....84
How are elephants like cats? .....36	What did Billy Mills do? .....86
What is Mother's Day? .....38	What is a rainbow? .....88
Where do the stars go? .....40	What is America's bird? .....90
Who was Aesop? .....42	Do giraffes make any sounds? .....92
Why do baby teeth fall out? .....44	What is Arbor Day? .....94
How old is painting? .....46	
What is a sweet pea? .....48	
Who is Raffi? .....50	
Why do clouds change their shape? .....52	

Level A

Contents	
How did the Olympic Games begin? .....4	What is the birthday of the United States of America? .....56
How do crocodiles clean their teeth? .....6	How does gravity affect the tides? .....58
What is the Statue of Liberty? .....8	Where do people grow to mountains? .....60
Why do leaves change color in the fall? .....10	What frogs do every 17 years? .....62
Where did the ideas for our government come from? .....12	What can be learned from ancient graves? .....64
Why does a jumping bean jump? .....14	Why did the dinosaurs die out? .....66
What is Earth Day? .....16	What colonial art form began in America? .....68
What is a mongoose? .....18	What happens underground during winter? .....70
How do people know what time it is? .....20	How did Maggie and Lillian Rogers learn so much about the White House? .....72
What is the praying mantis? .....22	Why don't people ride zebras? .....74
Who was Anne Frank? .....24	Who holds the record for staying alive at sea the longest? .....76
How is paper made? .....26	Why do you look upside down in a space? .....78
What was the Titanic? .....28	What is Carnegie Hall? .....80
What is the powder on a butterfly's wings? .....30	What is ball lightning? .....82
Why is Mt. Rushmore famous? .....32	Who was Collingwood Rodgers? .....84
What plant eats meat? .....34	Where did the first magnets come from? .....86
What was a victory garden? .....36	Why did the Spanish come to the Americas? .....88
Where does chocolate come from? .....38	What animal makes bubbles on leaves? .....90
What has puffy become a part of history? .....40	What was so special about climbing Hall Dome? .....92
Where does the trap-door spider live? .....42	What unique thing do leopards do? .....94
What is recycling? .....44	
What is a shooting star? .....46	
Where was the first subway started? .....48	
Why is the lionfish left alone? .....50	
How has the potato changed history? .....52	
How do dolphins sleep without drowning? .....54	

Level D

Can bees talk?

Where do the stars go?

Why don't people ride zebras?

Why do you look upside down in a spoon?

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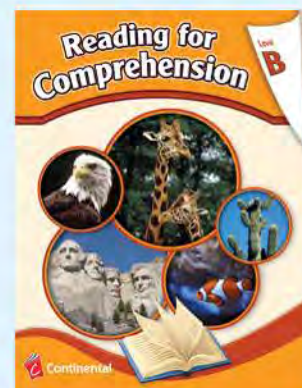
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# Finish Line Comprehension Skills

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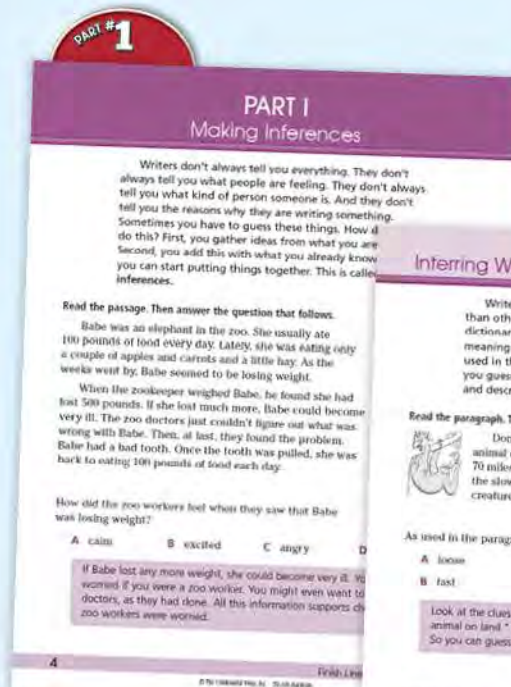
### Book format

**Part #1, Skill Review:** In the front of the book, students review various approaches to address the skill. Guided practice gives the correct answer and an explanation of why the choice is correct.

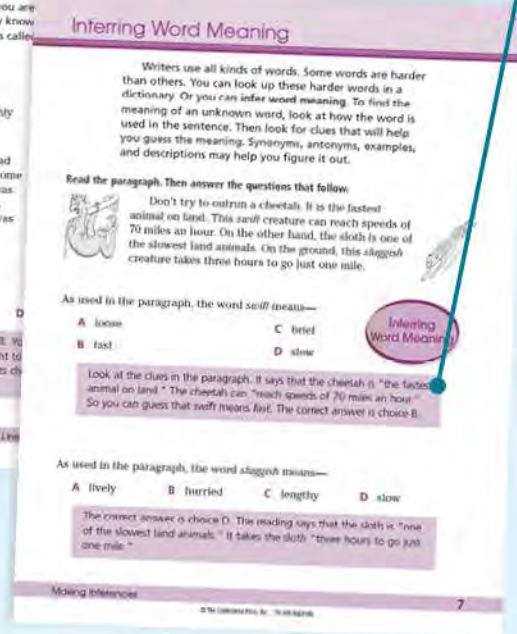
**Part #2, Independent Practice:** In the practice that follows, reminders direct readers back to specific pages in Part #1 for support. As practice progresses, the reminders are phased out to encourage students to work on their own.



Table of Contents	
Part I	
Making Inferences	4
Drawing Conclusions	5
Predicting Outcomes	6
Inferring Word Meaning	7
Determining Cause-and-Effect Relationships	8
Inferring Story Elements	9
Part II	
Practice Exercises	10



Explanations of correct answers



Level C, Making Inferences



**PART #2**

**PART II**  
Practice Exercises

Read each selection. Then answer the questions about making inferences.

During the fall, chipmunks stuff themselves with food. They also store some of it in underground nests. The chipmunks are getting ready for the winter months ahead. As winter comes, the chipmunk's body temperature drops. Its heart slows down to just a few beats a minute. The chipmunk falls into a deep sleep. This is called *hibernation*.

When the weather is cold, animals must eat a lot of food to keep warm. Since food is hard to find in winter, the animals must have another way to stay alive. By dropping the body temperature and slowing down the body, the hibernating animal doesn't need food. It can live on the fat stored in its body. If the animal does wake up once in a while, it can eat some of the food it stored away.

1 After hibernating through a long, cold winter, a chipmunk would be—  
A. fatter than it was  
B. thinner than it was  
C. the same as it was  
D. thinner but taller

2 When would a chipmunk have the most fat?  
A. spring  
B. summer  
C. fall  
D. winter

10

Refers students to Part #1 for help

3 If it weren't for hibernation, many animals would not—  
A. have a place to live  
B. have enough to eat  
C. have heavy coats  
D. have to head north

4 What does the phrase *stored away* mean in paragraph 2?  
A. to one side  
B. spaced out  
C. at a distance  
D. set aside

The animals were having an *assembly* to choose a ruler. The monkey did some tricks for the group of animals. They enjoyed his tricks so much that they named him King of the Beasts. A fox was jealous of the monkey and led him to a trap. In the trap, there was a piece of fruit. The fox told the monkey that he could have the fruit. Without thinking, the monkey grabbed for the fruit and was caught in the trap. The monkey yelled at the fox, saying he had led him to the trap on purpose. The fox answered that anyone who was so easily fooled had no right being King of the Beasts.

1 What is the author trying to teach?  
A. Don't be a showoff.  
B. A ruler should be wise.  
C. A ruler should not complain.  
D. It's easy to choose a leader.

2 What word *best* describes the fox?  
A. caring    B. poor    C. proud    D. tricky

11



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Graphic organizers

**'Hurt No Living Thing'**  
by Christina Rossetti

Hurt no living thing;  
Ladybird, nor butterfly,  
Nor moth with dusty wing,  
Nor cricket chirping cheerily,  
Nor grasshopper so light of leap,  
Nor dancing gnat, nor beetle fat,  
Nor harmless worms that creep.

1 The main message of this poem is—  
A. all living things have worth  
B. some living things are dirty  
C. all living things are hurt  
D. some living things are pretty

2 The poet makes ugly things seem—  
A. more ugly  
B. good to eat  
C. more beautiful  
D. as though they are pests

3 The speaker thinks worms are—  
A. scary and frightening  
B. a bother to most people  
C. not out to hurt anyone  
D. not there to be stepped on

4 Which *best* describes how the speaker feels about the cricket's chirping?  
A. glad    B. sad    C. bothered    D. scared

26

Belle Benchley worked in the office at the San Diego Zoo. Soon she found herself also taking care of animals and selling tickets to the zoo. Belle wrote newspaper stories, too. And she talked to groups of people about the zoo. On her days off, she visited store owners and tried to get free food for the animals. After three years, Belle was put in charge of the zoo. She helped to make it one of the best in the world.

1 On this proof chart, write *three* more details that support the conclusion in the left column.

Conclusion	Proof
Belle Benchley was a hard worker.	1. She tried to get free food for the animals.
	2. _____
	3. _____
	4. _____

2 Why did Belle think that store owners would want to give the animals free food?  
A. Store owners might care about animals too.  
B. Store owners would get discounts at the zoo.  
C. The zoo demanded that they give them food.  
D. The zoo made a law that stores must give food.

33

What was basketball like when it was first played? For one thing, the teams looked a little strange. Some men wore track suits or long pants and shirts. Other players wore clothes for baseball or football. Women wore long dresses that just about reached the floor.

The game was slower when it was first played, too. Players could not dribble the ball. They could only pass it to someone else or shoot it. When the players made a basket, it meant the ball landed in a fruit basket that was nailed to the wall. Then someone had to bring a ladder to get the ball out.

1 From the story, you can tell that—  
A. basketball has changed over the years  
B. only men played basketball in the past  
C. basketball wasn't any fun when it was first played  
D. very few points were scored in early games

2 Why did people need ladders during basketball games?  
A. people had to pick fruit in trees before they played  
B. nobody thought of putting a hole in the fruit basket  
C. somebody had to keep the score high on the wall  
D. players were allowed to use ladders to make baskets

3 Give at least two ways basketball has changed since it was first played.  
\_\_\_\_\_  
\_\_\_\_\_

41

Level C, Making Inferences

## PART I Understanding Main Idea and Details

Your teacher asks you to tell the class about an article you just read. What do you do? Most likely you will tell the class what it is about. Everything you read is about something. Every book, every chapter, every paragraph, identifying that main idea helps answer the question "What was the passage about?"

Read the passages and answer the questions.

Deserts don't have much water. So it can be very hard to live in a desert. Without water, it is hard to find or grow food. Also, some deserts can get very hot during the day.

When people finally want to cool off at night, it gets way too cold. People may need lots and lots of blankets during a cold night in the desert.

Which sentence states the main idea of this passage?

- A Deserts don't have much water.
- B So it can be very hard to live in a desert.
- C Without water, it is hard to find or grow food.
- D Also, some deserts can get very hot during the day.

The passage is about deserts. But it is about something more specific—how hard it is to live in the desert. The main idea, or what the passage is about, is choice B.

Juan was playing catch with his dog. He noticed that his dog was walking with a limp. What was wrong with his dog? Juan went closer to the dog and looked at its

paw. There was a twig stuck in between the dog's toes. Juan pulled the twig out. Then the dog went running after the ball again.

Which sentence states the main idea of this passage?

- A Juan was playing catch with his dog.
- B A twig was stuck between the dog's toes.
- C Juan went closer and looked at its paw.
- D The dog went running after the ball.

Did you pick answer choice C? Choice A is too general. Choice B and D do not tell enough. The main idea is that there was a twig stuck in between the dog's toes—choice C.

4

Finish Line Comprehension Skills

## PART II Practice Exercises

Read each selection. Then answer the questions about main idea and details.

For helping trains run better, Elijah McCoy became a saying in the English language. As a young man, Elijah was an oiler for the railroad. His job was to squirt oil on a train's moving parts. Otherwise, the parts would stick together and the train would stop. Since the parts needed to be oiled all the time, trains had to stop frequently. Then the oilers would go to work.

Elijah invented a cup that would slowly drip oil onto the moving parts. Trains didn't have to stop so often. Seeing how well the invention worked, others created similar cups. But none was McCoy's. People called him "the real McCoy." Over the years, the saying came to mean to

1 Which sentence states the main idea?

- A For helping trains run better, Elijah McCoy became a saying in the English language.
- B Elijah invented a cup that would slowly drip oil onto the moving parts.
- C People called his oil cup "the real McCoy."
- D Over the years, "the real McCoy" came to mean something that isn't fake.

2 What is the best title for this article?

- A "Real Oil Cups"
- B "The Real Elijah McCoy"
- C "Elijah McCoy and the Train"
- D "Squirting Oil on Trains"

3 What was Elijah McCoy's job?

- A to make a cup that would squirt oil
- B to squirt oil on parts of a train
- C to drive a train
- D to make a train

Understanding Main Idea and Details

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### Steller's Sea Cow

Without Georg Steller, we might never have known about the giant Steller's sea cow. Steller was a doctor on a Russian ship exploring in the Bering Sea. He noticed strange creatures in the icy waters. They had small heads, but their bodies were huge. The creatures were 25-30 feet long and weighed some 7,000 pounds. Steller soon realized that the animals were new to Europeans. In time they came to be called Steller's sea cows.

Sadly, Steller's sea cows did not last very long. Some people think the sea cow is related to the elephant. Hunters and sailors from whaling ships killed hundreds of them for food and leather. The last of Steller's sea cows was probably killed in 1768. That was just 27 years after Steller discovered these interesting animals.



1 Which sentence from paragraph 1 states the main idea?

- A Without Georg Steller, we might never have known about the giant Steller's sea cow.
- B Steller was a doctor on a Russian ship exploring in the Bering Sea.
- C He noticed some strange creatures in the icy waters.
- D The creatures were 25-30 feet long and weighed some 7,000 pounds.

2 Which sentence does not support the main idea of paragraph 2?

- A Sadly, Steller's sea cows did not last very long.
- B Some people think the sea cow is related to the elephant.
- C Hunters and sailors from whaling ships killed hundreds of them for food and leather.
- D The last of Steller's sea cows was probably killed in 1768.

3 Steller's sea cows lived in a \_\_\_\_\_ place.

- A cold B hot C warm D rainy

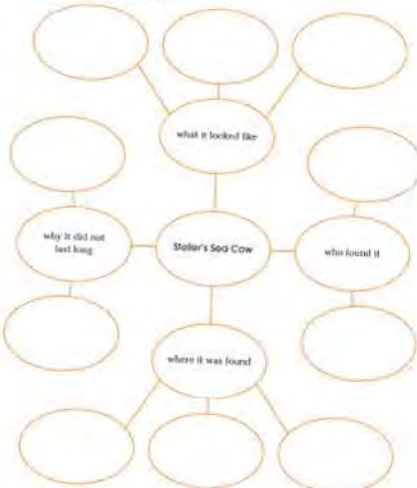
34

Finish Line Comprehension Skills

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- 4 The biggest of Steller's sea cows were about \_\_\_\_\_ feet long.
- A 27 B 30 C 2,000 D 7,000

5 Complete the idea web below.



Understanding Main Idea and Details

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35

Sometimes animal names are used to help say what is meant. A badger, for example, is a short, furry animal that looks like a raccoon. But don't badger me means "don't bother me." Why? Long ago, people in England played a card game in which they teased badgers. So the word badger came to mean "bother" or "tease."

Dog is another animal word that has many meanings. This word can mean anything from hot weather to laziness to overwork. Dog days are the hottest days of summer. Going to the dogs means "not taking care of yourself." Dogging it is not working as hard as you should. And working like a dog is doing too much.



1 What sentence states the main idea of the article?

- A Sometimes animal names are used to help say what is meant.
- B So the word badger came to mean "bother" or "tease."
- C Dog is another animal word that has many meanings.
- D This word can mean anything from hot weather to laziness to overwork.

2 Which of these means "you'd better not tease me?"

- A going to the dogs C dogging it
- B don't badger me D working like a dog

3 Which of these is the topic sentence for paragraph 2?

- A Dog is another animal word that has many meanings.
- B This word can mean anything from hot weather to laziness to overwork.
- C Going to the dogs means "not taking care of yourself."
- D Dogging it is not working as hard as you should.

4 Write a title for this article. Then explain why you chose the title using at least one detail from the article.

Level D, Understanding  
Main Idea and Details

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### PART I Comparing and Contrasting

Authors have several ways to organize information. One way is to organize it by similarities and differences. When you note similarities, you are **comparing** them. When you note differences, you are **contrasting** them. Comparing and contrasting help you make better sense of information.

#### Using Graphic Organizers

A graphic organizer, such as a comparison chart or a Venn diagram, can help you organize compare-and-contrast information.

**Dominican Republic**

Two countries share the island of Hispaniola. The Dominican Republic and Haiti each had about nine million people. But Haiti occupies the western third of the island and the Dominican Republic the remaining two thirds, so Haiti is more crowded. Both have historically been poor countries where people live mostly by farming. Lately, however, the Dominican Republic has had a growing economy. About half its people live in poverty, but average personal income is about \$9,200 per year. About 90 percent of Haiti's people are poor, with an average income of less than \$2,000 per year. The two countries have similar warm, wet, tropical climates with a variety of plants and wildlife. However, most of Haiti's forests have been cut down to make charcoal for fuel. As a result, erosion and

How is the information in the passage organized?

A It first describes the countries' different similarities.

B It first gives information about one country, then the other.

C It alternates similarities and differences.

D It compares their similarities and contrasts them point by point.

The passage begins by discussing a similarity. It continues this pattern about

**Haiti**

How are they alike?

occupy the island of Hispaniola  
poor countries that have depended on farming  
population of about nine million  
warm, wet, tropical climates  
large variety of plants and wildlife  
former colonies  
people mostly descended from enslaved Africans  
history of corrupt governments and brutal dictators

How are they different?

more land; less crowded  
developing economy, but half of the people live in poverty  
people speak Spanish  
free since 1863  
moving toward democracy in recent years

less land; more crowded  
90 percent of the people live in poverty  
forests cut down—causes erosion, flooding, and loss of farmland  
people speak Creole and French  
free since 1804—first country to abolish slavery  
hope to move toward democracy



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### PART II Practice Exercises

Read each selection. Then answer the questions about comparing and contrasting.

#### Sybil Ludington

Sybil Ludington was born in 1759 and grew up on a farm in Putnam County, New York. Her father, Colonel Henry Ludington, commanded a regiment in the Revolutionary War. Sybil was 16 on the evening of April 26, 1777, when an exhausted messenger rode up to the Ludington farmhouse. He brought the grim news that the British were attacking Danbury, Connecticut, where local patriots stored gunpowder and other war supplies. Colonel Ludington's regiment was not assembled as a fighting force. The men were all at their farms for spring planting and the British suffered heavy losses. George Washington's army was on the move. Sybil and her father, along with other patriots, rode out to meet the British. Sybil's father was killed in the battle. Sybil and her father's men were the only ones to escape. Sybil was captured by the British but escaped. She was later honored for her bravery.

Statue of Sybil Ludington

#### Harriet Tubman

When Harriet Tubman was a young girl, she was captured by slave traders. She escaped from slavery in 1849, when most African American slaves were still in bondage. Dedicated men and women, like Harriet, risked their lives and their own freedom to help other slaves escape. Tubman was known as the "Moses of her people" for her bravery.

1 Based on the passage, what is the most important difference between the achievements of the two women?

A They served their country in wartime. B They were able to help people become free. C They were able to help people become free. D They led soldiers.

2 According to the passage, what is most similar about Sybil Ludington and Harriet Tubman?

A They served their country in wartime. B They were able to help people become free. C They were able to help people become free. D They led soldiers.

3 Who might be featured on a monument to women in the Revolutionary War?

A Sybil Ludington B Harriet Tubman C Both women

#### Using Graphic Organizers

Fill in this comparison chart with information about the subjects of the two biographies.

**Sybil Ludington**

How are they alike?

How are they different?

**Harriet Tubman**

How are they alike?

How are they different?

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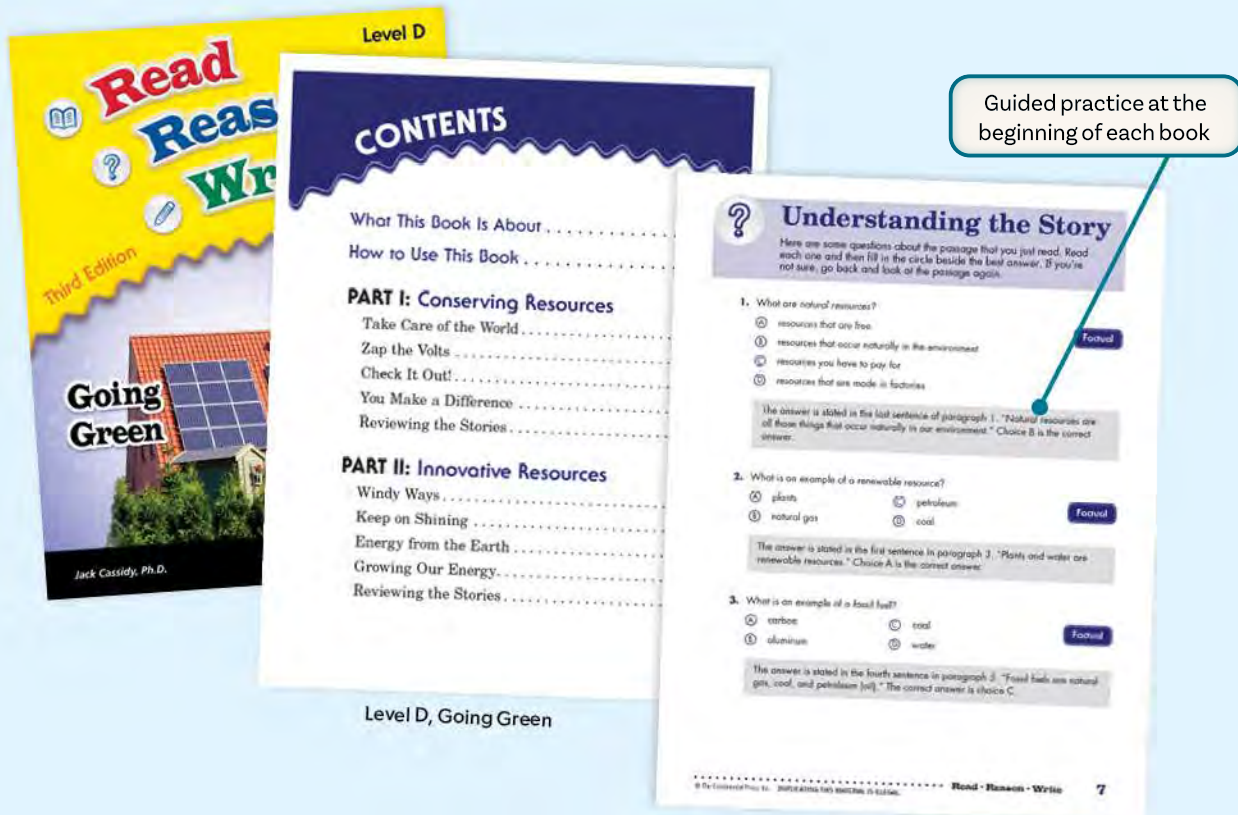
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## READ



This is a story about a place that takes care of old elephants.



## New Homes for Elephants

Have you ever seen a real elephant? Maybe you saw one at a circus. Maybe you saw one at a zoo. Most people have seen elephants in places where there are a lot of people. Many elephants have been trained for shows. But what happens when the elephants get sick? What happens when they get too old to perform? If they are lucky, they will go to an elephant sanctuary. The sanctuary is a place where the elephants can be safe and live freely. People will take good care of them there.

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## REASON



## Understanding the Story

Here are some questions about the story that you just read. Read each one. Then fill in the circle beside the best answer. If you are not sure, go back and look at the story again.

- About how long do elephants live?
  - (A) 20 years
  - (B) 30 years
  - (C) 70 years
  - (D) 150 years
- Where do elephants in sanctuaries come from?
  - (A) The sanctuary workers capture them in the wild.
  - (B) They used to be in circuses and zoos.
  - (C) They were born in the sanctuaries.
  - (D) People donated them to the sanctuaries.

Factual

Inference



## Summing Up

People who work in elephant sanctuaries do many different things. Fill in the spaces to show what sanctuaries are like.

Where do they find the elephants for the sanctuary?

What is it like where the elephants live?

How do workers care for the elephants?

36 Read • Reason • Write

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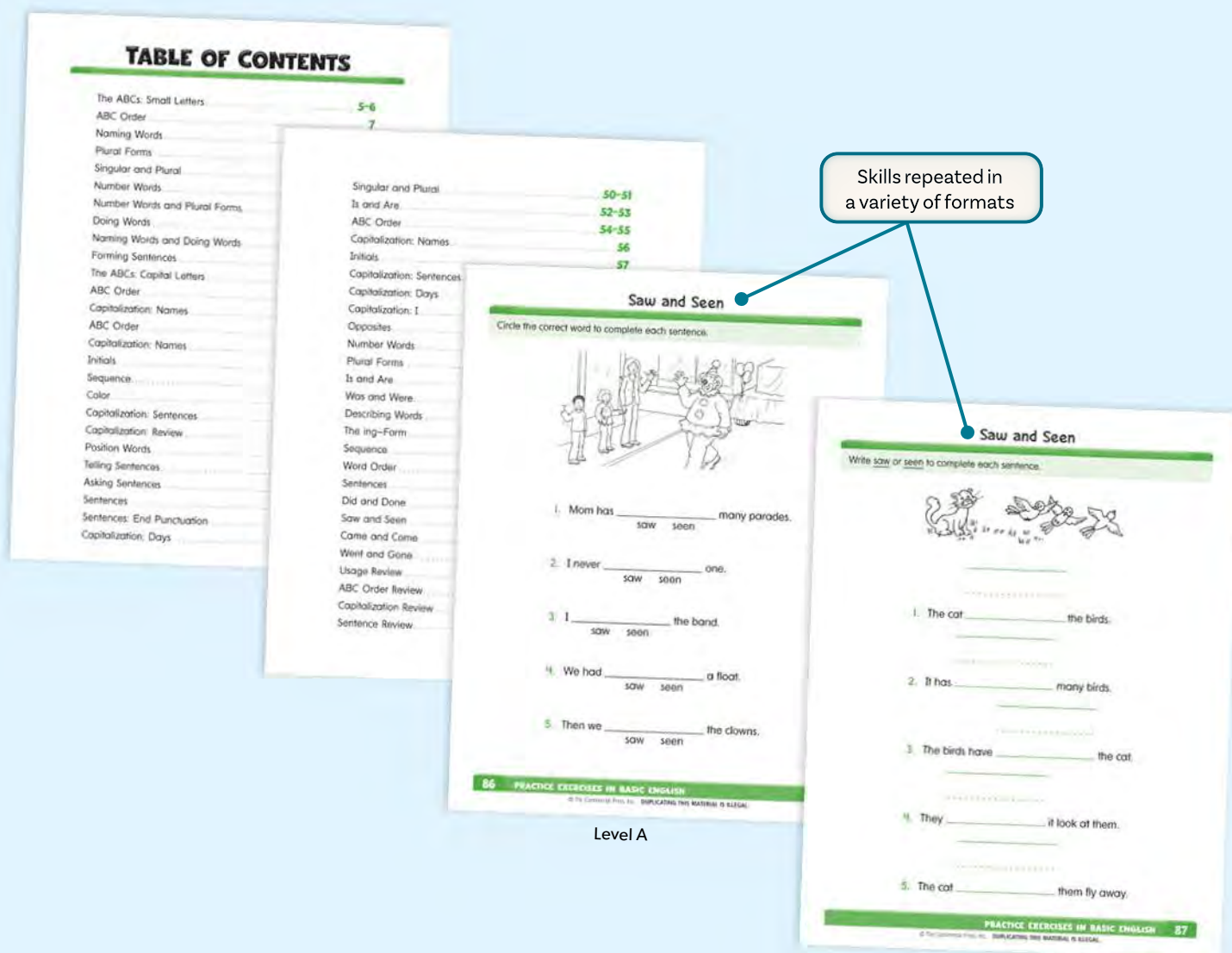
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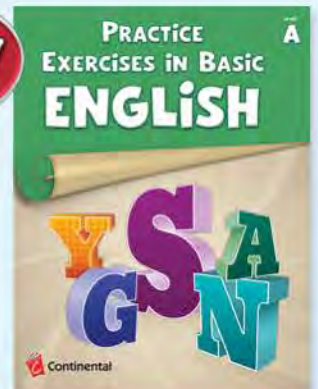
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- Reviews are presented periodically and at the end of each book for reinforcement.

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Reviews

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## Commas with Dates

A comma (,) is used to separate the day from the year in a date.  
February 7, 1994      May 20, 1900

Place commas where they belong in these dates.

1. August 6 1960
2. April 6 1962
3. July 18 1216
4. June 14 1714
5. November 13 1495
6. December 21 1957
7. February 27 2011
8. October 5 1983
9. September 10 1955

When dates are used in sentences, a comma also separates the year from the rest of the sentence.

On July 20, 1968, Apollo 11 landed on the moon.

Place commas where they belong in these sentences.



1. On April 25 1777 Sybil Ludington rode 40 miles to gather troops to fight the British.
2. Texas became a state on December 29 1945.
3. On January 24 1848 gold was discovered in California.
4. Barack Obama became the 44th president of the United States on January 20 2009.
5. On December 17 1903 the Wright brothers were the first to fly in an airplane.
6. The first motor stamp was made on May 6 1840 in England.
7. On September 11 2001 terrorists attacked America.

## 86 PRACTICE EXERCISES IN BASIC ENGLISH

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Level D

## Comma Review

A comma is used:

- 1) after a word like yes, no, or well when it is the first word of a sentence.
- 2) after each word in a series except the last one.
- 3) to separate the day from the year in a date, and the year from the rest of a sentence.
- 4) to separate the name of a city from the name of a state, and the name of the state from the rest of a sentence.

Place commas where they belong in these sentences.



1. Jamestown Virginia was founded on May 14 1607 by a group of settlers from England.
2. Yes this was the first permanent English settlement in the New World.
3. Well about 100 men came in three large ships.
4. No the ships did not stay.
5. The settlers marked timbered and chopped down trees for homes.
6. They worked hard to make a sturdy strong and comfortable fort.
7. I visited Jamestown Virginia to celebrate its 400th anniversary on May 14 2007.
8. Visitors can see the site of the original fort church tower and buildings.

## 88 PRACTICE EXERCISES IN BASIC ENGLISH

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Skill introduction

## Good and Well

Good is an adjective that describes a noun or pronoun. Well is an adverb that tells how something is done.

Justin skates well.  
He's a good ice hockey player.

Write good or well to complete the sentences below correctly.



I hope to do \_\_\_\_\_ on the test tomorrow. I've always been a \_\_\_\_\_ student, and I get \_\_\_\_\_ grades. But I don't always do \_\_\_\_\_ on tests. When I take a test, I get nervous and forget things. Maybe it's because I read so much so do \_\_\_\_\_. Before a test, I always get a \_\_\_\_\_ night's sleep so that I'm \_\_\_\_\_ rested. I also eat a \_\_\_\_\_ breakfast.

Level F

## Homophones

Homophones are words that sound alike but are spelled differently and have different meanings.

brakes — break

In each group of words below, circle a homophone for the underlined word.

- |   |  |  |
|---|--|--|
| 1. so<br>show<br>saw<br>soon<br>soap                | 6. brought<br>bought<br>bow<br>boy<br>bone             | 11. dot<br>dot<br>don't<br>don't<br>dough<br>dough |
| 2. tough<br>tough<br>tore<br>fourth<br>fort         | 7. shoot<br>shone<br>chute<br>fourth<br>shot<br>choose | 12. few<br>few<br>flu<br>fly<br>foat               |
| 3. ceiling<br>civil<br>civary<br>ceasing<br>society | 8. pray<br>present<br>practice<br>pry<br>parade        | 13. hard<br>hard<br>hear<br>help<br>heard          |
| 4. tier<br>fence<br>fear<br>fife                    | 9. bear<br>beard<br>barred                             | 14. suite<br>suit<br>sweet<br>swait                |

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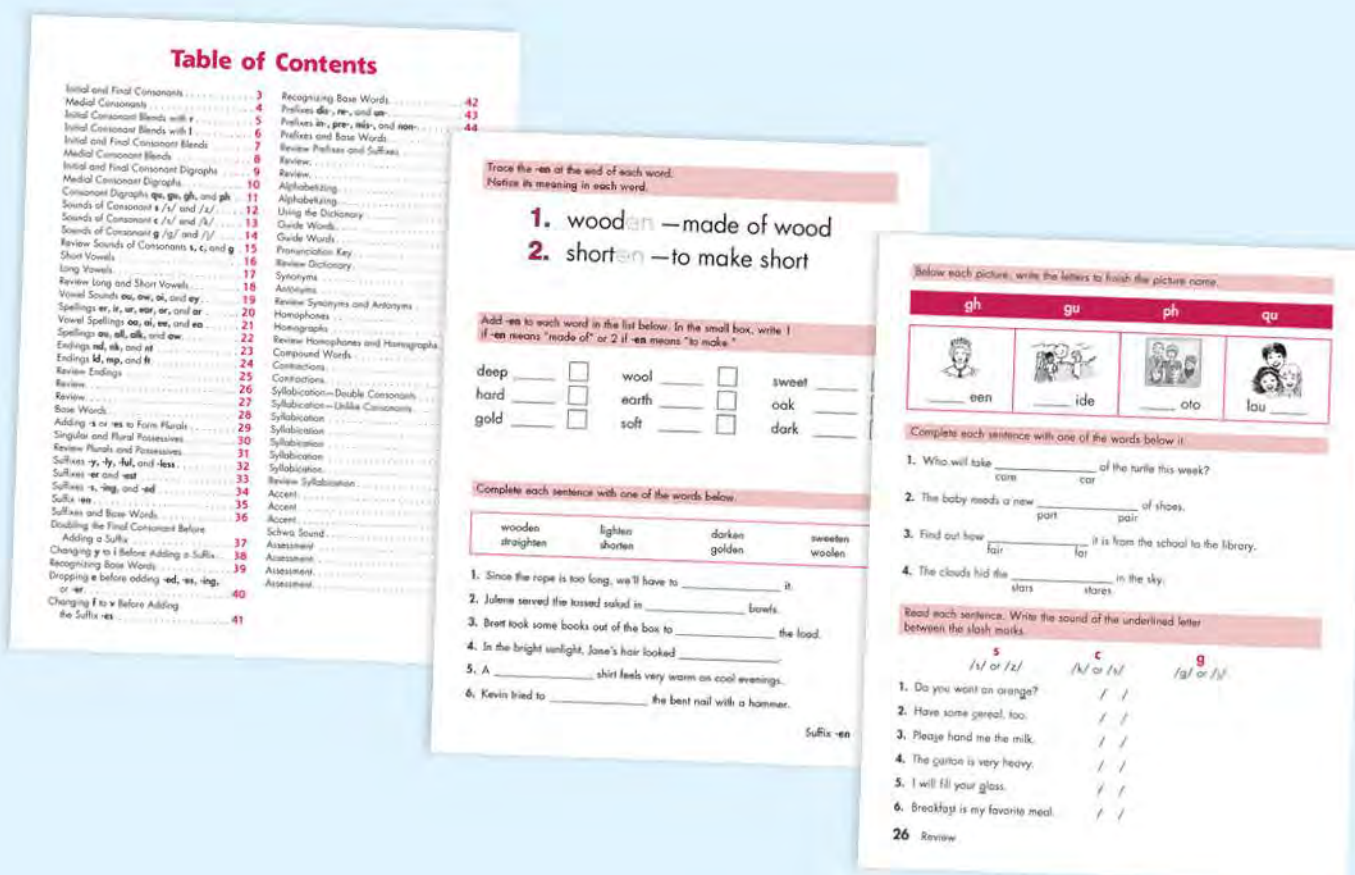
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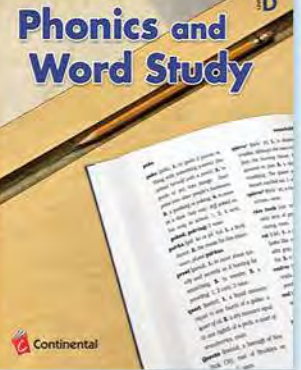
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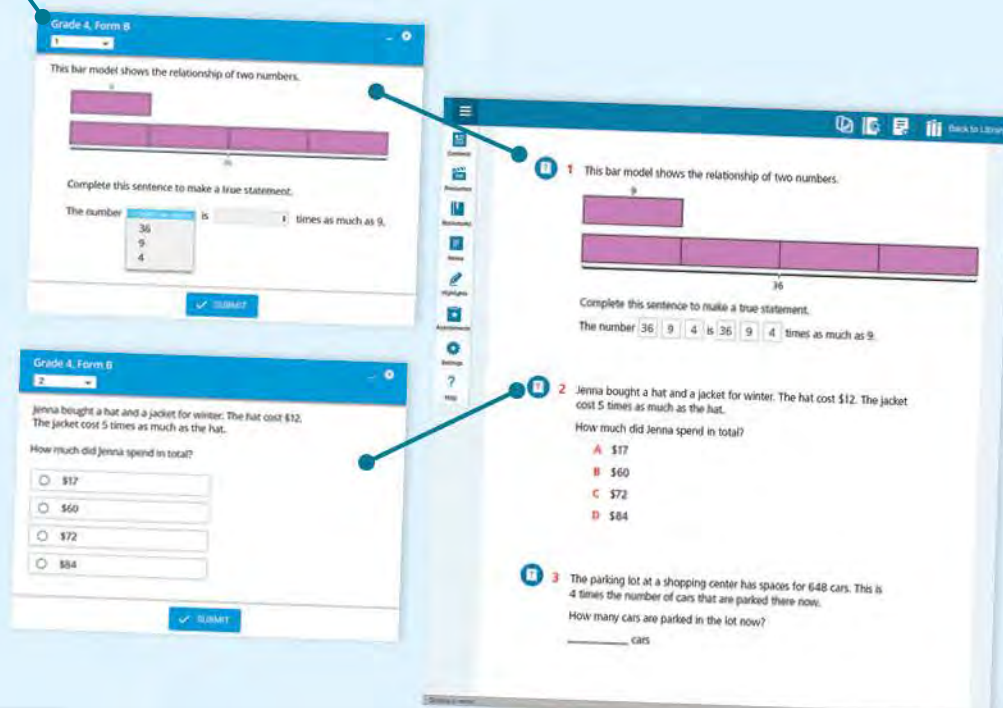
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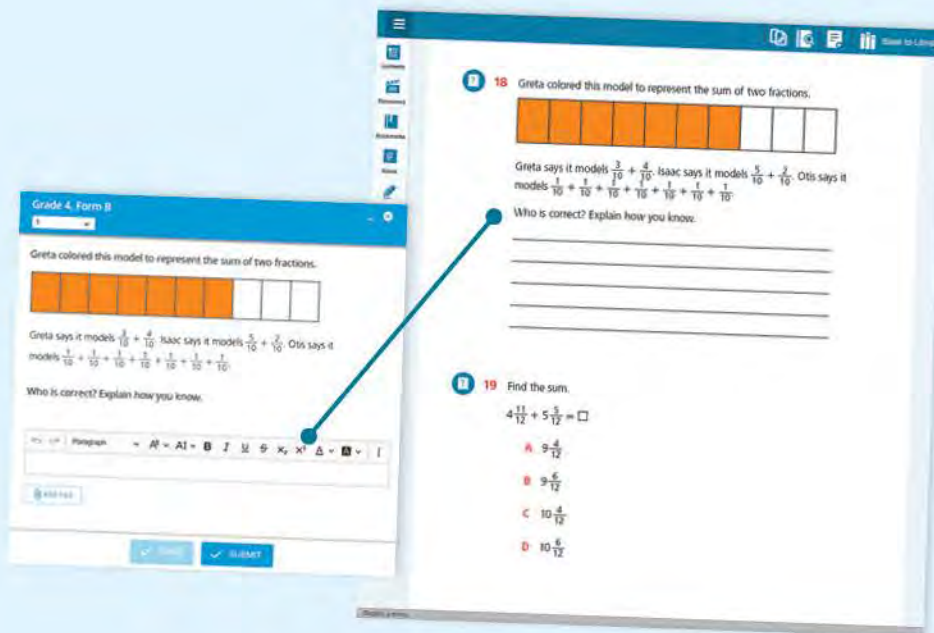
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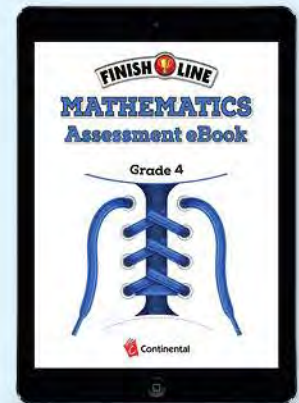
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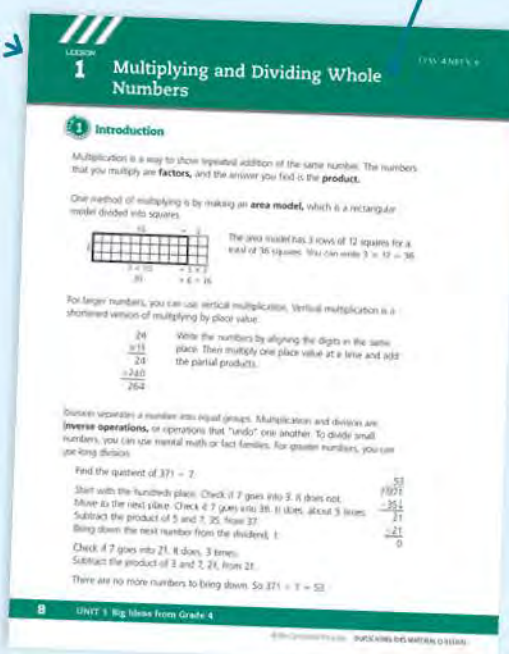
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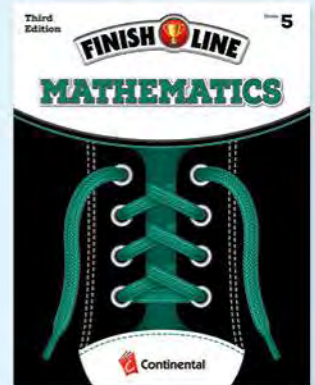
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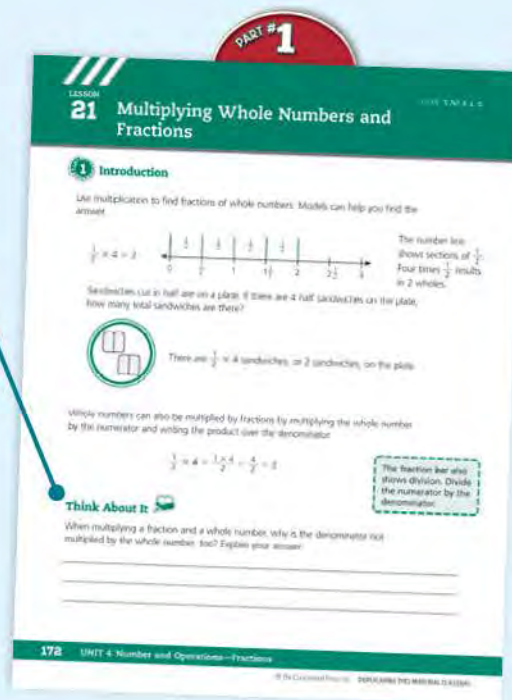
TABLE OF CONTENTS	
About Finish Line Mathematics	
UNIT 1: Big Ideas from Grade 4	5
LESSON 1: 5.NF.5, 6	7
LESSON 2: 5.NF.6, 7	8
LESSON 3: 5.NF.7, 8	15
LESSON 4: 5.NF.8, 9	23
LESSON 5: 5.NF.9, 10	30
LESSON 6: 5.NF.10, 11	38
UNIT 1 REVIEW	48
UNIT 2: Number and Operations in Base Ten	43
LESSON 7: 5.NBT.1	50
LESSON 8: 5.NBT.2	57
LESSON 9: 5.NBT.3	64
LESSON 10: 5.NBT.4	71
LESSON 11: 5.NBT.5	78
LESSON 12: 5.NBT.6	85
LESSON 13: 5.NBT.7	92
LESSON 14: 5.NBT.8	99
LESSON 15: 5.NBT.9	107
LESSON 16: 5.NBT.10	116
UNIT 2 REVIEW	120
UNIT 3: Operations and Algebraic Thinking	121
LESSON 17: 5.OA.1, 2	128
LESSON 18: 5.OA.3	135
LESSON 19: 5.OA.4	144
UNIT 3 REVIEW	







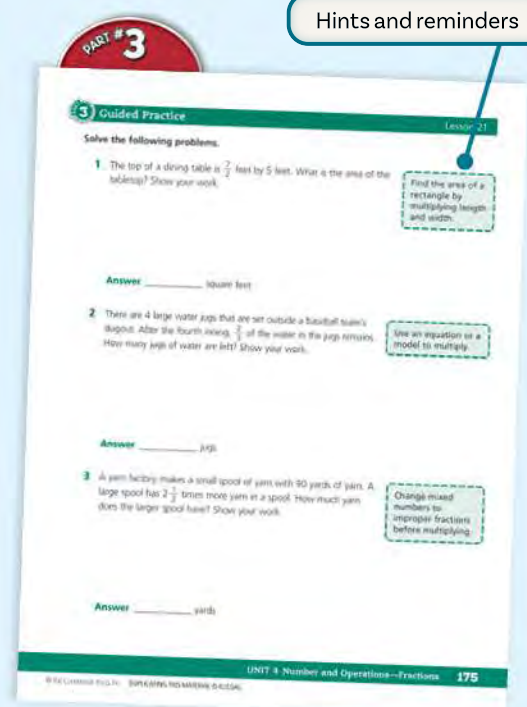
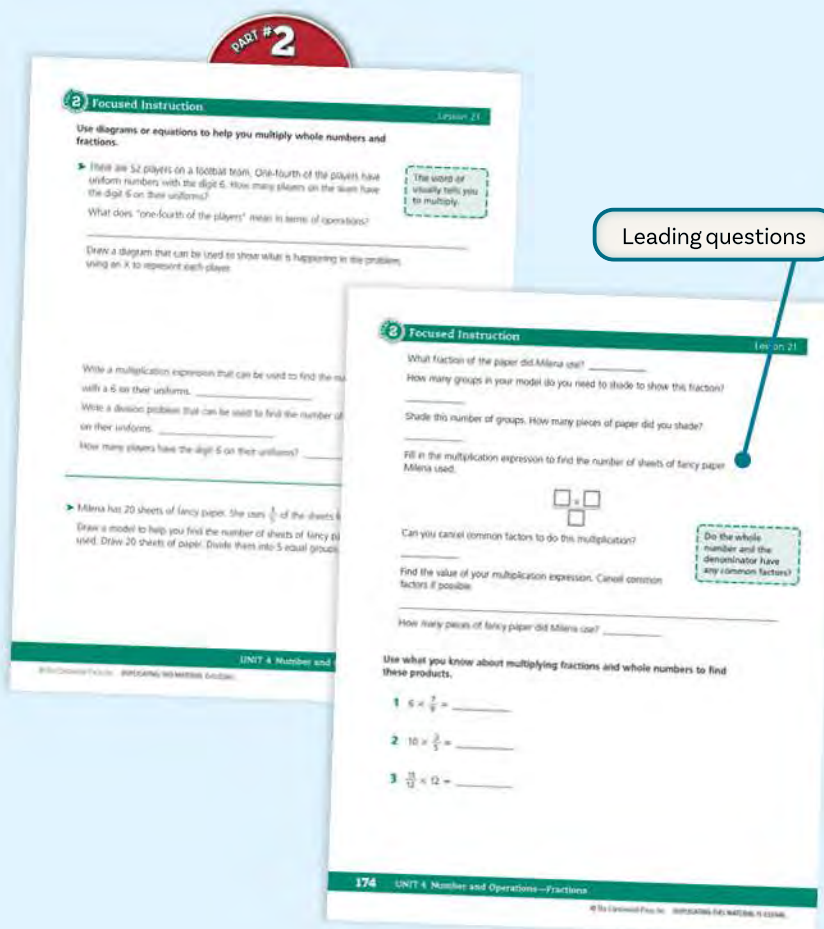
Question for  
critical thinking



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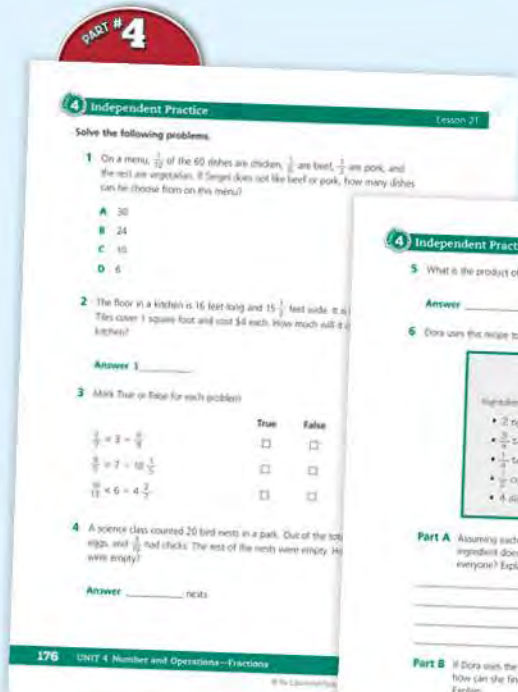
Leading questions

Hints and reminders

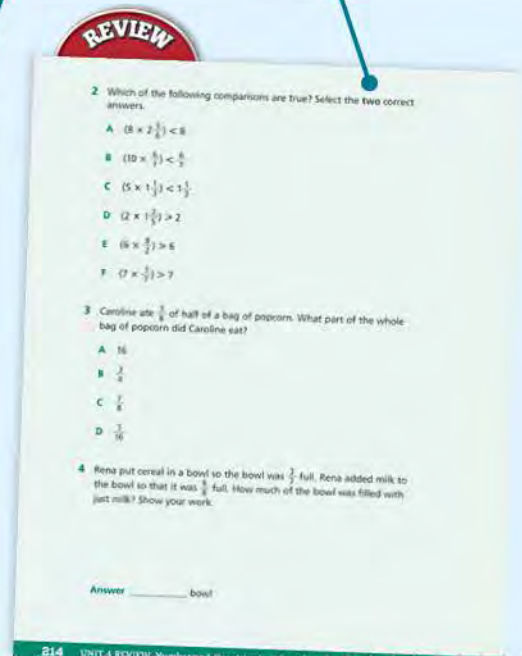
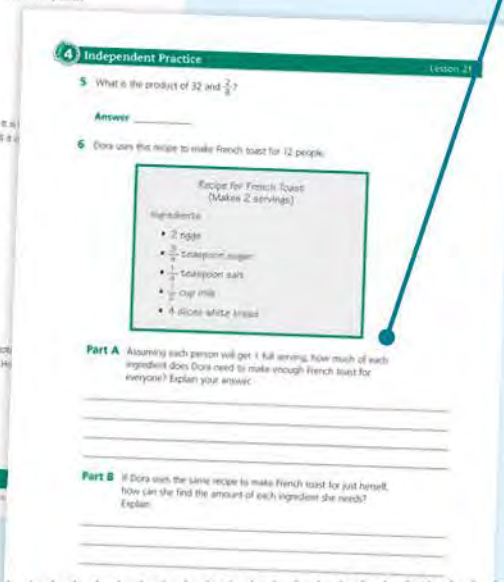


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Item types that promote critical thinking



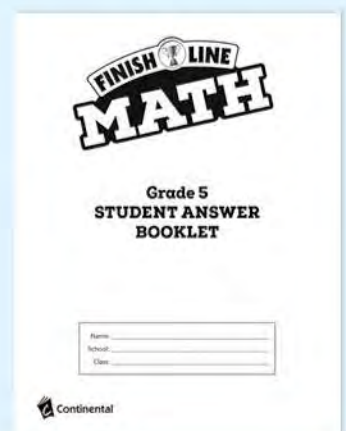
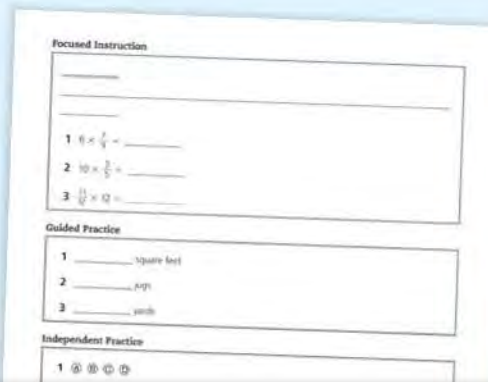
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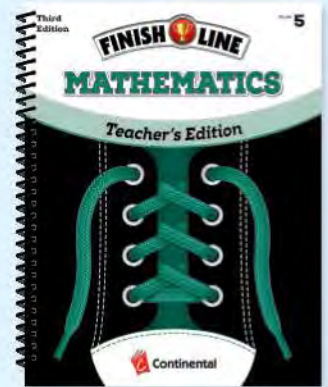


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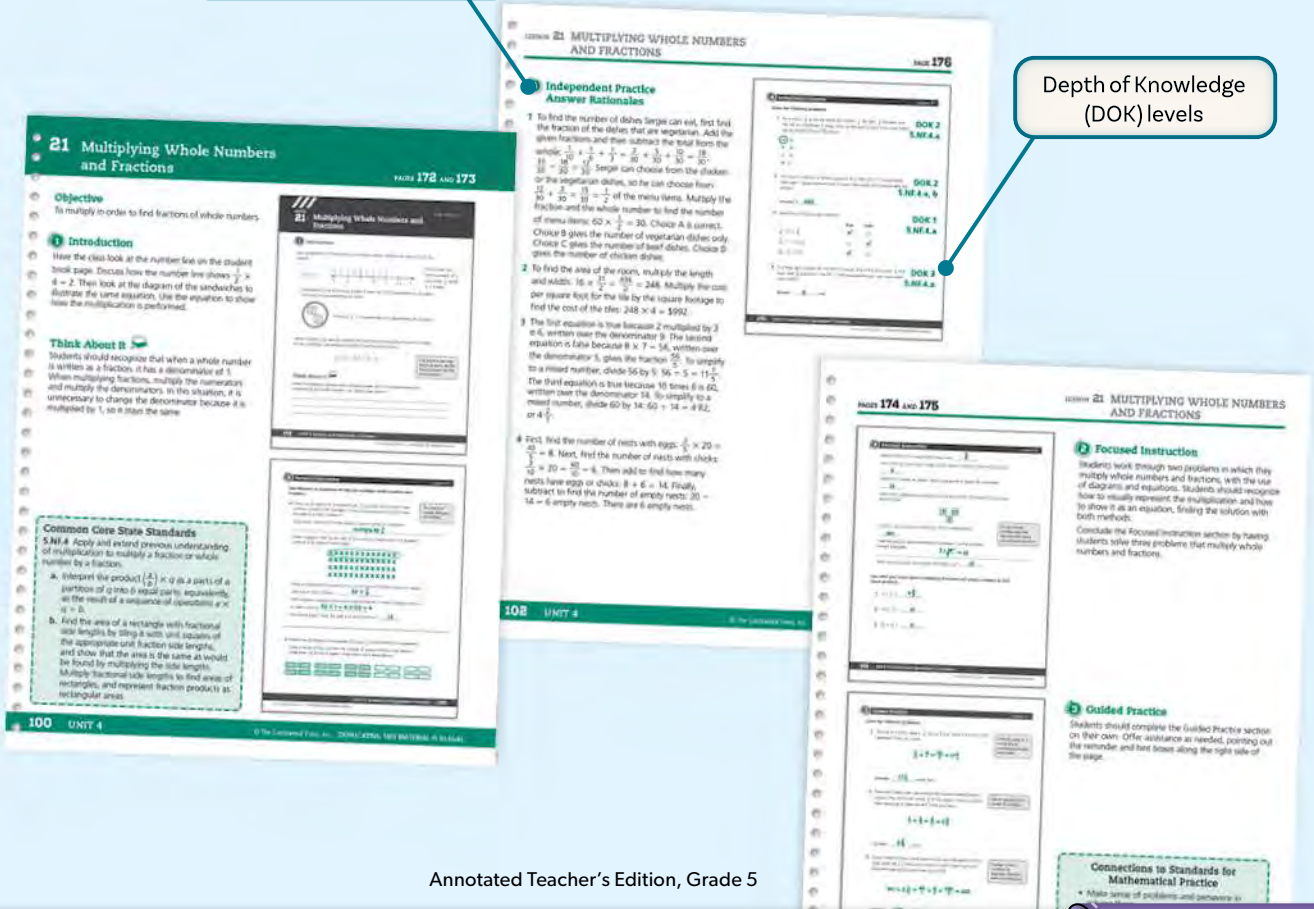
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Day 1

Day 2

Day 3

Day 4

Day 5 with  
problem solving

**Table of Contents**

Using *Continental's Jump Start, Second Edition* 6

**Week 1**

- Conjunctions 7
- Multiplying by One Digit 8
- More Conjunctions 9
- Multiplying by Two Digits 10
- Correlative Conjunctions 11
- Dividing by One Digit 12
- Building Sentences with Conjunctions 13
- Dividing by Two Digits 14
- Comprehension: Main Idea and Details 15
- Problem Solving: Multiplying Whole Numbers 17
- Problem Solving: Dividing Whole Numbers 18

**Week 2**

- Prepositions 19
- Decimal Place Value 20
- Prepositions and Objects 21
- Comparing Decimals 22
- Prepositional Phrases 23
- Rounding Decimals 24
- Interjections 25
- Adding Decimals 26
- Comprehension: Cause and Effect 27
- Subtracting Decimals 28
- Problem Solving: Adding and Subtracting Decimals 30

**Week 3**

- Verb Tense 31
- Decimals and Powers of 10 32
- Perfect Tense: Regular Verbs 33
- Exponents and Powers of 10 34
- Perfect Tense: Irregular Verbs 35
- Multiplying with Decimals 36
- Choosing the Correct Verb Form 37
- Dividing Decimals 38
- Comprehension: Analyzing Language 39
- Dividing by Decimals 41
- Problem Solving: Multiplying and Dividing with Decimals 42

**Dividing Decimals**

Divide decimals the same way as whole numbers. When a decimal is divided by a whole number, place the decimal point in the quotient directly above its original position.

$\begin{array}{r} 8.6 \\ 8 \overline{) 68.8} \\ \underline{64} \phantom{.} \\ 4.8 \phantom{.} \\ \underline{48} \phantom{.} \\ 0.8 \phantom{.} \\ \underline{08} \phantom{.} \\ 0.8 \phantom{.} \\ \underline{08} \phantom{.} \\ 0.0 \phantom{.} \end{array}$	$\begin{array}{r} 0.029 \\ 5 \overline{) 0.145} \\ \underline{10} \phantom{.} \\ 45 \phantom{.} \\ \underline{45} \phantom{.} \\ 0.0 \phantom{.} \end{array}$
---	---

**Divide. Remember to place zeros in the quotient where necessary.**

1. $4 \overline{) 3.84}$	2. $9 \overline{) 15.3}$	3. $3 \overline{) 0.168}$	4. $8 \overline{) 0.072}$
5. $26 \overline{) 33.8}$	6. $15 \overline{) 0.525}$	7. $78 \overline{) 2.362}$	8. $92 \overline{) 7.36}$

**Multiplying by One Digit**

Multiply from right to left.

$\begin{array}{r} 29 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ \times 7 \\ \hline \end{array}$
---	---	---

**Multiply. Regroup when you need to.**

1. $24 \times 4$	2. $47 \times 6$	3. $26 \times 9$	4. $72 \times 8$
5. $176 \times 3$	6. $244 \times 7$	7. $324 \times 2$	8. $243 \times 8$
9. $399 \times 5$	10. $427 \times 6$	11. $296 \times 2$	12. $961 \times 4$
13. $8,815 \times 2$	14. $5,187 \times 7$	15. $7,682 \times 9$	16. $2,593 \times 8$

**Solve.**

17. A small bag contains 32 jelly beans. How many jelly beans are in 8 bags?

18. A large jar contains 545 jelly beans. How many jelly beans are in 4 jars?

Grade 5  
entering 6



Perforated pages

### Interpreting Numerical Expressions

You can compare numerical expressions without evaluating them. Think about the operations.


Which expression has a greater value,  $6 + 4 + 2$  or  $6 + 4 - 2$ ?

Both expressions add the same numbers, but the first expression also adds 2 and the second expression subtracts 2. So the second expression is less than the first expression.

$$6 + 4 + 2 > 6 + 4 - 2$$

Write  $>$ ,  $<$ , or  $=$  to compare the expressions.

- $15 - 6 + 3$  ☐  $15 - 3 + 6$
- $5 \times 4 + 2$  ☐  $5 \times 4 - 2$
- $8 + 7 + 3$  ☐  $8 + 7 \times 3$
- $45 \times 9 + 3$  ☐  $45 \times 3 + 9$
- $100 \div 10 - 5$  ☐  $100 \div 10 + 5$



**Solve.**

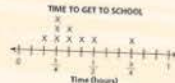
- Which expressions are greater than  $\frac{1}{2} \times 24 + 6$ ? Select all that apply.
  - A.  $\frac{1}{2} \times 24 + 6$
  - B.  $\frac{1}{2} \times 24 + 5$
  - C.  $2 \times 24 + 6$
  - D.  $\frac{1}{2} \times 24 - 6$
  - E.  $\frac{3}{4} \times 24 + 6$
  - F.  $\frac{1}{2} \times (24 + 6)$
- Which expressions are less than  $72 \div 9 + 12$ ? Select all that apply.
  - A.  $72 \div 9 + 12$
  - B.  $72 \div 12 + 9$
  - C.  $72 \div 12 - 9$
  - D.  $72 \div 9 = 12$
  - E.  $9 \times 12 - 72$
  - F.  $72 \div 12 - 9$

**50 Math**

### Line Plots

A line plot displays data on a number line. Each single value is represented by an X. This line plot shows the time it took each student in a group to get to school one day.

TIME TO GET TO SCHOOL



Use the line plot to answer the question. Circle the best option to make this sentence true.

- Each increment of the number line represents one [ third fourth sixth twelfth ] of an hour.

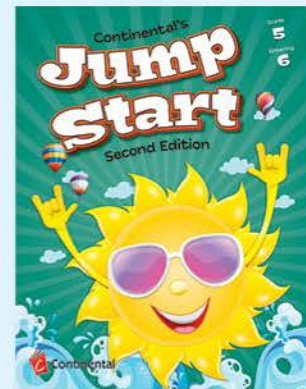
Use the line plot to answer each question. Write your answers in lowest terms.

- How many data values are in the set? 20
- What is the greatest time it took to get to school? 1.75 hour
- What is the least time it took to get to school? 0.25 hour
- How much greater is the greatest value than the least value? 1.5 hour
- What value is the mode of the times? 1.0 hour
- What is the median time to get to school? 1.0 hour
- What fraction of the students took  $\frac{1}{2}$  hour to get to school?

Write your answer to this question.

- What fraction of the students took more than 10 minutes but less than 30 minutes to get to school? Explain how you found your answer.

**112 Math**



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Grade 5 entering 6

### Math Midpoint Review

**Solve.**

- The call number on a library book is seven hundred forty and eight-hundredths. Write this number with numerals.
- What is the correct order of operations for this expression?  
 $30 - 12 \times 4 + 8 \div 2$ 
  - A. subtract, multiply, divide, add
  - B. subtract, add, multiply, divide
  - C. multiply, divide, subtract, add
  - D. multiply, divide, add, subtract
- Look at the number below:  
17.674  
What is the place value of the 6 in this number?
- How much greater is the 7 farthest to the left than the 7 farthest to the right?  
10 times greater

**86 Midpoint Review**

Grade 5 entering 6

Standards connections

**Page 24 Rounding Decimals (5.NBT.4)**

1. 4.8	2. 0.6	3. 2.0
4. 9.40	5. 1.99	6. 0.10
7. 15	8. 4	9. 38
10. A, B, C, E	11. A, B, C	
12. Amber		

**Page 25 Intersections (5.4.1a)**

1. Intersecting lines are always with one another.

**Page 26 Adding Decimals (5.NBT.7)**

1. 26.00	2. 6.72	3. 0.310	4. 12.5
5. 54.75	6. 18.8	7. 5.603	8. 27.42
9. 9.32	10. 189.6	11. 54.432	12. 98.975
13. 77.59	14. 9.222		
15. 702.4	16. 24.602		
17. 34.16	18. 40.15		
19. 1.481	20. 8.25		

**Page 27-28 Comprehension: Cause and Effect**

- B (5.4.1)
- A (5.4.1)
- B (5.4.1)
- B (5.4.1)
- D (5.4.1)

**Page 29 Rounding Decimals (5.NBT.4)**

1. 4.8	2. 0.6	3. 2.0
4. 9.40	5. 1.99	6. 0.10
7. 15	8. 4	9. 38
10. A, B, C, E	11. A, B, C	
12. Amber		

**Page 30 Problem Solving: Adding and Subtracting Decimals (5.NBT.7)**

1. 63.2	2. 4.7	3. 0.46	4. 0.178
5. 307	6. 1.949	7. 38.9	8. 2.198
9. 50.3	10. 0.859	11. 19.69	12. 79.855
13. 5.49	14. 9.66	15. 2.715	
16. 150.4	17. 2.715	18. 56.886	
19. 0.1532	20. 0.004		

**Page 32 Decimals and Powers of 10 (5.NBT.2)**

1. 63.2	2. 8.75
3. 307	4. 36
5. 50.3	6. 6.888
7. 5.49	8. 0.31
9. 150.4	10. 0.750
11. 0.054	12. 0.2748
13. 0.0578251	14. 0.0415
15. 3.753	16. 0.0289
17. 52.96	18. 0.0524
19. 0.1532	20. 9.9525

**Page 33 Perfect Tense: Regular Verbs (5.1.8)**

- will have
- had
- have
- had
- have
- will have
- had
- will have

**Answer Key 171**

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**Order of Operations**

The **order of operations** tells how to evaluate expressions with more than one operation.

$$3 + 6 \times (4 + 2) = 3 + 6 \times (6)$$

$$3 + 6 \times 6 = 3 + 36$$

$$3 + 36 = 39$$

Do any operation inside parentheses first. Then multiply and divide, in order from left to right. Last, add and subtract, in order from left to right.

**Number the operations in correct order for each expression.**

- $18 - 3 \times (2 + 4) \div 2$ 
  - addition
  - subtraction
  - multiplication
  - division
- $18 - 3 \times 2 + (4 + 2)$ 
  - addition
  - subtraction
  - multiplication
  - division
- $(18 - 3) \times 2 + 4 \div 2$ 
  - addition
  - subtraction
  - multiplication
  - division
- $18 - (3 \times 2) + 4 \div 2$ 
  - addition
  - subtraction

**Select the best answer for each problem.**

5. What is the correct order of operations for this expression?  
 $50 - 10 + 15 \div 5$

- A subtract, add, divide
- B add, subtract, divide
- C divide, add, subtract
- D divide, subtract, add

**Answer the question.**

Grade 5 entering 6



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**Jump Start Gr 5-6, Math, Page 44, Order of Operations**

Move boxes to place the operations in correct order for each expression.

$18 - 3 \times 2 + (4 - 2)$

- division
- addition
- multiplication
- subtraction

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	Decimals: Hundredths
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	Word Problems
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	Decimal Place Value: Thousandths
	Decimals and Expanded Form
	Extending Decimal Place Value
	Rounding Decimals as Fractions
	Comparing Decimals
	Word Problems
	Review
3	<b>Adding Decimals</b>
	Adding Tenths
	Adding Hundredths
	Adding Money
	Adding Thousandths
	Adding Decimals with Different Numbers of Places
	Word Problems
	Review
4	<b>Subtracting Decimals</b>
	Subtracting Tenths
	Subtracting Hundredths
	Subtracting Money
	Subtracting Thousandths
	Subtracting Decimals with Different Numbers of Places
	Word Problems
	Review
6	<b>Multiplying Decimals by Decimals</b>
	Multiplying Decimals with Models
	Multiplying Decimals by Decimal Powers of 10
	Multiplying by Tenths
	Multiplying by Hundredths
	Multiplying Decimals, Zeros in the Product
	Multiplying Money
	Word Problems
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	Dividing Decimals, Zeros in the Quotient
	Dividing Decimals, Rounding Zeros in the Dividend
	Dividing Decimals by Two-Digit Whole Numbers
	Word Problems
	Review
8	<b>Dividing Whole Numbers by Decimals</b>
	Dividing Whole Numbers by Tenths
	Dividing Whole Numbers by Hundredths
	Dividing Whole Numbers by Thousandths
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Look at these examples.

$\frac{1}{2} = \frac{5}{10}$  Example 1  
What decimal is equivalent to  $\frac{1}{2}$ ?  
First, find a multiple of 10 that the denominator, 2, is a factor of: 10.  
Change  $\frac{1}{2}$  to an equivalent fraction in tenths by multiplying the numerator and denominator by the same number.  
 $\frac{5}{10} = 0.5$   
Then change the fraction to a decimal. Drop the denominator and write the numerator in the correct place.

$\frac{3}{4} = \frac{75}{100}$  Example 2  
The denominator 4 is a factor of 100, so change the fraction to hundredths.  
Multiply the numerator and denominator by  $\frac{25}{25}$  to make an equivalent fraction in hundredths.  
 $\frac{75}{100} = 0.75$   
Then change the fraction to a decimal.

**2 Try It**  
Complete each step.

$\frac{6}{8} = ?$   
Is 8 a factor of 10? \_\_\_\_ Of 100? \_\_\_\_ Of 1,000? \_\_\_\_  
Multiply the numerator and denominator by the same number to get a decimal with a denominator that is a multiple of 10. Show your work at the left.  
What is the equivalent fraction? \_\_\_\_  
What is this fraction written as a decimal? \_\_\_\_

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Answer the question. Write your answer below.

22. Can you change the fraction  $\frac{1}{2}$  to a decimal by changing it to an equivalent fraction in tenths or hundredths first? Why, or why not?

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1. Leticia drank  $\frac{725}{1,000}$  liter of water this morning. In decimal form, what part of a liter of water did Leticia drink this morning?

2. Gavin lives two and sixty-nine hundredths miles from the shopping mall. In decimal notation, how far does Gavin live from the shopping mall?

3. In Dexter's class,  $\frac{11}{20}$  of the students walk to school. In decimal notation, what part of these students walk to school?

**2 REVIEW**  
Write a decimal for each fraction, mixed number, and number name.

1.  $\frac{347}{1,000}$  = \_\_\_\_ 2.  $8\frac{21}{1,000}$  = \_\_\_\_ 3.  $\frac{9}{1,000}$  = \_\_\_\_

4. nine hundred six thousandths = \_\_\_\_  
5. one and one hundred twenty-five thousandths = \_\_\_\_

Write a fraction or mixed number for each decimal.

6. 0.845 = \_\_\_\_ 7. 4.023 = \_\_\_\_ 8. 0.001 = \_\_\_\_

Write a number name for each decimal.

9. 0.049 = \_\_\_\_  
10. 2.579 = \_\_\_\_

Write each number in expanded form.

11. 0.54 = \_\_\_\_ 12. 9.81 = \_\_\_\_  
13. 42.369 = \_\_\_\_

Write each number in expanded form below.

## Annotated Teacher's Edition, Decimals

**2 On Your Own**  
Complete each equivalent fraction.

1.  $\frac{11}{20} = \frac{55}{100}$  2.  $\frac{3}{50} = \frac{6}{100}$  3.  $\frac{2}{5} = \frac{4}{10}$   
4.  $\frac{11}{25} = \frac{44}{100}$  5.  $\frac{7}{25} = \frac{28}{100}$  6.  $\frac{1}{25} = \frac{4}{100}$   
7.  $\frac{2}{5} = \frac{40}{100}$  8.  $\frac{1}{5} = \frac{2}{10}$  9.  $\frac{11}{25} = \frac{44}{100}$

Write each fraction as a decimal. Show your work.

10.  $\frac{1}{4} = \frac{25}{100} = \frac{25}{100} = 0.25$  11.  $\frac{3}{8} = \frac{375}{1,000} = 0.375$  12.  $\frac{3}{20} = \frac{15}{100} = 0.15$   
13.  $\frac{5}{10} = \frac{50}{100} = 0.5$  14.  $\frac{8}{25} = \frac{32}{100} = 0.32$  15.  $\frac{11}{25} = \frac{44}{100} = 0.44$   
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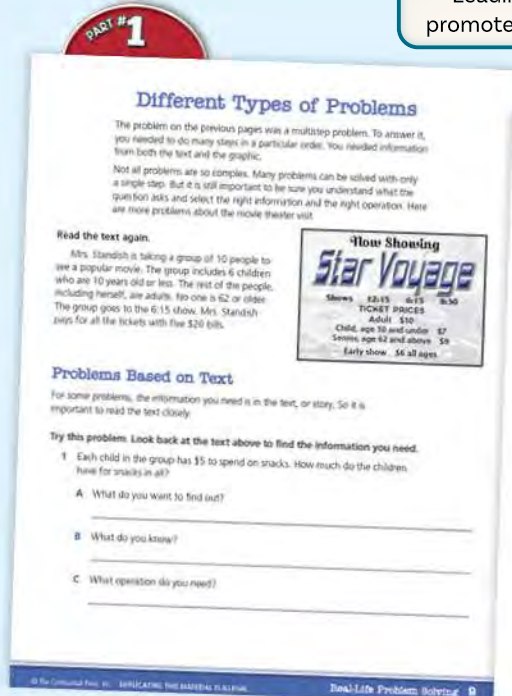
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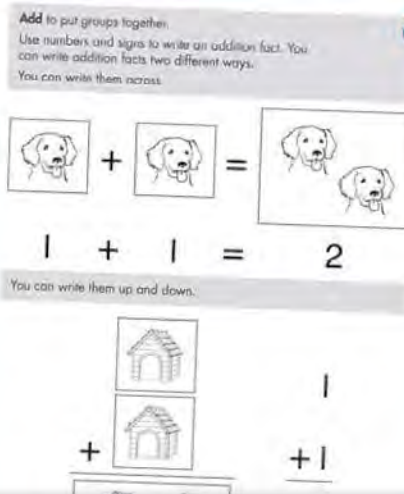
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CONTENTS	
Adding Sets—Teaching Page.....	3
Adding Sets.....	4
Equals Sign—Teaching Page.....	5
Equals Sign.....	6
Plus Sign—Teaching Page.....	8
Plus Sign.....	9
Play Equals Sign—Review.....	10
Addition Facts—Teaching Page.....	11
Addition Facts for 2.....	12
Addition Facts for 3.....	13
Addition Facts for 4.....	14
Addition Facts for 5—Review.....	15
Addition Facts for 6.....	16
Addition Facts for 7.....	17
Addition Facts for 8.....	18
Addition Facts for 9.....	19
Addition Facts for 10.....	20
Addition Facts for 11—Review.....	21
Addition Facts for 12.....	22
Addition Facts for 13.....	23
Addition Facts for 14—Review.....	24
Addition Facts with 0—Teaching Page.....	25
Addition Facts with 0.....	26
Addition Facts with 1.....	27
Addition Facts with 2.....	28
Addition Facts with 3.....	29
Addition Facts with 4.....	30
Addition Facts with 5.....	31
Addition Facts with 6.....	32
Addition Facts with 7.....	33
Addition Facts with 8.....	34
Addition Facts with 9.....	35
Addition Facts for 10—Review.....	36
Addition Facts for 11.....	37
Addition Facts for 12.....	38
Addition Facts for 13.....	39
Addition Facts for 14.....	40
Addition Facts for 15.....	41
Addition Facts with 0.....	42
Addition Facts with 1.....	43
Addition Facts with 2.....	44
Addition Facts with 3.....	45
Addition Facts with 4.....	46
Addition Facts with 5.....	47
Addition Facts with 6.....	48
Addition Facts with 7.....	49
Addition Facts with 8.....	50
Addition Facts with 9.....	51
Addition Facts with 10.....	52
Addition Facts with 11.....	53
Addition Facts with 12.....	54
Addition Facts with 13.....	55
Addition Facts with 14.....	56
Addition Facts with 15.....	57
Addition Facts with 16.....	58
Addition Facts with 17.....	59
Addition Facts with 18.....	60
Addition Facts with 19.....	61
Addition Facts with 20.....	62
Addition Facts with 21.....	63
Addition Facts with 22.....	64
Addition Facts with 23.....	65
Addition Facts with 24.....	66
Addition Facts with 25.....	67
Addition Facts with 26.....	68
Addition Facts with 27.....	69
Addition Facts with 28.....	70
Addition Facts with 29.....	71
Addition Facts with 30.....	72
Addition Facts with 31.....	73
Addition Facts with 32.....	74
Addition Facts with 33.....	75
Addition Facts with 34.....	76
Addition Facts with 35.....	77
Addition Facts with 36.....	78
Addition Facts with 37.....	79
Addition Facts with 38.....	80
Addition Facts with 39.....	81
Addition Facts with 40.....	82
Addition Facts with 41.....	83
Addition Facts with 42.....	84
Addition Facts with 43.....	85
Addition Facts with 44.....	86
Addition Facts with 45.....	87
Addition Facts with 46.....	88
Addition Facts with 47.....	89
Addition Facts with 48.....	90
Addition Facts with 49.....	91
Addition Facts with 50.....	92
Word Problems.....	93
Index.....	94

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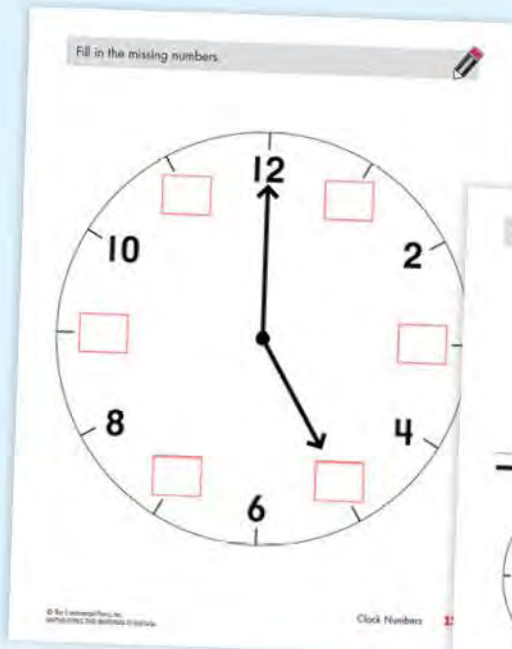
#### Number Operations

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Addition, Book 2 NW6741-1  
Subtraction, Book 1 NW6742-8  
Subtraction, Book 2 NW6743-5

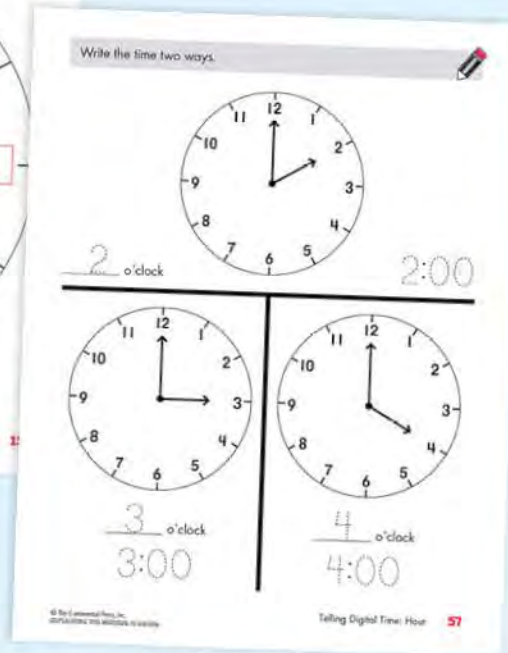
#### Numbers

Concepts, Book 1 NW6731-2  
Numbers 0-5, Book 2 NW6732-9  
Numbers 6-10, Book 3 NW6733-6  
Numbers 10-50, Book 4 NW6734-3





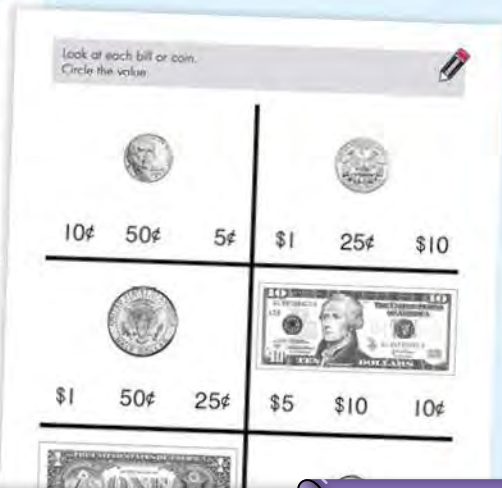
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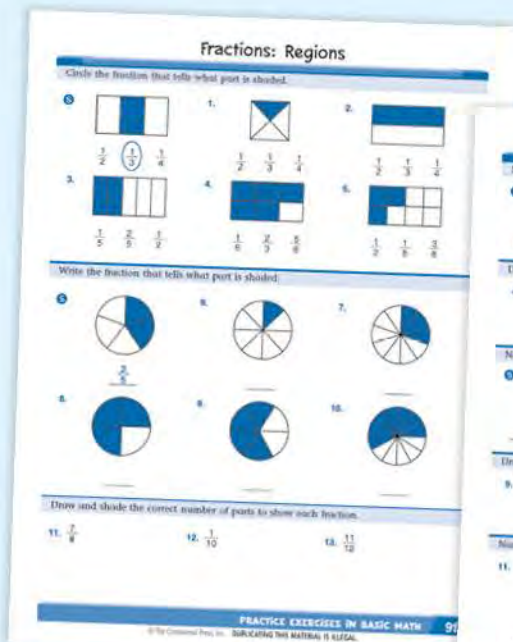
## Components

- ## Student Books

- Standard eBooks are available. [See features.](#)







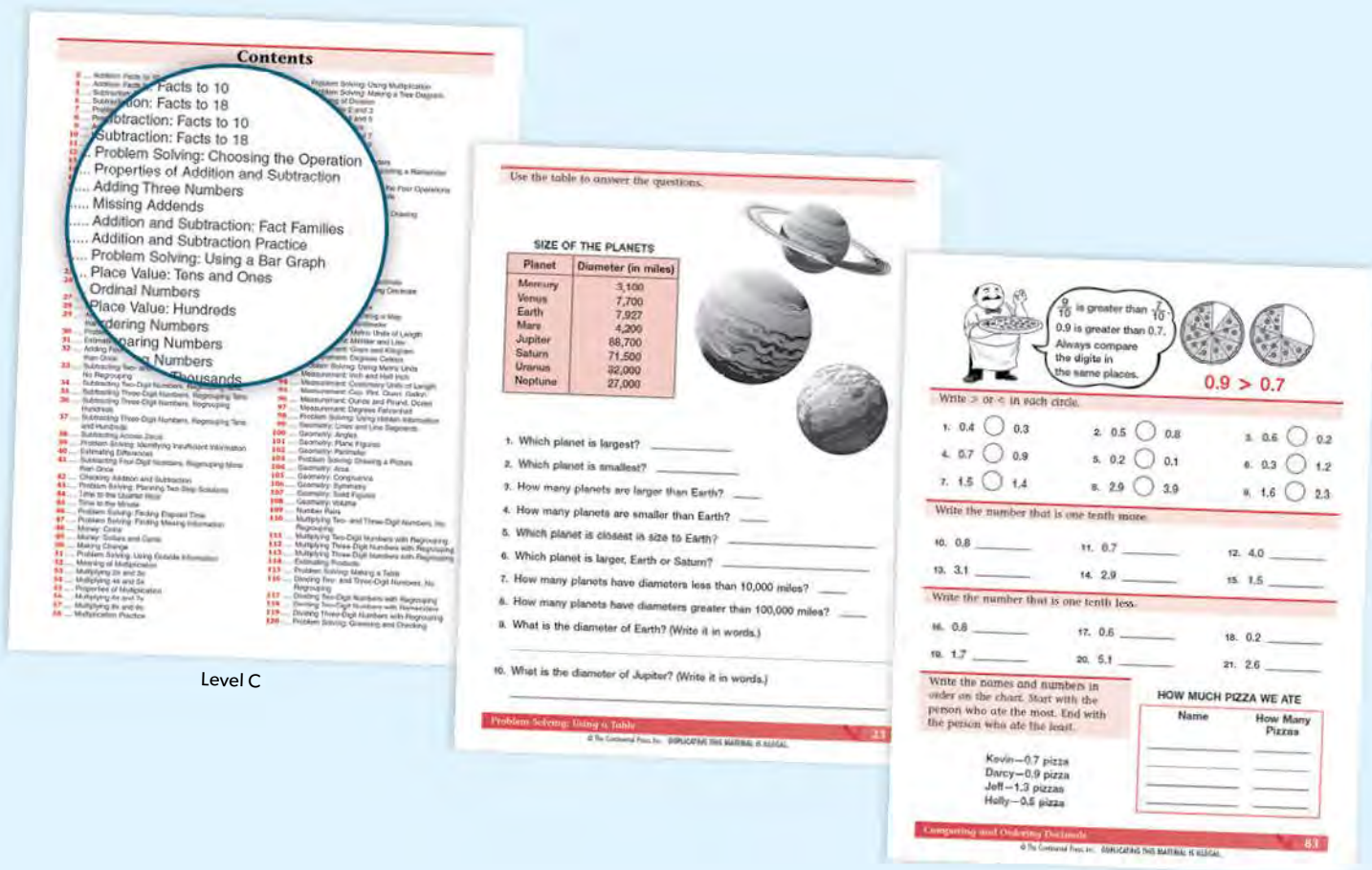
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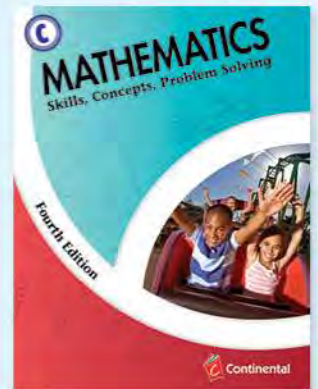
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Mark the correct answer.

	sixth	<b>second</b>	fourth
	eighth	third	fifth
	third	sixth	fifth
	fourth	eighth	seventh
	tenth	first	fourth
	seventh	third	second
	third	fourth	second
	sixth	fifth	eighth

Read, think, solve, and check. Mark the problem you cannot do.

16 go up and down. 13 do not. How many in all?

Sam has 69. He sells 53. How many are left?

Many children are on the . Then 12 more children get on. How many children now?

Gigi gets 3 . Binh gets 6 . Jennie gets 4 . How many in all?

Write the missing numbers.

0								8
		12				16		
20								27
		31		34				
40								49
				32				
						20		
24				29				
			41					46

Level A

Level G

Word problems

Sometimes a word problem has a remainder. Think carefully about what the problem asks for.

A museum conservator is storing 108 small fossils. She can fit 8 fossils in a case. How many cases will she need?

Divide:  $108 \div 8 = 13 \text{ R} 4$

Now think: There will be 13 full cases and 4 fossils left over. So the conservator needs 1 more case, for a total of 14 cases.

Solve each problem. Think carefully about the remainder.

1. A group of 29 people is planning to visit a museum. If 5 people can ride in one car, how many cars will be needed for the trip?	2. Jake has \$25 to spend for souvenirs. How many postcards can he buy for \$2 each? How much money will he have left?
3. Tables in the museum dining room seat 4 people each. How many tables are needed to seat a group of 35 people?	4. A curator has 78 items to catalog. He can describe 6 items per page. How many pages does he need to describe all the items?
5. African masks are arranged 3 in a row. If there are 59 masks, how many full rows are there? How many masks are in the partial row?	6. Museum guides conduct tours for no more than 9 people at a time. There are 80 people waiting for tours. What is the least number of guides needed?
7. A curator wants to display 150 pints in groups of 6. How many complete groups can she make? How many pints will be in the remaining group?	8. A conservator has 75 pints of a cleaner. He needs 6 pints to clean a painting. How many paintings can he clean? How many pints of cleaner will he have left?

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- Climate and time zones
- Reading map projections
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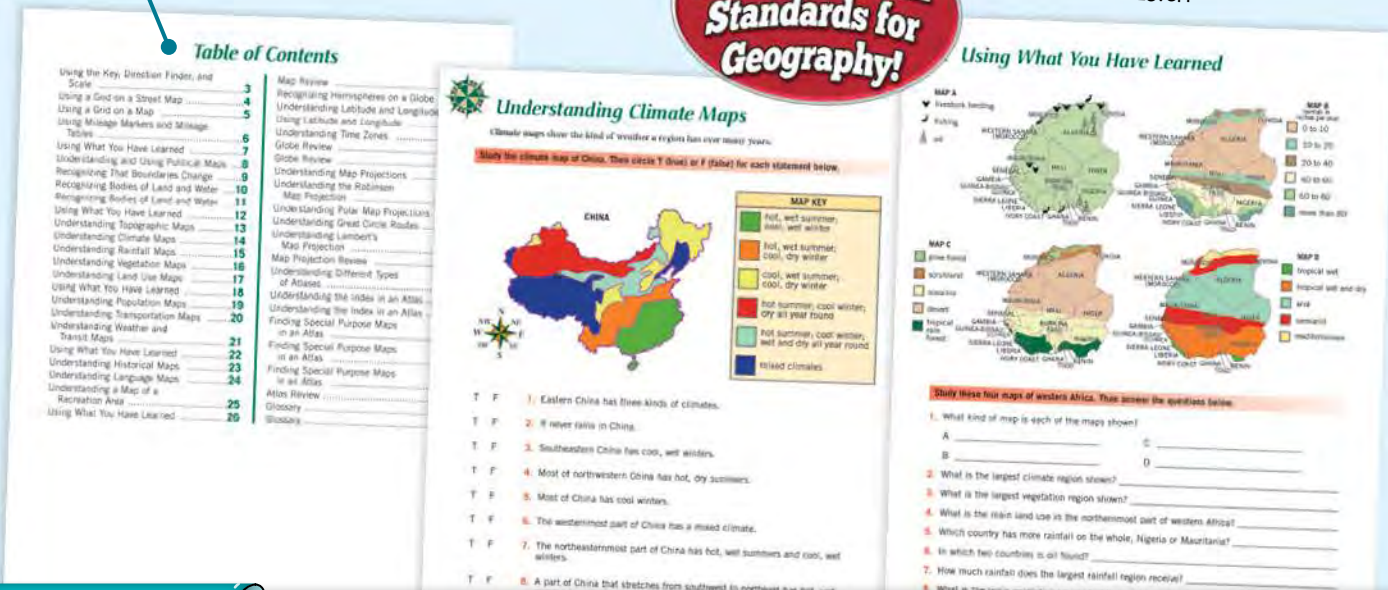
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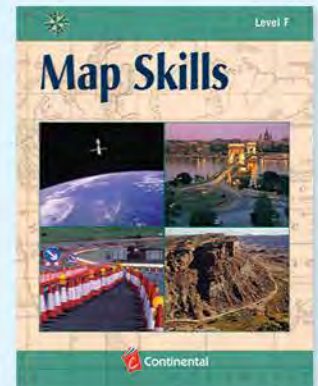
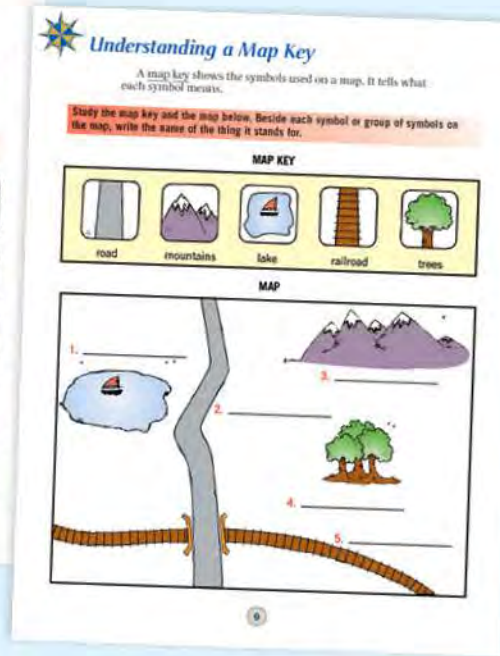
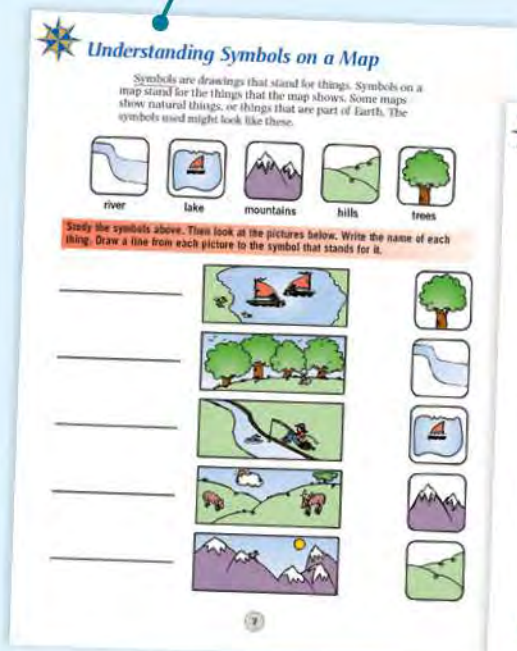
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Level E (Gr. 5)	NW4145-9	NW1886-3
Level F (Gr. 6)	NW4146-6	NW1887-0
Level G (Gr. 7–8)	NW4147-3	NW1888-7

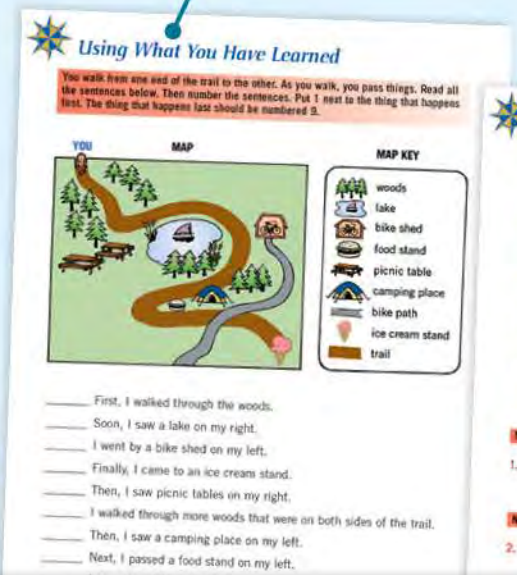


## Introduction of skill/concept

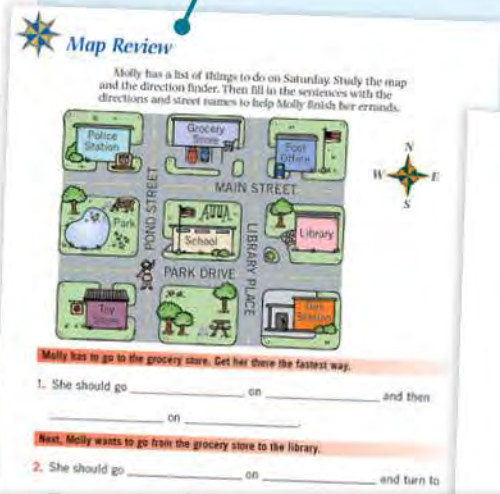


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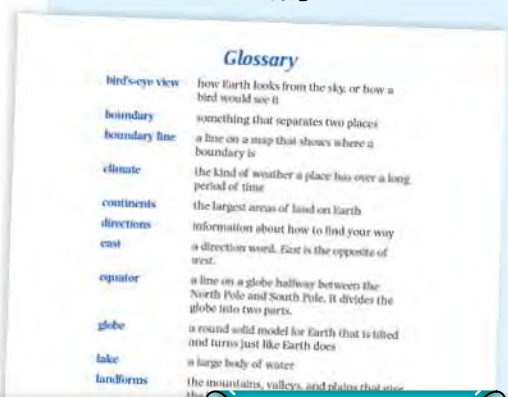
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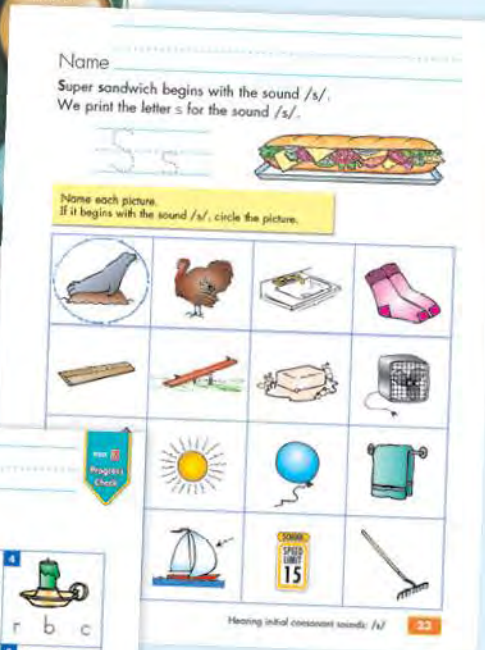
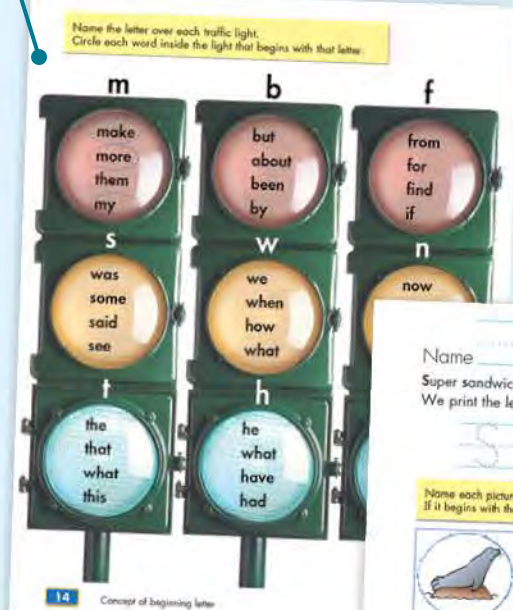
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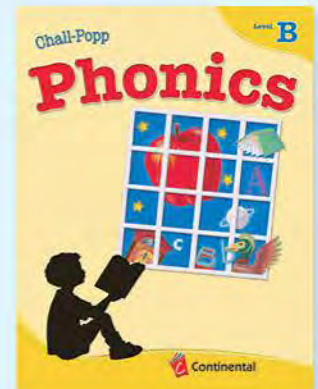


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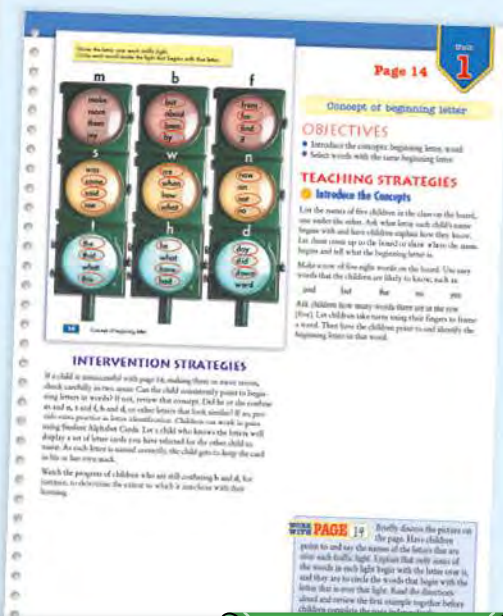


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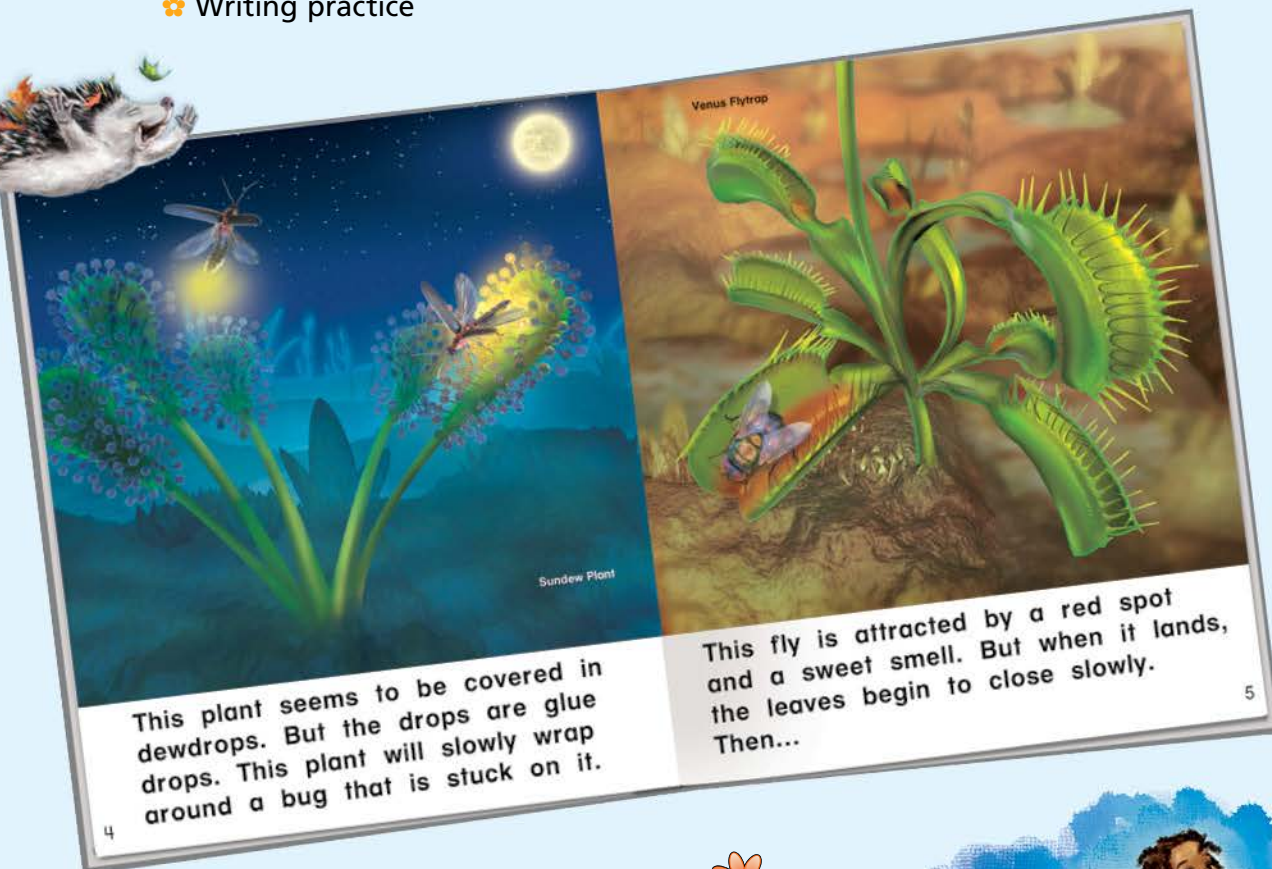


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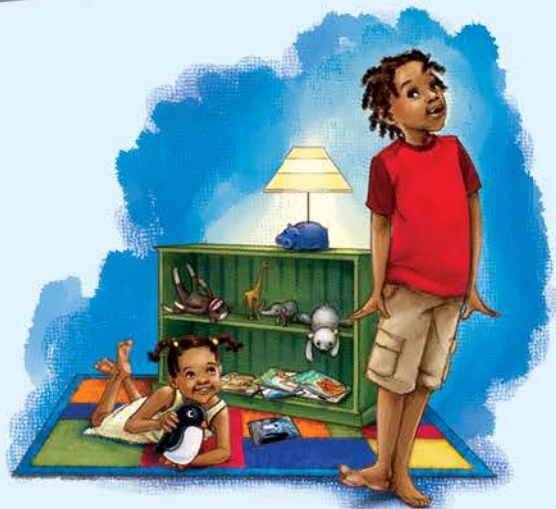
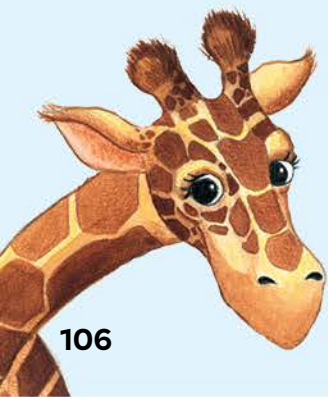
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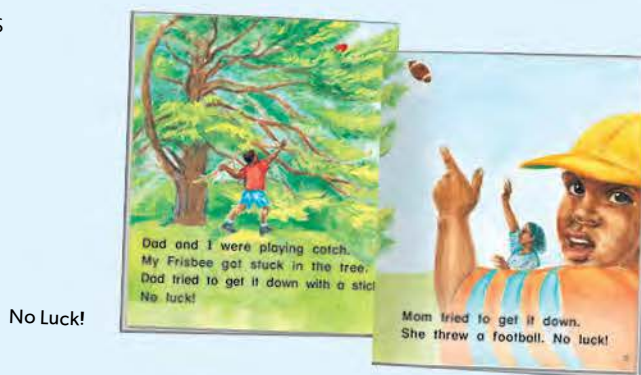


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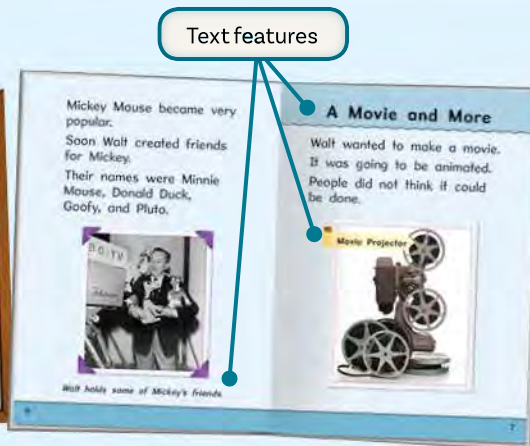


Who invented the game of basketball? Who was the creative mind behind the Muppets? Engaging, real-life stories from the *Beginning Biography Series* are sure to capture every reader's interest and provide focused practice for nonfiction reading skills.

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Walt Disney



Text features

## A Movie and More

Walt wanted to make a movie. It was going to be animated. People did not think it could be done.

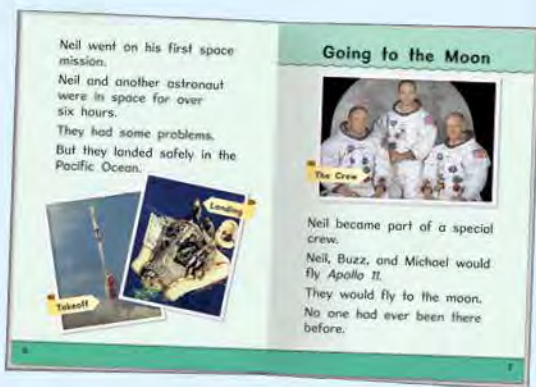


Movie Projector



Walt holds some of Mickey's friends

Neil Armstrong



## NEIL ARMSTRONG TEACHER SUPPORT CARD

Theme: Leaders/Explorers  
Word Count: 291  
GRL: M  
RRL: 20

### Introduce the Book

Ask students to share someplace they would like to explore, whether on Earth or in space. What might they see there? What would they have to do to get there? How could they get ready? Show a picture of the moon and say that over 40 years ago, no one had ever been to the moon. On July 20, 1969, a man finally stepped onto the moon, and that man was Neil Armstrong. Show the cover of the book and read the title aloud. Give students a book and have them look at the photographs. Ask them to predict what they will learn about Neil Armstrong.

### Phonics and Word Recognition

Read the words together. Have the students turn to the Glossary on the inside back cover. Explain the meaning of any words they do not understand.

Write the words *airport*, *astronaut*, *spacecraft*, and *spacewalk* on the board. Discuss compound words. Give examples of other compound words. Look at the words *faster* and *fastest*. Discuss the comparative endings *-er* and *-est*. Look at the *-ly* suffix in the word *safely*. Help students identify the root word and discuss how the suffix changes the root word.

Neil Armstrong,  
Teacher Support Card

### Text Features

Point out the Table of Contents on page 1 and the Glossary on the inside back cover of the book. Tell students that if they come across a word they don't know while they are reading, they should look up the meaning of the word in the Glossary. Point out other features of print in this book that will help the students with their reading and comprehension, such as the captions on pages 2-5, 8, 9, and 11 and the labels on pages 6, 7, 10, and 12.

### Discuss the Book

Have students read the book independently, helping them with difficult words as necessary. After reading, ask questions to prompt a discussion of the book.

- What do you think it would be like to fly into space?
- Imagine moving around in a spacecraft. What do you think it would be like?
- What do you think Neil was thinking when he was about to step on the moon? How do you think he was feeling?
- Is this book fiction or nonfiction? How do you know?

### Extension Activities

- Video clips of Neil Armstrong and Buzz Aldrin walking on the moon can be found on NASA's website. View the video clips as a class. Talk about what the students saw and how the astronauts communicated with the people on Earth.
- Have students write a short story imagining that they just watched the moon landing on TV with their families as it was happening.

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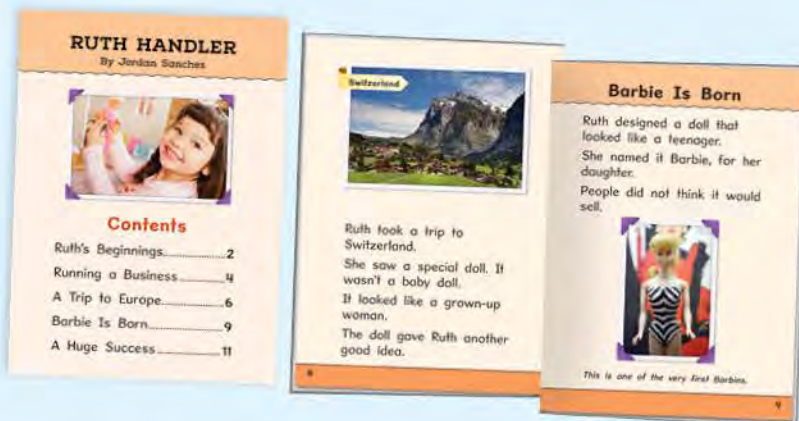
— Reviewers, *Learning*® Magazine Teachers' Choice<sup>SM</sup> Award for the Classroom



## Inventors/ Entrepreneurs

James Naismith (20\*, M)  
Wally Amos (20\*, M)  
Steve Jobs (20\*, M)  
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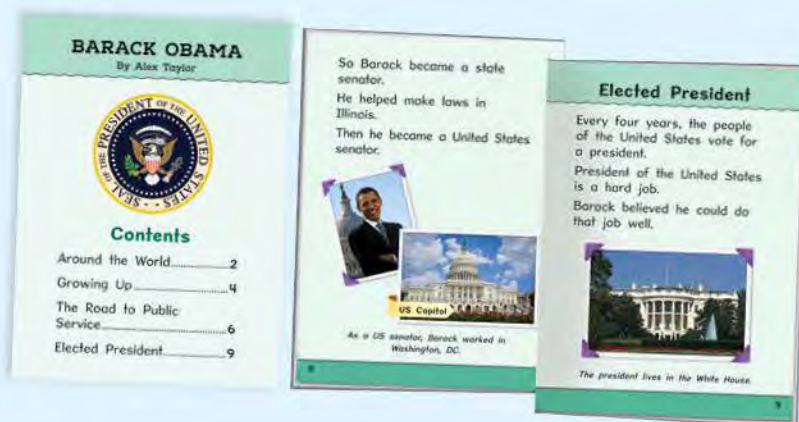
Ruth Handler



## Leaders/Explorers

Sonia Sotomayor (20\*, M)  
Sylvia Earle (20\*, M)  
Neil Armstrong (20\*, M)  
Barack Obama (20\*, M)

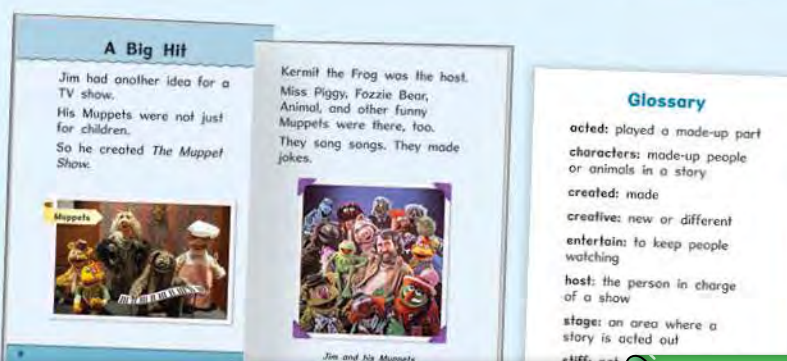
Barack Obama



## Artists/Authors

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J. K. Rowling (20\*, M)

Jim Henson



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\* On Reading Recovery Book List  
Order books separately on page 133.



# Beginning Biography Connections Kit

RRL 20 • GRL M

Make the most of leveled reading with the *Beginning Biography Connections Kit*! Engaging, nonfiction readers are paired with resources to enrich and extend your lessons.

## A Leveled Readers

Who invented Famous Amos cookies? Who made Barbie a household name? High-interest informational readers motivate students and are supported by text features such as headers, captions, and glossaries.

### Inventors/Entrepreneurs

James Naismith (20\*, M)  
Wally Amos (20\*, M)  
Steve Jobs (20\*, M)  
Ruth Handler (20\*, M)

### Leaders/Explorers

Sonia Sotomayor (20\*, M)  
Sylvia Earle (20\*, M)  
Neil Armstrong (20\*, M)  
Barack Obama (20\*, M)

### Artists/Authors

Dr. Seuss (20\*, M)  
Jim Henson (20\*, M)  
Walt Disney (20\*, M)  
J. K. Rowling (20\*, M)

A blended learning option includes printed books, as well as eBooks with audio. The eBook site license offers 3 years of unlimited school access.

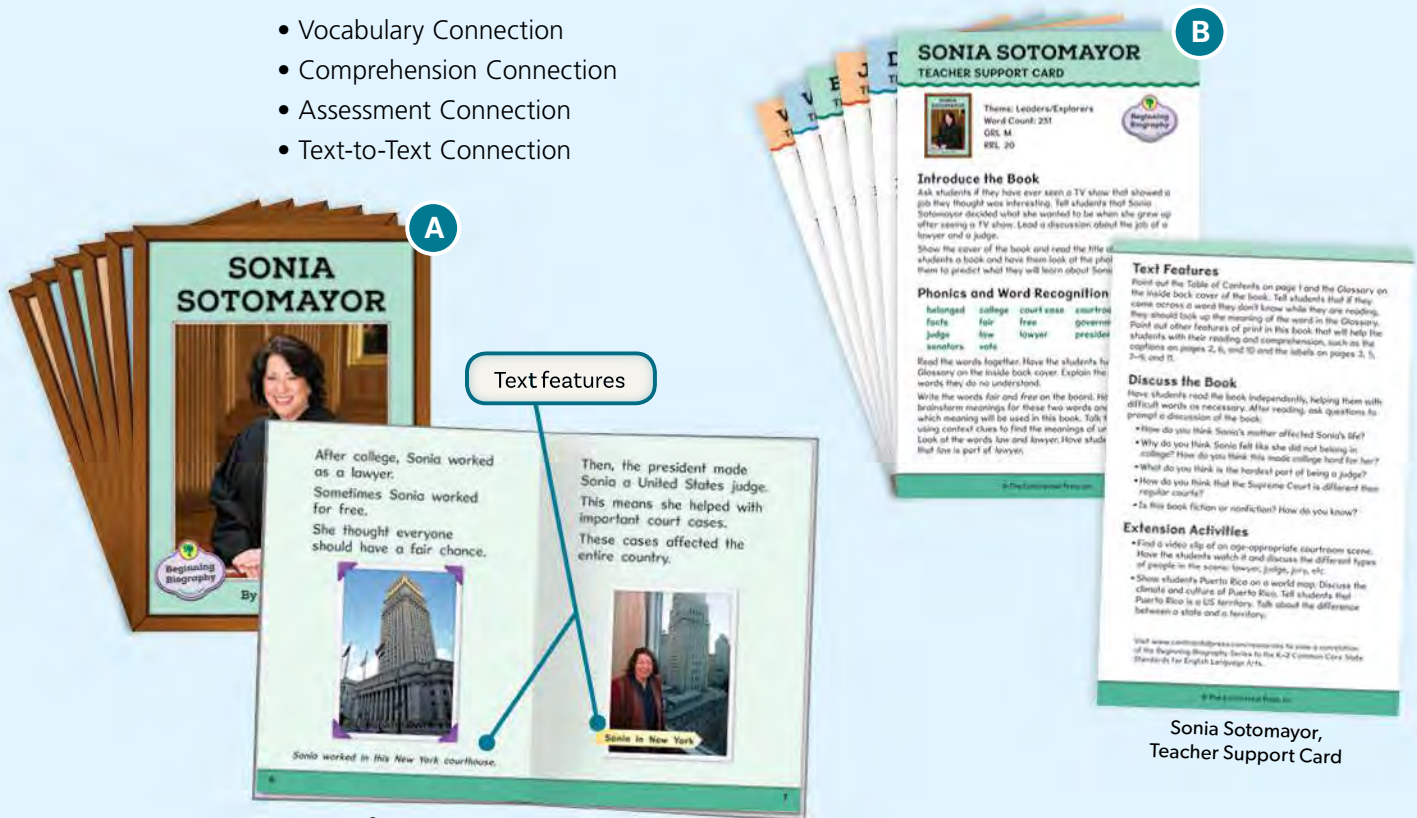
## B Teacher Support Cards

Enrich lessons with phonics and word recognition activities, discussion questions, and extension activities for every book.

## C Resource Guide

See how to use the kit's components and access reproducible worksheets for every book to connect reading with comprehension and language development. Pick and choose the activities to meet each student's needs.

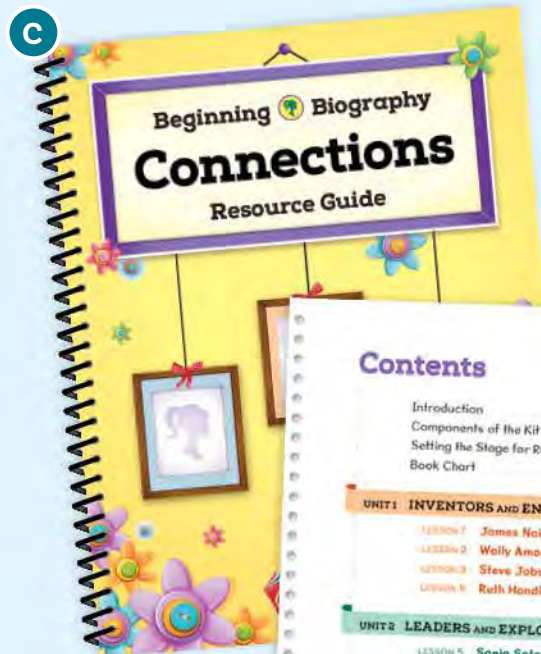
- Grammar and Mechanics Connection
- Vocabulary Connection
- Comprehension Connection
- Assessment Connection
- Text-to-Text Connection





**eBooks in  
Blended Learning  
Option!**

Visit us online to view  
samples from the kit.



Resource Guide

## Contents

Introduction  
Components of the Kit  
Setting the Stage for Reading Success  
Book Chart

### UNIT 1: INVENTORS AND ENTREPRENEURS

LESSON 1 James Naismith  
LESSON 2 Wally Amos  
LESSON 3 Steve Jobs  
LESSON 4 Ruth Handler

### UNIT 2: LEADERS AND EXPLORERS

LESSON 5 Sonia Solomayor  
LESSON 6 Sylvia Earle  
LESSON 7 Neil Armstrong  
LESSON 8 Barack Obama

### UNIT 3: ARTISTS AND AUTHORS

LESSON 9 Dr. Seuss  
LESSON 10 Tim Hanson  
LESSON 11 Disney  
LESSON 12 Rowling

## Comprehension Connection

Circle the correct answer to questions 1-5. Then write your answer to question 6.

- Why did Sonia's mother make sure Sonia worked hard in school?
  - She wanted to keep her away from TV.
  - She knew Sonia loved to read.
  - She did not have much money.
  - She new learning was important.
- How many judges are on the Supreme Court?
  - seven
  - eight
  - nine
  - ten
- Sonia wants to be a fair judge in the courtroom. What is another word for fair?
  - honest
  - careless

Reproducible practice  
for every leveled reader

## Vocabulary Connection

Write the word that each group of words tells about.

court case law judge acts government

- rules for people in a country
- things that are true
- a problem that has to be decided by a judge
- the people and ideas that run the country
- a person who makes decision about a law

Read each sentence. Complete it with a word from the box.

college lawyer courtroom vote decisions

- Sonia dreamed of becoming a \_\_\_\_\_ when she grew up.
- Senators had to \_\_\_\_\_ to allow Sonia to be a judge.
- The Supreme Court must make hard \_\_\_\_\_ about the law.
- Sonia's mother wanted her to do well in school and go to \_\_\_\_\_.
- Sonia wanted to be fair when she listened to cases in the \_\_\_\_\_.

## Assessment Connection

### Who Is Sandra Day O'Connor?

1 Sandra Day O'Connor was born in 1930. As a child, she lived with her parents at their cattle ranch in Arizona. When she grew up, she became a member of the Cowgirl Hall of Fame. She also became the first woman to serve on the US Supreme Court.

2 Sandra was a strong student. She went to law school after college. Most students took three years to complete law school. But she earned her law degree in just two years. She also earned top grades.

3 Sandra was married in 1952. In the years that followed, she built her career and raised her three sons. No one would hire her as a lawyer at first. So, she started her own law office. Then she served as a state senator for five years. Later, she worked as a judge for two state courts.



FOR

Compare the reader  
and a similar passage

## Text-to-Text Connection

Write an essay comparing Sonia Solomayor and Sandra Day O'Connor. How are the women alike? How are they different? Use details from each text you read to support your answer.

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Convenient case, style may vary

NW1115-4 \$863.10

\* On Reading Recovery Book List

113



## Discovery Series

RRL 10-18 • GRL F-K

From living creatures to the senses at work, the *Discovery Series* offers a variety of topics to support your curriculum and promote the development of nonfiction reading skills. Colorful photographs reinforce the text to deepen comprehension and motivate readers.

- Themes address health, animals, weather, math, and senses.
- Text features include tables of contents, headings, captions, labels, and glossaries.
- Nearly all books are Reading Recovery® approved.
- Teacher support cards enrich lessons with phonics and word recognition activities, discussion questions, and extension activities.
- See the *Discovery Connections Kit* on pages 116–117.



“They would be an excellent addition to any classroom library. As a teacher, I have found it difficult to find quality nonfiction books at early reading levels to teach informational text. These books fit the bill in that they not only teach the children valuable skills but they are extremely teacher friendly and are accompanied by fantastic support materials.”

— Reviewers, *Learning® Magazine Teachers' Choice™ Award for the Classroom*

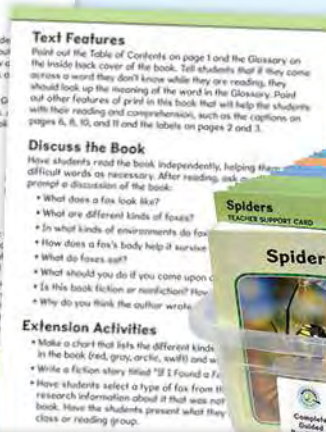
Text features



Foxes



Foxes, Teacher Support Card



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Plastic tub, as shown above

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## Health

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All About Teeth (12, G) +  
Everyone Sleeps (14\*, H) +  
What's On Your Plate? (18\*, K) +

## Weather

What a Wind! (15\*, I) +  
Snow, Snow! (16\*, I) +  
Here Comes the Rain! (16\*, I)  
A Storm Is Coming! (16\*, I) +

## Math

Let's Compare! (10, F)  
Finding Patterns (10\*, G)  
Counting Money (11, G)  
Measure It! (16\*, I)

## Senses

What Do You See? (14\*, H)  
What Do You Smell? (15\*, I)  
What Do You Feel? (16\*, I)  
What Do You Hear? (16\*, I)

## Animals

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Frogs (12\*, G) +  
Spiders (14\*, H) +  
Snakes (15\*, I) +  
Foxes (16\*, I) +  
Snails (16\*, I) +  
Whales (16\*, I) +  
Mice (18\*, K) +

### Why You Need Food



Do you eat three  
a day?  
Most people do.  
You need food!

Your body needs food to work  
and grow.  
Your mind needs energy, too.  
Your body and mind work best  
when you eat good food.



Food gives your body energy.

What's On Your Plate?

### What Is Wind?

Wind is air that is moving.  
You can't see wind, but you  
see things move when the  
wind blows.



Wind moves plants' seeds.

### Soft Wind



Wind Sock



Wind Chime



Pinwheel

Sometimes the wind blows  
softly.  
The wind moves a wind sock  
or a pinwheel.  
You can hear the soft sound  
of a wind chime.

What a Wind!

### Finding Patterns

By Alexis Patterson



#### Contents

What Comes Next?  
Color Patterns  
Shape Patterns  
Number Patterns  
Growing Patterns  
Making Patterns

### Color Patterns

Look at this pattern.  
Red comes first.  
Yellow is next.  
Green is last.  
Then the pattern repeats.



This pattern has three colors.

Finding Patterns

### Seeing and Your Eyes

How do you use your eyes?  
You see with your eyes.  
Your eyes can see color  
and shapes.



Rainbow

Quilt



Close your eyes.  
Can you see anything?  
You can see when you  
open your eyes.

What Do You See?

Saltwater snails live in the  
ocean.  
Some saltwater snails stay  
near the shore.  
Others live on the ocean floor.



Flamengo Tongue Snail

### A Snail's Shell



All snails have shells.  
The shells are their houses.

Snails

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# Discovery Connections Kit

RRL 10-18 • GRL F-K

Engage students and enrich your leveled reading lessons with the *Discovery Connections Kit*. High-interest, informational readers for K-2 topics are paired with reproducible resources to extend and reinforce your teaching.

## A Leveled Readers

From scaring the germs away to finding the perfect pet snake, there's something for everyone! Informational readers motivate students and are supported by text features such as headers, captions, and glossaries.

### Health

Wash Your Hands! (12\*, G) +  
All About Teeth (12, G) +  
Everyone Sleeps (14\*, H) +  
What's On Your Plate? (18\*, K) +

### Weather

What a Wind! (15\*, I) +  
Snow, Snow! (16\*, I) +  
Here Comes the Rain! (16\*, I)  
A Storm Is Coming! (16\*, I) +

### Math

Let's Compare! (10, F)  
Finding Patterns (10\*, G)  
Counting Money (11, G)  
Measure It! (16\*, I)

### Senses

What Do You See? (14\*, H)  
What Do You Smell? (15\*, I)  
What Do You Feel? (16\*, I)  
What Do You Hear? (16\*, I)

### Animals

Dogs (11\*, G) +  
Frogs (12\*, G) +  
Spiders (14\*, H) +  
Snakes (15\*, I) +  
Foxes (16\*, I) +  
Snails (16\*, I) +  
Whales (16\*, I) +  
Mice (18\*, K) +

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## B Teacher Support Cards

Enrich lessons with phonics and word recognition activities, discussion questions, and extension activities for every book.





## Resource Guide

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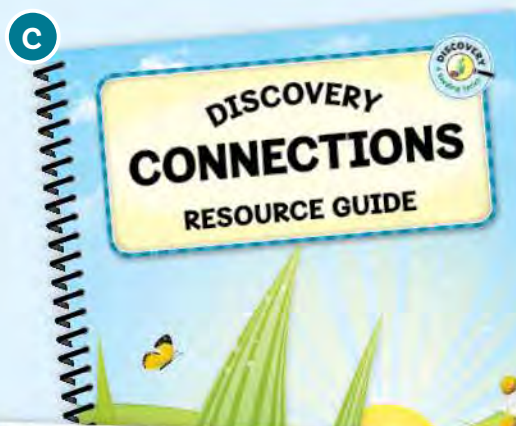
- Grammar and Mechanics Connection
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- Assessment Connection
- Text-to-Text Connection

**eBooks in  
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Option!**



Reproducible practice  
for every leveled reader

Visit us online to [view samples](#) from the kit.




Name \_\_\_\_\_

### Comprehension Connection—Dogs

Circle the correct answer to questions 1-5. Then write your answer to question 6.

1. What type of dog helps people who cannot see?  
A service dog  
B guide dog  
C search dog  
D guard dog
2. How do dogs help farmers?  
A They carry things.  
B They look for lost people.  
C They help find food.  
D They move sheep.
3. They search with their noses. What is the meaning of search?  
A see  
B look for  
C smell  
D sneeze



Resource Guide

Compare the reader  
and a similar passage

Name \_\_\_\_\_

### Vocabulary Connection

Match the word with each group of words that tells about it.

1. not the same
2. the earth
3. living things that move, eat, and respond to things
4. help
5. having power

strong  
different  
guide  
world  
animals

Read each sentence. Complete it with a word from the box.

firefighters	worn	danger	exercise	police
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6. Animals can sense \_\_\_\_\_ and this helps them get away safely.
7. The \_\_\_\_\_ gave the teenager a speeding ticket.
8. Did you \_\_\_\_\_ your family that the storm was coming soon?
9. Walking your dog is good \_\_\_\_\_ that helps you keep in shape.
10. The \_\_\_\_\_ put out the forest fire with water from their hoses.

Name \_\_\_\_\_

### Assessment Connection

#### How Do Dogs Use Their Noses?

1. Have you ever watched a dog in action? They sniff almost everything. This is how they learn about the world. A dog's sense of smell is stronger than people's. It could be 100,000 times stronger.
2. Could you imagine waking up and smelling what every neighbor on your block was cooking for breakfast? Dogs may be able to do just this. In fact, now that we know the strength of a dog's smell, we are beginning to use that power. Dogs are used in airports, schools, and public places. They have found illegal drugs, foods, and even bombs. Dogs also have been used to help learn if a person has cancer.
3. How does a dog smell? Dogs have wet noses. It is in just this place that the dog's strong sense of smell starts. The moist area of the nose catches smells in the air. It then sends these smells to the brain. The smelling center of a dog's brain is 40 times larger than ours. This is why they are able to smell so much more than we do.



Name \_\_\_\_\_

### Text-to-Text Connection

Write an essay comparing how dogs help people and how dogs use their noses to help people. How are they alike? How are they different? Use details from each text you read to support your answer.

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Sink or Float?



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Puffins (13, H) +  
Giant Bugs  
Were Real! (13\*, I) +  
Dragonflies are  
Super Bugs (14\*, G) +  
Beetle Jobs (14\*, I) +  
Owls (15\*, H) +  
Ants (15\*, I) +  
Moth or Butterfly? (15\*, I) +  
Scarlet Macaws (15, I) +

Snap and Trap Plants (17\*, J) +  
A Bee's Home (18\*, K) +  
Why Do Worms Come Up  
When It Rains? (19\*, I) +



Ants



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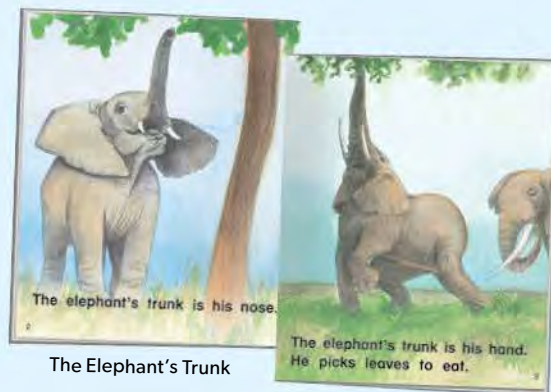


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 Snow Leopards (12\*, G) +  
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 Zebras (13\*, H) +  
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 Camels (15\*, H) +  
 Gorillas (16\*, H) +  
 Skunks (16\*, H) +



The Elephant's Trunk

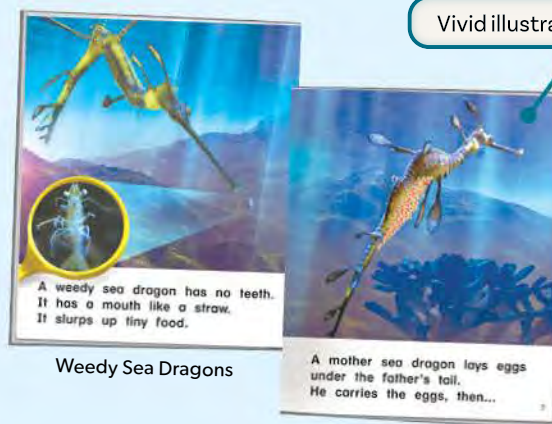


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Weedy Sea Dragons



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- How the Owl Got His Hoot (16\*, I) +
- The Miller, His Son, and the Donkey (16\*, I) +
- The Fox and the Stork (17\*, I) +
- The Little Rabbit Who Wanted Red Wings (19\*, H) +



How the Cheetah Got His Spots



## Sherman Series

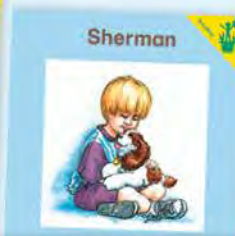
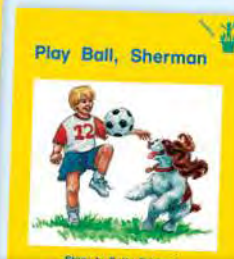
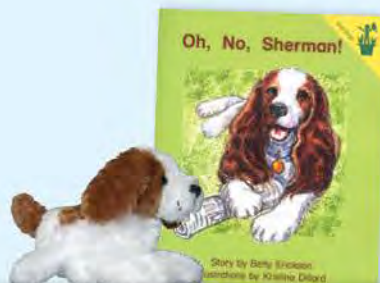
RRL 5-16 • GRL C-I

Follow Sherman, the lovable dog, as he finds adventures everywhere he goes.

- Sherman (5\*, C) +
- Oh, No, Sherman! (7\*, E)
- Sherman's Happy Walk (8\*, E) +
- Sherman's Shenanigans (8, E) +
- Play Ball, Sherman (9\*, F) +
- Sherman's Lost and Found (11, G) +
- A Special Invitation for Sherman (14, H) +
- Sherman in the Talent Show (16, I) +



Sherman's Lost and Found



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 Duck and Goose Give a Party (9\*, E) +  
 Duck and Goose Play with Frog (9\*, F)  
 Duck and Goose and the Perfect  
 Puddle (9, F) +  
 Duck and Goose Have a Picnic (11\*, F) +



Duck and Goose  
Have a Picnic

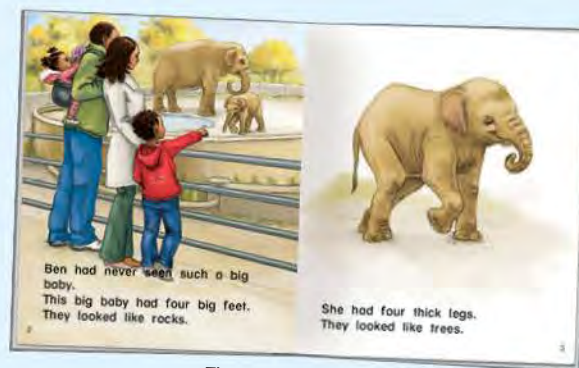


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RRL 7-13 • GRL E-H

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Each set includes:

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Seedling readers are leveled to help you choose the right book for each student's ability.

### One CD with PDF files for:

#### • A *Sprouts* booklet with word and picture cards

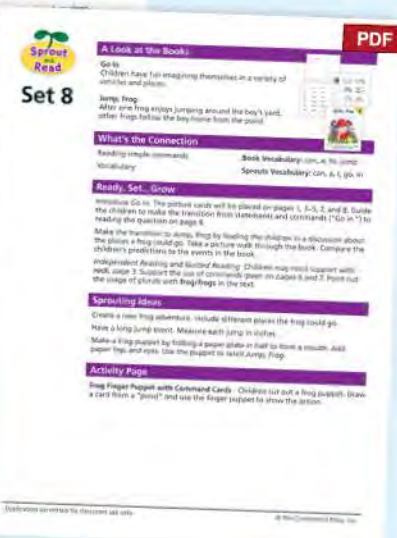
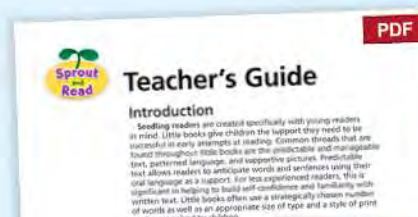
*Sprouts* is an efficient way to produce individualized, student-created text for the beginning reader and to practice high-frequency words in context. The words in the 8-page booklet become the anchors to guide students through the text. The matching word and picture cards can be used to complete the story. Teachers can print the files and assemble the booklet. Students can cut and paste the cards.

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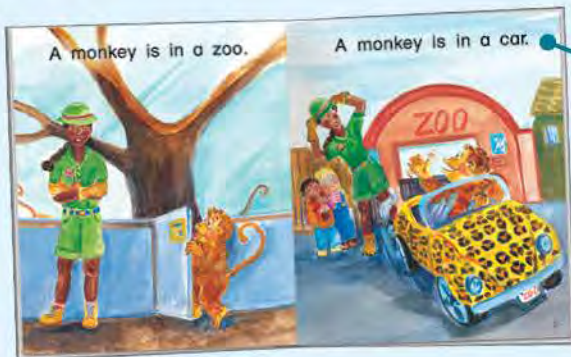
#### • A teacher's guide

A two-page guide shows the reader/*Sprouts* connection, ways to introduce the materials, and extension activities including those that make the home-school tie.





**Printables  
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Home!**



Runaway Monkey—Set 6

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vocabulary, and levels

A giraffe is in a zoo.



A chimp is in a zoo.



What Is in a Zoo?,  
Student Samples—Set 6

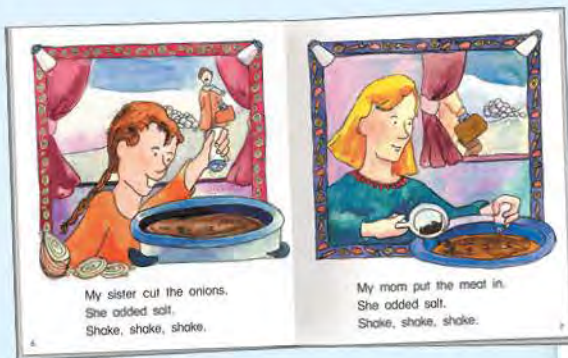
5

High-frequency  
words (vocabulary)

We will come  
to the  
to eat

We will all come.  
We will all eat

Come and  
Eat!—Set 18



What's for Dinner?—Set 18

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Beetle Jobs (14\*, I) +

Camels (15\*, H) +

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The Big Baby Elephant (11, G) +

Maria's House (10, F) +

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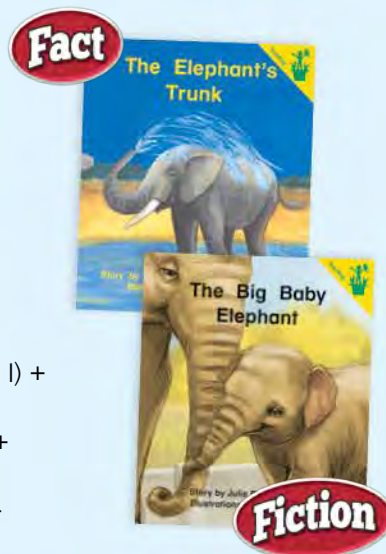
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A Pet for Grandma (14, H) +

The Monkey and the Camel (16\*, I) +

The Ant and the Pigeon (15\*, H) +

How the Owl Got His Hoot (16\*, I) +



Beetle Jobs



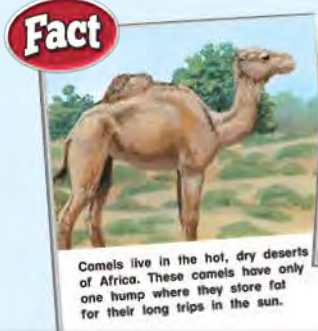
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Maria's House



Fiction



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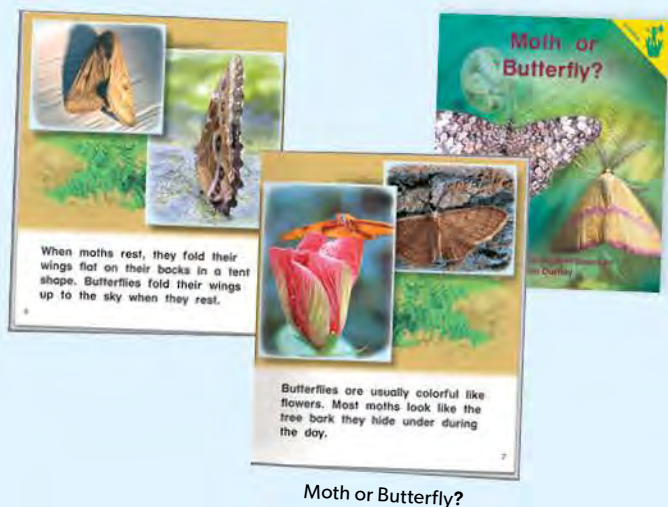
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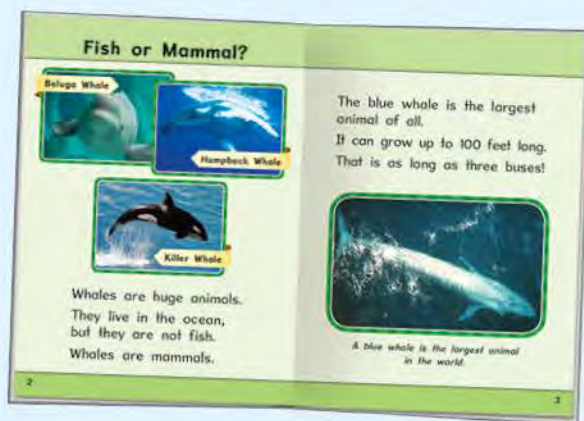
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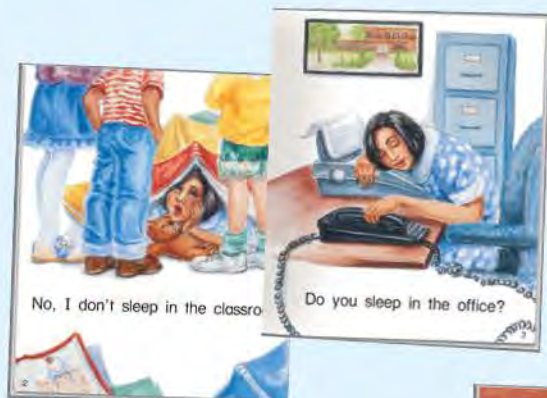
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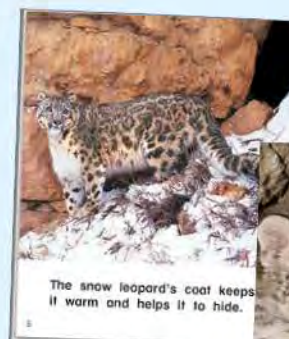
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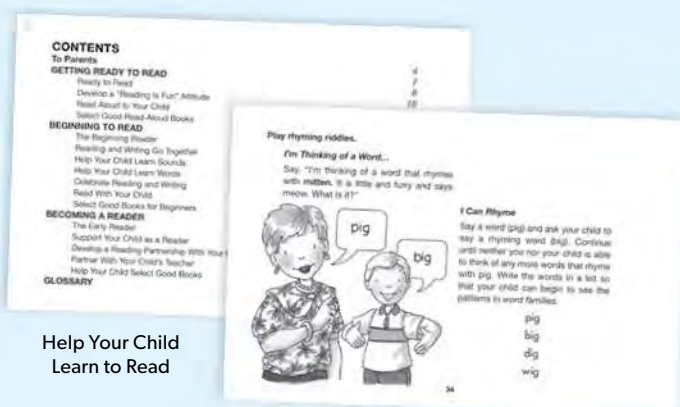
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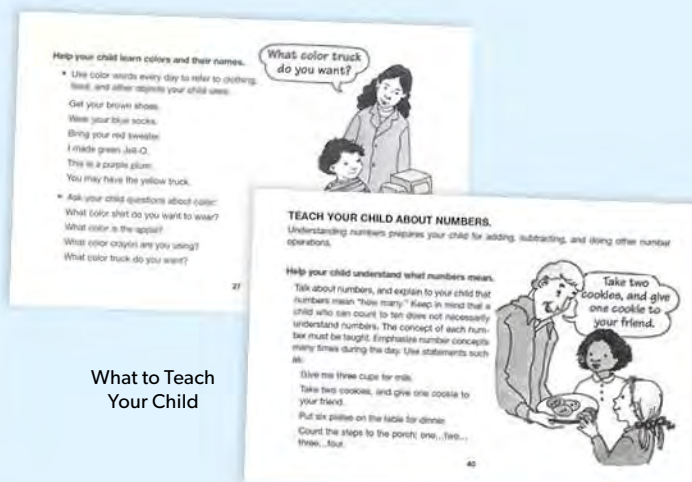
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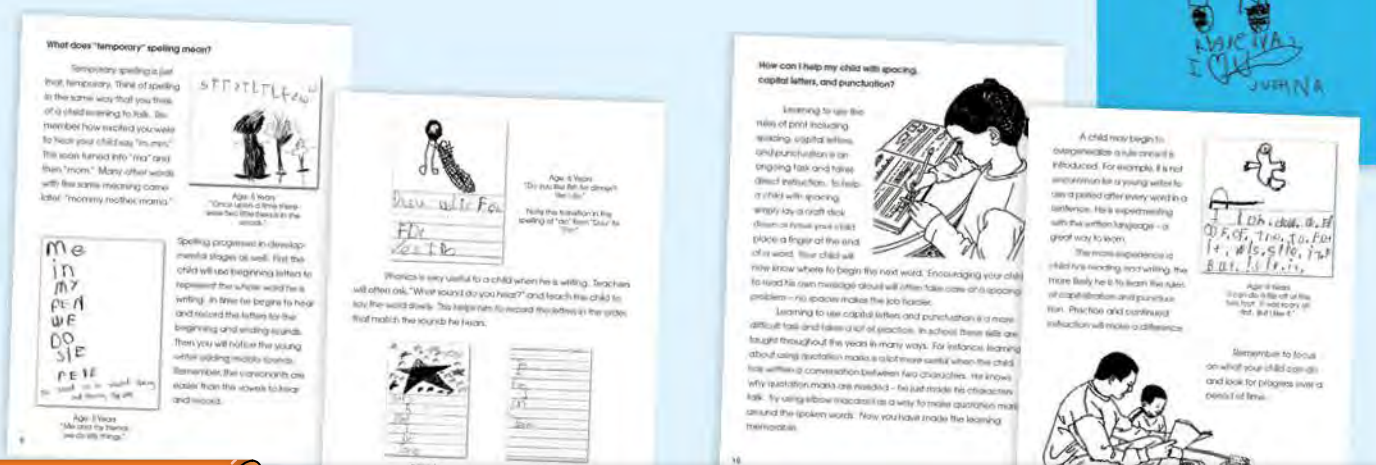
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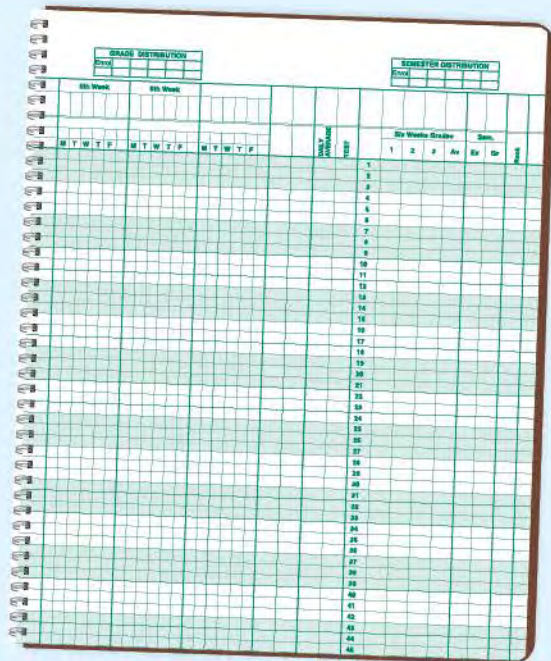
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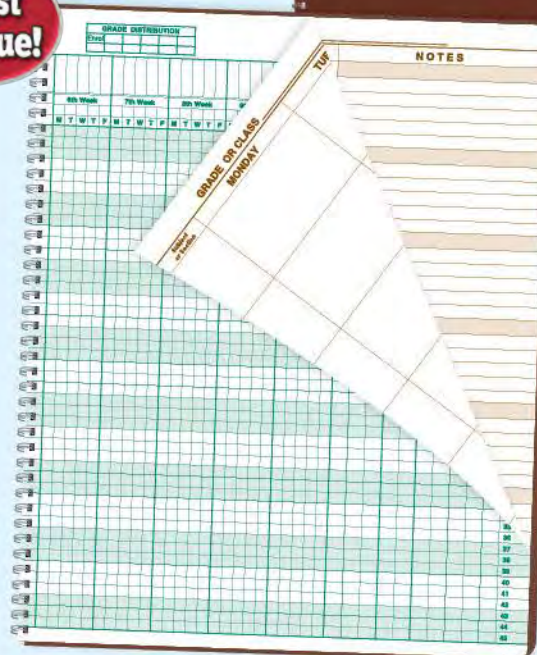
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Interactive eBooks ..... 42–43  
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Fluent Collection, The ..... 109
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Nonfiction Collection ..... 118
- O**  
On Our Way to Reading—Newcomers ..... 12–15
- P–Q**  
Parent's Guide to Learning Disabilities, A ..... 127  
Partners Literacy Kits, The ..... 129  
Phonics and Word Study ..... 39, 80–81  
Picture Dictionary ..... 38  
Practice Exercises in Basic English ..... 40–41, 78–79  
Practice Exercises in Basic Math ..... 98–99
- R**  
Read • Reason • Write ..... 76–77  
Reading for Comprehension ..... 70–71  
Reading for Comprehension, Full-Color Edition ..... 64–67  
Reading for Comprehension Readiness ..... 68–69  
Reading for Comprehension Readiness,  
Full-Color Edition ..... 62–63  
Reading Recovery Approved Titles Collection ..... 126  
Ready, Set, Go! Newcomers Kits ..... 16–23  
Real-Life Problem Solving ..... 94–95  
Record & Plan Books ..... 130
- S**  
Seedling ..... 106–126, 128–129, 132–133  
Sherman Series ..... 120  
Special Needs Curriculum (Math) ..... 96–97  
Sprout and Read Sets ..... 122–123
- T–V**  
TEAM Toolkits: Teaching ELs for Academic  
Language Mastery ..... 24–29  
Total Collection, The ..... 107
- W–Z**  
What to Teach Your Child ..... 127  
When a Child Writes ..... 128  
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Dalmatians (15*, I ⇄) +	Fluent	NW3675-2	NW4557-0
Diddle Diddle Dumpling (7, E ⇄) +	Emergent	NW3684-4	NW4503-7
Dinosaurs Galore (5, D ⇄)	Emergent	NW3586-1	NW4499-3
Doctor Foster (5, D ⇄) +	Emergent	NW3686-8	NW4491-7
Dragonflies Are Super Bugs (14*, G ⇄) +	Fluent	NW9854-5	NW4607-2
Duck and Goose and the Perfect Puddle (9, F ⇄) +	Early Fluent	NW4706-2	NW4778-9
Duck and Goose Give a Party (9*, E ⇄) +	Early Fluent	NW1694-5	NW1735-5
Duck and Goose Have a Picnic (11*, F ⇄) +	Early Fluent	NW1693-8	NW1734-8
Duck and Goose in the Rain (8*, E ⇄) +	Emergent	NW4708-6	NW4779-6
Duck and Goose Play with Frog (9*, F ⇄)	Early Fluent	NW4707-9	NW4780-2
Elephant's Trunk, The (7, E ⇄) +	Emergent	NW3658-5	NW4510-5
Festival Fun (5, D) +	Emergent	NW3645-5	NW4497-9
Fish Money (12, G) +	Early Fluent	NW9859-0	NW4550-1
Fluffy Rodriguez (13*, H) +	Fluent	NW3489-5	NW1730-0
Fox and the Stork, The (17*, I) +	Fluent	NW4770-3	NW4790-1
Free to Fly (8, E ⇄) +	Emergent	NW3589-2	NW4559-4
Funny Baby Monkey, The (7, E ⇄) +	Emergent	NW5535-7	NW5607-1
Furry Baby Bear, The (7, E ⇄) +	Emergent	NW5532-6	NW5604-0
Gerbils Measure Up (7, E) +	Emergent	NW9610-7	NW4532-7
Giant Bugs Were Real! (13*, I ⇄) +	Fluent	NW9661-9	NW9806-4
Giant's Job, The (14, H ⇄) +	Fluent	NW3574-8	NW4604-1
Giraffes (15*, H) +	Fluent	NW4171-8	NW4591-4
Goat Who Wouldn't Come Home, The (11, G ⇄) +	Early Fluent	NW3612-7	NW4573-0
Good Morning Duck and Goose (8*, F ⇄) +	Emergent	NW4709-3	NW4781-9
Good Night Sky (5, D ⇄)	Emergent	NW3633-2	NW4484-9
Gorillas (16*, H ⇄) +	Fluent	NW3660-8	NW4610-2
Hawks (12*, F ⇄) +	Early Fluent	NW9852-1	NW4595-2
Hedgehog Day (15, I ⇄) +	Fluent	NW3622-6	NW4600-3
Here's Skipper (2*, B ⇄)	Early Emerg	NW3555-7	NW4463-4
Hey Diddle Diddle (5, D ⇄) +	Emergent	NW3669-1	NW4482-5
Hickory Dickory Dock (5, D) +	Emergent	NW9760-9	NW4492-4
Hope Not (6, D ⇄)	Emergent	NW3546-5	NW4564-8
Hopscotch (12, G) +	Early Fluent	NW4177-0	NW4549-5
How the Cheetah Got His Spots (15, I) +	Fluent	NW4386-6	NW4654-6
How the Owl Got His Hoot (16*, I) +	Fluent	NW4712-3	NW4786-4
Howie Has a Stomachache (8, E ⇄) +	Emergent	NW3583-0	NW4605-8
Humpty Dumpty (3, C ⇄)	Early Emerg	NW3668-4	NW4470-2
I Am (3*, B ⇄)	Early Emerg	NW3644-8	NW4466-5

TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
I Am in a Family (4, C)	Early Emerg	NW4767-3	NW4776-5
I Can Write. Can You? (2*, B ⇄)	Early Emerg	NW3567-0	NW4462-7
If You're Happy and You Know It (6, D)	Emergent	NW4265-4	NW4634-8
In My Room (5*, D ⇄)	Emergent	NW9863-7	NW4483-2
In Search of Something Delicious (12, G ⇄) +	Early Fluent	NW9816-3	NW9812-5
Is Your Pail Full? (10*, F ⇄) +	Early Fluent	NW3628-8	NW4571-6
It's Game Day (6*, D ⇄)	Emergent	NW3544-1	NW4515-0
It's Raining, It's Pouring (4, C) +	Early Emerg	NW9920-7	NW4453-5
Itsy Bitsy Spider, The (4, C) +	Early Emerg	NW9758-6	NW4477-1
Jack and Jill (5, D ⇄) +	Emergent	NW3685-1	NW4473-3
Jack Be Nimble (5, D) +	Emergent	NW9922-1	NW4456-6
Jackie's New Friend (10, F ⇄) +	Early Fluent	NW3601-1	NW4618-8
Jamie the Lifeguard (8*, F ⇄) +	Emergent	NW5189-2	NW5383-4
Jump, Frog (3, C ⇄)	Early Emerg	NW3592-2	NW4467-2
Just Enough! (11, G ⇄) +	Early Fluent	NW3553-3	NW4597-6
Kangaroos (12*, G) +	Early Fluent	NW9873-6	NW4586-0
Kevin Counts (6, D ⇄) +	Emergent	NW9861-3	NW4504-4
King's Surprise, The (5, D ⇄)	Emergent	NW3573-1	NW4507-5
Kite Dance (7*, E ⇄) +	Emergent	NW3631-8	NW4496-2
Kookaburra (10, F) +	Early Fluent	NW4309-5	NW4638-6
Leaf, A (9, F) +	Early Fluent	NW3620-2	NW4565-5
Let's Play Jacks (8, E)	Emergent	NW4175-6	NW4498-6
Like Me (10, F) +	Early Fluent	NW9915-3	NW4544-0
Lillian the Librarian (16, I ⇄) +	Fluent	NW3616-5	NW4623-2
Little Bo-Peep (4, C ⇄) +	Early Emerg	NW3666-0	NW4475-7
Little Boy Blue (4, C) +	Early Emerg	NW9756-2	NW4479-5
Little Duck and Little Goose (5, D ⇄) +	Emergent	NW5187-8	NW5388-9
Little Miss Muffet (5, D ⇄) +	Emergent	NW3687-5	NW4506-8
Little Princess (8*, E ⇄) +	Emergent	NW9658-9	NW9803-3
Little Rabbit Who Wanted Red Wings, The (19*, H ⇄) +	Fluent	NW3662-2	NW4622-5
Lizard or Salamander? (15*, I) +	Fluent	NW4710-9	NW4784-0
Look! Bugs... (4*, C ⇄)	Early Emerg	NW3630-1	NW4481-8
Look In (3, C) +	Early Emerg	NW4766-6	NW4775-8
Magnets (2, B ⇄)	Early Emerg	NW3635-6	NW4460-3
Make Your Bed, Baby Gorilla (5, D)	Emergent	NW4768-0	NW4777-2
Making Baskets (15, I) +	Fluent	NW4312-5	NW4655-3
Making Music (10*, F) +	Early Fluent	NW4311-8	NW4651-5
Map Fun (4*, C ⇄)	Early Emerg	NW3083-5	NW5387-2
Maria's House (10, F ⇄) +	Early Fluent	NW9660-2	NW9808-8
Martian Goo (7, E ⇄) +	Emergent	NW3554-0	NW4522-8
Mary, Mary, Quite Contrary (3, C) +	Early Emerg	NW9924-5	NW4452-8
Mat Maker, The (10, F) +	Early Fluent	NW9914-6	NW4543-3
Meow, What Now? (14*, G ⇄) +	Fluent	NW3608-0	NW4611-9
Mice Live Everywhere (12, G) +	Early Fluent	NW9613-8	NW4577-8
Mike's Job (5, D) +	Emergent	NW5385-8	NW5385-8
Miller, His Son, and the Donkey, The (16*, I) +	Fluent	NW4718-5	NW4787-1
Molly Makes a Graph (11, G ⇄) +	Early Fluent	NW9860-6	NW4539-6
Monkey and the Camel, The (16*, I) +	Fluent	NW4719-2	NW4791-8
Monkey Tails (11, G)	Early Fluent	NW9612-1	NW4579-2
Moth or Butterfly? (15*, I) +	Fluent	NW4711-6	NW4785-7
Mother Goose (5, D) +	Emergent	NW9993-1	NW4493-1
Mother, May I? (3, C)	Early Emerg	NW4174-9	NW4451-1
Mouse's Baby Blanket (6*, D ⇄) +	Emergent	NW3582-3	NW4516-7
Mr. Miller's Old Car (9, F ⇄) +	Early Fluent	NW9856-9	NW4552-5
My Class (1, A ⇄)	Early Emerg	NW3570-0	NW4457-3
My Giraffe (3, C)	Early Emerg	NW3634-9	NW4469-6
My New Toolbox (5, D)	Emergent	NW3625-7	NW4500-6
My Pet (6*, D ⇄)	Emergent	NW3552-6	NW4513-6
Nettie's Spaghetti (10, F) +	Early Fluent	NW3618-9	NW4568-6
Never Be (6, D ⇄)	Emergent	NW3542-7	NW4508-2
No, I Won't (8, E ⇄) +	Emergent	NW9663-3	NW9813-2
No Luck! (10*, F ⇄) +	Early Fluent	NW3548-9	NW4567-9
Not Too Small at All (14*, H ⇄) +	Fluent	NW3636-3	NW4614-0
Not Very Messy, Unless... (9, F ⇄) +	Early Fluent	NW3609-7	NW4526-6
Notes from Mom (10*, F ⇄) +	Early Fluent	NW3543-4	NW4566-2
Notes to Dad (9*, F ⇄) +	Early Fluent	NW3577-9	NW4562-4
Octopus Goes to School (4*, C ⇄)	Early Emerg	NW3571-7	NW4489-4
Off to the Library (3, C ⇄)	Early Emerg	NW3603-5	NW4471-9
Oh, No, Sherman! (7*, E ⇄)	Emergent	NW3581-6	NW4524-2
Old King Cole (3, C ⇄)	Early Emerg	NW3667-7	NW4465-8
Old Mother Hubbard (4, C) +	Early Emerg	NW9923-8	NW4454-2
Old Woman Who Lived in a Shoe, The (5, D ⇄) +	Emergent	NW3665-3	NW4505-1
Open Your Eyes Sidney Miffet! (13, H ⇄) +	Fluent	NW3621-9	NW4602-7
Orca Whales (14*, H ⇄) +	Fluent	NW3672-1	NW4575-4



TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Our Family Reunion (2*, B ◇)	Early Emerg	NW3081-1	NW5386-5
Our House Had a Mouse (8*, E ◇) +	Emergent	NW3566-3	NW4541-9
Owls (15*, H) +	Fluent	NW9995-5	NW4588-4
Panama Canal, The (16, I) +	Fluent	NW9926-9	NW4593-8
Panda's Birthday Surprise (10, F ◇) +	Early Fluent	NW3610-3	NW4581-5
Papa Penguin's Surprise (12*, F ◇) +	Early Fluent	NW3638-7	NW4609-6
Peanut Hunt, The (12, G) +	Early Fluent	NW4310-1	NW4648-5
Pet for Grandma, A (14, H) +	Fluent	NW4680-5	NW4782-6
Pete's Tickets (5, D ◇) +	Emergent	NW9864-4	NW4502-0
Picnic on the Sidewalk (10, F ◇) +	Early Fluent	NW9858-3	NW4580-8
Play Ball, Sherman (9*, F ◇) +	Early Fluent	NW3584-7	NW4560-0
Playing Safe (14, H) +	Fluent	NW1690-7	NW1737-9
Prairie Town (9, F ◇) +	Early Fluent	NW3642-4	NW4555-6
Puffins (13, H ◇) +	Fluent	NW3673-8	NW4599-0
Puppet Show, The (1, A)	Early Emerg	NW3632-5	NW4459-7
Pussy Cat, Pussy Cat (5, D ◇) +	Emergent	NW3689-9	NW4474-0
Quick Baby Zebra, The (13, H ◇) +	Fluent	NW5537-1	NW5609-5
Rock-A-Bye, Baby (4, C) +	Early Emerg	NW9755-5	NW4488-7
Row, Row, Row Your Boat (6, D) +	Emergent	NW4314-9	NW4635-5
Royal Family, The (1, A ◇)	Early Emerg	NW3572-4	NW4458-0
Runaway Monkey (3*, B ◇)	Early Emerg	NW3593-9	NW4464-1
Sand (13, H)	Fluent	NW4384-2	NW4652-2
Sand Art (13*, H) +	Fluent	NW4267-8	NW4642-3
Scarlet Macaws (15, I) +	Fluent	NW9919-1	NW4592-1
Scoop Bottle Ball (13, H) +	Fluent	NW4232-6	NW4650-8
Seed Surprise (7, E ◇)	Emergent	NW3619-6	NW4517-4
Seven Cool Cats (9, F ◇) +	Early Fluent	NW3611-0	NW4535-8
Shape Story, A (5, D ◇) +	Emergent	NW9862-0	NW4509-9
She'll Be Coming Round the Mountain (8, E)	Emergent	NW4266-1	NW4644-7
Shells (2, B ◇)	Early Emerg	NW3643-1	NW4486-3
Sherman (5*, C ◇) +	Emergent	NW3627-1	NW4501-3
Sherman in the Talent Show (16, I) +	Fluent	NW4760-4	NW4783-3
Sherman's Happy Walk (8*, E ◇) +	Emergent	NW3487-1	NW1731-7
Sherman's Lost And Found (11, G ◇) +	Early Fluent	NW9921-4	NW4551-8
Sherman's Shenanigans (8, E ◇) +	Emergent	NW5188-5	NW5384-1
Shiny Baby Penguin, The (11, G ◇) +	Early Fluent	NW5536-4	NW5608-8
Simple Simon (3, C) +	Early Emerg	NW9759-3	NW4472-6
Sink or Float? (5, D)	Emergent	NW4391-0	NW4636-2
Skunks (16*, H ◇) +	Fluent	NW3676-9	NW4596-9
Sleepy Red Ladybug, The (10, F) +	Early Fluent	NW9912-2	NW4546-4
Smart Pigs (13*, H ◇) +	Fluent	NW9615-2	NW4578-5
Snap and Trap Plants (17*, J) +	Fluent	NW4231-9	NW4657-7
Snow Leopards (12*, G) +	Early Fluent	NW9910-8	NW4585-3

## DISCOVERY & BEGINNING BIOGRAPHY READERS

DISCOVERY TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
A Storm Is Coming! (16*, I) +	Fluent	NW7161-6	NW7280-4
All About Teeth (12, G) +	Early Fluent	NW7156-2	NW7275-0
Counting Money (11, G)	Early Fluent	NW7144-9	NW7263-7
Dogs (11*, G) +	Early Fluent	NW7148-7	NW7267-5
Everyone Sleeps (14*, H) +	Fluent	NW7153-1	NW7272-9
Finding Patterns (10*, G)	Early Fluent	NW7160-9	NW7279-8
Foxes (16*, I) +	Fluent	NW7158-6	NW7277-4
Frogs (12*, G) +	Early Fluent	NW7154-8	NW7273-6
Here Comes the Rain! (16*, I)	Fluent	NW7152-4	NW7271-2
Let's Compare! (10, F)	Early Fluent	NW7159-3	NW7278-1
Measure It! (16*, I)	Fluent	NW7146-3	NW7265-1
Mice (18*, K) +	Fluent	NW7151-7	NW7270-5

BEGINNING BIOGRAPHY TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Barack Obama (20*, M)	Fluent	NW7785-4	NW7829-5
Dr. Seuss (20*, M)	Fluent	NW7789-2	NW7833-2
James Naismith (20*, M)	Fluent	NW7782-3	NW7826-4
Jim Henson (20*, M)	Fluent	NW7792-2	NW7836-3
J. K. Rowling (20*, M)	Fluent	NW7791-5	NW7835-6
Neil Armstrong (20*, M)	Fluent	NW7787-8	NW7831-8

## TREETOP READERS

TREETOP TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
At the Post Office (22, N)	Transitional	NW1688-4	NW1733-1
Betsy Ross's Refrigerator (20, L)	Transitional	NW1689-1	NW1736-2
Cleaning Day at the Firehouse (18, K)	Transitional	NW4758-1	NW4798-7
Count the Stars (20, M)	Transitional	NW4402-3	NW4795-6
Flags on High! (18, K)	Transitional	NW1753-9	NW1756-0
Nee and the Elephants (20, M)	Transitional	NW4705-5	NW4796-3

TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Snowflakes (10, F ◇) +	Early Fluent	NW9853-8	NW4594-5
Snuggle Up (9, F ◇) +	Early Fluent	NW3605-9	NW4553-2
Special Invitation for Sherman, A (14, H) +	Fluent	NW3488-8	NW1732-4
Squeaky Clean (4*, C ◇)	Early Emerg	NW3639-4	NW4468-9
Stallion's Call, The (7, E ◇)	Emergent	NW3588-5	NW4536-5
Stamp Your Paper! (8*, E) +	Emergent	NW4316-3	NW4646-1
Star Light, Star Bright (3, C)	Early Emerg	NW9757-9	NW4478-8
Staying with Grandma Norma (10*, F ◇) +	Early Fluent	NW3549-6	NW4570-9
Stubborn Pig, The (13*, G) +	Fluent	NW4385-9	NW4649-2
Sun's Magic, The (2, B ◇)	Early Emerg	NW3641-7	NW485-6
Surprise in the Van, A (12, G) +	Early Fluent	NW7138-8	NW7215-6
Take A Bow, Jody (7*, D ◇) +	Emergent	NW3578-6	NW4520-4
Taking Care of Rosie (7*, E ◇) +	Emergent	NW3547-2	NW4530-3
Tall Baby Giraffe, The (7, E ◇) +	Emergent	NW5534-0	NW5606-4
This Is the Seed (13*, G ◇) +	Fluent	NW9692-3	NW9805-7
This Little Pig (5, D ◇) +	Emergent	NW3688-2	NW4487-0
Toad or Frog? (17*, I) +	Fluent	NW9611-4	NW4603-4
Treasure in the Attic (12, G ◇) +	Early Fluent	NW3652-3	NW4616-4
Turtle Trouble (8, E ◇) +	Emergent	NW9872-9	NW4563-1
Turtles Everywhere (12*, G) +	Early Fluent	NW9911-5	NW4547-1
Two Points (2*, B ◇)	Early Emerg	NW3579-3	NW4461-0
Under the Old Oak Tree (12, G ◇) +	Early Fluent	NW9857-6	NW4598-3
Use Your Beak! (10, F ◇) +	Early Fluent	NW3606-6	NW4583-9
Water (8*, C ◇)	Emergent	NW4392-7	NW4645-4
Weedy Sea Dragons (14*, G ◇) +	Fluent	NW9855-2	NW4608-9
Wee Willie Winkie (5, D ◇)	Emergent	NW3670-7	NW4476-4
We're Just Looking! (4*, E ◇) +	Early Emerg	NW9693-0	NW9802-6
What a School (10*, F ◇) +	Early Fluent	NW3551-9	NW4569-3
What Would the Zoo Do? (6, D ◇) +	Emergent	NW3580-9	NW4518-1
What's for Dinner? (7*, E ◇) +	Emergent	NW3550-2	NW4531-0
When Animals Sleep (7, E) +	Emergent	NW3739-1	NW4534-1
When You Meet an Owl (16, I) +	Fluent	NW4234-0	NW4656-0
Where Does the Teacher Sleep? (4*, C ◇)	Early Emerg	NW3575-5	NW4490-0
Where's the Snow? (12*, G ◇) +	Early Fluent	NW3617-2	NW4561-7
Who Will Be It? (13, H)	Fluent	NW4178-7	NW4587-7
Why Do Worms Come Up When It Rains? (19*, I ◇) +	Fluent	NW9690-9	NW9811-8
Willy's Hats (7, E ◇)	Emergent	NW3569-4	NW4523-5
Wolves (7, E ◇) +	Emergent	NW3661-5	NW4511-2
Yoshiko's Surprise (6*, E ◇) +	Emergent	NW9664-0	NW9804-0
Zap! (11*, G ◇) +	Early Fluent	NW3613-4	NW4529-7
Zebras (13*, H ◇) +	Fluent	NW3664-6	NW4558-7
Zoo in Willy's Bed, The (8*, E ◇) +	Emergent	NW3568-7	NW4542-6

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DISCOVERY TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Snails (16*, I) +	Fluent	NW7141-8	NW7260-6
Snakes (15*, I) +	Fluent	NW7140-1	NW7259-0
Snow, Snow! (16*, I) +	Fluent	NW7142-5	NW7261-3
Spiders (14*, H) +	Fluent	NW7155-5	NW7274-3
Wash Your Hands! (12*, G) +	Early Fluent	NW7150-0	NW7269-9
Whales (16*, I) +	Fluent	NW7162-3	NW7281-1
What a Wind! (15*, I) +	Fluent	NW7143-2	NW7262-0
What Do You Feel? (16*, I)	Fluent	NW7139-5	NW7258-3
What Do You Hear? (16*, I)	Fluent	NW7147-0	NW7266-8
What Do You See? (14*, H)	Fluent	NW7145-6	NW7264-4
What Do You Smell? (15*, I)	Fluent	NW7157-9	NW7276-7
What's on Your Plate? (18*, K) +	Fluent	NW7149-4	NW7268-2

BEGINNING BIOGRAPHY TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Ruth Handler (20*, M)	Fluent	NW7784-7	NW7828-8
Sonia Sotomayor (20*, M)	Fluent	NW7788-5	NW7832-5
Steve Jobs (20*, M)	Fluent	NW7781-6	NW7825-7
Sylvia Earle (20*, M)	Fluent	NW7786-1	NW7830-1
Wally Amos (20*, M)	Fluent	NW7783-0	NW7827-1
Walt Disney (20*, M)	Fluent	NW7790-8	NW7834-9

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TREETOP TITLE	SEEDLING LEVEL	SGL ORDER #	6-PK ORDER #
Noah Goes to School (18, K)	Transitional	NW4193-0	NW4794-9
Presidential Pets (20, L)	Transitional	NW1729-4	NW1755-3
Riding the Roller Coaster (18, K)	Transitional	NW1691-4	NW1738-6
Skateboard Park, The (20, K)	Transitional	NW4717-8	NW4797-0
Twins (19, K)	Transitional	NW1692-1	NW1739-3
Whistle Tour, A (20, L)	Transitional	NW4759-8	NW4799-4

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