

## Young Cú Chulainn Athlete and Future Warrior

A young boy named Sétanta is a talented athlete. He plays a sport called hurling, the most popular sport in Ireland. One day, Sétanta is called to join other boys at a school for young warriors. The boys are all older and bigger than Sétanta. The boys challenge Sétanta to a game. Will he succeed and become a strong warrior?

### Before You Read

- **Activate prior knowledge** Ask students questions to get them thinking about main ideas in the story. Ask *Do you need great strength to windsurf? To hang-glide? To play football? Why?* Ask students to explain their responses. Then have them add additional sports that require strength for success.
- **Introduce the strategy** Help students to understand the word *visualize*. Say *When we read, we often form pictures in our minds to help us understand the characters, setting, and events in a story. We use clues from the story to help us form these pictures in our minds. This is called visualizing. For example, imagine that you're watching extreme skiing. What's happening? What colors do you see? What movements do you see?* Have students take turns describing details to a partner.
- Say *As we read, we sometimes stop to visualize, or picture, some of the events in the story. Pay attention to the words and pictures that help you visualize what happens.* For each question below, have students draw a picture and label the picture with a sentence that describes it.

### While You Read

- Stop after every few pages to have students visualize the action of the story.
  - p. 3: *Visualize a game of hurling. Describe the place, the players, and the action.*
  - p. 7: *How do you think Sétanta looked while he was running all day to the king's school?*
  - p. 11: *How do you think Cú Chulainn looked when he was fighting in a battle as a warrior?*

### After You Read

- After finishing the story, call on several students to read aloud their sentences and show their pictures for each of the questions. Discuss how the visualizations are similar and different.

## UNIT I READER

**Text Type** folktale

**Vocabulary** *equipment, skillful, strength, flip, land, injury, length*

**Grammar** adverbs of emphasis

**Reading Strategy** Visualize

**Resource** Video Sc. 10

### BE THE EXPERT

#### Reading Strategy

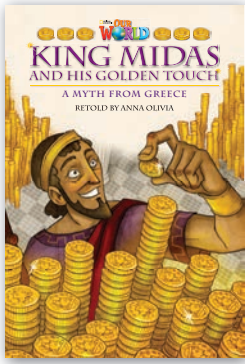
**Visualize** Explain that authors use sensory details to help readers picture the characters and setting. Have students pay attention to details about colors, a character's features and actions, and descriptions of the setting. Students can then create a mental image of the text. Having students draw and discuss their images will help you assess their comprehension of a text.

#### Our World in Context

At the time of this story, the people living in Ireland were the Celts. The Celts were farmers and were also skilled in metalwork. The Irish language is a Celtic language. The name *Cú Chulainn* and the author's name are written in Celtic.

#### Text Background

Cú Chulainn is a character from medieval Irish literature. As a knight, he served King Conor of northeast Ireland, who lived in the first century BCE. Though he was reported to have defeated an entire army single-handedly at age 17, according to legend, Cú Chulainn's enemies tricked him into an unfair fight when he was 27. He was killed in the fight.



## King Midas and His Golden Touch

King Midas wished that everything he touched would turn into gold. Right after the god Dionysus granted this wish, Midas joyfully used his new power. But he soon came to regret his wish when he discovered that it had terrible consequences.

## Before You Read

- **Activate prior knowledge** Write *wish* on the board. Say *A wish is something we want or something we want to happen.* Give examples. *My wish is (to have a new car).* Ask *What are your wishes? Have any of your wishes ever come true? Today we're going to read a story about why we should be careful what we wish for.*
- **Introduce the strategy** Give students examples to help them understand how to draw conclusions. Say *When you draw conclusions, you use what you know and what you've read in a story. You put both things together to make a good guess about what you're reading.*
- Draw a three-column chart on the board with the headings **Clues from the Story, What I Already Know, and My Conclusion.**
- Say *As we read, we'll stop to make notes in our chart about clues from the story and things we already know.*

## While You Read

- Stop after every few pages to ask questions that will help students draw conclusions. For example, after p. 3, ask *What does King Midas love more than his daughter?* (gold) Write *King Midas loves gold more than his daughter.* in the first column. Say *I know that only greedy people love money more than their family.* If necessary, explain that greedy people want more of something than they really need. Write *Only greedy people love gold more than their family.* in the second column. Then have students read aloud the sentences in both columns. Ask *What does this tell us about what King Midas is like?* State the answer: *King Midas is greedy.*

## After You Read

- After finishing the story, look at the text clues in the first column of the chart. For each text clue, ask students to think about what they know about that topic. Next, ask students to draw conclusions based on the text clues and what they know.

## UNIT 2 Reader

**Text Type** myth

**Reading Strategy** Draw Conclusions

**Vocabulary** *gold, a ruler, a treasure, a cause, an object, an artifact, discover*

**Grammar** passive voice: simple past; passive voice: simple past with *by* + agent

**Resource** Video Sc. 10

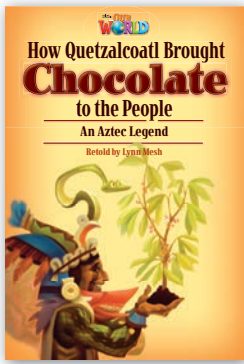
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### Reading Strategy

**Draw Conclusions** Students draw conclusions when they understand information that isn't directly stated in the reading. In order to draw conclusions, students combine pieces of information from the text with information they already know. As students read, ask questions to help students identify text clues and compare them to things or ideas they already know.

### Text Background

Myths are stories that often include gods or goddesses who have the power to make extraordinary things happen. Many Greek myths focus on the interaction between gods/goddesses and humans and the often harmful outcomes of these interactions. Myths usually also have a lesson. The story of King Midas is a myth about the misfortune that greed can bring.



## How Quetzalcoatl Brought Chocolate to the People

The Aztec god Quetzalcoatl gave chocolate to the people. This made the people very happy, and they began to do great things. But the other gods wanted to keep all the chocolate for themselves. They became very angry with Quetzalcoatl. What happened to Quetzalcoatl and the people?

### Before You Read

- **Activate prior knowledge** Ask students questions to get them thinking about the main idea in the story. Ask *What do you know about the origin of chocolate? Where did it come from? How did people use it?*
- **Introduce the strategy** Model sequence of events by doing three actions. First, pick up a marker or piece of chalk. Then use it to write your name on the board. Finally, put the marker or chalk down. Say *First, I picked up the (marker). Then I wrote my name. Last, I put the (marker) down. I told the things in the order they happened.*
- Give students storyboard graphic organizers. Draw a storyboard on the board to help students determine the sequence of events. Number and label the boxes.
- Say *We can show the sequence of events, or the order in which things happen in the story, by writing what happens first, next, and so on.*

### While You Read

- Stop every few pages to discuss the sequence of events with students. Have students use the discussion to fill in their storyboard graphic organizers. Ask *What happens first?* (Only the gods have chocolate.) Ask additional questions, such as:
  - p. 3: *What does Quetzalcoatl do after the people built temples to him?* (He decides to share chocolate with the people.)
  - p. 5: *What does Quetzalcoatl teach the people?* (how to grow cacao and how to make chocolate)
  - p. 7: *Once the people were filled with chocolate, they are able to do things. What are they able to do?* (math, study the stars, create art and music, build cities)
  - p. 9: *What happens after Quetzalcoatl's bad dream?* (The god of night comes dressed as an old woman and gives him a poison that sets his body on fire.)

### After You Read

- Point to the first box in the storyboard on the board. Ask *What happened first?* Call on students to read from their organizers. Decide on the first event as a class. Repeat for the rest of the boxes. Then put students in groups. Have them use words such as *first, then, and finally* to retell the story's events in order.

## UNIT 3 READER

**Text Type** legend

**Reading Strategy** Understand Sequence of Events

**Vocabulary** *chocolate, pods, powder, mixed, poured, liquid, hot chocolate, a spice, cinnamon, origin, a gram, candy bar*

**Grammar** past progressive

**Resources** Video Sc. 10; Graphic Organizer: Storyboard

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### Our World in Context

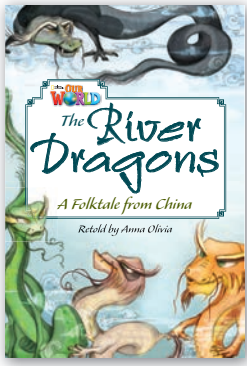
The traditional Aztec homeland is in Mexico. Find Mexico on a world map and point it out to students. Explain that the center of Aztec culture was Mexico City; find this city as well and point it out to the class.

### Reading Strategy

**Understand Sequence of Events** Good readers pay attention to the order of events in a story. Identifying the order of events can help students better understand and recall what they read. Help students understand the events of this story in sequence by pausing to ask questions about time order and by using a graphic organizer such as the storyboard to list the important events in order.

### Text Background

This reader is an adaptation of an Aztec legend. Legends are a type of folktale. They are passed down from one generation to the next. Legends often tell important information about the culture they come from. Usually, legends are told orally, instead of being written down. Over the years, a legend may change as different storytellers add and take out parts.



## The River Dragons

The people of China need fresh water to drink and to water crops, so they pray to the rain gods to send rain. The four dragons of the Eastern Sea hear the people's call for help, and they make it rain. But the dragons' actions have angered the Jade Emperor, the most powerful god of all.

## Before You Read

- **Activate prior knowledge** Ask questions to help students start thinking about the story. Ask *How does rain help plants and people? What happens if there is no rain?*
- **Introduce the strategy** Write *cause* on the board and *effect* next to it. Draw an arrow from *cause* to *effect*. Point to *effect* and say *An effect is something that happens*. Point to *cause* and say *A cause makes the effect happen. A cause always happens first*. Say *To find the effect, ask "What happened?" To find the cause, ask "Why did it happen?"* Hold up a sheet of paper. Say *This is one piece of paper*. Cut the sheet in half and hold up the two pieces. Ask *What happened to the one piece of paper?* (It's changed into two pieces.) Write this below *effect*. Ask *Why is it in two pieces?* (You cut one piece of paper in half.) Write this below *cause*. Draw an arrow from the cause to the effect.
- Write a T-chart on the board with the headings **Effect: What Happens** and **Cause: Why It Happens**. Say *As we read the story, we'll stop to write what happens* (point to column one) *and why it happens* (point to column two).

## While You Read

- Stop after every few pages to help students identify causes and effects. Explain that the answer to a *why* question is a cause. Write each cause or effect under the appropriate heading. Ask questions such as:
  - p. 5: *Why did the four dragons go to talk to the Jade Emperor?*
  - p. 7: *What happened when the dragons sprayed seawater through the clouds?*
  - pp. 8–10: *Why did the Jade Emperor trap the four dragons under the mountains? What happened next?*

## After You Read

- Point out each cause and effect written in the chart on the board. Have students read aloud each cause and its effect.

## UNIT 4 READER

**Text Type** folktale

**Reading Strategy** Identify Cause and Effect

**Vocabulary** *fresh water, a lake, salt water, a sea, save, filter, soak, freeze*

**Grammar** present perfect progressive with *for* and *since*; *whenever, wherever, whatever, whoever*

**Resource** Video Sc. 10

**Material** scissors

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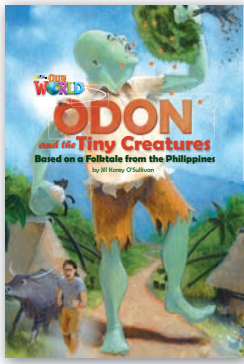
### Reading Strategy

**Identify Cause and Effect** When students identify causes and effects in text, they discover the relationship between two events. Tell students that when they read a text, they can look for words that signal cause-effect relationships. Words that signal causes include *because* and *since*. Words that signal effects include *so* and *therefore*. Point out the word *So* in the last sentence on p. 4 of *The River Dragons*.

### Text Background

*The River Dragons* is a folktale from China. Like many other folktales from China and around the world, it describes the creation of a particular feature of the natural landscape. Folktales deal with universal themes and were originally passed down from one generation to the next through the spoken word.





## Odon and the Tiny Creatures

Odon is a huge giant with a bad temper. Every morning, he destroys houses and trees, and takes food from the village. Even the biggest, strongest men cannot stop Odon. Who will save the village, and how?

## Before You Read

- **Activate prior knowledge** Ask a question to get students thinking about the story. Say *There are animals all around us. Sometimes animals help people with their problems. How can dogs help people?* (Dogs help people who can't see. They find people who are lost. They protect homes.)
- **Introduce the strategy** Say *Today, we'll read a story about how animals help people solve a problem. As we read the story, think about the problem and the different solutions.* Remind students that a problem may have more than one solution. Point out that sometimes the solutions that people try don't work to solve the problem.
- Draw a two-column chart on the board. Label one column **Problem** and the other column **Solution**. Give students the two-column chart graphic organizer and have them copy the labels for each column. Say *As we read the story, write the problem in the left column. Write the ideas for a solution in the right column.*

## While You Read

- Read with students. As you read, stop and ask questions to have students identify the problem and the possible solutions presented in the story. Ask questions such as the following:
  - pp. 2–3: *What new problem did the people of Odon face?*
  - pp. 4–5: *What did the people of Odon do to try to solve the problem? Why didn't these solutions work?*
  - pp. 6–7: *Who offered to help the villagers? What do you think the solution will be?*

## After You Read

- Review the problem-solution chart students created while reading the story. Discuss the problems and solutions presented in the story. Ask *Why did the villagers' solutions fail? How did the parrot solve the villagers' problem? Why did this solution work?*

## UNIT 5 READER

**Text Type** folktale

**Reading Strategy** Identify Problems and Solutions

**Vocabulary** a human, adult, horrible, tiny, strange, creature, crawl, grab, a millimeter, a centimeter, female, male

**Grammar** reported speech: statements; order of adjectives

**Resources** Video Sc. 10; Graphic Organizer: Two-column chart

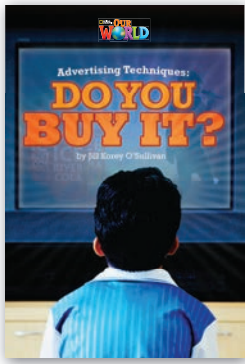
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### Reading Strategy

**Identify Problems and Solutions** Identifying problems and solutions while reading helps students follow and better understand the plot in a story. Point out that in folktales or other fiction stories, people or characters come across problems that they try to solve. Pause during reading to give students a chance to identify the main problem and the events that show how the characters try to solve that problem.

### Text Background

The story of Odon the giant is a Philippine folktale that tells how small animals are able to outsmart a giant. Folktales are stories that come from the people of a specific culture and are passed on through the tradition of telling stories. The stories often tell of heroic or mischievous acts and include a moral or lesson. As students read, ask them to identify the heroes and the lesson in the story.



## Advertising Techniques: Do You Buy It?

Advertisements are all around us. Advertisers use many different techniques to make us want to buy their products. Knowing what techniques advertisers use can help us make good choices about what to buy and what not to buy.

## Before You Read

- **Activate prior knowledge** To get students thinking about products and ads, ask *Where do you usually see ads? What kinds of products do you see most often in ads? Has an ad ever made you want to buy a product? Explain.*
- **Introduce the strategy** Hold up the Reader so that students can see the cover. Have a student read the title. Point to the cover and ask *What do you see?* (a boy watching TV, soft drink cans, a singer) Say *We can use photos and pictures to help us understand what we read.*
- Say *Authors include photos and pictures with text for a reason. Photos can help us understand the words in the text. Say As you read, look carefully at the photos and pictures. Decide why the author used them. How do they help you understand the ideas in the text?* Draw a two-column chart on the board. Write the headings **Photo or Picture** and **Information**. Give copies of the two-column chart graphic organizer to students. Say *Let's fill in this chart as we read. We'll say what extra information the photos give us about the ideas we read about.*

## While You Read

- Read the text aloud to students. Stop after every few pages to ask questions about the visuals. Write the answers in the chart on the board and have students copy the answers in their charts. Ask questions such as the following:
  - p. 5: *What does the ad show? Which words in the ad go with information stated in the text?*
  - p. 7: *What do the photos on pages 6 and 7 show? How do these ads look alike? Why are they used together?*
  - p. 9: *What do the photos on pages 8 and 9 show? Which words in the text explain the information in the photos?*

## After You Read

- Review and add to the two-column chart. Then pair students. Have each pair refer to the notes in their charts to decide which photo most helped them understand the text and why. Call on pairs to share with the class.

## UNIT 6 READER

**Text Type** informational text

**Reading Strategy** Use Visuals to Support Comprehension

**Vocabulary** *impact, a product, quality, a customer, test, fix*

**Grammar** reported speech: imperatives; reported speech: questions

**Resources** Video Sc. 10; Graphic Organizer: Two-column chart

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### Reading Strategy

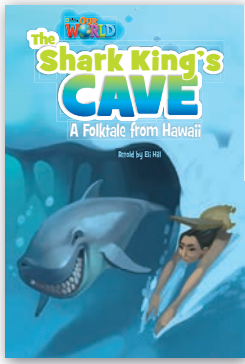
#### Use Visuals to Support Comprehension

Encourage students to use visuals before, during, and after they read. Before they read, students should preview the visuals and use them to predict and activate prior knowledge. During reading, visuals can be used both to help learn new words and to confirm the meaning of known words.

Visuals can also be used as another example of the information in the text. Sometimes, visuals add new information, too. After reading, visuals can be used to help summarize what the text is about. They can also be used to locate and review specific information.

### Text Background

Informational texts come in many forms. This book has a main-idea-and-details structure, with entire pages devoted to different advertising techniques. As with many informational texts, however, this text is also persuasive in purpose. It not only offers information on how to read ads, but it also tries to persuade readers to be smart buyers by recognizing that not all ad copy is true. It provides questions and strategies students can use to help them make smart buying choices.



## The Shark King's Cave: A Folktale from Hawaii

For many years, the Shark King has guarded the cave where Punia's ancestors used to get lobsters. Everyone is afraid of the Shark King, and no one challenges him—except Punia! Will Punia defeat the Shark King and return the cave to the people in his village?

### Before You Read

- **Activate prior knowledge** Have students look at the cover and read the title. Ask questions to prompt students to think about the plot of the story. Ask *What does a shark look like? What does it eat? Do you want to go swimming with one? Why or why not?*
- **Introduce the strategy** Write *Prediction* on the board. Say *A prediction is what we think will happen in the future.* Give students an example. Say *Imagine that you're on a boat in the ocean. You see a shark looking at some fish. What do you think will happen?* Model for students. Say *I predict the shark will chase and eat the fish.*
- Have students form groups of three or four and give each group a T-chart graphic organizer. Draw a T-chart on the board for students to use as a model. Label one column **Our Prediction** and the other column **What Happens**. Say *Use your chart to keep track of your predictions.*

### While You Read

- As you read the story with the class, stop every few pages. Have groups work together to make a prediction about what will happen next. Ask these questions to guide them:
  - p. 3: *What do you think Punia will do?*
  - p. 5: *How do you think the Shark King will feel?*
  - p. 7: *What do you think the other sharks will do when they see the "seal"?*
  - p. 9: *Do you think the Shark King will eat Punia?*

### After You Read

- After finishing the story, have groups share their predictions with the class. For every prediction, ask *Was that prediction right?* In the second column of their charts, next to each prediction, have groups write "correct" or explain what actually happened. Point out that readers often need to change their predictions as they learn more clues from a story. Stress that making an incorrect prediction is not always a mistake and that revising a prediction as you continue to read is part of the strategy.

## UNIT 7 READER

**Text Type** folktale

**Reading Strategy** Make Predictions

**Vocabulary** *an ancestor, a risk, descend, underwater, chase, a rope, locate, a stalactite, a stalagmite, a column*

**Grammar** *make + someone + adjective*

**Resources** Video Sc. 10; Graphic Organizer: T-chart; World Map

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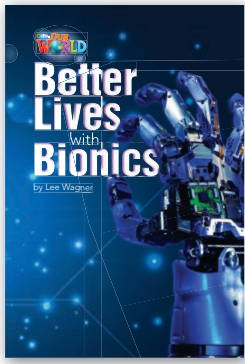
#### Reading Strategy

**Make Predictions** When students make predictions, they think actively about the story and become engaged readers or listeners. They consider the different paths the story could take. When they see the course the author chose, they can think about why the author chose to take the story in that direction. For example, they can think about the moral of *The Shark King's Cave*. Students may connect their prediction that Punia will defeat the shark to the moral that intelligence can win over physical strength.

#### Text Background

A folktale is a story that was originally shared through spoken language. Like *The Shark King's Cave*, many folktales from cultures around the world have since been written down. In many folktales, animals speak and act like people. Folktales often contain a moral, or lesson.

In *The Shark King's Cave*, the Shark King guards a sea cave. Sea caves are common along the coast of Hawaii. They are formed where a cliff meets the ocean. The water carves away and erodes the rock in the cliff, creating a cave.



## Better Lives with Bionics

Our brains are always communicating with the parts of our bodies. This is what allows us to move. Sometimes, with sickness or injury, this communication is broken. Scientists are creating robots to help people who have been sick or injured. Read about these exciting new inventions and how they are changing people's lives.

## Before You Read

- **Build background** Say *Your body is a lot like a machine. Your brain sends information to every part of your body. It tells your muscles to move. Your muscles and body parts have sensors, like the sensors on a robot. They send information back to your brain.*
- **Predict** Say *When people are sick or hurt in an accident, there's a break* (make a snapping motion with your hands) *in this communication. Then people can't move or use parts of their body. Sometimes people are born with hearing or seeing problems. How do you think robots might help these people?*
- **Introduce the strategy** Say *Today we'll learn how scientists and doctors use robots to help people who are sick or injured. As we read, let's look for the main ideas and details.* Remind students that the main idea is the most important thing the writer wants readers to know. Details give more information about the main idea.
- Draw a T-chart on the board with the headings **Main Idea** and **Details**. Distribute the T-chart graphic organizer to students. Say *As we read, write the main idea of each page in the left column. Write the details that support it in the right column.*

## While You Read

- Read the text with students. Ask questions such as the following to help students identify main ideas and details:
  - p. 3: *What are bionic parts? What makes them move?*
  - p. 4: *How will sensors make a robotic arm better?*
  - p. 5: *What details show how cochlear implants are helpful?*
  - p. 8: *What details tell how a bionic eye works?*
  - pp. 10–11: *What details tell how bionics work with the brain?*

## After You Read

- After reading, have students tell you what they wrote for the main idea of each section of the reader. Ask *What details did the author include to support the main idea?* Create a class chart on the board.

## UNIT 8 READER

**Text Type** informational

**Reading Strategy** Identify Main Idea and Details

**Vocabulary** *control, science fiction, respond to, task, sensor, information, complex, precise*

**Grammar** *wish* statements; passive voice: future

**Resources** Video Sc. 10; Graphic Organizer: T-chart; World Map

## BE THE EXPERT

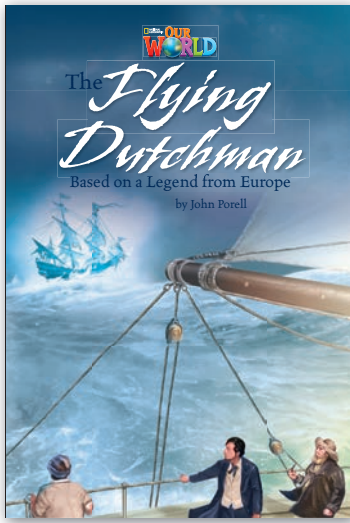
### Reading Strategy

**Identify Main Idea and Details** Identifying the main idea and details in a text helps students understand and remember the most important information the writer presents. The main idea of a text is sometimes found at the beginning of a paragraph or passage. Details include facts, reasons, explanations, examples, and descriptions that support or prove the main idea.

### Text Background

Informational texts are nonfiction texts that are meant to inform the reader about a subject. This text is organized into different sections to provide examples of bionic technology. The people in the text are real individuals who are using bionics in their everyday lives. Authors of informational texts often include photos, charts, diagrams, or other visual aids to help readers understand the content of the text.





## The Flying Dutchman

The crew members of the *Windcatcher* see a ghostly ship sailing toward them one moonlit night off the coast of Chile. Old Sam tells them the story of the mysterious ship, the *Flying Dutchman*, and what happened years ago when a pirate captain captured it. What will happen to the crew and captain of the *Windcatcher*?

## Before You Read

- **Predict** Say *This story tells about a ship's crew that sees another, very strange ship. What do you think might be so strange about the ship?* Write students' ideas on the board.
- **Introduce the strategy** Say *After we read, we'll summarize what happened in the story. When you summarize, you use your own words to retell the important parts of a text. Summaries of stories retell the most important events in order. As we read, we'll identify the main events in the story. We'll write information about them. This will help us write summaries later.*

## While You Read

- As you read, pause after each important event. Ask questions such as the following to help students summarize the story. Give students time to write their answers.
  - p. 3: *What did the sailor see?*
  - p. 5: Point out that this is the beginning of a second story. Ask *Who's telling the story? What was the Flying Dutchman?*
  - p. 6: *Who was Jean Le Clerc? What did he do?*
  - p. 8: *What did Le Clerc command his crew to do? Why? What did the crew think about this?*
  - p. 10: *What did the captain of the Windcatcher do? Why?*

## After You Read

- Have students use their answers to write a summary of the story. Remind them to list the important events in the order they happened. Then pair students, and have them read aloud their summaries and compare them. Move around the room, asking students questions as needed to help them clarify their ideas about the story.

## UNIT 9 READER

**Text Type** legend

**Reading Strategy** Summarize

**Vocabulary** a passenger, cargo, a sailor, a crew, a captain, sink, a pirate, capture, a lifeboat, safe, silver, a legend

**Grammar** time clauses with *as soon as*

**Resources** Video Sc. 10

## BE THE EXPERT

### Reading Strategy

**Summarize** Summarizing combines several important skills. Summarizing requires students to determine what parts of a story or passage are most important and what parts are only details. When summarizing, students should include the main parts without retelling all the details. Summarizing also requires students to have a good understanding of the order in which events happen in the story, and helps students think about characters and how their interactions move the story forward. If a student can accurately summarize a story, he has a solid understanding of the story's main ideas.

### Text Background

The tale of the *Flying Dutchman* is a legend from Europe about a ship that sailed in the 1600s. Parts of the story have appeared in a variety of works of literature and other artistic forms. German composer Richard Wagner, for example, wrote an opera on the subject. Scottish novelist and poet Sir Walter Scott wrote a long story poem that describes a series of events based on the legend of the *Flying Dutchman*. Because they have been told and retold so many times, legends such as this one often appear in several different versions. For example, in Wagner's opera there are no pirates, and it is Captain Van Der Decken who is the villain of the narrative.