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Common Core State Standards Correlations

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READING: LITERATURE STANDARDS	Pages
Key Ideas and Details	
ELA.RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	17-18, 23-24, 29-30, 31-34, 39-42, 51-54, 55-56, 69-70, 77-80, 81-82, 83-86, 103-106, 109-112
ELA.RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	17-18, 23-24, 29-30, 31-34, 39-42, 51-54, 55-56, 69-70, 77-80, 83-86, 107-108, 109-112
ELA.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	31-34, 39-42, 55-56, 81-82, 107-108, 109-112
Craft and Structure	
ELA.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	17-18, 23-24, 29-30, 31-34, 39-42, 51-54, 55-56, 69-70, 81-82, 83-86, 103-106, 107-108, 109-112
ELA.RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.	17-18, 23-24, 31-34, 39-42, 51-54, 55-56, 69-70, 77-80, 83-86, 103-106, 107-108, 109-112
Range of Reading and Level of Text Complexity	
ELA.RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	All literature/fiction passages allow students to read and comprehend literature at the grades 4-5 text complexity band.

Common Core State Standards Correlations *(cont.)*

READING: INFORMATIONAL TEXT STANDARDS	Pages
Key Ideas and Details	
ELA.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	13-16, 19-22, 25-28, 57-60, 65-68, 71-74, 75-76, 91-94, 95-96, 97-100, 101-102
ELA.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	13-16, 19-22, 25-28, 49-50, 57-60, 65-68, 71-74, 91-94, 95-96, 97-100, 101-102
ELA.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	43-44, 45-48, 49-50, 57-60, 71-74, 75-76, 91-94, 95-96, 97-100, 101-102
Craft and Structure	
ELA.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	13-16, 19-22, 25-28, 43-44, 45-48, 49-50, 57-60, 65-68, 71-74, 75-76, 91-94, 95-96, 97-100, 101-102
Integration of Knowledge and Ideas	
ELA.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	25-28, 49-50, 57-60, 65-68, 71-74, 75-76, 91-94, 95-96, 97-100, 101-102
Range of Reading and Level of Text Complexity	
ELA.RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	All informational/nonfiction passages provide students the opportunity to read and comprehend text at the grades 4-5 text complexity band.

CAUSE AND EFFECT

- A cause (what happened first) leads to an effect (what happened as a result of the cause). They are connected.
- You are given either a cause or an effect, and you will need to find the other.
- Look for keywords in the question. Then, find the words in the text that are connected to the keywords.
- Check all possible answers before making a decision.

FACT OR OPINION

- A fact is something that can be checked and proven to be correct.
- An opinion is what someone believes to be true, but it can't be proven. Read the text to decide what can be proven (fact) by the text.
- Always check all possible answers before deciding on your answer.

POINT OF VIEW AND PURPOSE

- Writers do not always tell you what they believe. You may have to come to this conclusion based on the information you have read.
- Look for details and information in the text to help you decide why the author may have written the text or what the author's point of view is.
- Always check all possible answers before deciding on your answer.

Name _____

Cause and effect is a phrase we use to explain when one thing (a cause) makes something else happen (an effect). If you want to understand what you read, you must be able to determine the cause(s) and the effect(s) in the text.

Activity: Read the passage below and complete pages 92–94.

———— SMALLPOX: A DEADLY DISEASE ————

1. For centuries, smallpox was responsible for the death of millions of people. Those infected became very ill and developed a fever, and their skin was covered with deep sores. The people who survived had pockmarked skin for the rest of their lives.
2. Smallpox is believed to have started in Africa and to have spread to India and China. The first recorded smallpox epidemic was in 1350 BCE during an Egyptian war. Between the fifth and seventh centuries, smallpox reached Europe, and epidemics were common in the major European cities by the eighteenth century. Epidemics also spread in the colonies of North America. Smallpox was a deadly, frightening disease that spread to all areas of the world, except for Australia and a few isolated islands.
3. People realized that anyone who managed to survive smallpox was never affected by the disease again. In the eleventh century, a Buddhist nun tried to give people a milder form of smallpox by grinding up scabs from infected people and blowing the powder into their noses. This was called *variolation*. It became very popular in China, India, and Turkey, and by the seventeenth century, it was used in Europe. Most people survived a milder form of the disease, but others died. The overall number of deaths was, however, greatly reduced.
4. An English doctor, named Edward Jenner, noticed that milkmaids who developed a similar, but less serious disease called cowpox, did not get smallpox. In 1796, he took some of the fluid from a milkmaid's cowpox and scratched the arms of the gardener's son and applied it. The boy became mildly ill, but six weeks later when he exposed the boy to smallpox, he didn't become infected. Doctor Jenner was the first to use the word *vaccine*, which he made up from *vacca*—the Latin word for a cow. People didn't believe his vaccine would work, but by 1800, more than 100,000 people had been vaccinated. His research was responsible for saving millions of lives.
5. In 1967, the World Health Organization started a worldwide vaccination program to eradicate smallpox. They achieved success, and by 1980, they were able to declare that the world was at last smallpox-free.



Name _____

Follow the steps below to learn how you can identify the cause and effect.

- A cause leads to an effect, and they are connected.
- You will be told one, and you will need to identify the other.
- Look for keywords in the question and underline them.
- Find words in the text that are connected to the keywords in the question.
- Always check all possible answers before making a decision.

1. Why didn't all the people in Australia need to be vaccinated against smallpox?

- (a) There are lots of cows in Australia.
- (b) They drink lots of milk.
- (c) They all had cowpox.
- (d) There wasn't any smallpox in Australia.

2. Choose the best answer. Think about each choice carefully.

- (a) There are lots of cows, but that is not the cause for Australians not needing vaccinations. This is not a good answer.
- (b) There is nothing in the text about drinking milk. This can't be the right answer.
- (c) There is nothing in the text about Australians having cowpox. This is not a good answer.
- (d) The text says that there hasn't been any smallpox disease in Australia, so this is the reason why people didn't need to be vaccinated. This is the best answer.

1. What effect did cowpox have on people?

- (a) They died of smallpox.
- (b) They didn't get smallpox.
- (c) They got a milder form of smallpox.
- (d) They got very ill.

2. Choose the best answer. Think about each choice carefully.

- (a) The milkmaids who got cowpox didn't get smallpox, so they couldn't have died from it. This is not the right answer.
- (b) The text says that because they had cowpox, the milkmaids did not get smallpox. This is a very good answer, but remember to check all the choices.
- (c) Variolation, not cowpox, caused many people to have a milder form of smallpox. This is not the best answer.
- (d) Cowpox did not make people very ill. This is not the best answer.

Name _____

Use the strategies you learned to practice identifying cause and effect. Use the clues in the "Think!" boxes to help you.

1. What effect did the World Health Organization vaccination program have on smallpox?
 - (a) It made people more aware of the problem.
 - (b) It reduced smallpox epidemics.
 - (c) It eradicated smallpox.
 - (d) It raised money to help countries with smallpox.

Think!
All the sentences are true. Find the words **World Health Organization** and read that paragraph very carefully to decide on the best answer.

2. What caused doctors to stop vaccinating people against smallpox?
 - (a) They found vaccinating was too expensive.
 - (b) They didn't need to.
 - (c) Vaccinating didn't work.
 - (d) They didn't have enough people to do it.

Think!
Read the last two paragraphs.

3. What effects does smallpox have on the body?

Think!
Find the definition of *smallpox* and describe the effects.

4. What happened to people who managed to survive smallpox?

Think!
Read paragraph 3.

Name _____

Use the strategies you have been practicing to help you identify cause and effect.

- 1. What happened when people finally saw the effect of Jenner's vaccine?
 - (a) They didn't believe it worked.
 - (b) They were mad at what he had done.
 - (c) They didn't want to be vaccinated.
 - (d) Thousands of people were vaccinated.



- 2. What caused very badly pockmarked skin?
 - (a) the smallpox sores
 - (b) variolation
 - (c) fever
 - (d) vaccination

3. Explain what the Buddhist nun did to cause the reduction of deaths from smallpox.

4. Explain what caused the gardener's son to have a mild reaction when he was exposed to cowpox.
