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Introduction

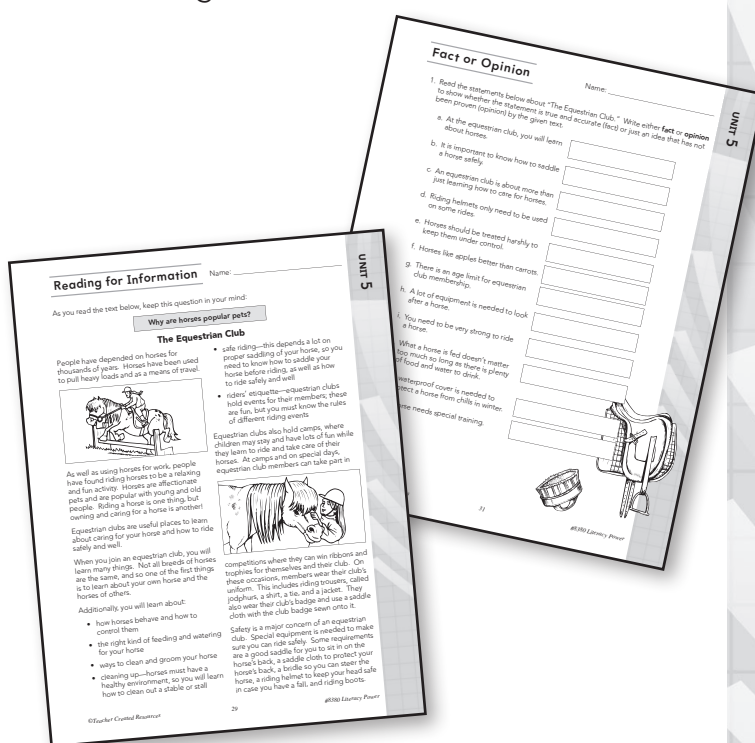
Literacy Power was developed as a tool for teachers who are looking to support or enhance an existing reading and language-arts curriculum. The *Literacy Power* series provides teachers and students with an alternative approach to grade-appropriate material and allows teachers to reinforce reading, writing, and language skills with their students through diverse and engaging units.

Each *Literacy Power* book includes a variety of text types, such as narrative, procedural, and recount, as well as an assortment of comprehension activities inspired by the text. Each book contains a variety of high-interest topics that aim at addressing reading and writing skills in an in-depth way.

The activities in this series promote higher-level thinking and can be used to teach specific skills, reinforce information previously taught, or simply provide additional practice.

Sample activities across the series include the following:

- reading for information
- following procedures
- responding to writing prompts
- understanding details
- combining sentences
- using words in context
- determining fact or fiction
- sequencing
- interpreting pictures
- comparing and contrasting
- organizing information
- defining new vocabulary
- drawing conclusions
- matching



Standards

The Common Core is a set of highly researched academic standards created by teachers, school chiefs, administrators, and other educational experts. The goal of the standards is for students required to graduate high school with the same skill set and academic knowledge to succeed in future endeavors. In order for this to occur, a set of common objectives needs to be met for each grade level.

To help students become career ready, all of the texts and activities in the *Literacy Power* series have been aligned to the Common Core State Standards. To learn more about these standards, visit <http://www.corestandards.org/> or <http://www.teachercreated.com/standards/>.

How to Use This Book

The book is divided into separate units, each with a particular theme structure—either content themes or process themes. These themes are interwoven both conceptually and structurally. The content themes are based on the interests of students at their particular age and grade levels. The process themes focus on reading and writing processes.

Literacy Power provides students with a variety of opportunities to review classroom content. The activities can be used as independent or small-group practice, or they can provide teachers with opportunities for in-depth, whole-class instruction. Regardless of how you choose to use this book, the following tips may be helpful in implementing the program in your classroom.

- Introduce the workbook to your students and explain that the activities in the book will provide them with the opportunity to think about and interact with some of the concepts being taught in class, but possibly from a slightly different approach.
- Explain that the pages are designed to be easily understood. The instructions for each activity are concise and were written to be as clear as possible. Remind students to read the directions for every activity very carefully, as each activity typically requires something slightly different. Depending on the level of your students, you may want to first read the directions as a group and answer any questions.
- Allow students time to flip through the workbook to become more familiar with the layout of the pages and the various activities. Discuss any themes or activities that they seem particularly excited about or pages that pique their interest.
- Give students ample time to complete each activity, and then discuss as a class afterwards. Make note of any activities or concepts that may be more difficult and may require further review or additional instruction.
- On occasion, allow students to complete activity pages with partners. Having a discussion about the content and questions is a great way to build fluency, collaboration skills, and shared knowledge.
- *Literacy Power* was developed to focus on skills and content appropriate for a particular grade level. If you find some of your students are struggling with the content or completing the activities too quickly, consider locating a similar activity from one of the other books in the *Literacy Power* series intended for either a younger or older grade level.

Making Inferences

Name: _____

1. Circle the word in the bold list that completes the analogy on the left.

a. <i>Bigfoot</i> is to <i>hairy</i> as <i>bird</i> is to	feathery	scaly	furry	fluffy.
b. <i>Bus</i> is to <i>driver</i> as <i>ship</i> is to	engineer	pilot	captain	sailor.
c. <i>Pig</i> is to <i>sty</i> as <i>king</i> is to	treasure	throne	crow	palace.
d. <i>Rain</i> is to <i>wet</i> as <i>dust</i> is to	sand	dry	wind	dirt.
e. <i>Blood</i> is to <i>person</i> as <i>sap</i> is to	plant	stickiness	branch	tree.
f. <i>North</i> is to <i>south</i> as <i>west</i> is to	direction	sunset	southern	east.
g. <i>Write</i> is to <i>words</i> as <i>calculate</i> is to	numbers	sums	fractions	ideas.
h. <i>Oil</i> is to <i>liquid</i> as <i>iron</i> is to	river	metal	gas	hard.
i. <i>Snake</i> is to <i>reptile</i> as <i>cow</i> is to	herd	buffalo	bull	mammal.
j. <i>Sun</i> is to <i>star</i> as <i>Earth</i> is to	orbit	planet	Venus	space.
k. <i>Flying</i> is to <i>parachute</i> as <i>sailing</i> is to	boat	oars	water	life jacket.
l. <i>Love</i> is to <i>tender</i> as <i>hate</i> is to	harsh	howl	dislike	annoy.
m. <i>Cook</i> is to <i>stove</i> as <i>artist</i> is to	electricity	studio	picture	canvas.
n. <i>Ear</i> is to <i>hear</i> as <i>tongue</i> is to	wiggle	taste	lick	poke.
o. <i>Fear</i> is to <i>emotion</i> as <i>logic</i> is to	understanding	finding	reason	love.



Name: _____

Report Text Structure

A report is a kind of text that organizes information about a subject in a scientific way. A true report has four main types of paragraphs. They are the classification, description, location, and dynamics paragraphs.

Study the simple report on Bigfoot below. It has four paragraphs. Each paragraph gives the reader different information.

Type of Information in Each Paragraph	Report Text
Bigfoot	
Classification (what the thing is)	Bigfoot is a human-like creature. It belongs to the mammal order of animals. It is, as far as can be determined, a kind of large ape.
Description (what the thing has or looks like)	Bigfoot has a huge body. The male is over 8 feet tall with a very thick neck and large chest. Its powerful arms and legs are long. Its body is covered in long hair.
Location (where the thing is found)	Bigfoot lives in caves and forests in remote mountain areas.
Dynamics (what the thing does)	Bigfoot can run fast. It eats roots, grasses, nuts, and berries.

1. Add checkmarks to the grid below to show what part of a report text each piece of information belongs to. **C** = classification, **D** = description, **L** = location, **DY** = dynamics.



Information about Bigfoot	C	D	L	DY
a. The female Bigfoot may weigh about 550 lbs.				
b. Bigfoot is an excellent climber.				
c. Bigfoot has large, strong, big toes.				
d. Bigfoot is a human-like creature.				
e. Bigfoot has long, sharp, human-like teeth.				
f. Bigfoot can hide well in forests.				
g. Bigfoot has been seen in the northwest.				
h. Bigfoot walks upright with its head erect.				
i. Bigfoot goes from place to place getting food.				