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Introduction

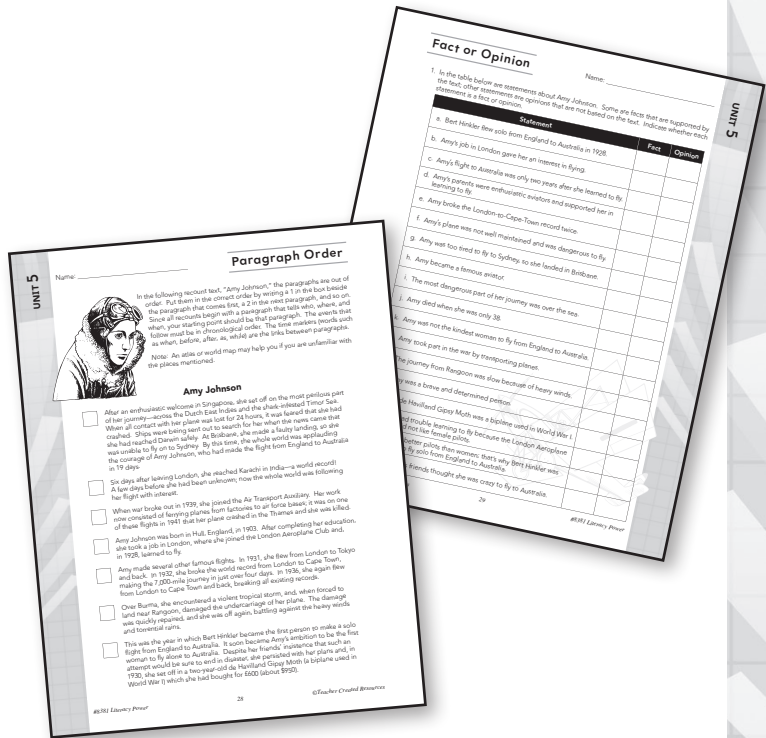
Literacy Power was developed as a tool for teachers who are looking to support or enhance an existing reading and language-arts curriculum. The *Literacy Power* series provides teachers and students with an alternative approach to grade-appropriate material and allows teachers to reinforce reading, writing,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

- In this activity you will work in groups of five or six. Complete the activity individually first, then discuss it as a group. Write a group response in the last column.

Desert Journey

You are journeying home and are about to cross the Gobi Desert when your party is attacked by robbers. All except you are mortally wounded. You manage to find a camel, a small packhorse, and the items listed below.

Select the items essential for your survival in the desert for a trip that will last about a year. A camel can carry about 330 lbs. and a small horse about 200 lbs. without being overloaded. You are able to carry 44 lbs. as you walk. Keep a tally of the weight of the items you choose so the weight is not more than can be carried. Put an X in the "rank" column to indicate items you had to leave behind.



Item	Weight (lbs.)	Your Rank	Group Rank
a. sword	4		
b. 4 blankets	9		
c. large bag of dried fruit	55		
d. 40-foot-long rope	7		
e. bow and quiver of arrows	24		
f. 2 leather pouches of dried meat	88		
g. 5 gallons of water	165		
h. extra sets of clothes	37		
i. tent	44		
j. telescope	11		
k. bucket to collect camel's milk/water	7		
l. 4 large water bottles	35		
m. firewood	132		
n. sleeping bag	10		
o. map of the desert road	1		
p. knife	1		
q. cooking pot and spoon	3		
r. fresh fruit	26		
s. horse feed	77		

Name: _____

Associating Word Meanings

1. Circle the words associated with the keywords on the left. You may need a dictionary to help you.

Keywords	Associated Words				
a. desert	barren	harsh	moist	sand	forest
b. oasis	grass	salt	water	plants	camp
c. camel	strong	herbivore	friendly	hump	nasty
d. Khan	ruler	powerful	ruthless	ignorant	warrior
e. Mongols	horsemen	fierce	yurts	tribal	afraid
f. Venice	merchants	sea	English	trade	warlike
g. Marco Polo	Persia	America	Armenia	Venice	France
h. hallucinate	eerie	strange	helpful	imagined	old
i. horse	carnivore	saddle	strong	extinct	tame
j. ship	crew	mast	sail	cargo	wings
k. trade	goods	money	merchants	banks	charity
l. yurt	tent	large	shelter	bricks	felt
m. traveler	horse	ship	plane	farm	road
n. mountains	forests	lakes	rocks	slopes	snow
o. sea	water	ships	trade	dry	storms



Wrong to Right

1. In each sentence below, the underlined word is not correct for the adventures of Marco Polo. Replace it with a word that makes the statement true.

a. Marco told of common things and places.

new word: _____

b. Marco was an old man when he began his journey.

new word: _____

c. Marco had a poor knowledge of languages.

new word: _____

d. The route through the desert was unestablished when Marco traveled it.

new word: _____