NATIONAL GEOGRAPHIC

Panorama SCIENCE

Reading Through the Lens of Science

GRADES K–6
Skills Charts

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Skills Charts

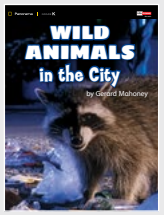
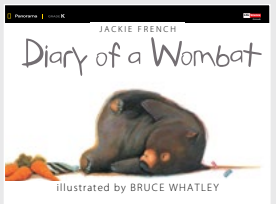
Click on the Unit numbers or page numbers

GRADE K, Unit 1

Unit Preview

BIG QUESTION
What do animals need?

Life Science
Animals

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
A Wolf's World by Sara E. Turner Expository Text 400L GR: K 	Page 48	**Science** basic needs den living nonliving nutrients	**Academic** space	Main Topic and Key Details ☑ Describe Relationship Between Illustrations and Text ☑ Identify Book Features ☑ Monitor Understanding ☑	**Levels of Meaning:** purpose not directly stated	Use key details and inferences to understand meaning	Informational Text
Wild Animals in the City by Gerard Mahoney Expository Text 530L GR: J 	Page 54	**Science** raise swamp wild	**Academic** belong city look for park	Describe Connections ☑ Ask and Answer Questions Make Connections ☑	**Structure:** unconventional structure	Describe connections between ideas	Informational Text
Meerkats by Laura Marsh Expository Text 320L GR: I 	Page 60	**Science** burrow claws desert predator prey	**Academic** guard together	Main Topic and Key Details ☑ Determine Word Meaning ☑ Make Predictions ☑	**Structure:** sophisticated graphics essential for understanding text **Language Conventionality and Clarity:** unfamiliar language	Use key details and inferences to understand ideas	Informational Text
Diary of a Wombat by Jackie French Animal Fantasy 170L GR: M 	Page 66	**Science** humans	**Academic** appear demand discover invade reward	Character, Setting, Plot ☑ Use Illustrations ☑ Make Inferences ☑	**Structure:** sophisticated graphics essential for understanding text	Make inferences about character's thoughts and actions	Narrative Text
Octopus Alone by Divya Srinivasan Animal Fantasy AD590L GR: N 	Page 72	**Science** cave ink reef	**Academic** chase disappear give up shy	Character, Setting, Plot ☑ Determine Word Meaning ☑ Identify Genre ☑ Visualize ☑	**Language Conventionality and Clarity:** unfamiliar language **Levels of Meaning:** sophisticated theme	Make inferences about character's feelings and interactions	Narrative Text

*See pages 1–23 for Reading Skills and Strategies Mini Lessons

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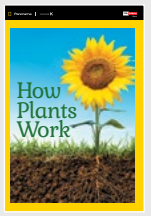
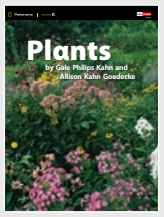
GRADE K, Unit 2

Unit Preview

BIG QUESTION
What do plants need?

Life Science
Plants

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
What Plants Need  Expository Text 400L GR: H	Page 80	**Science** air light	**Academic** find out meal pick store trick	Describe Connections ☑ Determine Word Meaning ☑ Compare Texts ☑ Retell ☑	**Structure:** sophisticated graphics essential to understanding text **Levels of Meaning:** purpose not stated directly	Describe connections between scientific ideas	Informational Text
How Plants Work  Expository Text 330L GR: K	Page 86	**Science** flower leaves roots seed stem	**Academic** survive take in	Main Topic and Key Details ☑ Describe Relationship Between Illustrations and Text ☑ Compare Texts ☑ Make Predictions ☑	**Structure:** sophisticated graphics	Use key details and inferences to understand scientific ideas	Informational Text
Plants by Gale Philips Kahn and Allison Kahn Goedecke  Expository Text 390L GR: K	Page 92	**Science** bloom ripe sprout	**Academic** alike different dry many some	Describe Connections ☑ Ask and Answer Questions Monitor Understanding ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar vocabulary	Describe connections between scientific ideas	Informational Text
The Ugly Vegetables by Grace Lin  Realistic Fiction 390L GR: L	Page 98	**Science** spring vegetable vine	**Academic** beautiful scent special trade ugly	Character, Setting, Plot ☑ Ask and Answer Questions Make Inferences ☑	**Structure:** complex descriptions	Make inferences about characters' thoughts and actions	Narrative Text
Lola Plants a Garden by Anna McQuinn  Realistic Fiction AD530L GR: I	Page 104	**Science** shoot weed	**Academic** mark poem story type	Character, Setting, Plot ☑ Retell: Theme Identify Author and Illustrator ☑ Make Predictions ☑	**Knowledge Demands:** significant references to another text	Make inferences about character's motivations	Narrative Text

*See pages 1–23 for Reading Skills and Strategies Mini Lessons

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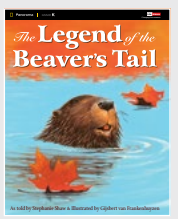
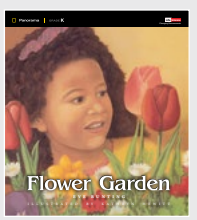
GRADE K, Unit 3

Unit Preview

BIG QUESTION
How do plants and animals change the environment?

Life Science
Changing Environments

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
We Need More Trees! by Natalie Rompella Persuasive Text 460L GR: K 	Page 112	**Science** breathe food oxygen plant	**Academic** help home reason	Identify Author's Reasons ☑ Ask and Answer Questions Identify Author and Illustrator Draw Conclusions ☑	**Structure:** unconventional structure	Identify reasons	Opinion Text
Animals Change Their Environments Expository Text 400L GR: K 	Page 118	**Science** branch dam flood lodge pond	**Academic** build group hide	Describe Connections ☑ Compare Texts ☑ Monitor Understanding ☑	**Structure:** sophisticated graphics essential for understanding text **Language Conventionality and Clarity:** unfamiliar vocabulary	Describe connections between scientific ideas	Informational Text
Ants by Melissa Stewart Expository Text 470L GR: J 	Page 124	**Science** environment insect	**Academic** active important inside mix tunnel under	Main Topic and Key Details ☑ Describe Relationship Between Illustrations and Text ☑ Make Predictions ☑	**Structure:** graphics essential to understand text **Knowledge Demands:** specific science and math content knowledge	Use key details and inferences to understand scientific ideas	Informational Text
The Legend of the Beaver's Tail by Stephanie Shaw Legend 740L GR: N 	Page 130	**Science** chew twig	**Academic** brag flat ignore legend trap wide	Character, Setting, Plot ☑ Retell: Theme Identify Genre ☑ Make Connections ☑	**Structure:** graphics essential to understand text **Language Conventionality and Clarity:** unfamiliar vocabulary	Make inferences about characters' feelings, thoughts, and actions	Narrative Text
Flower Garden by Eve Bunting Realistic Fiction AD460L GR: J 	Page 136	**Science** plant	**Academic** gift neighborhood row surprise window box	Character, Setting, Plot ☑ Identify Elements of Poetry Make Inferences ☑	**Language Conventionality and Clarity:** ambiguous language	Make inferences about characters' goals and actions	Narrative Text

*See pages 1–23 for Reading Skills and Strategies Mini Lessons

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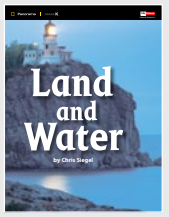
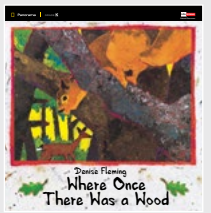
GRADE K, Unit 4

Unit Preview

BIG QUESTION
How do people, animals, and plants use natural resources?

Life Science
Natural Resources

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Land and Water by Chris Siegel Expository Text 500L GR: N 	Page 144	**Science** fresh water land mineral natural resource salt water soil	**Academic** need	Main Topic and Key Details ☑ Determine Word Meaning ☑ Identify Book Features Make Connections ☑	**Structure:** sophisticated graphics essential for understanding	Use key details and inferences to understand ideas	Informational Text
Take Care of Earth! by Allison K. Lim Persuasive Text 480L GR: L 	Page 150	**Science** Earth energy pollute shelter	**Academic** choice protect replace waste	Identify Author's Reasons ☑ Ask and Answer Questions Monitor Understanding ☑	**Language Conventionality and Clarity:** unfamiliar language	Make inferences to clarify unfamiliar language	Opinion Text
Koalas by Laura Marsh Expository Text 530L GR: J 	Page 156	**Science** habitat joey mammal marsupial pouch territory	**Academic** climb map	Main Topic and Key Details ☑ Describe Relationship Between Illustrations and Text ☑ Draw Conclusions ☑	**Structure:** sophisticated graphics essential for understanding **Language Conventionality and Clarity:** unfamiliar language	Use key details and inferences to understand ideas	Informational Text
Where Once There Was a Wood by Denise Fleming Poetry NP GR: M 	Page 162	**Science** creek fish hunt meadow woods	**Academic** grow rest	Character, Setting, Plot ☑ Identify Elements of Poetry Visualize ☑	**Levels of Meaning:** multiple levels of meaning, sophisticated themes	Make inferences about effects of the changing setting	Narrative Text
E-I-E-I-O: How Old MacDonald Got His Farm by Judy Sierra Poetry AD620L GR: M 	Page 168	**Science** compost dirt garbage garden	**Academic** buy neighbor smart yard	Character, Setting, Plot ☑ Compare and Contrast Characters ☑ Make Inferences ☑	**Knowledge Demands:** unfamiliar experiences	Make inferences about unfamiliar experiences	Narrative Text

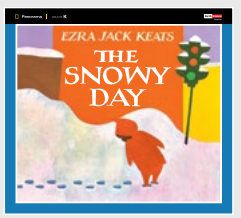
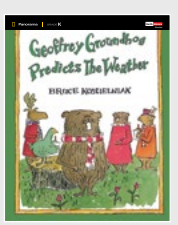
*See pages 1–23 for Reading Skills and Strategies Mini Lessons

GRADE K, Unit 5

Unit Preview

BIG QUESTION
Why is weather important?

Earth Science
Weather

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Weather and Seasons by Susan Halko Expository Text 450L GR: J 	Page 176	**Science** rainy seasons sunny temperature thermometer weather windy	**Academic** prepare	Main Topic and Key Details ☑ Describe Relationship Between Illustrations and Text ☑ Retell ☑	**Structure:** unconventional structure	Relate key details to understand ideas	Informational Text
Weather by Kristin Baird Rattini Expository Text 330L GR: I 	Page 182	**Science** cloud cool lightning rainbow thunder warm water droplets	**Academic** conditions	Describe Connections ☑ Ask and Answer Questions Make Connections ☑	**Language Conventionality and Clarity:** unfamiliar vocabulary	Describe connections between ideas	Informational Text
A Warm Place by Susan Halko Expository Text 480L GR: M 	Page 188	**Science** storm weather tools	**Academic** form measure pattern record rise turn into	Describe Connections ☑ Determine Word Meaning ☑ Monitor Understanding ☑	**Structure:** sophisticated graphics essential for understanding text **Levels of Meaning:** purpose not directly stated **Language Conventionality and Clarity:** unfamiliar vocabulary	Make connections between graphics and text	Informational Text
The Snowy Day by Ezra Jack Keats Realistic Fiction AD500L GR: J 	Page 194	**Science** melt snowball tracks winter	**Academic** adventure cover outside	Character, Setting, Plot ☑ Ask and Answer Questions Identify Genre ☑ Make Predictions ☑	**Structure:** sophisticated graphics essential for understanding text	Make inferences about characters' feelings, thoughts, and actions	Narrative Text
Geoffrey Groundhog Predicts the Weather by Bruce Koscielniak Animal Fantasy 550L GR: M 	Page 200	**Science** forecast shadow thaw	**Academic** clue predict report	Character, Setting, Plot ☑ Use Illustrations ☑ Identify Author and Illustrator ☑ Retell ☑	**Levels of Meaning:** multiple levels of meaning	Use text and illustrations to understand plot	Narrative Text

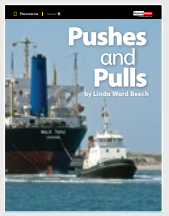
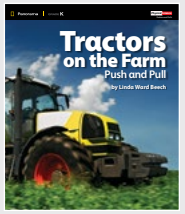
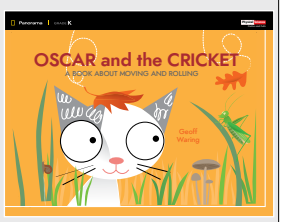
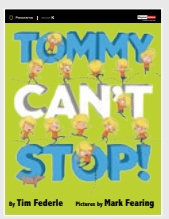
*See pages 1–23 for Reading Skills and Strategies Mini Lessons

GRADE K, Unit 6

Unit Preview

BIG QUESTION
What makes things move?

Physical Science
Pushes and Pulls

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
How Things Move by Nate George Expository Text 430L GR: J 	Page 208	**Science** pull push sound vibrate	**Academic** position roll slide spin	Main Topic and Key Details ☑ Describe Relationship Between Illustrations and Text ☑ Make Connections ☑	**Levels of Meaning:** purpose not directly stated	Use key details to compare	Informational Text
Pushes and Pulls by Linda Ward Beech Expository Text 390L GR: M 	Page 214	**Science** fast force path slowly	**Academic** away change toward zigzag	Describe Connections ☑ Describe Relationship Between Illustrations and Text ☑ Monitor Understanding ☑	**Structure:** sophisticated graphics essential to understanding text **Levels of Meaning:** purpose not directly stated	Describe connections between complex ideas	Informational Text
Tractors on the Farm Push and Pull by Linda Ward Beech Expository Text 360L GR: J 	Page 220	**Science** direction magnet motion straight	**Academic** close far farmer ground	Main Topic and Key Details ☑ Ask and Answer Questions Visualize ☑	**Structure:** sophisticated graphics essential to understanding text	Use key details to explain scientific ideas	Informational Text
Oscar and the Cricket by Geoff Waring Animal Fantasy AD500L GR: M 	Page 226	**Science** forward backward lift	**Academic** enough move smooth strong through	Character, Setting, Plot ☑ Ask and Answer Questions Make Predictions ☑	**Structure:** graphics essential to understand text **Knowledge Demands:** specific science content knowledge	Understand how plot events relate to scientific ideas	Narrative Text
Tommy Can't Stop! by Tim Federle Realistic Fiction AD450L GR: L 	Page 232	**Science** bounce leap	**Academic** high low still talent	Character, Setting, Plot ☑ Determine Word Meaning ☑ Retell ☑	**Levels of Meaning:** multiple levels of meaning, sophisticated themes	Make connections between words and scientific ideas	Informational Text

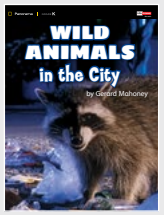
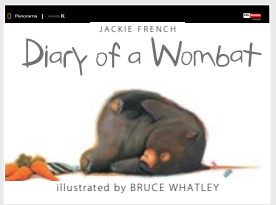
*See pages 1–23 for Reading Skills and Strategies Mini Lessons

GRADE 1, Unit 1

Unit Preview

BIG QUESTION
What do animals need?

Life Science
Animals

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
A Wolf's World by Sara E. Turner Expository Text 400L GR: K 	Page 48	**Science** basic needs den living nonliving nutrients	**Academic** space	Main Topic and Key Details ☑ Describe Relationship Between Illustrations and Text ☑ Identify Book Features ☑ Monitor Understanding ☑	**Levels of Meaning:** purpose not directly stated	Use key details and inferences to understand meaning	Informational Text
Wild Animals in the City by Gerard Mahoney Expository Text 530L GR: J 	Page 54	**Science** raise swamp wild	**Academic** belong city look for park	Describe Connections ☑ Ask and Answer Questions Make Connections ☑	**Structure:** unconventional structure	Describe connections between ideas	Informational Text
Meerkats by Laura Marsh Expository Text 320L GR: I 	Page 60	**Science** burrow claws desert predator prey	**Academic** guard together	Main Topic and Key Details ☑ Determine Word Meaning ☑ Make Predictions ☑	**Structure:** sophisticated graphics essential for understanding text **Language Conventionality and Clarity:** unfamiliar language	Use key details and inferences to understand ideas	Informational Text
Diary of a Wombat by Jackie French Animal Fantasy 170L GR: M 	Page 66	**Science** humans	**Academic** appear demand discover invade reward	Character, Setting, Plot ☑ Use Illustrations ☑ Make Inferences ☑	**Structure:** sophisticated graphics essential for understanding text	Make inferences about character's thoughts and actions	Narrative Text
Octopus Alone by Divya Srinivasan Animal Fantasy AD590L GR: N 	Page 72	**Science** cave ink reef	**Academic** chase disappear give up shy	Character, Setting, Plot ☑ Determine Word Meaning ☑ Identify Genre ☑ Visualize ☑	**Language Conventionality and Clarity:** unfamiliar language **Levels of Meaning:** sophisticated theme	Make inferences about character's feelings and interactions	Narrative Text

*See pages 1–23 for Reading Skills and Strategies Mini Lessons

GRADE 1, Unit 2

Unit Preview

BIG QUESTION
How do animals change as they grow?

Life Science
Baby Animals

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Adult and Baby Animals by Lara Winegar Expository Text 240L GR: H	Page 82	**Science** adult baby chick egg life cycle parent	**Academic** identify match	Describe Connections ☑ Monitor Understanding ☑	**Structure:** graphics essential to understanding text	Close Reading lesson is with *Whose Babies Are These?*	Informational Text
Whose Babies Are These? by Mary Clare Goller Expository Text 470L GR: L	Page 82	**Science** adult baby chick egg life cycle parent	**Academic** identify match	Describe Connections ☑ Monitor Understanding ☑	**Structure:** unconventional traits, graphics essential for understanding text **Language Conventionality and Clarity:** scientific vocabulary **Knowledge Demands:** specific scientific content knowledge	Relate complex scientific ideas	Informational Text
Baby Animals by Marfé Ferguson Delano Expository Text 510L GR: J	Page 88	**Science** fight flap mammal	**Academic** clean copy explore prepare pretend	Main Topic and Key Details ☑ Information in Pictures and Text ☑ Make Connections ☑	**Structure:** mixed structure **Language Conventionality:** unfamiliar language	Understand details using pictures and text	Informational Text
Penguins by Jill Esbaum Expository Text 700L GR: L	Page 94	**Science** colony flippers frozen hatchling pouch	**Academic** dive grip march	Main Topic and Key Details ☑ Ask and Answer Questions Monitor Understanding ☑	**Structure:** unconventional traits, sophisticated graphics essential to understanding text	Unpack language to understand scientific ideas	Informational Text
The Crocodile Who Didn't Like Water by Gemma Merino Animal Fantasy AD420L GR: J	Page 100	**Science** born breathe sibling sneeze	**Academic** decision lonely unique	Character, Setting, Plot ☑ Use Illustrations ☑ Make Predictions ☑	**Structure:** structure not explicit **Language Conventionality and Clarity:** use of personificaiton **Knowledge Demands:** specific scientific content knowledge	Use illustrations and unpack language to understand character and plot	Narrative Text
Make Way for Ducklings by Robert McCloskey Animal Fantasy AD630L GR: L	Page 106	**Science** bank hatch island pond raise waddle woods	**Academic** distance	Character, Setting, Plot ☑ Point of View ☑ Draw Conclusions ☑	**Language Conventionality and Clarity:** use of personification **Knowledge Demands:** unfamiliar knowledge	Draw conclusions about characters' point of view	Narrative Text

*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 1, Unit 3

Unit Preview

BIG QUESTION

What makes the same types of animals similar and different?

Life Science
Animal Traits

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Giraffes by Laura Marsh Expository Text 540L GR: J	Page 114	**Science** herd hooves neck plains spots	**Academic** bend different pattern	Describe Connections ☑ Use Illustrations and Text to Describe Key Ideas ☑ Retell ☑	**Structure:** unconventional structure, graphics essential for understanding text **Language Conventionality and Clarity:** unfamiliar language	Use photos and text to understand content	Informational Text
A Friend for Lakota by Jim and Jamie Dutcher Expository Text 620L GR: M	Page 120	**Science** fur howl pack paws	**Academic** challenge leader pick on timid	Main Topic and Key Details ☑ Determine Word Meaning ☑ Visualize ☑	**Language Conventionality and Clarity:** specialized language	Unpack language to understand topic and details	Informational Text
Ponies by Laura Marsh Expository Text 440L GR: I	Page 126	**Science** breed coat markings trait wild	**Academic** loyal recognize	Main Topic and Key Details ☑ Information in Pictures and Text ☑ Monitor Understanding ☑	**Structure:** graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Make connections between pictures and text	Informational Text
Yukon Sled Dog by Judith Janda Presnall Realistic Fiction AD610L GR: M	Page 132	**Science** energy individual	**Academic** command obey practice team trail train	Character, Setting, Plot ☑ Ask and Answer Questions Draw Conclusions ☑	**Levels of Meaning:** multiple themes **Language Conventionality and Clarity:** unfamiliar language **Knowledge Demands:** specific content knowledge	Draw conclusions about characters' thoughts and actions	Informational Text
Elmer by David McKee Animal Fantasy AD500L GR: K	Page 138	**Science** characteristic jungle	**Academic** bear color decorate disguise ordinary	Retell: Theme ☑ Use Illustrations ☑ Make Predictions ☑	**Levels of Meaning:** sophisticated themes	Make inferences about characters and theme using illustrations and text	Narrative Text

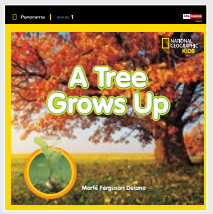
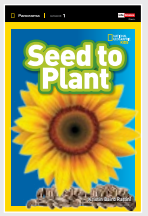
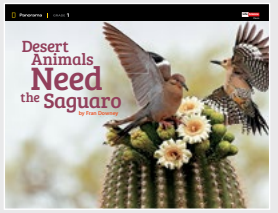
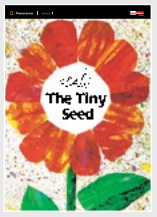
*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 1, Unit 4

Unit Preview

BIG QUESTION
How do plants grow and survive?

Life Science
Plants

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
A Tree Grows Up by Marfé Ferguson Delano Expository Text 530L GR: J 	Page 146	**Science** bloom shell shoot split sprout trunk	**Academic** grow order	Main Topic and Key Details ☑ Use Illustrations and Text to Describe Key Ideas ☑ Retell ☑	**Structure:** unconventional structure, graphics essential to understanding text	Relate complex scientific ideas to understand key details	Informational Text
Seed to Plant by Kristin Baird Rattini Expository Text 400L GR: I 	Page 152	**Science** pod pollen soil	**Academic** enter respond scatter soak spread	Main Topic and Key Details ☑ Use Text Features ☑ Monitor Understanding ☑	**Structure:** varied text features, complex elements, graphics essential for understanding text	Make connections using text and text features	Informational Text
Desert Animals Need the Saguaro by Fran Downey Persuasive Text 540L GR: N 	Page 158	**Science** desert part rainwater	**Academic** important need reach surface trouble	Identify Author's Reasons ☑ Ask and Answer Questions Draw Conclusions ☑	**Structure:** varied text features, complex elements, graphics essential for understanding text	Draw conclusions about complex scientific connections	Informational Text
The Tiny Seed by Eric Carle Fantasy 400L GR: L 	Page 164	**Science** wind	**Academic** blow burst carry cover drift sail strong	Character, Setting, Plot ☑ Word Meaning: Sensory Language ☑ Visualize ☑	**Structure:** sophisticated graphics **Language Conventionality and Clarity:** literal language, use of personification	Make Inferences about the plot by unpacking language	Informational Text
The Little Tree by Muon Van Fantasy AD520L GR: N 	Page 170	**Science** shade	**Academic** bare float similar thick travel vary	Character, Setting, Plot ☑ Use Illustrations ☑ Draw Conclusions ☑	**Language Conventionality and Clarity:** literal language, use of personification	Draw conclusions about characters' feelings, thoughts, and actions	Narrative Text

*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 1, Unit 5

Unit Preview

BIG QUESTION

What can you learn from looking at the sky?

Earth Science

The Sun, Moon, and Stars

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Sun, Moon, and Stars by Susan Kay Expository Text 520L GR: M	Page 178	**Science** moon phase sky stars	**Academic** bright observe position	Describe Connections ☑ Use Text Features ☑ Retell ☑	**Structure:** sophisticated graphics essential to understanding text	Relate complex scientific ideas using text features	Informational Text
Sun Patterns Expository Text 430L GR: J	Page 184	**Science** gases planet shadow solar system	**Academic** center face set spin	Main Topic and Key Details ☑ Compare Texts ☑ Monitor Understanding ☑	**Structure:** graphics essential for understanding text **Levels of Meaning:** purpose not explicit	Relate complex scientific ideas using photos and text	Informational Text
Sun by Steve Tomecek Expository Text 590L GR: M	Page 190	**Science** axis horizon orbit seasons	**Academic** predict rise size tilt	Main Topic and Key Details ☑ Ask and Answer Questions Visualize ☑	**Structure:** unconventional structure **Language Conventionality and Clarity:** scientific vocabulary	Relate complex scientific ideas	Informational Text
Summer Sun Risin' by W. Nikola-Lisa Poetry NP GR: I	Page 196	**Science** air breeze burn shine	**Academic** describe overhead	Character, Setting, Plot ☑ Identify Elements of Poetry Visualize ☑	**Language Conventionality and Clarity:** unfamiliar language and rhymes **Knowledge Demands:** specific content knowledge	Make Inferences about characters, setting, and plot	Informational Text
Sun and Moon by Lindsey Yankey Fantasy AD700L GR: M	Page 202	**Science** darkness Earth moonlight night	**Academic** closely trade	Retell: Theme ☑ Compare and Contrast Characters ☑ Text Structure: Genre ☑ Make Predictions ☑	**Levels of Meaning:** multiple levels of meaning, sophisticated themes **Language Conventionality and Clarity:** figurative language	Make Inferences about characters' feelings, thoughts, and actions	Narrative Text

*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 1, Unit 6

Unit Preview

BIG QUESTION
Why are light and sound important?

Physical Science
Light and Sound

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Light and Shadow Expository Text 360L GR: K	Page 210	**Science** dark eclipse light pass through	**Academic** block clear	Describe Connections ☑ Use Illustrations and Text to Describe Key Ideas ☑ Compare Texts ☑ Draw Conclusions ☑	**Structure:** unconventional structure, graphics essential to understanding text	Relate complex scientific ideas	Informational Text
Sounds and Vibrations by Fran Downey Expository Text 500L GR: M	Page 216	**Science** hear high loud low soft sound vibrate	**Academic** quiet	Describe Connections ☑ Ask and Answer Questions Retell ☑	**Structure:** varied text features, complex elements, graphics essential for understanding text	Relate complex scientific ideas	Informational Text
Alexander Graham Bell by Barbara Kramer Biography 640L GR: L	Page 222	**Science** experiment invention telephone voice	**Academic** message receive send system	Describe Connections ☑ Use Text Features ☑ Monitor Understanding ☑	**Structure:** varied text features, complex elements, graphics essential for understanding text	Make connections between scientific ideas	Informational Text
Squeak, Rumble, Whomp, Whomp, Whomp by Wynton Marsalis Poetry AD460L GR: L	Page 228	**Science** noise rumble squeak volume	**Academic** band listen music	Retell: Theme ☑ Identify Elements of Poetry Visualize ☑	**Structure:** sophisticated graphics **Language Conventionality and Clarity:** literal language, use of personification	Make inferences about language	Opinion Text
Moses Goes to a Concert by Isaac Millman Realistic Fiction AD670L GR: N	Page 234	**Science** deaf feel percussion sign language	**Academic** sign symbol visual	Character, Setting, Plot ☑ Use Illustrations ☑ Retell ☑	**Language Conventionality and Clarity:** literal language, use of personification	Make inferences about characters' actions using illustrations and text	Informational Text

*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 2, Unit 1

Unit Preview

BIG QUESTION
How do plants depend on their habitat?

Life Science
Plants in Their Habitats

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Life in the Forest by Susan E. Goodman Expository Text 450L GR: P	Page 50	**Science** community natural resources nutrients oxygen rot	**Academic** depend on soak up survive	Main Topic and Key Details ☑ Retell ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Make inferences to understand the main topic and images	Informational Text
Plants Without Soil by Rebecca L. Johnson Expository Text 480L GR: Q	Page 50	**Science** community natural resources nutrients oxygen rot	**Academic** depend on soak up survive	Main Topic and Key Details ☑ Retell ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Close Reading lesson is with *Life in the Forest*	Informational Text
Saguaro Cacti and Elf Owls by Louise Crary Expository Text 630L GR: M	Page 56	**Science** desert fruit life cycle seed spine trait	**Academic** produce spread	Describe Connections ☑ Explain How Images Clarify Text ☑ Draw Conclusions ☑	**Structure:** sophisticated graphics essential to understanding text	Connect ideas to understand scientific text	Informational Text
Bees by Laura Marsh Expository Text 580L GR: K	Page 62	**Science** colony hive honeycomb nectar pollen	**Academic** process purpose relationship	Main Topic and Key Details ☑ Use Text Features ☑ Monitor Understanding ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Use text features to understand complex scientific ideas	Opinion Text
Butterfly Park by Elly MacKay Realistic Fiction AD480L GR: K	Page 68	**Science** environment flower plant roots	**Academic** attract cooperate curious wonder	Text Structure ☑ Describe Setting Draw Conclusions ☑	**Levels of Meaning:** multiple levels of meaning	Make inferences about the setting	Narrative text
Up in the Garden and Down in the Dirt by Kate Messner Realistic Fiction AD730L GR: M	Page 74	**Science** compost harvest ripe sprout weed	**Academic** dream nurture pest	Text Structure ☑ Word Meaning: Sound Devices ☑ Monitor Understanding ☑	**Language Conventionality and Clarity:** unfamiliar language **Knowledge Demand:** specific content knowledge	Unpack figurative language to understand scientific ideas	Narrative Text

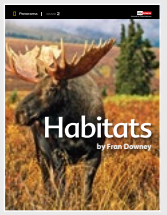
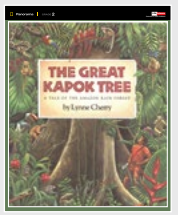
*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 2, Unit 2

Unit Preview

BIG QUESTION
What are Earth's habitats like?

Life Science
Animals in their Habitats

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Habitats by Fran Downey Expository Text 520L GR: M 	Page 82	**Science** basic needs blend in energy habitat	**Academic** interdependent match part provide	Main Topic and Key Details ☑ Use Text Features ☑ Retell ☑	**Language Conventionality and Clarity:** unfamiliar language	Make inferences to understand the main topic and images	Informational Text
At Home in the Desert by Anna Richards Expository Text 360L GR: L 	Page 88	**Science** dry exist open land shelter	**Academic** living store	Main Topic and Key Details ☑ Ask and Answer Questions Monitor Understanding ☑	**Language Conventionality and Clarity:** unfamiliar language	Make inferences to understand complex scientific ideas	Opinion Text
Coral Reefs by Kristin Baird Rattini Expository Text 700L GR: K 	Page 94	**Science** camouflage ecosystem pollution skeleton zone	**Academic** damage preserve role	Author's Reasons ☑ Explain How Images Clarify Text ☑ Make Inferences ☑	**Structure:** graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Use text and text features to make inferences about complex scientific ideas	Opinion Text
The Great Kapok Tree by Lynne Cherry Fantasy 670L GR: R 	Page 100	**Science** creature generation	**Academic** beauty chop disappear plead ruin	Text Structure ☑ Point of View ☑ Visualize ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** figurative language **Knowledge Demands:** multiple perspectives	Analyze points of view to understand complex scientific ideas	Narrative Text
Tokyo Digs a Garden by Jon-Erik Lappano Fantasy AD600L GR: M 	Page 106	**Science** canopy meadow	**Academic** adjust completely disbelief flourish impact	Describe Character Responses ☑ Describe Setting Make Predictions ☑	**Structure:** multiple levels of meaning **Knowledge Demands:** sophisticated themes, specific science content knowledge	Use character responses to make inferences about the characters	Narrative Text

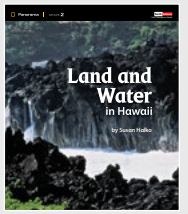
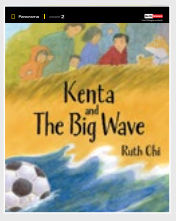
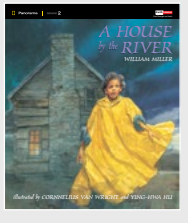
*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 2, Unit 3

Unit Preview

BIG QUESTION
What quickly changes land on Earth?

Earth Science
Fast Changes on Earth

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Earth Changes Fast!  by Beth Geiger and Toby Garfield Expository Text 610L GR: O	Page 114	**Science** erupt fault plate	**Academic** alarm destruction detect form grind	Describe Connections ☑ Visualize ☑	**Levels of Meaning:** purpose not directly stated **Structure:** graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Use graphics and the text to make connections between scientific ideas	Informational Text
Volcanoes Change the Earth  by Beth Geiger Expository Text 480L GR: P	Page 114	**Science** erupt fault plate	**Academic** alarm destruction detect form grind	Compare Texts ☑ Visualize ☑	**Levels of Meaning:** purpose not directly stated **Structure:** sophisticated graphics essential to understanding text	Close Reading lesson is with *Earth Changes Fast!*	Informational Text
Land and Water in Hawaii  by Susan Halko Expository Text 450L GR: N	Page 120	**Science** ash island lava magma volcano	**Academic** explode flow violent	Main Topic and Key Details ☑ Use Text Features ☑ Retell ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Use graphics and text to make inferences about key details	Informational Text
Volcanoes  by Monica Halpern Expository Text 670L GR: P	Page 126	**Science** crust layer	**Academic** blast destroy powerful predict warning	Main Topic and Key Details ☑ Explain How Images Clarify Text Monitor Understanding ☑	**Structure:** multiple viewpoints expressed, implicit text structure, graphics essential to understanding text **Knowledge Demand:** unfamiliar events	Use key details to describe the main topic	Opinion Text
Kenta and the Big Wave  by Ruth Ohi Realistic Fiction AD560L GR: K	Page 132	**Science** high ground natural disaster wave	**Academic** evacuation locate plunge recede strike	Text Structure ☑ Word Meaning: Sound Devices ☑ Make Inferences ☑	**Language Conventionality and Clarity:** unfamiliar vocabulary **Knowledge Demands:** multiple viewpoints, unfamiliar events	Make inferences to understand unfamiliar events	Narrative Text
A House by the River  by William Miller Realistic Fiction 700L GR: N	Page 138	**Science** current drain flood river bank	**Academic** envious overflow strand stuck	Describe Character Responses ☑ Ask and Answer Questions Make Connections ☑	**Levels of Meaning:** multiple levels of meaning **Structure:** multiple viewpoints expressed **Language Conventionality and Clarity:** sophisticated language **Knowledge Demands:** multiple themes	Unpack character responses	Opinion Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 2, Unit 4

Unit Preview

BIG QUESTION

What slowly changes land on Earth?

Earth Science

Slow Changes on Earth

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Arches, Arches, Everywhere! by Allison K. Lim Expository Text 440L GR: M	Page 146	**Science** arch erosion tunnel wear away weathering	**Academic** carve dissolve shape	Describe Connections ☑	**Levels of Meaning:** purpose not directly stated **Structure:** uncommon genre traits	Close Reading lesson is with *Exploring Caves*	Informational Text
Exploring Caves by Glen Phelan Expository Text 530L GR: P	Page 146	**Science** arch erosion tunnel wear away weathering	**Academic** carve dissolve shape	Describe Connections ☑ Retell ☑	**Structure:** graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar terms	Describe connections between scientific ideas	Informational Text
Rocks and Soil Near the Great Lakes by Susan Kay Expository Text 490L GR: O	Page 152	**Science** mineral property soil strength	**Academic** rough smooth texture	Main Topic and Key Details ☑ Determine Word Meaning ☑ Monitor Understanding ☑	**Language Conventionality and Clarity:** scientific vocabulary	Determine the meaning of scientific vocabulary to understand scientific ideas	Informational Text
Rocks and Minerals by Kathleen Weidner Zoehfeld Expository Text 580L GR: J	Page 158	**Science** cool cycle sink underground	**Academic** category crash group transform	Main Topic and Key Details ☑ Author's Purpose ☑ Visualize ☑	**Structure:** graphics essential to understanding text, complex text features **Language Conventionality and Clarity:** scientific language	Make inferences to understand scientific language	Informational Text
The Sun, the Wind, and the Rain by Lisa Westberg Peters Realistic Fiction 600L GR: M	Page 164	**Science** grain mound mountain peaks	**Academic** cracked ground shifted steep	Text Structure ☑ Use Illustrations ☑ Make Connections ☑	**Levels of Meaning:** multiple levels of meaning **Structure:** implicit text structure, out of chronological order **Knowledge Demands:** multiple themes	Use different text structures to compare slow and fast changes	Narrative Text
Water Rolls, Water Rises by Pat Mora Poetry AD930L GR: R	Page 170	**Science** canal fog marsh well	**Academic** form glide rise stream	Retell: Theme ☑ Word Meaning: Sound Devices ☑ Visualize ☑	**Structure:** sophisticated structure **Language Conventionality and Clarity:** figurative language	Unpack figurative language to understand events	Informational Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 2, Unit 5

Unit Preview

BIG QUESTION
How are water and land related?

Earth Science
Land and Water

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Mountains, Valleys, and Plains by Christopher Siegel, Beth Geiger, and Richard Easby Lara Winegar Expository Text 610L GR: Q	Page 178	**Science** area deposit erode landslide landform valley	**Academic** access product	Main Topic and Key Details ☑ Author's Purpose ☑ Retell ☑	**Structure:** sophisticated graphics essential to understanding text, complex structure **Language Conventionality and Clarity:** unfamiliar language	Use text and graphics to understand the main topic	Opinion Text
Water Is Important by Fran Downey Persuasive Text 540L GR: N	Page 184	**Science** body fresh resource surface	**Academic** collect cover enrich possible	Author's Reasons ☑ Explain How Images Clarify Text ☑ Make Connections ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Make connections to understand a complex scientific idea	Opinion Text
River of Life by Karen Ross and Elizabeth Sengel Expository Text 590L GR: P	Page 190	**Science** flood shrink system trap	**Academic** affect scarce valuable	Main Topic and Key Details ☑ Monitor Understanding ☑	**Levels of Meaning:** purpose not directly stated	Examine point of view to understand the setting	Opinion Text
Water Is Scarce by Daphne Liu and Jim Enote Expository Text 580L GR: Q	Page 190	**Science** flood shrink system trap	**Academic** affect scarce valuable	Main Topic and Key Details ☑ Compare Texts ☑ Monitor Understanding ☑	**Structure:** multiple text structures **Language Conventionality and Clarity:** unfamiliar language	Close Reading lesson is with *River of Life*	Opinion Text
Water Can Be... by Laura Purdie Salas Poetry AD310L GR: L	Page 196	**Science** drench float freeze frost water vapor	**Academic** create quench reflect	Retell: Theme ☑ Word Meaning: Sound Devices ☑ Make Inferences ☑	**Language Conventionality and Clarity:** figurative language	Unpack figurative language to understand theme	Narrative Text
How I Learned Geography by Uri Schulevitz Historical Fiction AD660L GR: P	Page 202	**Science** continent geography map	**Academic** fascinated forgive strangers transport	Text Structure ☑ Ask and Answer Questions Make Predictions ☑	**Levels of Meaning:** multiple levels of meaning **Language Conventionality and Clarity:** unfamiliar vocabulary **Knowledge Demands:** sophisticated themes	Use text and graphics to make inferences about characters and setting	Narrative Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 2, Unit 6

Unit Preview

BIG QUESTION
Why does matter matter?

Physical Science
Structure and Properties of Matter

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Solids, Liquids, and Gases by Dorothy Heil Expository Text 540L GR: N	Page 210	**Science** liquid matter solid volume weight	**Academic** classify state	Main Topic and Key Details ☑ Use Text Features ☑ Make Predictions ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Use key details and images to understand science concepts	Narrative Text
Chemistry in the Kitchen by Susan Halko Persuasive Text 630L GR: S	Page 216	**Science** atom chemical change chemistry formula physical change	**Academic** observe reverse substance	Main Topic and Key Details ☑ Monitor Understanding ☑	**Structure:** graphics essential to understanding text	Use key details to understand science concepts	Informational Text
Glass by Macon Morehouse and Patrick McGeehan Expository Text 430L GR: S	Page 216	**Science** atom chemical change chemistry formula physical change	**Academic** observe reverse substance	Main Topic and Key Details ☑ Monitor Understanding ☑	**Language Conventionality and Clarity:** unfamiliar vocabulary **Knowledge Demands:** specific content knowledge	Close Reading lesson is with *Chemistry in the Kitchen.*	Informational Text
Many Parts Make a Vehicle by Fran Downey Expository Text 530L GR: M	Page 222	**Science** assemble attach structure	**Academic** compare factory variety vehicle	Describe Connections ☑ Compare Texts ☑ Retell ☑	**Structure:** sophisticated graphics essential to understanding text	Describe connections between science concepts	Informational Text
Stone Soup by Marcia Brown Folktale AD480L GR: M	Page 228	**Science** heat ingredients steam	**Academic** combine fill spare stingy feast	Describe Character Responses ☑ Point of View ☑ Make Inferences ☑	**Levels of Meaning:** multiple levels of meaning, multiple themes	Describe characters' point of view	Narrative Text
Stone Soup by Jon J. Muth Folktale 480L GR: M	Page 234	**Science** boil mixture	**Academic** gather famine generous rich share trust	Describe Character Responses ☑ Use Illustrations ☑ Make Inferences ☑	**Levels of Meaning:** multiple levels of meaning, multiple themes	Make inferences about characters' actions and feelings	Narrative Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

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GRADE 3, Unit 1

Unit Preview

BIG QUESTION
What happens when the environment changes?

Life Science
Changing Environments

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Worth Saving by Shirleyann Costigan, Evelyn Stone, Grace O'Brien Expository Text 660L GR: S	Page 50	**Science** conservation endangered extinction species vulnerable	**Academic** documentary preserve requirements	Relate Ideas ☑ Viewpoint ☑ Determine Word Meaning ☑ Make Inferences ☑ Make Connections ☑	**Structure:** multiple sophisticated structures **Levels of Meaning:** multiple themes	Make inferences about key ideas to understand author's viewpoint	Opinion Text
Dinosaurs by Allison K. Lim Expository Text 680L GR: S	Page 60	**Science** asteroid climate fossil paleontologist site map	**Academic** evidence	Relate Ideas ☑ Ask And Answer Questions Compare Texts ☑ Monitor Understanding ☑ Make Connections ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Relate complex scientific ideas	Opinion Text
Amazing Animal Journeys by Laura Marsh Expository Text 810L GR: Q	Page 68	**Science** camouflage environment habitat instinct migration	**Academic** conflict resources territory	Main Ideas and Key Details ☑ Determine Word Meaning ☑ Make Inferences ☑ Summarize ☑	**Structure:** multiple sophisticated structures, unconventional structure **Language Conventionality and Clarity:** scientific vocabulary	Use key text details to make inferences	Informational Text
The Year of the Panda by Mariam Schlein Realistic Fiction 520L GR: N	Page 76	**Science** alternative (adj) alternative (n) captivity harvest nurse relocate reserve starve	**Academic** availability location population property substitute (n) substitute (v)	Summarize: Theme ☑ Viewpoint ☑ Describe Setting Make Predictions ☑ Summarize ☑	**Structure:** events out of chronological order **Language Conventionality and Clarity:** field-specific vocabulary **Knowledge Demands:** unfamilar experiences and conflicting perspectives	Pages 14–17 Describe setting and how it affects characters Pages 43–44 Examine characters' feelings to identify theme	Narrative Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

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GRADE 3, Unit 2

Unit Preview

BIG QUESTION
How do living things adapt to survive?

Life Science
Adaptations and Group Behavior

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Penguins by Anne Schreiber Expository Text 700L GR: L	Page 90	**Science** coast equator mate marine animal nesting grounds webbed	**Academic** colony huddle	Main Idea and Key Details ☑ Use Text Features ☑ Monitor Understanding ☑ Make Connections ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Unpack unfamiliar language to understand main ideas	Informational Text
Tricks, Traps, and Tools by Judy Elgin Jensen, Julia Osborne Expository Text 680L GR: R	Page 98	**Science** behavior carnivorous digest mimicry surroundings	**Academic** adapt complex	Main Idea and Key Details ☑ Illustrations and Text ☑ Make Inferences ☑ Summarize ☑	**Structure:** multiple sophisticated structures, sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar, academic, and scientific vocabulary **Knowledge Demands:** specific science content knowledge	Comprehend scientific words and process	Opinion Text
Swarm! by Suzanne Sherman, Barbara Keeler Expository Text 780L GR: V	Page 106	**Science** migrate metamorphosis molt reproduce swarm	**Academic** convert strategy	Main Idea and Key Details ☑ Ask and Answer Questions Visualize ☑ Draw Conclusions ☑	**Structure:** multiple sophisticated structures, sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar and scientific vocabulary **Knowledge Demands:** specific science content knowledge	Connect ideas and make inferences	Informational Text
Orangutanka by Margarita Engle Poetry NP GR: M	Page 116	**Science** diet observation refuge sociable	**Academic** demonstrate discover interact	Text Structure ☑ Explain Elements of Poetry Monitor Understanding ☑ Summarize ☑	**Language Conventionality and Clarity:** unfamiliar vocabulary **Knowledge Demands:** multiple, conflicting perspectives	Connect text features and language to understand poetry	Narrative Text
Lessons from the Forest by Joseph Bruchac Play/ Folktale NP GR: Q	Page 124	**Science** boast hibernation plenty	**Academic** appreciate argument defeat suspicious	Text Structure ☑ Compare Stories ☑ Elements of Drama Viewpoint ☑ Make Predictions ☑ Visualize ☑	**Structure:** unfamiliar structure **Knowledge Demands:** multiple themes	Use dialogue and stage directions to visualize scenes and characters	Narrative Text

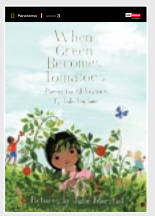
*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 3, Unit 3

Unit Preview

BIG QUESTION
How do plants and animals grow and change?

Life Science
Life Cycles

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Plants and Animals by Rose Padilla Expository Text 570L GR: O 	Page 134	**Science** life cycle nutrients offspring organism trait	**Academic** develop diagram	Relate Ideas ☑ Use Text Features ☑ Monitor Understanding ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understanding text	Make connections between graphic and text	Informational Text
Great Migrations: Butterflies by Laura Marsh Expository Text 710L GR: L 	Page 142	**Science** generation nectar stage threat toxin	**Academic** region track transform	Main Idea and Key Details ☑ Illustrations and Text ☑ Make Predictions ☑ Draw Conclusions ☑	**Structure:** sophisticated graphics essential to understanding text	Make connections between graphic and text	Opinion Text
Honeybees by Deborah Heiligman Expository Text 780L GR: M 	Page 150	**Science** cell forage hive pollen	**Academic** code communicate store	Relate Ideas ☑ Cite Text Evidence Ask and Answer Questions Monitor Understanding ☑ Visualize ☑	**Structure:** sophisticated graphics essential to understanding text **Knowledge Demands:** specific science content knowledge	Comprehend complex scientific ideas	Informational Text
When Green Becomes Tomatoes by Julie Fogliano Poetry NP GR: Q 	Page 158	**Science** bloom seasons nature shower snowflake	**Academic** comparison effect figurative language literal repetition stanza	Summarize: Theme ☑ Word Meaning: Literal and Nonliteral Language ☑ Text Structure ☑ Explain Elements of Poetry Make Inferences ☑ Make Connections ☑	**Levels of Meaning:** multiple levels of meaning **Language Conventionality and Clarity:** significant figurative, ambiguous language **Knowledge Demands:** specific science content knowledge and unfamiliar experiences and perspectives	Pages 20–21 Distinguish between and draw conclusions about literal/nonliteral language Page 46 Comprehend elements of poetry	Narrative Text

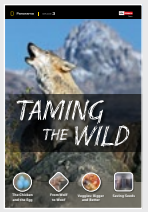
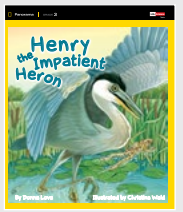
*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 3, Unit 4

Unit Preview

BIG QUESTION
What makes a living thing look the way it does?

Life Science
Traits

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Taming the Wild by Judy Elgin Jensen, Julia Osborne Expository Text 750L GR: W 	Page 172	**Science** breed domestication inherit selective	**Academic** characteristic identical improve	Relate Ideas ☑ Determine Word Meaning ☑ Compare Texts ☑ Summarize ☑ Make Connections ☑	**Structure:** multiple text structures; sophisticated graphics key to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Make connections among important ideas	Informational Text
Weird Animal Traits by Barbara Keeler, Joe Baron Expository Text 810L GR: T 	Page 180	**Science** adaptation illuminate regenerate resemble skeleton	**Academic** attract feature function	Main Idea and Key Details ☑ Use Text Features ☑ Monitor Understanding ☑ Visualize ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Use key details to identify cause and effect relationships	Narrative Text
Cats vs. Dogs by Elizabeth Carney Expository Text 770L GR: K 	Page 188	**Science** ancestor body language predator prey	**Academic** evolve train variation	Describe Connections ☑ Viewpoint ☑ Summarize ☑ Draw Conclusions ☑	**Structure:** multiple sophisticated text structures **Language Conventionality and Clarity:** figurative and scientific vocabulary	Describe connections between ideas	Opinion Text
Henry the Impatient Heron by Donna Love Animal Fantasy 760L GR: N 	Page 196	**Science** bill insulate perch wetland	**Academic** speed swallow	Summarize: Theme ☑ Use Illustrations ☑ Make Connections ☑ Summarize ☑	**Levels of Meaning:** multiple levels of meaning **Knowledge Demands:** specific content knowledge	Summarize story events to understand scientific concepts	Narrative Text
Charlie and Kiwi by Peter H. Reynolds Fantasy 480L GR: Q 	Page 204	**Science** descendent enormous naturalist nocturnal superior	**Academic** expert proof theory	Describe Characters and Explain Their Actions ☑ Ask and Answer Questions Make Predictions ☑ Make Inferences ☑	**Structure:** sophisticated text structure **Knowledge Demands:** specific science content knowledge, unfamiliar experiences	Make inferences based on characters' dialogue to explain scientific concepts	Informational Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 3, Unit 5

Unit Preview

BIG QUESTION
How does weather affect us?

Earth Science
Natural Hazards, Weather, and Climate

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Storms by Andrew Collins Expository Text 760L GR: P 	Page 214	**Science** destructive electricity evacuate flooding funnel cloud thunderstorm	**Academic** prediction severe	Relate Ideas ☑ Ask and Answer Questions Monitor Understanding ☑ Visualize ☑	**Structure:** sophisticated graphics **Knowledge Demands:** specific science content knowledge	Relate complex scientific ideas	Opinion Text
Big Storm by Christopher Siegel, Richard Easby, Stacey Klaman Expository Text 720L GR: Q 	Page 222	**Science** forecast hurricane levee meteorologist withstand	**Academic** accurate data prevent	Main Idea and Key Details ☑ Illustrations and Text ☑ Monitor Understanding ☑ Summarize ☑	**Structure:** multiple text structures, sophisticated graphics **Language Conventionality:** scientific vocabulary **Knowledge Demands:** specific science content knowledge	Make connections between graphic and text	Informational Text
Explorer Tim Samaras: Tornadoes by Christopher Siegel, Lara Winegar, Tim Samaras Expository Text 780L GR: T 	Page 230	**Science** atmosphere debris engineer tornado velocity	**Academic** deploy technology unstable	Relate Ideas ☑ Viewpoint ☑ Make Connections ☑ Draw Conclusions ☑	**Structure:** multiple text structures, sophisticated graphics **Language Conventionality:** scientific vocabulary **Knowledge Demands:** specific science content knowledge	Relate complex scientific ideas	Narrative Text
Disaster Strikes: Blizzard Night by Marlane Kennedy Realistic Fiction 720L GR: R 	Page 238	**Science** blizzard emergency foster frigid hazard hypothermia shelter survive symptoms visibility	**Academic** advantage the elements impact relationship	Describe Characters and Explain Their Actions ☑ Describe Setting Make Inferences ☑ Summarize ☑	**Knowledge Demands:** unfamiliar experiences	Pages 8–9 Make inferences about characters' feelings, thoughts, and actions Pages 61–63 Identify story's turning point	Informational Text

*See pages 1–26 for Reading Skills and Strategy Mini Lessons

GRADE 3, Unit 6

Unit Preview

BIG QUESTION
How do forces and motion affect us?

Physical Science
Effects of Forces

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Forces and Motion by Susan Halko Expository Text 670L GR: U	Page 250	**Science** energy force friction gravity launch motion	**Academic** direction pattern	Main Idea and Key Details ☑ Determine Word Meaning ☑ Monitor Understanding ☑ Visualize ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary **Knowledge Demands:** specific science content knowledge	Close Reading Lesson with *The Power of Forces*	Informational Text
The Power of Forces by Macon Morehouse, Jonathan McDowell Expository Text 710L GR: U	Page 250	**Science** energy force friction gravity launch motion	**Academic** direction pattern	Main Idea and Key Details ☑ Determine Word Meaning ☑ Monitor Understanding ☑ Visualize ☑	**Structure:** Sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary **Knowledge Demands:** specific science content knowledge	Comprehend scientific terms and connect ideas	Informational Text
Roller Coasters by Glen Phelan, Kathleen F. Lally, Judy Elgin Expository Text 570L GR: U	Page 258	**Science** coast in contact magnetism safety work	**Academic** adjust include structure	Relate Ideas ☑ Illustrations and Text ☑ Make Connections ☑ Summarize ☑	**Structure:** multiple sophisticated text structures, sophisticated graphics essential to understanding text	Relate scientific concepts	Opinion Text
Moving Up a Mountain by Judy Elgin Jensen, Jim Whittaker, Jim Wickwire, excerpted and adapted by Glen Phelan and Lara Winegar Expository Text 790L GR: V	Page 266	**Science** altitude avalanche distance oxygen steep strength	**Academic** focus typical	Relate Ideas ☑ Ask and Answer Questions Visualize ☑ Make Inferences ☑	**Structure:** Sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** domain-specific vocabulary	Make connections between scientific ideas and features	Narrative Text
Frank Einstein and the Electro-Finger by Jon Scieszka Science Fiction 700L GR: U	Page 274	**Science** blueprint charged electric current electron frequency invent power simple machine	**Academic** absorb application hypothesis principle transmit	Text Structure ☑ Use Illustrations ☑ Ask and Answer Questions Make Predictions ☑ Draw Conclusions ☑	**Structure:** sophisticated text structure, sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** figurative language, colloquial dialogue, scientific vocabulary **Knowledge Demands:** unfamiliar experiences	Pages 43–44 Synthesize text structures and make inferences Pages 122–125 Identify connected plot events	Opinion Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 4, Unit 1

Unit Preview

BIG QUESTION
How do animals and plants adapt to survive?

Life Science
Living Things: Structures and Functions

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Leapin' Lizards by Rebecca L. Johnson Expository Text 900L GR: S	Page 50	**Science** adaptation anatomy camouflage defense predator prey	**Academic** classify texture	Main Idea and Key Details ☑ Cite Text Evidence Monitor Understanding ☑ Make Connections ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Close Reading Lesson with *Predators and Prey*	Narrative Text
Predators and Prey by Susan E. Goodman Expository Text 850L GR: R	Page 50	**Science** adaptation anatomy camouflage defense predator prey	**Academic** classify texture	Main Idea and Key Details ☑ Cite Text Evidence Monitor Understanding ☑ Make Connections ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Comprehend complex scientific ideas	Narrative Text
Animal Encyclopedia by Dr. Lucy Spelman Expository Text IG1010L GR: W	Page 58	**Science** colony disperse evolution genes species trait	**Academic** diverse feature	Relate Ideas ☑ Interpret Information ☑ Draw Conclusions ☑ Monitor Understanding ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Use scientific vocabulary to compare bird features	Informational Text
Amazing Plant Adaptations by Elizabeth Gilbert, Jennifer Boudart, Renee Biermann Myth; Science Article; Play 820L GR: T	Page 66	**Science** bloom habitat pollination resistant	**Academic** characteristic function produce transform	Summarize: Theme ☑ Main Idea and Key Details ☑ Cite Text Evidence Text Structure ☑ Make Connections ☑ Monitor Understanding ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Make connections between graphics and text	Narrative Text
Fact or Fantasy: Animal Tales by Joyce McGreevy and G.K. Gilbert Play; Short Story 720L GR: T	Page 74	**Science** agile awkward external internal survival aggressive fragrance mammals motivate	**Academic** act rehearse scene labors challenges obstacle perservere	Character, Setting, and Plot ☑ Summarize: Theme ☑ Elements of Drama Word Meaning: Allusions ☑ Point of View ☑ Text Structure ☑ Visualize ☑ Draw Conclusions ☑	**Structure:** sophisticated text structure **Levels of Meaning:** infer attitudes and feelings from actions **Knowledge Demands:** multiple, sophisticated themes	Pages 25–28 Use elements of drama to make inferences about characters Pages 42–43 Synthesize Greek mythology and plot events	Opinion Text

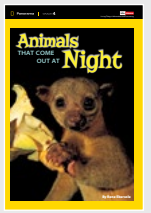
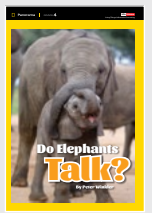
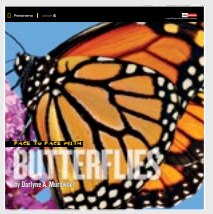
*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 4, Unit 2

Unit Preview

BIG QUESTION
How do animals detect and use information?

Life Science
Living Things: Information Processing

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Animals That Come Out at Night by Rene Ebersole Expository Text 870L GR: Q 	Page 88	**Science** nocturnal pitch reflect senses sense	**Academic** attract detect rely on	Main Idea and Key Details ☑ Interpret Information ☑ Monitor Understanding ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Close Reading lesson is with *Do Elephants Talk?*	Narrative Text
Do Elephants Talk? by Peter Winkler Expository Text 750L GR: Q 	Page 88	**Science** nocturnal pitch reflect senses sense	**Academic** attract detect rely on	Main Idea and Key Details ☑ Interpret Information ☑ Monitor Understanding ☑ Summarize ☑	**Language Conventionality and Clarity:** unfamiliar language	Unpack details and unfamiliar language to understand the main idea	Narrative Text
Face to Face with Butterflies by Darlyne A. Murawski Expository Text 890L GR: P 	Page 96	**Science** compound orientation routine signal	**Academic** balance emit hollow odor	Relate Ideas ☑ Cite Text Evidence Monitor Understanding ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Relate complex scientific ideas	Informational Text
How to Speak Cat by Aline Alexander Newman and Gary Weitzman Expository Text 820L GR: V 	Page 104	**Science** body language instinct receptor relay sensor	**Academic** observe perception specialized	Main Idea and Key Details ☑ Determine Word Meaning: Figurative Language ☑ Monitor Understanding ☑ Draw Conclusions ☑	**Language Conventionality and Clarity:** unfamiliar language	Unpack details and unfamiliar language to understand the main idea	Opinion Text
Charlie's Raven by Jean Craighead George Realistic Fiction 710L GR: V 	Page 112	**Science** behavior imprint ritual territory competition naturalist sheltered	**Academic** imitate speculate interdependent intuitive	Character, Setting, and Plot ☑ Cite Text Evidence Determine Word Meaning ☑ Make Inferences ☑ Summarize ☑	**Language Conventionality and Clarity:** scientific and unfamiliar language **Knowledge Demands:** multiple perspectives	Pages 8–9 Unpack unfamiliar language to understand multiple perspectives Pages 136–138 Draw conclusions to understand scientific ideas	Informational Text

*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 4, Unit 3

Unit Preview

BIG QUESTION
How do weathering and erosion shape Earth's surface?

Earth Science
Weathering and Erosion

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
The Disappearing Badlands by Robert Phalen, Beth Geiger Expository Text 920L GR: W	Page 126	**Science** erosion fossil particles sediment weathering	**Academic** alter evidence	Relate Ideas ☑ Integrate Information ☑ Monitor Understanding ☑ Make Connections ☑	**Structure:** sophisticated graphics present additional information **Language Conventionality and Clarity:** scientific vocabulary	Comprehend complex scientific process and vocabulary	Informational Text
Forces of Nature by Roger Bach, Brian Phelps Folk Tale; Science Article 810L GR: T	Page 134	**Science** basin delta deposition glacier landform	**Academic** indicate presence	Character, Setting, and Plot ☑ Cite Text Evidence Make Predictions ☑ Summarize ☑	**Structure:** sophisticated graphics present additional information **Language Conventionality and Clarity:** scientific vocabulary, figurative language	Synthesize scientific vocabulary, graphics, and text	Opinion Text
Dirt by Steve Tomecek Expository Text 840L GR: L	Page 142	**Science** microbe mineral nutrients organic matter soil horizon	**Academic** enrich provide	Explain Author's Reasons and Evidence ☑ Cite Text Evidence Make Inferences ☑ Draw Conclusions ☑	**Language Conventionality and Clarity:** unfamiliar language	Identify reasons and evidence that support author's claim	Informational Text
Earthshake: Poems from the Ground Up by Lisa Westberg Peters Poetry NP GR: N/A	Page 150	**Science** continental shelf fault force gravity natural disaster	**Academic** integrate symbolize	Summarize: Theme ☑ Explain Elements of Poetry Visualize ☑ Monitor Understanding ☑	**Language Conventionality and Clarity:** figurative language **Knowledge Demands:** unfamiliar experiences	Interpret poetic elements to understand scientific process	Narrative Text
John Henry by Julius Lester Legend AD720L GR: S	Page 158	**Science** boulder cave in collapse pulverize tunnel	**Academic** attack contest crew	Character, Setting, and Plot ☑ Compare Presentations ☑ Compare Stories ☑ Make Connections ☑ Visualize ☑	**Language Conventionality and Clarity:** colloquial and informal language **Knowledge Demands:** sophisticated themes	Interpret figurative language in relation to plot	Informational Text

*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 4, Unit 4

Unit Preview

BIG QUESTION

How do natural processes change and shape the Earth's surface?

Earth Science

Plate Tectonics and Natural Hazards

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Eruption! by Rowe Findley, Robert Phalen, Beth Geiger Expository Text 810L GR: V	Page 168	**Science** eruption evacuate geologist landslide natural hazard summit	**Academic** location pressure	Text Structure ☑ Determine Word Meaning ☑ Compare Point of View ☑ Monitor Understanding ☑ Visualize ☑	**Levels of Meaning:** purpose not directly stated **Language Conventionality and Clarity:** scientific vocabulary	Make connections between text details	Narrative Text
Iceland's Active Landscape by Michael E. Ruane and Beth Geiger Expository Text 790L GR: V	Page 176	**Science** boundary collide crust mantle plate tectonics	**Academic** accumulate core	Relate Ideas ☑ Cite Text Evidence Integrate Information ☑ Make Predictions ☑ Draw Conclusions ☑	**Structure:** graphics present additional information, text interrupted by various graphic features	Comprehend scientific words and figurative language	Opinion Text
Earth Inside Out by Beth Geiger and Glen Phelan Expository Text 930L GR: V	Page 176	**Science** boundary collide crust mantle plate tectonics	**Academic** accumulate core	Relate Ideas ☑ Cite Text Evidence Integrate Information ☑ Make Predictions ☑ Draw Conclusions ☑	**Structure:** graphics present additional information **Language Conventionality and Clarity:** scientific vocabulary	Close Reading Lesson with *Iceland's Active Landscape*	Opinion Text
Extreme Planet by Carsten Peter (with Glen Phalen) Expository Text 850L GR: X	Page 184	**Science** climate compress evaporate fissure mountain range	**Academic** absorb conditions expand	Main Idea and Key Details ☑ Interpret Information ☑ Draw Conclusions ☑ Monitor Understanding ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Use scientific vocabulary to explain natural forces	Informational Text
Disaster Strikes: Volcano Blast by Marlane Kennedy Realistic Fiction 750L GR: R	Page 192	**Science** compass debris terrain tremors volcano flow outcropping sinkhole tundra turbulent	**Academic** conclude investigate capable generate recover	Character, Setting, and Plot ☑ Word Meaning: Allusions ☑ Cite Text Evidence Text Structure ☑ Make Predictions ☑ Visualize ☑	**Levels of Meaning:** multiple levels of meaning **Language Conventionality and Clarity:** scientific vocabulary **Knowledge Demands:** unfamiliar experiences	Make inferences about character and relate to uncommon experiences	Opinion Text

*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 4, Unit 5

Unit Preview

BIG QUESTION
How do people use energy?

Physical Science
Energy

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
It's Electrifying by Sara Cohen Christopherson Expository Text 730L GR: S	Page 206	**Science** charged conductor electrical generator green	**Academic** access	Relate Ideas ☑ Interpret Information ☑ Monitor Understanding ☑ Make Connections ☑	**Structure:** sophisticated structure **Language Conventionality and Clarity:** scientific vocabulary	Close Reading Lesson with *The Energy of Water*	Opinion Text
The Energy of Water by Barbara Keeler and Allison K. Lim Expository Text 790L GR: T	Page 206	**Science** charged conductor electrical generator green	**Academic** access	Relate Ideas ☑ Interpret Information ☑ Monitor Understanding ☑ Make Connections ☑	**Structure:** sophisticated graphics essential to understand text **Levels of Meaning:** multiple themes **Knowledge Demands:** specific science content knowledge	Comprehend scientific terms and steps in a process	Opinion Text
Explorer T.H. Culhane: Energy Solutions by Glen Phelan, T.H. Culhane, Lara Winegar Expository Text 790L GR: V	Page 214	**Science** fossil fuels grid nuclear recycle renewable solar	**Academic** sustainable	Main Idea and Key Details ☑ Cite Text Evidence Monitor Understanding ☑ Make Inferences ☑	**Structure:** sophisticated graphics essential to understanding text **Knowledge Demands:** unfamiliar experiences	Make connections between graphics and text	Informational Text
Always Inventing: A Photobiography of Alexander Graham Bell by Tom L. Matthews Expository Text 960L GR: R	Page 222	**Science** current sound wave tone vibration	**Academic** convert principle translate transmit	Text Structure ☑ Interpret Information ☑ Make Predictions ☑ Make Inferences ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Synthesize complex scientific ideas	Informational Text
Ruby Goldberg's Bright Idea by Anna Humphrey Realistic Fiction 850L GR: S	Page 230	**Science** potential system tension friction kinetic progress propel volume	**Academic** activate efficiently scale suspend evaluate practical quality	Character, Setting, and Plot ☑ Determine Word Meaning ☑ Cite Text Evidence Visualize ☑ Summarize ☑	**Levels of Meaning:** multiple levels of meaning **Language Conventionality and Clarity:** scientific vocabulary	Pages 55–57 Identify character's feelings and motivations Pages 116–117 Comprehend complicated descriptions	Narrative Text

*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 4, Unit 6

Unit Preview

BIG QUESTION

How do different energy resources affect our environment and our lives?

Physical Science
Energy Resources

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Renewable and Nonrenewable Resources by Robert Phalen, Barbara Keeler Expository Text 850L GR: X	Page 244	**Science** energy fuel mass natural gas nonrenewable vapor	**Academic** refine transport	Relate Ideas ☑ Cite Text Evidence Monitor Understanding ☑ Draw Conclusions ☑	**Structure:** sophisticated graphics essential to understand text **Levels of Meaning:** purpose not directly stated **Language Conventionality and Clarity:** unfamiliar vocabulary	Relate complex scientific ideas	Informational Text
Energy Resources by Andrew J. Milson Expository Text 960L GR: Y	Page 252	**Science** climate change diversify global react voltage	**Academic** consume distribute factor	Main Idea and Key Details ☑ Determine Word Meaning ☑ Draw Conclusions ☑ Make Connections ☑	**Structure:** sophisticated graphics essential to understand text **Language Conventionality and Clarity:** unfamiliar language	Use graphics to understand the main idea of the text	Opinion Text
How Sustainable? by Catherine Fox, Beth Geiger, Judy Elgin (with T.H. Culhane), Andrés Ruzo Expository Text 740L GR: W	Page 260	**Science** atmosphere carbon footprint fumes global warming harness power plant	**Academic** source sustain	Explain Author's Reasons and Evidence ☑ Compare Point of View ☑ Make Connections ☑ Summarize ☑	**Language Conventionality and Clarity:** unfamiliar language	Analyze the author's evidence for scientific ideas	Narrative Text
Nick and Tesla's Solar-Powered Showdown by "Science Bob" Pflugfleder and Steve Hockensmith Realistic Fiction 710L GR: T	Page 268	**Science** device panel powered beam circuit equipment rechargeable	**Academic** collaboration connection instructions monitor control operate procedure	Character, Setting, and Plot ☑ Determine Word Meaning ☑ Cite Text Evidence Visualize ☑ Make Inferences ☑	**Structure:** sophisticated graphics essential to understand text **Language Conventionality and Clarity:** figurative language **Knowledge Demands:** outside text references	Examine scientific ideas to understand plot and character motivation	Opinion Text

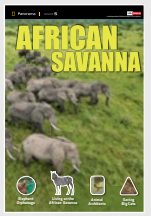
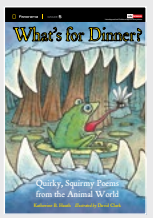
*See pages 1–25 for Reading Skills and Strategies Mini Lessons

GRADE 5, Unit 1

Unit Preview

BIG QUESTION
How are organisms in an ecosystem related?

Life Science
Interdependent Relationships in Ecosystems

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Exploring Coral Reefs by Glen Phelan and Joe Baron Expository Text 910L GR: U 	Page 50	**Science** adaptation biodiversity nutrients parasite partnerships	**Academic** acquire contribute generation	Main Idea and Key Details ☑ Cite Text Evidence Make Inferences ☑ Make Connections ☑	**Structure:** sophisticated graphics essential to understand text, multiple structures **Language Conventionality and Clarity:** scientific and ocean-related vocabulary	Comprehend figurative language and make inferences	Informational Text
African Savanna by Suzanne Sherman Expository Text 920L GR: V 	Page 58	**Science** consumer poach producer savanna	**Academic** document rehabilitate scavenge surrogate	Text Structure ☑ Determine Word Meaning ☑ Monitor Understanding ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understand text, multiple structures **Language Conventionality and Clarity:** scientific and academic vocabulary	Make inferences about about events	Opinion Text
Rise of the Lioness by Bradley Hague Expository Text 1000L GR: Y 	Page 66	**Science** destabilize ecosystem migration reintroduction resilience	**Academic** ambush camouflage endure	Explain Author's Reasons and Evidence ☑ Cite Text Evidence Monitor Understanding ☑ Summarize ☑	**Structure:** multiple sophisticated structures, sophisticated graphics essential to understanding text, scientific/field report traits **Language Conventionality and Clarity:** scientific and academic vocabulary **Knowledge Demands:** scientific and technological knowledge	Relate complex scientific ideas; make inferences	Informational Text
What's for Dinner? by Katherine B. Hauth Poetry NP GR: N/A 	Page 74	**Science** carnivore food web herbivore omnivore predation symbiosis	**Academic** alliance technique	Summarize: Theme ☑ Analyze Visuals and Multimedia ☑ Visualize ☑ Draw Conclusions ☑	**Levels of Meaning:** multiple levels of meaning **Structure:** poems with unique styles and formatting, graphics essential to understanding text **Language Conventionality and Clarity:** figurative, ambiguous, and unfamiliar language **Knowledge Demands:** multiple themes, unusual and unfamiliar experiences and perspectives	Comprehend figurative and inferential language	Narrative Text
Harusame, The Little Bird by Jared Matsunama Turnbull Play NP 	Page 82	**Science** agriculture germinate irrigate sow yield	**Academic** collaborate disperse interdependence	Text Structure ☑ Word Meaning: Figurative Language ☑ Make Predictions ☑ Visualize ☑	**Levels of Meaning:** multiple levels of meaning **Language Conventionality and Clarity:** figurative language **Knowledge Demands:** multiple perspectives, multiple themes	Comprehend implicit and figurative language	Narrative Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 5, Unit 2

Unit Preview

BIG QUESTION
How do we interact with the solar system?

Earth Science
Stars and the Solar System

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
On Time by Gloria Skurzynski Expository Text 1040L GR: V	Page 92	**Science** axis equinox latitude longitude prime meridian solstice	**Academic** reliable sync	Main Idea and Key Details ☑ Cite Text Evidence Monitor Understanding ☑ Make Inferences ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar, scientific, and academic vocabulary **Knowledge Demands:** specific content knowledge	Visualize and understand complex historical ideas	Opinion Text
The Sun by Fran Downey Expository Text 800L GR: R	Page 100	**Science** astronomy constellation galaxy orbit solar system	**Academic** generate observe revolve	Relate Ideas ☑ Use Information From Multiple Sources ☑ Make Connections ☑ Summarize ☑	**Language Conventionality and Clarity:** scientific vocabulary, ambiguous language	Relate complex scientific information	Informational Text
Stars and Constellations by Beth Geiger Expository Text 830L GR: S	Page 100	**Science** astronomy constellation galaxy orbit solar system	**Academic** generate observe revolve	Relate Ideas ☑ Use Information From Multiple Sources ☑ Make Connections ☑ Summarize ☑	**Levels of Meaning:** text purpose not directly stated **Structure:** sophisticated graphics essential to understanding text, multiple nonfiction text structures **Language Conventionality and Clarity:** scientific and unfamiliar vocabulary	Close Reading Lesson with *The Sun*	Informational Text
13 Planets by David A. Aguilar Expository Text 1120L GR: P	Page 108	**Science** atmosphere density gravitational force supernova	**Academic** classification indicate rotation satellite	Main Idea and Key Details ☑ Use Information From Multiple Sources ☑ Monitor Understanding ☑ Draw Conclusions ☑	**Structure:** multiple structures, sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific and academic language	Make connections between scientific images, features, and text	Opinion Text
Full Cicada Moon by Marilyn Hilton Narrative Poetry 790L GR: W	Page 116	**Science** crescent elective gibbous phase spatial telescope trajectory wane wax	**Academic** attain disobey expectation mission relocate solve strategy	Summarize: Theme ☑ Viewpoint ☑ Explain Elements of Poetry Make Inferences ☑ Visualize ☑	**Levels of Meaning:** multiple levels of meaning **Language Conventionality and Clarity:** figurative and ambiguous language **Knowledge Demands:** sophisticated cultural and historical knowledge, multiple sophisticated themes, unusual and unfamiliar experiences	Page 13: Make inferences about characters and conflict Pages 125–126: Make inferences about character and theme	Narrative Text

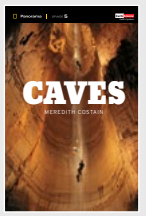
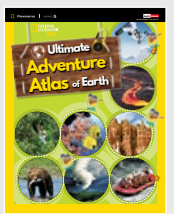
*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 5, Unit 3

Unit Preview

BIG QUESTION
How do Earth's systems affect landforms and weather?

Earth Science
Earth's Systems: Land and Air

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Yellowstone National Park  by Christopher Siegel, Richard Easby, Laura Mansilla, Lara Winegar Expository Text 920L GR: U	Page 130	**Science** extinction features geology geological geosphere	**Academic** indigenous recurrent restore	Relate Ideas ☑ Determine Word Meaning ☑ Analyze Multiple Viewpoints ☑ Make Inferences ☑ Make Connections ☑	**Structure:** multiple structures, sophisticated graphics essential to understanding text **Knowledge Demands:** presents multiple conflicting perspectives and unfamiliar experiences	Identify viewpoints and reasons and evidence that support them	Opinion Text
Extreme Environments  by Conrad Anker and Brenna Maloney Expository Text 910L GR: V	Page 138	**Science** altitude glacier	**Academic** acclimate essential hinder obstacle	Main Idea and Key Details ☑ Cite Text Evidence Integrate Information ☑ Make Connections ☑ Draw Conclusions ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific and unfamiliar field-specific vocabulary	Comprehend topic-specific and figurative language	Informational Text
Caves  by Meredith Costain Expository Text 780L GR: P	Page 138	**Science** altitude glacier	**Academic** acclimate essential hinder obstacle	Main Idea and Key Details ☑ Cite Text Evidence Integrate Information ☑ Make Connections ☑ Draw Conclusions ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** field-specific vocabulary	Close Reading Lesson with *Extreme Environments*	Informational Text
Ultimate Adventure Atlas of Earth  by Rebecca Hirsch and Sally Isaacs Expository Text IG1010L GR: U	Page 146	**Science** biosphere drought equator formation thermal	**Academic** distinct scale	Relate Ideas ☑ Use Information From Multiple Sources ☑ Make Connections ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understanding text and atlas features **Language Conventionality and Clarity:** field-specific vocabulary	Comprehend figurative language and scientific descriptions	Narrative Text
Call It Courage  by Armstrong Sperry Historical Fiction 830L GR: X	Page 154	**Science** atoll buoyant dehydration ebb horizon navigator plateau riptide	**Academic** companion determined encounter implement interact isolation sustain	Analyze Plot ☑ Cite Text Evidence Word Meaning: Figurative Language ☑ Make Predictions ☑ Make Inferences ☑	**Language Conventionality and Clarity:** figurative, archaic, and Polynesian language **Knowledge Demands:** unusual and unfamiliar experiences, requires specific content-related and cultural knowledge, presents unfamiliar perspectives	Page 36: Make inferences about character Pages 84–85: Comprehend figurative language and make inferences about character	Narrative Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 5, Unit 4

Unit Preview

BIG QUESTION
How does water shape Earth's systems?

Earth Science
Earth's Systems: Water

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Thirsty Planet by Beth Geiger and Greta Gilbert Expository Text 820L GR: U	Page 168	**Science** erode evaporate sediment vapor viable	**Academic** condense nourish reservoir	Relate Ideas ☑ Cite Text Evidence Integrate Information ☑ Draw Conclusions ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Close Reading Lesson with *Rescued Rivers*	Opinion Text
Rescued Rivers by Greta Gilbert Expository Text 910L GR: U	Page 168	**Science** erode evaporate sediment vapor viable	**Academic** condense nourish reservoir	Relate Ideas ☑ Cite Text Evidence Integrate Information ☑ Draw Conclusions ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Comprehend ambiguous language and figurative descriptions	Opinion Text
Explore Antarctica by Jon Bowermaster, Glenn Hodges, Caroline Alexander, Jeremy Berlin, Roff Smith Expository Text 1010L GR: Y	Page 176	**Science** conditions industry massive pole	**Academic** affect exploit phenomenon	Text Structure ☑ Analyze Multiple Viewpoints ☑ Monitor Understanding ☑ Draw Conclusions ☑	**Structure:** multiple sophisticated text structures, sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific, unfamiliar, and academic vocabulary **Knowledge Demands:** requires scientific and field-specific content knowledge	Comprehend scientific words and concepts	Informational Text
Ultimate Oceanpedia by Christina Wilsdon Expository Text IG1030L GR: V	Page 184	**Science** climate materials process processes system	**Academic** abundant distribute variety	Relate Ideas ☑ Use Information From Multiple Sources ☑ Make Connections ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary and atlas features	Comprehend figurative and ambiguous language	Informational Text
The Talking Earth by Jean Craighead George Realistic Fiction 770L GR: U	Page 192	**Science** atmospheric pressure bay canal estuary mound overgrown porous submerge	**Academic** comprehensive improvise interpret ponder practical prioritize recognition	Text Structure ☑ Viewpoint ☑ Word Meaning: Figurative Language ☑ Make Predictions ☑ Visualize ☑	**Structure:** events out of chronological order **Language Conventionality and Clarity:** figurative, ambiguous, unfamiliar, and Seminole language **Knowledge Demands:** sophisticated theme, unusual and unfamiliar experiences, unfamiliar perspectives	Page 18: Make inferences about character and plot Pages 148–149: Synthesize information about character and theme	Narrative Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 5, Unit 5

Unit Preview

BIG QUESTION
How do our actions impact Earth?

Earth Science
Human Impacts

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Pollution by Andrew J. Milson Expository Text 920L GR: X	Page 206	**Science** compost industrial pollutant renewable energy toxic waste	**Academic** containment disposal	Explain Author's Reasons and Evidence ☑ Cite Text Evidence Monitor Understanding ☑ Make Connections ☑	**Structure:** multiple sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** academic and scientific vocabulary **Knowledge Demands:** specific science content knowledge	Comprehend complex vocabulary and ambiguous language	Informational Text
Soil by Richard Easby, Beth Geiger Expository Text 920L GR: X	Page 214	**Science** annual deposit erosion mineral perennial	**Academic** contour retain saturate	Text Structure ☑ Determine Word Meaning ☑ Monitor Understanding ☑ Make Connections ☑	**Structure:** multiple structures, sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific, unfamiliar, and academic vocabulary	Comprehend complex scientific words and concepts	Opinion Text
True Green Kids by Kim McKay and Jenny Bonnin Expository Text 1040L GR: W	Page 222	**Science** biodegradable eco-friendly landfill sustainable	**Academic** caretaker convert preserve purify	Relate Ideas ☑ Use Information From Multiple Sources ☑ Make Connections ☑ Draw Conclusions ☑	**Language Conventionality and Clarity:** scientific vocabulary	Synthesize graphics and text features	Opinion Text
***Altered Worlds:* "In Our Own Hands"** by Bruce Coville Science Fiction 830L GR: Y	Page 230	**Science** extraterrestrial life genetic engineering	**Academic** consequence demonstrate diplomacy implications pristine propose	Compare Characters, Settings, or Events ☑ Cite Text Evidence Compare and Contrast Stories ☑ Make Inferences ☑ Summarize ☑	**Levels of Meaning:** multiple levels of meaning	Make inferences about characters and plot	Informational Text
***Altered Worlds:* "I, Earthling"** by Bruce Coville Science Fiction 830L GR: Y	Page 230	**Science** extraterrestrial life genetic engineering	**Academic** consequence demonstrate diplomacy implications pristine propose	Compare Characters, Settings, or Events ☑ Cite Text Evidence Compare and Contrast Stories ☑ Make Inferences ☑ Summarize ☑	**Structure:** some events out of chronological order	Close Reading Lesson with *Altered Worlds:* "In Our Own Hands"	Informational Text
***Altered Worlds:* "The Dirt on Our Shoes"** by Neal Shusterman Science Fiction 830L GR: Y	Page 238	**Science** habitability interstellar primordial radiation	**Academic** disrupt integral resources simulate	Summarize: Theme ☑ Viewpoint ☑ Make Predictions ☑ Visualize ☑	**Knowledge Demands:** multiple sophisticated themes, unusual or unfamiliar experiences, multiple unfamiliar perspectives	Relate science fiction world and experiences	Narrative Text

*See pages 1–26 for Reading Skills and Strategies Mini Lessons

GRADE 5, Unit 6

Unit Preview

BIG QUESTION
How does matter change?

Physical Science
Structures and Properties of Matter

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
How It's Made: Plastic and Steel by Barbara Keeler Expository Text 860L GR: T	Page 248	**Science** conduct mass matter properties volume	**Academic** measure specification version	Relate Ideas ☑ Use Information From Multiple Sources ☑ Monitor Understanding ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understanding text	Comprehend technical language	Informational Text
Measuring Matter by Susan Halko Expository Text 780L GR: S	Page 248	**Science** conduct mass matter properties volume	**Academic** measure specification version	Relate Ideas ☑ Use Information From Multiple Sources ☑ Monitor Understanding ☑ Summarize ☑	**Language Conventionality and Clarity:** scientific and sports vocabulary	Close Reading Lesson with *How It's Made: Plastic and Steel*	Informational Text
Transforming Food by Kathleen F. Lally, Glen Phelan, Tom Wickland, Jennifer K. Cocson Expository Text 890L GR: W	Page 256	**Science** edible molecule particles solution vacuum	**Academic** dissolve innovative transition	Main Idea and Key Details ☑ Determine Word Meaning ☑ Monitor Understanding ☑ Draw Conclusions ☑	**Structure:** multiple sophisticated text structures essential to understanding text **Language Conventionality and Clarity:** scientific and academic vocabulary	Comprehend complex scientific concept	Opinion Text
Plasma by Fran Downey Expository Text 950L GR: X	Page 264	**Science** field flourescent plasma sphere	**Academic** display negative positive state	Main Idea and Key Details ☑ Determine Word Meaning ☑ Make Inferences ☑ Summarize ☑	**Levels of Meaning:** purpose not directly stated **Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar, academic, and scientific language **Knowledge Demands:** requires scientific content knowledge	Comprehend complex scientific ideas	Narrative Text
All Four Stars by Tara Dairman Realistic Fiction 950L GR: T	Page 272	**Science** grate infuse ingredient mixture nutritional processed reduce strain taste buds whisk	**Academic** level preparation reaction soluble substance	Compare Characters, Settings, or Events ☑ Word Meaning: Figurative Language ☑ Viewpoint ☑ Visualize ☑ Make Connections ☑	**Language Conventionality and Clarity:** figurative, unfamiliar, and ironic language **Knowledge Demand:** requires sophisticated cultural knowledge, specific culinary content knowledge, unfamiliar experiences	Pages 32–33: Gather information about characters Pages 114–115: Comprehend important plot event	Opinion Text

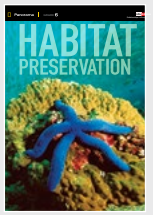
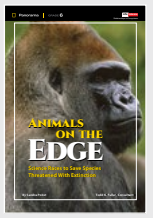
GRADE 6, Unit 1

Unit Preview

BIG QUESTION

Why are relationships in ecosystems important to survival?

Life Science
Relationships in Ecosystems

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Habitat Preservation by Andrew J. Milson, Ph. D. Expository Text 930L GR: X 	Page 50	**Science** biodiversity conservation deforestation poacher species	**Academic** expand initiative vital	Text Structure ☑ Author's Viewpoint ☑ Draw Conclusions ☑ Summarize ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary **Levels of Meaning:** text purpose not directly stated	Make connections between complex scientific ideas	Argument Text
Explorer Zoltan Takacs: Snake Venom by Suzanne Sherman Expository Text 1000L GR: X 	Page 58	**Science** engineer toxin venom	**Academic** counteract paralyze potential prevalent variation	Main Idea and Key Details ☑ Determine Word Meaning ☑ Monitor Understanding ☑ Make Inferences ☑	**Structure:** sophisticated graphics essential to understanding text **Levels of Meaning:** text purpose not directly stated	Make inferences about complex scientific ideas	Informational Text
Animals on the Edge by Sandra Pobst Expository Text 1100L GR: Y 	Page 66	**Science** captivity endangered extinction inhumane	**Academic** ban evidence investigate survey	Argument and Claims ☑ Author's Viewpoint ☑ Monitor Understanding ☑ Draw Conclusions ☑	**Structure:** multiple structures **Language Conventionality and Clarity:** scientific vocabulary **Levels of Meaning:** text purpose not directly stated	Make connections between graphic and text	Argument Text
Winter Bees and Other Poems of the Cold by Joyce Sidman Poetry NP GR: V 	Page 74	**Science** cache hibernate pollinator	**Academic** communal detect evade inseparable interdependent	Text Structure ☑ Analyze Elements of Poetry Compare Presentations ☑ Draw Conclusions ☑ Visualize ☑	**Structure:** multiple structures **Language Conventionality and Clarity:** figurative language **Knowledge Demands:** multiple perspectives	Analyze text structure to understand multiple perspectives	Narrative Text
Dark Emperor and Other Poems of the Night by Joyce Sidman Poetry NP GR: V 	Page 82	**Science** camouflage echolocation omnivorous symbiotic	**Academic** beneficial instinctive navigate network	Text Structure ☑ Word Meaning: Figurative and Connotative Meaning ☑ Visualize ☑ Make Connections ☑	**Structure:** multiple structures **Language Conventionality and Clarity:** figurative language **Knowledge Demands:** multiple perspectives	Make connections between informational text and figurative language	Narrative Text

*See pages 1–26 for Reading Skills and Strategy Mini Lessons

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GRADE 6, Unit 2

Unit Preview

BIG QUESTION

How can the past teach us about the present?

Life Science

Natural Selection and Adaptation

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
The Galápagos Islands by Judy Elgin Jensen, Dr. Tierney Thys, and Suzanne Sherman Expository Text 1020L GR: W	Page 92	**Science** adaptation natural selection offspring trait	**Academic** generation invasive isolation specimen	Text Structure ☑ Cite Text Evidence Compare Texts ☑ Summarize ☑ Draw Conclusions ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Use details to understand complex scientific ideas	Argument Text
The Ultimate Dinopedia by Don Lessem and Dr. Rodolfo Coria Expository Text IG990L GR: U	Page 102	**Science** extinct predator prey	**Academic** cast descendant indicate preservation scavenge	Relate Ideas ☑ Author's Viewpoint ☑ Draw Conclusions ☑ Make Predictions ☑	**Structure:** sophisticated graphics essential to understanding text, multiple structures **Language Conventionality and Clarity:** unfamiliar language	Draw conclusions about complex scientific ideas	Informational Text
Tracking Tyrannosaurs by Christopher Sloan, Xu Xing, and Philip Currie Expository Text 750L GR: R	Page 110	**Science** era examination microscopic	**Academic** distinguish diverse embedded imprint reclassify	Main Idea and Key Details ☑ Integrate Information from Different Media ☑ Make Inferences ☑ Make Predictions ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Use details to understand complex scientific ideas	Narrative Text
Finding Wonders: Girls Who Changed Science by Jeannine Atkins Narrative Poetry 970L GR: X	Page 118	**Science** anatomy excavate fieldwork metamorphosis naturalist paleontology superstition	**Academic** documentation emerge impression inspect permanent perspective trace	Summarize: Theme ☑ Analyze Elements of Poetry Word Meaning: Figurative and Connotative Meaning ☑ Visualize ☑ Summarize ☑	**Levels of Meaning:** multiple levels of meaning **Language Conventionality and Clarity:** unfamiliar language, figurative language **Knowledge Demands:** multiple complex themes, unfamiliar perspectives and events	Determine word meaning to better understand the characters	Narrative Text

*See pages 1–26 for Reading Skills and Strategy Mini Lessons

GRADE 6, Unit 3

Unit Preview

BIG QUESTION
How have physical changes affected Earth?

Earth Science
Earth's Systems

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Grand Canyon National Park by Amy Weber and Becky Manfredini Expository Text 980L GR: V 	Page 132	**Science** deposit elevation erosion natural wonder strata	**Academic** analyze interpret represent	Text Structure ☑ Cite Text Evidence Compare Texts ☑ Monitor Understanding ☑ Make Inferences ☑	**Structure:** sophisticated graphics	Make inferences about characters	Argument Text
Dirtmeister's Nitty Gritty Planet Earth by Steve Tomecek Expository Text 1040L GR: S 	Page 140	**Science** decompose fragment (n) fragment (v) magnitude pressure property relative scale weathering	**Academic** feature interaction observation reaction suggest transform	Main Idea and Key Details ☑ Integrate Information from Different Media ☑ Summarize ☑ Monitor Understanding ☑	**Structure:** implicit text structure, sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Page 47: Integrate Information to understand scientific ideas Page 88: Analyze text structure to understand scientific ideas	Informational Text
Maroo of the Winter Caves by Ann Turnbull Historical Fiction 840L GR: W 	Page 152	**Science** domesticate exposure forage glacier migration prehistoric seasonal	**Academic** instinct interpretation range relevance strategy symbolize	Describe Plot and Characters' Responses ☑ Word Meaning: Figurative and Connotative Meaning ☑ Setting Summarize ☑ Make Connections ☑	**Language Conventionality and Clarity:** unfamiliar language **Knowledge Demands:** unfamiliar setting and situation, unfamiliar perspectives	Make inferences about characters	Narrative Text

*See pages 1–26 for Reading Skills and Strategy Mini Lessons

GRADE 6, Unit 4

Unit Preview

BIG QUESTION
Why do we value Earth's resources?

Earth Science
Earth's Resources

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Everything Rocks and Minerals by Steve Tomecek Expository Text 970L GR: P	Page 166	**Science** conglomerate crystal habit deposition geologic process	**Academic** composition significance	Main Idea and Key Details ☑ Integrate Information from Different Media ☑ Visualize ☑ Draw Conclusions ☑	**Structure:** implicit structure, sophisticated graphics	Use key details to understand complex scientific ideas	Argument Text
The World's Ocean by Glen Phelan, Judy Elgin Jensen, and Jennifer K. Cocson Expository Text 1000L GR: X	Page 174	**Science** bacteria brine condensation dissolve evaporate reservoir	**Academic** component extract	Relate Ideas ☑ Cite Text Evidence Monitor Understanding ☑ Summarize ☑	**Language Conventionality and Clarity:** scientific vocabulary	Relate complex scientific ideas	Argument Text
Not a Drop to Drink by Michael Burgan Expository Text 1130L GR: T	Page 182	**Science** biosphere climate change greenhouse gases hydrothermal vent irrigation precipitation	**Academic** contamination renewable	Main Idea and Key Details ☑ Determine Word Meaning ☑ Make Connections ☑ Make Inferences ☑	**Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary, formal tone **Knowledge Demands:** scientific knowledge	Use key details and inferences to understand complex scientific ideas	Informational Text
Starry River of the Sky by Grace Lin Fantasy 810L GR: T	Page 190	**Science** drought landscape lunar cycle mist (n) mist (v) noxious reflection vapor wane wax	**Academic** contribute cumulative illuminate structure	Describe Plot and Characters' Responses ☑ Viewpoint ☑ Cite Text Evidence Visualize ☑ Draw Conclusions ☑	**Structure:** sophisticated structure with multiple points of view **Language Conventionality and Clarity:** poetic language **Knowledge Demands:** complex themes	Make inferences about characters' feelings, thoughts, and actions and the effect on the plot	Narrative Text

*See pages 1–26 for Reading Skills and Strategy Mini Lessons

GRADE 6, Unit 5

Unit Preview

BIG QUESTION
How can human actions affect Earth?

Earth Science
Impacts on the Environment

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
Going Green by Jennifer Boudart and Judy Elgin Jensen Expository Text 1000L GR: W	Page 204	**Science** climate compost emissions organic	**Academic** alternative efficiency reduce sustainable	Argument and Claims ☑ Determine Word Meaning ☑ Visualize ☑ Make Connections ☑	**Levels of Meaning:** purpose implicit	Make connections between problems and solutions	Argument Text
Water Resources by Andrew J. Milson, Ph. D. Expository Text 940L GR: X	Page 212	**Science** biodiverse pollutant runoff	**Academic** condense damage dispose supply (n) supply (v)	Relate Ideas ☑ Determine Word Meaning ☑ Summarize ☑ Monitor Understanding ☑	**Levels of Meaning:** purpose implicit **Structure:** sophisticated graphics essential to understanding text **Language Conventionality and Clarity:** unfamiliar language	Unpack unfamiliar language to relate complex scientific ideas	Informational Text
Witness to Disaster: Volcanoes by Judy and Dennis Fradin Expository Text NC1090L GR: Y	Page 220	**Science** eruption eyewitness natural hazard particle pressurize	**Academic** dormant generate speculate	Main Idea and Key Details ☑ Cite Text Evidence Summarize ☑ Draw Conclusions ☑	**Structure:** graphics essential to understanding text **Language Conventionality and Clarity:** scientific vocabulary	Use details to understand complex scientific ideas	Informational Text
For the Future!: Tree Boy by Michele Riml Play NP GR: W	Page 228	**Science** environmental footprint global warming	**Academic** activist consumption factor protest (n) protest (v) sacrifice	Text Structure ☑ Elements of Drama Compare Presentations ☑ Make Connections ☑ Monitor Understanding ☑	**Language Conventionality and Clarity:** scientific vocabulary **Knowledge Demands:** specific scientific content knowledge, multiple sophisticated themes	Make connections between past and present to understand characters	Argument Text
For the Future!: Wasters by Linda Newbery Science Fiction 710L GR: W	Page 236	**Science** catastrophe contaminate wasteful	**Academic** assemble recreate short-sighted specialize worthless	Summarize: Theme ☑ Setting Compare and Contrast Genres ☑ Make Inferences ☑ Visualize ☑	**Language Conventionality and Clarity:** unfamiliar language **Knowledge Demands:** specific scientific content knowledge, multiple sophisticated themes	Make inferences to understand characters and setting	Narrative Text

*See pages 1–26 for Reading Skills and Strategy Mini Lessons

GRADE 6, Unit 6

Unit Preview

BIG QUESTION
Why are forces and motion important?

Physical Science
Forces and Interactions

	Overview	Vocabulary ☑		Skills & Strategies*	Text Complexity	Close Reading	Write to Sources
An Invisible Force: The Quest to Define the Laws of Motion by Glen Phelan Expository Text Lexile: 820L GR: Y	Page 246	**Science** accelerate astronomy force gravity inertia mass orbit pendulum rotation	**Academic** convince determine influence precise principle progress revolve	Relate Ideas ☑ Cite Text Evidence Summarize ☑ Make Predictions ☑	**Levels of Meaning:** implicit purpose **Structure:** graphics essential to understanding text, complex structure **Language Conventionality and Clarity:** academic vocabulary	Relate text details to understand complex scientific ideas	Informational Text
Forces on Mars by Fran Downey Expository Text 980L GR: Y	Page 256	**Science** debris gravitational magnetic terrain	**Academic** devoid exert extend radiate	Relate Ideas ☑ Integrate Information from Different Media ☑ Make Inferences ☑ Visualize ☑	**Structure:** sophisticated graphics essential to understanding text, complex structure **Language Conventionality and Clarity:** scientific vocabulary **Knowledge Demands:** specific scientific content knowledge	Make inferences to understand complex scientific ideas	Narrative Text
Heat by Mike Lupica Realistic Fiction 940L GR: V	Page 264	**Science** collide cyclical equilibrium maintain orientation stability trajectory velocity	**Academic** gradual requirement technique transfer	Describe Plot and Characters' Responses ☑ Setting Viewpoint ☑ Summarize ☑ Make Predictions ☑	**Structure:** not in chronological order **Knowledge Demands:** specific sports content knowledge, popular culture knowledge, multiple sophisticated themes	Determine viewpoint to understand characters and plot	Argument Text

*See pages 1–26 for Reading Skills and Strategy Mini Lessons