

Monitor Comprehension

When students monitor their comprehension, they keep track of how well they understand the material and identify when their understanding breaks down. Related activities include asking questions, taking notes, and paraphrasing what has been read.

DAY
1

Reproduce the *Monitor Comprehension* visual aid and distribute it to students. Then build background by defining what an *autopsy* is (examination of a dead body) and explaining when the practices discussed in the passage took place (c. 2500 BC). Have students read the passage independently, and then introduce the *Monitor Comprehension* strategy. Explain: **Good readers monitor their comprehension by paying attention to how well they understand what they are reading.** Model the strategy: **As I was reading, I realized I didn't understand exactly who Edwin Smith was. I reread that part of the passage slowly and figured out he was a man who bought antiques.** Direct students to complete the strategy practice activity, and then have them share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY
2

Remind students of the *Monitor Comprehension* strategy, and point out the instructions at the top of the page. Ask: **How would pausing after each paragraph help you monitor comprehension?** (It gives you a chance to think about the paragraph to make sure you understand it.) When students have finished reading the passage, model the strategy: **I didn't understand what the author meant when she said Isadore spent his time streaming world music. I reread and figured out that it meant Isadore used the Internet to listen to music on his computer.** After students complete the strategy practice activity, have them share their responses. Then direct students to complete the skill practice activity. Review the answers together.

DAY
3

Remind students of the *Monitor Comprehension* strategy. Then build background by helping students pronounce words they may find difficult and explaining more about the Mayan culture and civilization, if necessary. When students have finished reading, direct them to complete the strategy practice activity. Ask volunteers to share their responses, and discuss their answers as a group. Then direct students to complete the skill practice activity. Review the answers together.

DAY
4

Remind students of the *Monitor Comprehension* strategy, and build background by pointing out on a map where the different places mentioned in the passage are located. When students have finished reading, explain: **One good way to monitor our comprehension is to recall the main idea of each paragraph.** Assign students or small groups different paragraphs to focus on as they complete the strategy practice activity. Ask volunteers to share their responses and discuss how recalling the main idea helped them understand the paragraph better. For the skill practice activity, direct students to answer the items independently. Review the answers as a group.

DAY
5

Remind students of the *Monitor Comprehension* strategy. Then point out the timeline on the page and say: **Sometimes a passage will have a visual element, such as a timeline, that accompanies it. It's important that we understand both the main passage and the timeline.** When students have finished reading, direct them to complete the strategy and skill practice activities. Review the answers together.

READ THE PASSAGE Read slowly. Reread any section you do not understand.

Medical Practices in Ancient Egypt

Learning from the Dead

To find out why people have died, today's medical examiners perform autopsies (AW-top-seez). They cut open the body and study its parts. Ancient Egyptians also performed autopsies to help understand causes of death. In addition, autopsies helped ancient Egyptians study the human body. By comparing the hearts of people who were different ages, for example, Egyptians could determine what a young, healthy heart was supposed to look like.

Keeping a Written Record

The Egyptians not only studied the human body, but they also kept detailed records of what they discovered. They wrote and drew their observations on papyrus, a form of paper. The papyrus records became the medical textbooks of that time. Their observations allowed Egyptian doctors to share their knowledge, including how to treat various diseases.

Edwin Smith Papyrus

In 1862, an American named Edwin Smith purchased a medical papyrus in Luxor, Egypt. Smith was not a medical expert, but he knew a lot about old documents. He knew that what he had found was valuable. The papyrus turned out to be an ancient textbook on surgery. The papyrus was probably written around 1600 BC, but it was based on information from a thousand years before that. The papyrus presents the information as case studies, including an analysis of how patients survived or died.

STRATEGY PRACTICE How did autopsies help ancient Egyptians learn about the human body?

SKILL PRACTICE Read the item. Write your response.

1. What is this text mostly about?

2. What is the purpose of the headings?

3. What are doctors in 3020 most apt to learn from a medical textbook published in 2020?

READ THE PASSAGE Think about how the brothers behave.

Ishmael and Isadore

Brothers Ishmael and Isadore were complete opposites. People who knew them both could hardly believe they were from the same planet, let alone the same family. The boys were not unkind toward one another, but their personalities were so different that it was difficult for them to reach a decision they both liked. Their mother frequently played the referee in their disagreements.

Ishmael, the older brother, was tall and athletic, and he loved sports. He played baseball, football, and basketball. Isadore, the younger brother, hated sports. He was quieter and less active than his brother. He preferred spending his time on the computer, making short videos and writing blog entries.

The brothers' taste in music was completely different, too. Ishmael loved classic rock. He listened to bands like the Beatles, the Who, and the Rolling Stones. Isadore didn't care much for those bands. He preferred spending his time streaming world music, especially music from Central Africa. Luckily for their parents, both boys enjoyed listening to music through headphones.

One other thing the brothers did agree on was that they wanted a pet. Mom had resisted getting one, but after both brothers had pleaded and begged, she finally agreed.

"We can get a pet, as long as you two take care of it," she said. "That means you do the feeding, you do the training, and if it needs to be walked, you do the walking."

"No problem, Mom," Ishmael and Isadore said together.

"Good, we all agree," Mom said. "Now, what kind of pet are we going to get?"

STRATEGY PRACTICE Was there any part of the passage that you didn't understand right away? How did you figure it out?

SKILL PRACTICE Read the item. Write your response.

1. What is the main idea of this text?

2. Predict what will happen next. Why do you think so?

3. If the brothers choose a dog, who is most apt to take the dog running? Explain.

READ THE PASSAGE Underline or make notes about words you do not understand.

Mayan Calendars

The Maya were an influential people living in what is now Guatemala, Belize, Honduras, El Salvador, and parts of southern Mexico. The ancient Maya developed sophisticated systems of agriculture, architecture, science, mathematics, and writing. One of the most important Mayan developments was the creation of calendars.

The ancient Maya had three calendars. Two of them were the Tzolkin (ZOL-keen) calendar, which was tied to religious beliefs, and the Haab (hayb) calendar, which was based on the length of a year.

Understanding astronomy helped the Maya accurately measure days, months, and years. A year had 365 days by Mayan calculations, as it does in our own calendar. The Mayan year, though, was made up of 18 months, and each month had 20 days. An extra 5 days were added to complete the calendar year. These days rounded out the calendar nicely, but the Maya thought they were unlucky.

One of the most unusual Mayan calendars was actually a pyramid. Around AD 1050, the Maya built the Pyramid of Kukulcan (KO-KUL-kan) at Chichén Itzá (CHEE-chen EET-sah). The pyramid had a stairway on each of its four sides. Each stairway had 91 steps. Counting the platform at the top, there were 365 steps, the same number of days in the calendar year.


STRATEGY PRACTICE List one or two words you found confusing and describe how you figured out their meanings.

SKILL PRACTICE Read the item. Write your response.

1. What is the second paragraph mostly about?

2. Why did the author include a map?

3. Cite the part of the sentence that supports the idea that the Pyramid of Kukulcan was a calendar.

READ THE PASSAGE Read slowly and think about the main idea of each section.**Ancient and Modern Chinese Characters****In the Beginning**

When people write in English, they use letters of the alphabet. People who write in Chinese, however, use characters that stand for words or ideas. Historians believe Chinese writing began as early as 1500 *ac*. The earliest forms were called "oracle bones." These were animal bones marked with pictures and symbols. In addition to writing on bones, the Chinese also made marks on turtle shells. By 1400 *ac*, the Chinese writing system had become more complex. It had more than 2,500 characters. Around 200 *ac*, Chinese characters became standardized. This means that everyone used the same characters.

Then and Now

Many modern Chinese characters are similar to those from 2,000 years ago. For example, the character that means *man* in the Lishu system from 200 *ac* is similar to the character that means *man* from the Jiantizi, or modern simplified system, of the twentieth century.

A Simpler System

People have made efforts to change Chinese characters over the centuries. The most important changes happened in the twentieth century. The Chinese government simplified many characters so that more people could learn to read. This simpler system is used in mainland China and Singapore. Traditional characters are used in Taiwan, Hong Kong, and Macau. Even with these changes, Chinese writing from 2,200 years ago is still understood today.

STRATEGY PRACTICE Did you understand the main points the writer makes? Why or why not?

SKILL PRACTICE Read the item. Write your response.

1. How do the headings in this text help the reader?

2. What is the main idea of the text?

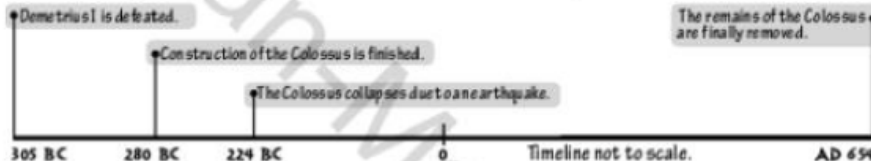
3. Which fact from the text supports the idea that ancient and modern Chinese characters are similar?

READ THE PASSAGE Read slowly and pause after each paragraph.**Colossus of Rhodes**

The Colossus of Rhodes, a giant bronze statue, was one of the Seven Wonders of the Ancient World. Other ancient civilizations also built large statues, but the Colossus of Rhodes was one of the tallest. At more than 105 feet (32 meters) tall, it was twice as big as most of the other colossi (kuh-LOSS-eye), or giant statues, of ancient times. The Statue of Liberty, its modern counterpart, is only slightly taller.

The Colossus of Rhodes was designed and built by the sculptor Chares (CHAR-eez) of Lindos. It showed the sun god Helios. The people of the Greek island of Rhodes had it built to celebrate the defeat of Demetrius I in 305 *ac*. Chares and the artists in his workshop began building the statue in 292 *ac*. The Colossus was completed twelve years later. It welcomed friends and warned foes as they approached the island's harbor.

Unfortunately, the statue stood for only 56 years. In 224 *ac*, a powerful earthquake hit Rhodes. The quake damaged the Colossus, and it fell to the ground in giant pieces. The statue's parts lay on the ground for hundreds of years, and travelers came from all over to see these impressive ruins.

**STRATEGY PRACTICE** List two important facts about the Colossus of Rhodes.

SKILL PRACTICE Read the item. Write your response.

1. In what year was the Colossus of Rhodes completed? How do you know?

2. Why was the Colossus of Rhodes one of the Seven Wonders of the Ancient World?

3. What information does the timeline give you that the text does not?
