

	Day 1	Day 2	Day 3	Day 4	Day 5	Notes:
Week 1						
Week 2						
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Number of Questions Answered Correctly

### Student Record Sheet

Student: \_\_\_\_\_

## WEEK

# 1

## 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 introduce the *Monitor Comprehension* strategy to students and explain: **Good readers pay attention as they read to ensure understanding. If readers are confused, they can reread, ask questions, make notes, or try to put the information into their own words.** Have students read the passage independently. Model the strategy: **As I was reading, I didn't understand why Tom Sanders decided to jump out of airplanes. I went back and reread his quote about enjoying "the most out of this life." This helped me understand that Sanders finds enjoyment in activities after conquering his fear.** Direct students to complete the strategy practice activity. Then direct students to complete the skill practice activity, and review the answers as a group.

### DAY 2

Remind students of the *Monitor Comprehension* strategy, and point out the direction line at the top of the page. Explain: **Good readers look for clues that give information about how characters are feeling, about the setting, or about the mood or tone of the story. Which words from the first line of the passage give you clues about Kim? (shrank, horrified)** Have students read the rest of the passage. When they have finished, ask them to circle due words within the passage that give details about Kim's new house. 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. Model using the strategy: **Part of monitoring my comprehension is making sure I understand the information that is being presented. This passage is about lichens. After I read the passage, I can look up images of lichens on the Internet to better understand what I have read.** Tell students they can also use a dictionary, encyclopedia, or thesaurus to aid comprehension. When students have finished reading, direct them to complete the strategy practice activity. Provide access to research tools if needed. Then direct students to complete the skill practice activity, and review the answers together.

### DAY 4

Remind students of the *Monitor Comprehension* strategy. Read aloud the directions at the top of the page. Remind students to pause briefly when they see a footnote indicator. Explain: **When I see a number, I will pause and read the information that goes with that number at the bottom of the passage. Then I will return to where I left off and keep reading.** After students have finished reading the passage, have them complete the strategy practice activity and share their responses. Then direct students to complete the skill practice activity. Review the answers together.

### DAY 5

Remind students of the *Monitor Comprehension* strategy. Then point out the chart and say: **Sometimes a passage will have a nonfiction text feature, such as a chart, that accompanies it. It's important that we understand both the main passage and the chart.** Have students read the passage and chart independently. When they have finished, 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.**Camera in the Sky**

Professional photographers often have to take calculated risks to get the perfect shot. But few photographers are willing to “take the plunge” like Tom Sanders. His enthusiasm and daring have made him one of the world’s most legendary skydiving photographers.

**From Fearful to Fearless**

If you watched Sanders leaping out of a plane today, weighed down with heavy camera equipment, you would never guess that he was once terrified of heights. But that fear is what launched his remarkable career. “I was doing a course in building self-confidence,” says Sanders, “and one of the assignments had to involve something you were scared of doing. I was petrified of heights, so my assignment was to jump out of a plane.” After about 50 jumps, Sanders did more than conquer his fear; he began to enjoy the thrill of parachuting. Today, Sanders never lets fear prevent him from trying something new. He says he wakes up every morning and asks himself, “How am I going to enjoy the most out of this life?”

**Falling Feats**

These days, Sanders is comfortable enough to shoot astonishing photographs while dropping thousands of feet in freefall. For one advertisement, he snapped photos of stunt riders driving motorcycles out of an airplane door. For another ad campaign, he photographed a sofa as it plummeted to the ground. He has also recorded enormous group dives in which hundreds of skydivers join hands to create beautiful flower-like formations.

**STRATEGY PRACTICE** Was there any part of the passage that you found confusing? How did you figure it out?

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**SKILL PRACTICE** Read the item. Write your response.

1. Write the main idea of this text in your own words.

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2. What will Tom Sanders probably do in the future?

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3. What is the purpose of the headings?

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**READ THE PASSAGE** As you read, look for clues that help you understand what is happening in the story.**The New House**

When Kim’s mother pulled into the driveway of the spookiest house on the block, Kim shrank in her seat, horrified.

“Mom!” she hissed. “This can’t be our new house.”

The house was tall and narrow and looked like the creepiest, crawliest, most haunted house in the world. Kim could not imagine anyone wanting to live in this house. She wondered what kind of people lived here before—and why they left. But then again, maybe she didn’t want to know the reason.

“The outside needs some work,” Mom admitted. “But wait until you see your room.”

“Does that mean it has the most spiders, or the fewest?” Kim asked. Still, she had to admit that she was a little curious about her new room. She hopped out of the car and walked quickly to the front door. It was a deep red, and the door handle was made from black wrought iron in the shape of a twisted tree. When Kim touched the handle to open the door, a bright blue spark of electricity zapped her hand.

“Ouch!” Kim shrieked. She kicked the door open the rest of the way, and her jaw dropped open. She was looking at the ocean! Instead of a dusty old living room, there was a wide window with a view of an endless stretch of beach, the shimmering blue ocean, and the sun shining brightly. It was beautiful, and Kim felt the thrill of a new adventure.

“Nice, isn’t it?” Mom asked, moving past Kim with a box of dishes. “Your swimsuit is in the white suitcase. I’ll call you when it’s time for dinner.”

**STRATEGY PRACTICE** List one part of the passage that you did not understand right away. What did you do to better understand that part?

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**SKILL PRACTICE** Read the item. Write your response.

1. Why was Kim apprehensive about her new home?

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2. What caused Kim to change her mind about the house?

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3. Could this really happen? Explain.

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

### The Truth About Lichens

Many lichens look like patches of moldy lettuce stuck to rocks and trees. They can be green, gray, yellow, or even black. They can live in deserts, in tundras, on tops of mountains, and along rocky coastlines. But perhaps the most amazing thing about a lichen is that it is not a single organism but two!

#### A Lichen Liker

During the 1800s, a Swiss scientist named Dr. Simon Schwendener was interested in how the shapes of plant parts helped the plant thrive. He studied plants in Germany and Switzerland. In 1867, Dr. Schwendener published his idea that lichens were not single organisms but two organisms—fungi and algae—living together. At the time, scientists thought Dr. Schwendener was wrong. They believed it was impossible for two organisms to work together as one unit.

#### A Dependent Partnership

Dr. Schwendener was right—a lichen is not just one living thing. Every lichen is made up of a fungus that lives with another organism, usually an alga. The alga uses photosynthesis to make food. The fungus retains water for the alga to use. Sometimes the fungus brings in nutrients from the environment where the lichen is growing. This kind of relationship is called “mutualistic symbiosis,” which means that the organisms benefit from living together. These organisms have grown so dependent on each other that they cannot survive on their own.

**STRATEGY PRACTICE** List one or two words or concepts you found confusing, and explain what you did to figure out their meaning.

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**SKILL PRACTICE** Read the item. Write your response.

1. How did Dr. Schwendener make his discovery about lichen?

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2. How do algae help lichens survive?

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3. What would happen to lichen if all its fungi died off?

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**READ THE PASSAGE** Read slowly. When you see a sentence with a footnote, pause to read the footnote. Then read the sentence again before you continue.

### Web Crawlers

If everyone stopped using the Internet for one day, the Internet would still be a pretty busy place. Even when people are not online, automatic programs travel the Internet.

Programs known as web crawlers<sup>1</sup> constantly browse the Internet. They follow coded instructions to gather specific data. These programs scurry invisibly, collecting and sending information 24 hours a day.

What sort of data do web crawlers collect? They report information about how many people are using the Internet and which pages they are visiting. They also make copies of web pages, which are stored and indexed by search engines. The result is faster and more accurate web searches.

Some web crawlers serve a more menacing function. They harvest e-mail addresses for advertisers who send unsolicited e-mail messages known as spam.<sup>2</sup> When your mailbox fills up with spam, chances are good that a web crawler helped put it there.

<sup>1</sup>Web crawlers are sometimes called “spiders” because they “crawl” around the web.

<sup>2</sup>According to one report, about 183 billion spam messages are sent in a single day, accounting for 88% of all e-mail messages sent.

**STRATEGY PRACTICE** How did the footnotes help you understand the passage?

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**SKILL PRACTICE** Read the item. Write your response.

1. How do web crawlers benefit Internet users?

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2. How do web crawlers contribute to spam?

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3. What is the purpose of the footnotes?

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**READ THE PASSAGE** Read the passage and the chart. Pay attention to how the information in the chart supports the passage.

### Let the Buyer Beware

Advertisers have many ways of making products desirable to people. But not all of these techniques are good for customers. When you see an ad for something that seems too good to be true, it just might be. Use the information in this chart to help you understand, and avoid, some of the worst tricks of advertisers.

Technique	How It Works	Example
Bait-and-Switch	A store advertises an item for a very low price. At the store, salespeople persuade customers to buy more expensive products.	When you get to a store, the employees tell you that the advertised TV is out of stock. They offer to sell you a more expensive model instead.
Fine-Print Exemptions	Advertisers list low prices but include restrictions in very small print in the ad.	A camera price is very low, but the fine print explains that the price does not include a lens or a case.
Inflated Price Comparisons	A store compares its own sale prices to its "regular" prices that are never actually charged.	A portable music player is advertised as 25% off when the product usually sells for the sale price listed.
Hidden Fees	Ads do not mention fees that must be paid in order to make a product or service usable.	A cellphone ad does not mention the activation fee that must be paid in order to use the phone.

**STRATEGY PRACTICE** How did the chart help you understand the author's main point?

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**SKILL PRACTICE** Read the item. Write your response.

1. When Joel goes to the store, he finds that the advertised bike did not include a seat. Which technique was used?

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2. Why does the bait-and-switch technique work for some stores?

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3. What is the purpose of the chart?

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## Make Connections

This strategy helps students put what they are reading into context by helping them see the connections between the text and themselves, the world around them, and other things they have read or seen.

**DAY 1**

Reproduce the *Make Connections* visual aid and distribute it to students. Then introduce the *Make Connections* strategy to students and explain: **Good readers think about what they are reading and make connections to their own lives, to their communities, to other texts, or to greater issues in the world. To make a connection, ask yourself as you read: What does this remind me of?** After students read the passage, read aloud the strategy practice activity directions. Have students share their answers and compare how the leaders they chose are alike and different. Then direct students to complete the skill practice activity. Review the answers together.

**DAY 2**

Remind students of the *Make Connections* strategy. Say: **When you make a text-to-text connection, you connect what you are reading to other things you have read or seen before.** Have students read the passage independently. Then direct them to complete the strategy practice activity. Ask volunteers to share their responses and discuss the scary stories they have heard before. Then direct students to complete the skill practice activity. Review the answers together.

**DAY 3**

Remind students of the *Make Connections* strategy. Explain: **You can make text-to-world connections by thinking about how events in a passage might be different if they happened in a different time.** Have students read the passage and direct them to complete the strategy practice activity. Invite volunteers to share how they feel the Great Chicago Fire investigation would be conducted differently today. Then direct students to complete the skill practice activity. Review the answers together.

**DAY 4**

Remind students of the *Make Connections* strategy. Ask students to give words that describe how they have felt in new situations or around new people. (*scared, intimidated, worried, excited*) Have students read the passage independently. Ask students to share how they might feel if they were one of the Fugees. Ask: **Which part of their experience would be the most difficult for you?** Then have students complete the strategy and skill practice activities. Review the answers together.

**DAY 5**

Remind students of the *Make Connections* strategy. Ask students to list activities they are involved with, such as band, sports, or choir. Have students share how they feel before performances, games, or special events. Say: **You can make a connection to a character in a story when you think about how he or she feels about what is happening. Compare how the character feels to how you have felt in the past.** Then have students read the passage and compare their own experiences to Marco's. Direct students to complete the strategy and skill practice activities. Review the answers together.