



Treasures

Macmillan/McGraw-Hill





## **A Reading/Language Arts Program**

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Time Magazine, Accelerated Reader



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Published by Macmillan/McGraw-Hill, of McGraw-Hill Education, a division of The McGraw-Hill Companies, Inc., Two Penn Plaza, New York, New York 10121.

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Printed in the United States of America

1 2 3 4 5 6 7 8 9 073/043 11 10 09 08 07

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**Student Reviewers:** Special thanks to the students of our program reviewers who reviewed the literature selections.





## RESEARCH Why It Matters

# Vocabulary



Dr. Donald R. Bear

Vocabulary instruction is most effective when it emphasizes morphology. Morphology is the study of word formation, specifically the combination of roots, prefixes, and suffixes, and how new words are derived from existing roots. Students in the upper grades confront a lot of two- and three-syllable words in their reading. These words range from those that are totally unknown to those for which students have some knowledge of the word family. For example, a word like *set* gives us *sets*, *settle*, *settlement*, *settee*, and *unsettled* along with lots of idiomatic expressions like *set about*, *set sail*, and *set the stage*. Instruction that helps students take words apart, see the connections among words, and develop strategies for thinking about word meanings, has the best chance of helping students learn 1,000 word families each year and improve their reading comprehension.

## Best Practices

Effective upper-grade vocabulary instruction

- emphasizes the relationships among word meanings;
- teaches the meanings of generative roots, prefixes, and affixes;
- helps students take apart words to see the meaning-structure of words;
- guides student interpretation of word meaning in context;
- teaches students strategies for independently figuring out word meanings.

### References:

- Bear, D. R., & Helman, L. (2004). Word study for vocabulary development: An ecological perspective on instruction during the early stages of literacy learning. In J. F. Baumann and E. J. Kame'enui, Eds., *Vocabulary Instruction: Research to Practice* (pp. 139-158). NY: Guilford Press.
- Biemiller, A. (1999). Language and reading success (From *Reading Research to Practice*, V. 5). MA: Brookline Books.
- McKeown, M. G., & Beck, I. L. (2003). Direct and rich vocabulary instruction. In J. F. Baumann and E. J. Kame'enui, Eds., *Vocabulary Instruction: Research to Practice* (pp. 13-27). NY: Guilford Press.
- Stahl, S.A., & Fairbanks, M. M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research*, 56, 72-110.





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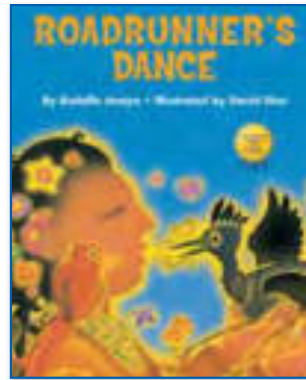
## Main Selections



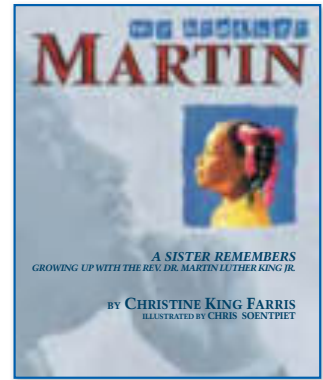
## Unit Assessment



## Theme: Making a Difference



pages 276J–303V



pages 304A–329V

### ORAL LANGUAGE

- Listening, Speaking, Viewing

### WORD STUDY

- Vocabulary

- Phonics/Decoding

### READING

- Comprehension
- Fluency
- Leveled Readers/ELL Readers

### LANGUAGE ARTS

- Writing
- Grammar
- Spelling

## WEEK 1

**Theme**  
Friend or Foe?

**Build Background**

**Vocabulary**  
interfere, guardian, awkward, agile, proclaimed, tottered

Thesaurus: Synonyms

**Phonics**  
/ûr/

**Comprehension**  
Strategy: Evaluate  
Skill: Author's Purpose

**Fluency**  
Repeated Reading:  
Intonation/Pausing

**APPROACHING**  
*The Mud Monster*

**ON LEVEL**  
*Three Tricky Tales*

**BEYOND**  
*Miki and the North Wind*

**ENGLISH LANGUAGE LEARNERS**  
*Animal Tales*

**Writing**  
Dialogue

**Grammar**  
Action Verbs

**Spelling**  
Words with /ûr/

## WEEK 2

**Theme**  
People Who Made a Difference

**Build Background**

**Vocabulary**  
injustice, ancestors, unfair, avoided, numerous, unsuspecting, segregation

Word Parts: Prefixes

**Phonics**  
Silent Letters

**Comprehension**  
Strategy: Evaluate  
Skill: Author's Purpose

**Fluency**  
Repeated Reading:  
Punctuation

**APPROACHING**  
*Harriet Tubman*

**ON LEVEL**  
*Coretta Scott King*

**BEYOND**  
*Susan B. Anthony and Elizabeth Cady Stanton: Fighting for Rights*

**ENGLISH LANGUAGE LEARNERS**  
*Coretta Scott King*

**Writing**  
Poem

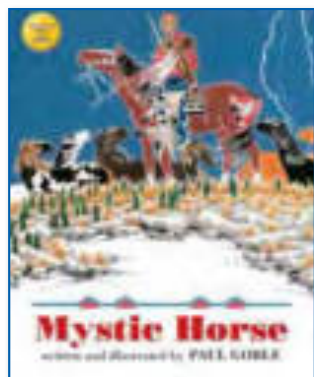
**Grammar**  
Verb Tenses

**Spelling**  
Words with silent letters

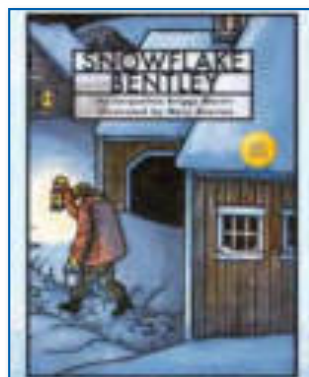
# Unit 3 Planner



pages 330A–341V



pages 342A–373V



pages 374A–405V

Review  
and  
Assess

## WEEK 3

**Theme**  
Kids Get It Done

**Build Background**

**Vocabulary**  
enterprising, persistence, venture, identified

Word Parts: Inflected Verb Endings

**Phonics**  
Soft c and g

**Comprehension**  
Strategy: Summarize  
Skill: Compare and Contrast

**Fluency**  
Repeated Reading:  
Intonation/Pausing

**APPROACHING**  
*Young Inventors*

**ON LEVEL**  
*Dream Jobs for Kids*

**BEYOND**  
*Kids Work*

**ENGLISH LANGUAGE LEARNERS**  
*Fun Jobs for Kids*

**Writing**  
Persuasive Writing

**Grammar**  
Main and Helping Verbs

**Spelling**  
Words with soft c and g

## WEEK 4

**Theme**  
Great Plains Indians

**Build Background**

**Vocabulary**  
patchwork, sores, midst, mysterious, responsibility, loosened, amazement

Dictionary: Homophones

**Phonics**  
Plural Words

**Comprehension**  
Strategy: Summarize  
Skill: Sequence

**Fluency**  
Repeated Reading:  
Intonation/Pausing

**APPROACHING**  
*Ojibwe Legends*

**ON LEVEL**  
*Quileute Legends*

**BEYOND**  
*Navajo Legends*

**ENGLISH LANGUAGE LEARNERS**  
*Three Legends*

**Writing**  
Play

**Grammar**  
Linking Verbs

**Spelling**  
Words with plural endings

## WEEK 5

**Theme**  
Precipitation

**Build Background**

**Vocabulary**  
evaporate, inspire, foolishness, magnify, negatives, technique, microscope, blizzard

Dictionary: Multiple-Meaning Words

**Phonics**  
Compound Words

**Comprehension**  
Strategy: Evaluate  
Skill: Summarize

**Fluency**  
Repeated Reading:  
Pronunciation

**APPROACHING**  
*Hurricanes*

**ON LEVEL**  
*Tornadoes*

**BEYOND**  
*Extreme Weather*

**ENGLISH LANGUAGE LEARNERS**  
*Twisters*

**Writing**  
Character Sketch

**Grammar**  
Irregular Verbs

**Spelling**  
Compound Words

## WEEK 6

**Test Strategy**  
Right There

**Writing**  
Fictional Narrative

**Unit 3 Assessment, 43–60**

**Comprehension**  
Compare and Contrast, Sequence, Summarize, Author's Purpose

**Vocabulary Strategies**  
Thesaurus: Synonyms; Word Parts: Prefixes, Inflected Verb Endings; Dictionary: Homophones, Multiple-Meaning Words

**Text Features/Literary Elements/Study Skills**  
Salutation and Body, Links, Foreshadowing and Symbolism, Imagery and Figurative Language, Using the Library

**Grammar**  
Verbs

**Writing**  
Story

**Fluency Assessment**

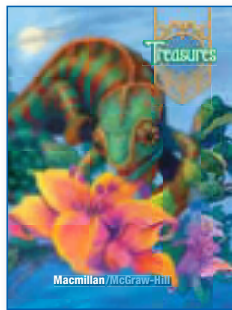
**Diagnose and Prescribe**  
Interpret Assessment Results  
Evaluate Small Groups

## Theme: Making a Difference

### Literature



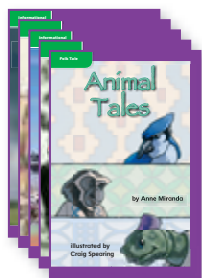
**Read-Aloud Anthology**  
Includes Plays for  
Readers' Theater



**Student Edition**



**Leveled Readers**

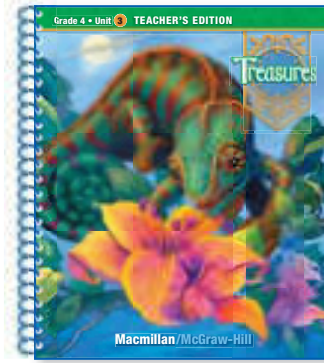


**ELL Leveled Readers**



**Classroom Library  
Tradebooks**

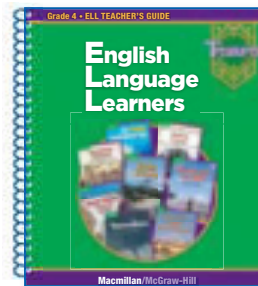
### Teaching Support



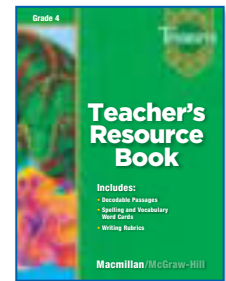
**Teacher's Edition**



**Transparencies**



**ELL Teacher's Guide**



**Teacher's Resource Book**



**Dinah Zike  
Foldables™**

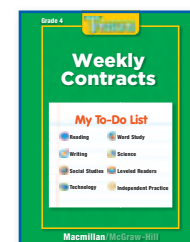


**Vocabulary Cards**

### Class Management Tools



**Small Group  
How-To Guide**

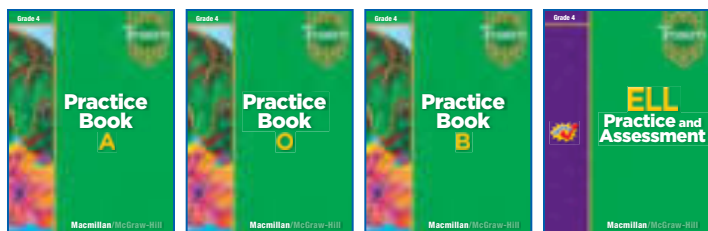


**Weekly  
Contracts**



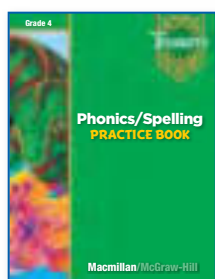
**Rotation Chart**

## Student Practice

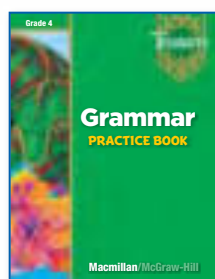


Approaching Level    On Level    Beyond Level    English Language Learners

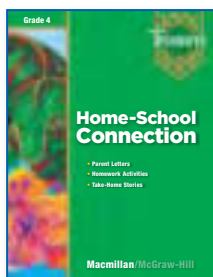
### Leveled Practice



Spelling Practice Book

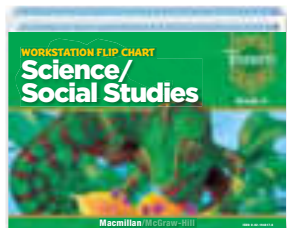
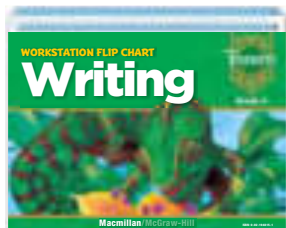
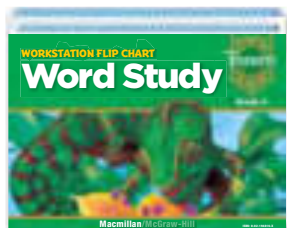
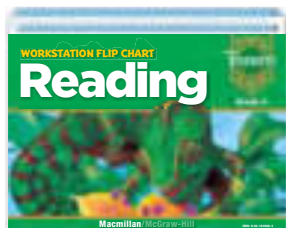


Grammar Practice Book



### Home-School Connection

- Take-Home Stories
- Homework Activities



### Literacy Workstation Activities

## Technology



### AUDIO CD

- Listening Library
- Fluency Solutions



### CD ROM

- Vocabulary PuzzleMaker
- Handwriting
- Instructional Navigator
- Interactive Lesson Planner
- Student Navigator
- Accelerated Reader Quizzes



[www.macmillanmh.com](http://www.macmillanmh.com)

- Author/Illustrator Information
- Research and Inquiry Activities
- Vocabulary and Spelling Activities
- Oral Language Activities
- Computer Literacy
- Leveled Reader Database



### READING, YES!

- Videos
- Online Course

### TREASURES FOR TEACHERS

- Videos

## READING Triumphs

AN INTERVENTION PROGRAM



## Treasure Chest

FOR ENGLISH LANGUAGE LEARNERS



## Theme: Making a Difference

### Screening, Diagnostic Placement

#### Screening

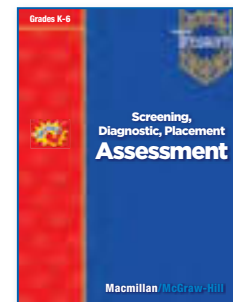
Use the Oral Reading Fluency passages on pages **28–39** in our **Screening, Diagnostic, Placement Assessment** book for screening.

#### Diagnostic Tools for Instructional Placement

For an individually administered Diagnostic, use the Informal Reading Inventory passages on pages **104–111** in our **Screening, Diagnostic, Placement Assessment** book.

For a group administered Placement Test, see pages **215–223** in our **Screening, Diagnostic, Placement Assessment** book.

Use the results from these assessments to determine the instructional levels of your students for differentiated instruction grouping.



### Monitoring Progress

#### Ongoing Informal Assessments

- Daily Quick Check Observations
- Weekly Comprehension Check
- Weekly Fluency Practice Passages

#### Formal Assessments

- **Weekly Assessment** includes
  - On-Level Assessments
  - Approaching Level Assessments
- **Fluency Assessment**
- **Running Records**
- **Unit and Benchmark Assessment**
- **ELL Practice and Assessment**
  - Weekly Tests
  - Unit Progress Test



### Managing and Reporting



Assessment Online



Instructional Navigator Interactive Lesson Planner

- All Teacher Edition Pages
- Student Blackline Masters
- Electronic Lesson Planner



Assessment Tool



## National Test Alignment

UNIT 3 ASSESSED SKILLS	NAEP	TerraNova/ CAT6	ITBS	SAT10
<b>COMPREHENSION STRATEGIES AND SKILLS</b>				
• Strategies: Evaluate, Summarize	◆	◆	◆	◆
• Skills: Compare and Contrast, Author's Purpose, Sequence of Events, Summarize	◆	◆	◆	◆
<b>VOCABULARY STRATEGIES</b>				
• Dictionary and thesaurus	◆		◆	
• Word parts	◆	◆	◆	◆
<b>TEXT FEATURES AND STUDY SKILLS</b>				
• Internet				
• Salutation/body of letter				
• Using the library			◆	
<b>GRAMMAR, MECHANICS, USAGE</b>				
• Verbs: action, tenses, irregular, linking, main, and helping		◆	◆	
• Quotations, dialogue		◆	◆	
• Subject and verb agreement		◆	◆	
• Contractions		◆	◆	◆
<b>WRITING</b>				
• Fictional Narrative	◆			

### KEY

**NAEP** National Assessment of Educational Progress

**TerraNova/  
CAT6** TerraNova, the Second Edition

**ITBS** Iowa Tests of Basic Skills

**SAT10** Stanford Achievement Test

## Theme Project

**Build Background** Write this theme statement on the board: *Ordinary people can make a difference.* Then have students identify people who have made a difference. Ask, *Who has made a difference by helping people? How? Who has made a difference by helping the planet? How?*

### Research and Inquiry Self-Selected Theme Project

**Step 1** **State the Problem and Identify Needed Information** Invite students to learn more about someone who made a difference. To narrow the topic, have students choose one way of making a difference and identify key words. Have students create a 5Ws and 1H chart to see what they need to find out. The chart should have six columns headed *Who? What? When? Where? Why? and How?* Students should use their key words to fill in either the *Who?* or *What?* column.

**Step 2** **Identify Resources for Finding Information** Tell students to ask themselves: What are the best sources I can use to find information for my project? Encourage students to respond creatively, considering not only books but also videos, personal interviews, brochures, and Web sites.

**Step 3** **Find the Information** Ask students where they can find the sources they identified. List their responses on the board. Possibilities include libraries, Internet, bookstores, and classroom resources. They may also want to e-mail questions to local government officials or other community members.

**Step 4** **Organize the Information** Have students organize information under the headings on their 5Ws and 1H chart by summarizing, taking notes, and listing questions and answers. Encourage them to paraphrase by recognizing main ideas, key concepts, key actions, and supporting details.

See the Unit Closer on pages 409K–409L for **Step 5: Create the Presentation** and **Step 6: Review and Evaluate.**

#### RESEARCH STRATEGIES

##### Record Information

- Record your information in an organized way *now*, so you can understand it *later*.
- You can take notes on each source, use your most important sources to write an outline, or make a list of key events in your person's life.
- Record events in the order that they happened.
- Remember: Never rely on one source. Always verify information.

# Cross-Curricular Projects



## Media and Literature Activity: Medium and Message

Explain to students that the medium an artist chooses makes a difference. Ask: How does a story change when a book is made into a film?

- Have students compare and contrast a print version and a film version of the same story. Remind them to consider central themes and the emotional impact of the work in each medium.
- Have students develop their own media projects to tell the same story again.
- Discuss with students how a story created in one medium changes when it is presented in another.



## Social Studies Activity: Act Local

Ask: How are people making a difference to solve problems in our state or community?

- Have students cut out newspaper photographs, charts, schedules, or maps representing people working to make a difference in their state or community. You may wish to bring in relevant newspaper articles or other grade-appropriate materials for students to read or hold a brainstorming session in which students describe efforts they know about. Students should analyze and integrate visuals with text.
- Have students sort their visuals by category; for example, environment, education, health care. Remind students to read or view materials carefully and to interpret and describe important events and ideas.
- Create a class mural, with an outline map of your state as the background and students' visuals placed in the appropriate location. Have students write captions to explain how the people and actions shown are making a difference.

### CHARACTER BUILDING: FAIRNESS

- While the class is working on its mural, discuss fairness as it relates to making a difference.
- Ask students to brainstorm ways that people need to be open-minded and listen when trying to convince others to participate in a project that will make a difference.
- Have students write on the mural thoughts about how the various projects shown require people to be fair—perhaps by sharing tools to construct a Habitat for Humanity house or waiting until everyone has been served before taking a second sandwich at a soup kitchen.



For Technology research and presentation strategies, see the Computer Literacy Lessons on pages 409I–409J.

### DISCUSSION AND CONVERSATION GUIDELINES

#### Group Discussions

- Remind students to
- Participate in organized discussions with others to share their ideas and offer opinions.
  - Make sure they give others a chance to share their ideas and then compare their responses to their peers'.
  - Take turns leading, participating, listening, and asking for clarification when necessary.
  - Think about how to make their groups as effective as possible.