Why are scientists devoting their lives to learning about the least explored territory on Earth—the ocean?

Off the coast of Hawaii in 2000, Sylvia Earle pilots a one-person submarine designed by a company she helped found.
Resources for Differentiated Instruction

**Leveled Readers**
GR Levels P–U

- Genre: Informational Nonfiction
- Same Theme
- Same Vocabulary
- Same Comprehension Skills

**CLASSROOM LIBRARY**

- Genre: Realistic Fiction
- Approaching
- On Level
- Beyond

Trade books to apply Comprehension Skills

**INTERVENTION ANTHOLOGY**

- Phonics and Decoding
- Comprehension
- Vocabulary
- Also available Reading Triumphs, Intervention Program

**LEVELED PRACTICE**

- On-Level Reader
- Sheltered for English Language Learner
- ELL Teacher’s Guide also available

**HOME-SCHOOL CONNECTION**

- Family letters in English and Spanish
- Take-Home Stories

**ONLINE INSTRUCTION**

- www.macmillanmh.com
  - Listening Library
  - Fluency Solutions

**AUDIO CD**

- • Listening
- • Vocabulary

**CD ROM**

- PuzzleMaker
**Suggested Lesson Plan**

**Whole Group**

**ORAL LANGUAGE**
- Listening
- Speaking
- Viewing

**WORD STUDY**
- Vocabulary
- Phonics/Decoding

**READING**
- Develop Comprehension
- Fluency

**LANGUAGE ARTS**
- Writing
- Grammar
- Spelling

**ASSESSMENT**
- Informal/Formal

**Day 1**

**Listening/Speaking/Viewing**
- **Focus Question**: What is the definition of an explorer? What do you think motivates a person to explore?
- Build Background, 592
- Read Aloud: “Kon-Tiki: A True Adventure of a Survival at Sea,” 593

**Vocabulary**
- *period, vessels, valuable, documenting, estimated*
  - Practice Book A-O-B, 163
  - Strategy: Analogy/Relationships, 595

**Comprehension**
- *595A–595B*
  - Strategy: Evaluate
  - Skill: Fact and Opinion
  - Practice Book A-O-B, 164

**Fluency**
- Model Fluency, 593
- Partner Reading, 592I

**Writing**
- **Daily Writing Prompt**: Pretend you host a TV show about explorations. In your journal, describe your first show.
  - Journal Entry, 603A–603B

**Grammar**
- Daily Language Activities, 603I
  - Adjectives That Compare, 603I
  - Grammar Practice Book, 141

**Spelling**
- Pretest Words with Accented Syllables, 603G
  - Spelling Practice Book, 141–142

**Day 2**

**Listening/Speaking**
- **Focus Question**: Why are scientists devoting their lives to learning about the least explored territory on Earth— the ocean?

**Vocabulary**
- Review Vocabulary, 596

**Phonics**
- Decode Words with Accented Syllables, 603E
- Practice Book A-O-B, 169

**Comprehension**
- *596–599*
  - Strategy: Evaluate
  - Skill: Fact and Opinion
  - Practice Book A-O-B, 165

**Fluency**
- Partner Reading, 592I

**Writing**
- **Daily Writing Prompt**: Create five new words and write their definitions.
  - Journal Entry, 603A–603B

**Grammar**
- Daily Language Activities, 603I
  - Adjectives That Compare, 603I
  - Grammar Practice Book, 142

**Spelling**
- Word Sorts, 603G
  - Spelling Practice Book, 143

**Differentiated Instruction 603M–603V**

**Turn the Page for Small Group Lesson Plan**

**Leveled Readers**
**Day 3**

**Listening/Speaking**
- **Focus Question**: Based on these selections, what generalization can you make about explorers both past and present?
- Summarize, 599

**Vocabulary**
- Review Words in Context, 603C
- **Strategy**: Analogy/Relationships, 603D
- Practice Book A-O-B, 168

**Phonics**
- Decode Multisyllabic Words, 603E

**Comprehension**
- Comprehension Check, 599
- **Maintain Skill**: Persuasion, 599A

**Fluency**
- Repeated Reading, 599A
- Practice Book A-O-B, 166

**Writing**
- **Daily Writing Prompt**: You are a fish. Write a description of what you see without using the word “the” as the first word of your sentences.
- Journal Entry, 603A–603B

**Grammar**
- Daily Language Activities, 603I
- **Mechanics and Usage**: Phrases and Interjections, 603J
- Grammar Practice Book, 143

**Spelling**
- Word Meanings, 603H
- Spelling Practice Book, 144

**Quick Check**
- Fluency, 599A

**Day 4**

**Listening/Speaking/Viewing**
- **Focus Question**: People have explored new lands and the oceans. Should we continue to explore space and the skies beyond Earth? Why or why not?
- **Expand Vocabulary**: Explorers, 603F

**Vocabulary**
- Acronyms, 603F
- **Apply Vocabulary to Writing**, 603F

**Comprehension**
- **Strategy**: Evaluate Skill: Fact and Opinion

**Research and Study Skills**
- Skim and Scan, 599B
- Practice Book A-O-B, 167

**Fluency**
- Partner Reading, 592I

**Writing**
- **Daily Writing Prompt**: Create a novel title and five chapter titles for a story about sea exploration. Describe your main character in a short paragraph.
- Journal Entry, 603A–603B

**Grammar**
- Daily Language Activities, 603I
- **Adjectives that Compare**, 603J
- Grammar Practice Book, 144

**Spelling**
- Review and Proofread, 603H
- Spelling Practice Book, 145

**Quick Check**
- Vocabulary, 603D

**Day 5**

**Review and Assess**

**Listening/Speaking/Viewing**
- **Focus Question**: How do you think explorers have benefited society throughout history? Use facts from your readings to support your opinion.
- Speaking and Listening Strategies, 603A

**Vocabulary**
- Spiral Review: Vocabulary Game, 603F

**Comprehension**
- **Strategy**: Evaluate Skill: Fact and Opinion

**Research and Study Skills**
- Self-Selected Reading, 592I

**Fluency**
- Practice, 599A
- Partner Reading, 592I

**Writing**
- **Daily Writing Prompt**: You are an explorer taking a boat trip 100 years from now. What do you find?
- Journal Entry, 603A–603B

**Grammar**
- Daily Language Activities, 603I
- **Adjectives that Compare**, 603J
- Grammar Practice Book, 145–146

**Spelling**
- Posttest, 603H
- Spelling Practice Book, 146

**Weekly Assessment, 285–292**
**Differentiated Instruction**

**What do I do in small groups?**

**Focus on Skills**

*Use your observations to guide additional instruction and practice.*

**Vocabulary**
- **Words:** period, vessels, valuable, documenting, estimated
- **Strategy:** Analogy/Relationships

**Comprehension**
- **Strategy:** Evaluate
- **Skill:** Fact and Opinion

**Fluency**

**Phonics**
- Decode Words with Accented Syllables

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**Suggested Lesson Plan**

**Day 1**
- **Approaching Level**
  - Additional Instruction/Practice
  - Tier 2 Instruction

- **On Level**
  - Practice

- **Beyond Level**
  - Extend

- **Fluency, 603N**
- **Vocabulary, 603N**
- **Comprehension, 603O**

**Day 2**

- **Phonics, 603M**
- **Vocabulary, 603O**
- **Leveled Reader Lesson, 603P**
  - Vocabulary
  - Comprehension

- **Leveled Reader Lesson, 603R**
- **Leveled Reader, 603U–603V**

- **Vocabulary, 603S**
- **Leveled Reader Lesson, 603T**
  - Comprehension

- **Leveled Reader Lesson, 603T**
  - Comprehension
  - Vocabulary

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For intensive intervention see **Triumphs**
Focus on Leveled Readers

Apply skills and strategies while reading appropriate leveled books.

Additional Leveled Reader Resources

Leveled Reader Database
Go to [www.macmillanmh.com](http://www.macmillanmh.com)

Search by
- Comprehension Skill
- Content Area
- Genre
- Text Feature
- Guided Reading Level
- Reading Recovery Level
- Lexile Score
- Benchmark Level

Subscription also available.

Day 3
- Phonics, 603M
- Fluency, 603N
- Vocabulary, 603O
- Leveled Reader Lesson, 603P
  - Comprehension
- Fluency, 603Q
- Vocabulary, 603Q
- Leveled Reader Lesson, 603R
  - Comprehension
- Fluency, 603S
- Vocabulary, 603S
- Leveled Reader Lesson, 603T
  - Comprehension

Day 4
- Phonics, 603M
- Leveled Reader Lesson, 603P
  - Comprehension
- Use Illustrations, 603P
- Study Skill, 603Q
- Leveled Reader Lesson, 603R
  - Comprehension
- Fluency, 603Q
- Self-Selected Reading, 603T

Day 5
- Fluency, 603N
- Leveled Reader Lesson, 603P
  - Make Connections Across Texts
- ELL
- Act Out, 603T

Exploring the Undersea Territory 592F
Managing the Class

What do I do with the rest of my class?

Teacher-Led Small Groups

Independent Activities

Literacy Workstations

Put a check next to the activities you complete.

Name  Date

My To-Do List

Reading
- Practice fluency
- Read a magazine article

Writing
- Write a brief summary
- Write a concrete poem

Social Studies
- Research a Spanish explorer
- Map the explorer’s route

Technology
- Vocabulary Puzzlemaker
- Fluency Solutions
- Listening Library

www.macmillanmh.com

Word Study
- Complete several analogies
- Sort words by context clues

Science
- Research jellyfish
- Diagram a jellyfish

Leveled Readers
- Write About It!

Content Connection

Independent Practice
- Practice Book, 163–169
- Grammar Practice Book, 141–146
- Spelling Practice Book, 141–146

Contracts Unit 5 • Exploring the Undersea Territory 25

Includes:
- How-To Guides  • Rotation Chart  • Weekly Contracts

Class Management Tools

Includes:
- How-To Guides  • Rotation Chart  • Weekly Contracts

FOLDABLESTM

Hands-on activities for reinforcing weekly skills.

Layered Book Foldable

Pyramid Foldable
Independent Activities

Leveled Readers
For Repeated Readings and Literacy Activities

LEVELED PRACTICE
Skills: Vocabulary (p. 163), Comprehension: Fact and Opinion (p. 164), Graphic Organizer (p. 165), Fluency (p. 166), Study Skill: Skim and Scan (p. 167), Vocabulary Strategy: Analogy (p. 168), Phonics (p. 169)

Technology

ONLINE INSTRUCTION
www.macmillanmh.com

• Meet the Author/Illustrator
• Computer Literacy Lessons
• Oral Language Activities
• Research and Inquiry Activities
• Vocabulary and Spelling Activities
• Leveled Reader Database

LISTENING LIBRARY
Recordings of selections
• Main Selections
• Leveled Readers
• ELL Readers
• Intervention Anthology

FLUENCY SOLUTIONS
Recorded passages for modeling and practicing fluency

VOCABULARY PUZZLEMAKER
Activities providing multiple exposures to vocabulary, spelling, and high-frequency words including crossword puzzles, word searches, and word jumbles

Turn the page for Literacy Workstations.
Managing the Class

Literacy Activities
Collaborative Learning Activities

Reading

Objectives
- Time reading to practice fluency.
- Read a magazine article and write new headlines.
- Select literature for reading enjoyment every day.

Fluency
20 Minutes

• Select a paragraph from the Fluency passage on page 166 of your Practice Book.
• With a partner, take turns reading the sentences aloud. Listen for the pronunciation of unfamiliar or difficult words.

Extension
• Read each sentence again. Emphasize different words this time.
• Discuss how the meaning of each word changes.
• Time Your Reading: Listen to the Audio CD.

Things you need:
- Practice Book

Word Study

Objectives
- Identify and write analogies.
- Use context clues in sentences.

Analogies
20 Minutes

• Look for the relationship between the first pair of phrases to complete each analogy.
  1. Question is to question mark as statement is to ____________
  2. Fearful as value is to ____________
  3. Seek is to search as guess is to ____________

Things you need:
- pen and paper

Independent Reading

• Choose a magazine article for independent reading.
• Make a list of facts you find in the article.
• Remember to make sure you know what is happening in the article. Use what you have learned about asking questions.

Extension
• In your response journal, explain why you chose that article. Discuss what topics you most like to read about.

Things you need:
- magazine articles
- pen and paper

Vocabulary
20 Minutes

• Write these words on note cards:
  period, vessels, valuable, and estimated.
• Write 3 context clues for each word on the back of the cards.

Extension
• Exchange cards and ask a partner to write a sentence for each word using the context clues.
• Read the new sentences aloud to one another.

Things you need:
- note cards
- pen and paper

For more books on Explorations, go to the Author/Illustrator section of www.macmillanmh.com
Literacy Workstations

Writing

Objectives
• Write a summary of an informational book or an article.
• Write a concrete poem about a sea creature.

Under The Sea

• Choose an informational book or an article about sea life.
• Write a brief summary of the article, stating the main idea in your topic sentence. Remember to give supporting details.

Extension
• Draw a detailed picture to support your summary. Make sure to include a caption

Things you need:
• informational books and articles
• pen and paper
• colored pencils or markers

Ocean Creatures

• Brainstorm descriptive words about a sea creature and write a concrete poem about it.
• Remember that a concrete poem takes the shape of whatever topic you are writing about.

Extension
• Take two or three details from your poem about a sea creature and offer them as clues to a partner.
• Ask your partner to guess which creature you are describing.

Things you need:
• pen and paper

Science

Objectives
• Use reference materials to learn facts about jellyfish.
• Use the following questions as your focus. What is a jellyfish made of? Why does it sting? How do jellyfish survive in the ocean waters?
• Write a summary of the facts you find.

Jellyfish

Extension
• Use the information in your summary to draw and label a diagram of a jellyfish.

Things you need:
• reference materials
• pen and paper
• colored pencils or markers

Social Studies

Objectives
• Choose a well-known Spanish explorer, such as Ponce de Leon or Hernando Cortez.
• Using reference materials, research and summarize facts about his life and travels.

Extension
• Use your facts to make a map of your explorer’s travels.
• Remember to trace the route of his journey from the beginning to the end.

Things you need:
• reference materials
• pen and paper
• colored pencils or markers

Exploring the Undersea Territory
Oral Language

Build Background

ACCESS PRIOR KNOWLEDGE
Share the following information.
Today scientists use robots to explore parts of the sea that people cannot safely reach.

TALK ABOUT EXPLORATIONS
Discuss the weekly theme.
- Where would you like to explore?
- How do you feel when you are exploring a new place?

FOCUS QUESTION Ask a volunteer to read “Talk About It” on Student Book page 592 and describe the photo.
- What does this map show?
- Where are some places people are exploring today?

ENGLISH LANGUAGE LEARNERS

Beginning Develop Background Explain the picture: This is a map. The map is old. These are ships. This is the ocean. Have students repeat. Say, The ships traveled to many places. The people on the ships were called explorers. Ask questions and help students answer or point.

Intermediate Develop Background Complete the Beginning task. Point out places on the map. Ask, What did explorers do? How was it dangerous? What places have you explored? What places would you like to explore? Why?

Advanced Compare Have students compare exploration in the 1600’s to exploring today. Ask, What explorers do you know? What did they explore? What were some of their challenges? What places do explorers explore today?
Read Aloud

Read “Kon-Tiki: A True Adventure of a Survival at Sea”

**GENRE:** Narrative Nonfiction

Tell students that a narrative nonfiction story gives information about past or present events.

**LISTENING FOR A PURPOSE**

Ask students to listen in order to make judgments about the people and situations as you read “Kon-Tiki: A True Adventure of a Survival at Sea” in the Read-Aloud Anthology. Choose from among the teaching suggestions.

**Fluency**  Ask students to listen carefully as you read aloud. Tell students to listen to your phrasing, expression, and tone of voice.

**RESPOND TO THE STORY**

Ask students to discuss whether or not they would ever go on a sea adventure on a raft like the Kon-Tiki. Have them use examples in their answer.

**Expand Vocabulary**

Ask students to think of three new words that relate to the weekly theme of Explorations. Have students write a sentence using each new word. Then ask students to share their sentences with a partner.
**Vocabulary**

**TEACH WORDS IN CONTEXT**

Use the following routine.

**Define:** A **period** is a length of time.

**Example:** Many of the dinosaurs lived on Earth in the Jurassic period.

**Ask:** How might a grammar book define the word *period*? **MULTIPLE-MEANINGS**

- **Vessels** are ships or large boats. Columbus set out with three vessels to find India. What are some purposes of vessels? **PRIOR KNOWLEDGE**

- Something **valuable** is important or worth a lot of money. Paintings in a museum are valuable. What is an antonym for *valuable*? **ANTONYM**

- When someone is **documenting** an item or event, he or she is making a record of it. We are documenting how the bean seeds are growing. What are different ways of documenting something? **EXAMPLE**

- If something is **estimated**, it is guessed at. We estimated that building the snow fort would take three hours. How is an estimated total different from one that is calculated? **COMPARE AND CONTRAST**

**Quick Check**

Do students understand word meanings?

**During Small Group Instruction**

- **If No** → **Approaching Level**
  Vocabulary, p. 603N
- **If Yes** → **On Level** Options, pp. 603Q–603R
  **Beyond Level** Options, pp. 603S–603T

**ELL**

**Give Examples and Draw** For the word *period*, remind students that they read stories about Benjamin Franklin and Martin Luther King, Jr. Draw a time line and show the time period in which each person lived. What other time periods do students know? For the word *vessels*, help students create a list of synonyms: *ships, boats, sailboats, canoes*. Discuss the meanings of the words and draw pictures. Write the words in sentences: *Ships are large vessels that travel on the ocean.* For the word *estimated*, demonstrate its meaning by having students guess a quantity of pennies or other objects. After the activity, ask, **What did we do?** Help students answer using the word *estimated*. 

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**Real World Reading**

The sixteenth century was a **period** of great exploration by European countries. Facing known and unknown dangers, explorers set sail in the best sea-going **vessels** of their day. Many of those explorers who set sail for North America were from Spain.

1492-1500:
Christopher Columbus, sailing under the Spanish flag, explores the area around the Caribbean Sea.

1508:
Juan Ponce de León travels to Puerto Rico.

1510:
Diego Velázquez de Cuellar and 300 men conquer Cuba.

1513:
Ponce de León is the first European to land in Florida.

1513:
Vasco Núñez de Balboa is the first European to see the Pacific Ocean.

1518:
Hernán Cortés leaves Cuba to explore Mexico.

1519:
Alonso Álvarez de Pineda claims Texas for Spain.

1520:
Álvarez de Pineda proves Florida is not an island but part of a gigantic continent instead.

1542:
Alvar Núñez Cabeza de Vaca publishes a book about his travels in what is now Arizona, Texas, and New Mexico.

1539 to 1542:
Hernando de Soto is the first European to see the Mississippi River.

1592:
Juan de Fuca sails up the west coast of North America from Mexico to Vancouver Island.

1602:
Sebastián Vizcaíno finds Monterey Bay and sets the scene for the settlement of what we now call California.
**Tales of the Taino**

Deep in a forest of the Dominican Republic is an unusual well. It contained more than 240 objects—chairs, jars, baskets, and bowls—that are at least 500 years old. Far from being worthless, these old everyday objects are extremely valuable. They are giving scientists new information about the Taino (tie•EE•no).

The Taino were people who lived throughout the Caribbean, including the countries now called Cuba, Puerto Rico, Haiti, and the Dominican Republic. When European explorers started arriving in the Caribbean in 1492, the lives of the Taino were changed forever. Explorers took their land. Many of the Taino were killed. By the 1520s very little was left of the Taino civilization except some artifacts and a few words. Hurricane, barbecue, and canoe are Taino words we still use today.

Scientists and historians are documenting—making a record of—and studying the items from the well. After 500 years of silence, it seems that the story of the Taino will finally be told.

---

**The Commonwealth of Puerto Rico**

Puerto Rico is a territory of the United States. That means it belongs to the U.S. but is not one of the 50 states. Puerto Rico is located in the Caribbean Sea, southeast of Miami, Florida. It consists of the island of Puerto Rico and the smaller islands of Vieques, Culebra, and Mona.

- **Capital:** San Juan
- **Land area:** 3,459 square miles
- **Estimated population:** 3,886,000
- **Languages:** Spanish and English

Find out more about Puerto Rico at www.macmillanmh.com

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**Vocabulary**

**STRATEGY**

**ANALOGY**

**Relationships** Explain that an analogy is a comparison of two sets of words or ideas. Each set has a similar relationship. For example, in “valuable is to worthless,” the words are antonyms. The second part of the analogy might be “as deep is to shallow.” Ask students to complete the following analogy:

- **automobiles** are to **cars** as **vessels** are to ______ (ships or boats)

Ask how each set of words is related. (They are synonyms.)

**Read “Back in Time with Spanish Explorers” and “Tales of the Taino”**

As you read the vocabulary selections with students, ask them to find clues that reveal the meanings of the highlighted words. Tell students they will read these words again in Exploring the Undersea Territory.

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**On Level Practice Book O, page 163**

Choose a vocabulary word to replace the underlined word(s) in each sentence. Write the word on the line.

- **period** vessels valuable documenting estimated

1. Columbus sailed three **ships** on his voyage to the New World.
   - **vessels**

2. Many explorers were looking for gold and other **valuable** objects.
   - **valuable**

3. A **length of time** of over three hundred years was spent exploring the New World.
   - **period**

4. Explorers **guessed** at how much food and what supplies they would need on their long journeys.
   - **estimated**

5. **Recording** everything that happened on a voyage required a lot of discipline.
   - **Documenting**

Now write a sentence that uses two of the vocabulary words in context.

6. **Possible response provided.**

   The valuable cargo was estimated to be worth over two million dollars.

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**Approaching Practice Book A, page 163**

**Beyond Practice Book B, page 163**
Reread for Comprehension

**STRATEGY**

**EVALUATE**

Tell students it is important to evaluate, or make judgments about, a text they are reading. As they read, they should ask themselves which statements can be proven and which are the author’s beliefs. Doing so will help them identify the author’s purpose. Is the author writing to entertain, to inform, or to persuade?

**SKILL**

**FACT AND OPINION**

- Tell students that **facts** are statements that can be shown to be true when evidence is provided. **Opinions** are statements of beliefs or feelings that do not have to be supported by facts. When evaluating a text, it is important to identify which of the author’s statements are fact and which are opinion.

- Some words and phrases that signal opinions include *I think*, *I believe*, and *probably*. However, sometimes authors state their opinions as if they are facts. Students may need to look for other clues, such as strong adjectives or adverbs, exaggeration, and statements that cause an emotional response.

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**Skills Trace**

**Fact and Opinion**

- **Introduce** 211A–B
- **Practice / Apply** 212–215; Leveled Practice, 53–54
- **Reteach / Review** 219M–T; 595A–B; 596–599; 603M–T; Leveled Practice, 164–165
- **Assess** Weekly Tests; Unit 2, 5 Tests; Benchmark Tests A, B
- **Maintain** 243B; 753B

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**Use Academic Vocabulary**

Write the words **fact** and **opinion** on the board. Below each word, write its definition and examples of signal words and phrases. Write fact and opinion statements with students about a topic that interests them. Use the signal words in the statements.

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**Transparency 23**

**Tales of the Taino**

Deep in a forest of the Dominican Republic is an unusual well. It contained more than 240 objects—chairs, jars, baskets, and bowls—that are at least 500 years old. Far from being worthless, these old everyday objects are extremely valuable. They are giving scientists new information about the Taino (tie•EE•no).

“The Taino were people who lived throughout the Caribbean, including the islands now called Cuba, Puerto Rico, Haiti, and the Dominican Republic. When European explorers started arriving in the Caribbean in 1492, the lives of the Taino were changed forever. Explorers took their land. Many of the Taino were killed. By the 1520s every little was left of the Taino civilization, except some artifacts and a few words: houma, aucahuari, and cahup. These words are Taino words we still use today. Scientifc and historians are documenting—making a record of—and studying the items from the well. After 500 years of silence, it seems that the story of the Taino will finally be told.”

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MODEL
Reread the first paragraph of “Tales of the Taino” from Student Book page 595.

Think Aloud I know that an author’s use of strong adjectives or adverbs often signals that an opinion is being stated. In the first paragraph, I notice the adjectives unusual, worthless, and valuable. I also notice the adverb extremely. I can read carefully the sentences that contain these words to decide if they are statements of fact or opinion.

GUIDED PRACTICE
Help students decide if calling the well unusual and the objects extremely valuable are facts or opinions. (Scientists probably don’t find a well filled with 240 objects that are 500 years old every day, so calling the well unusual is probably a statement of fact. Only people who know something about the objects would think they are extremely valuable, so that is probably the opinion of the scientists.)

APPLY
Have students look for signal words and other clues that might identify opinions in the remainder of “Tales of the Taino.” Ask students to evaluate the information to determine if the statements are fact or opinion. Then have them explain if the author is stating any opinions as facts.

Can students distinguish between fact and opinion?

During Small Group Instruction
If No → Approaching Level Comprehension, p. 603O
If Yes → On Level Options, pp. 603Q–603R
Beyond Level Options, pp. 603S–603T

A fact is something known to be true or real. A fact can always be proved true. An opinion is a judgment one holds to be true, even though there are no facts to support that conclusion.

Read the passage below. Then write fact or opinion after each statement.

The Spanish explored Mexico and Peru in the 1500s. They looted the lands they explored and filled their ships to the brim with gold and treasure. The jewels they carried back to Spain were the most beautiful in the world.

1. The Spanish explored Mexico and Peru in the 1500s. ___ fact ___
2. The Spanish looted the lands they explored ___ fact ___
3. The jewels they carried back to Spain were the most beautiful in the world ___ opinion ___
4. The ships usually traveled a route that took them through “The Spanish Main.” ___ fact ___
5. Some pirates claimed to have captured hundreds of treasure ships ___ fact ___