

Dear Parent/Guardian,

As our communities navigate today's uncharted waters, we've created this resource to support you and your student(s) for continued learning at home. On the back of this letter you will find a **3-week daily calendar of routines** to keep your student(s) engaged and interacting with their student books – **Texts for Close Reading**. Once the 3-week unit is complete, student(s) should repeat the same routines for the next unit's Texts for Close Reading book.

Wishing you safety and good health.

Benchmark Education

Estimado Padre/Tutor:

Mientras nuestras comunidades navegan hoy en aguas desconocidas, hemos creado este recurso para apoyarlo a usted y a sus estudiantes para continuar aprendiendo en el hogar. En el otro lado de esta página encontrará un calendario con 3 semanas de rutinas diarias para mantener a su estudiante(s) involucrado e interactuando con sus libros de Textos para lectura atenta. Una vez las 3 semanas han sido completadas, los estudiantes pueden repetir las mismas rutinas para la próxima unidad de los Textos para lectura atenta.

Deseándoles buena salud y seguridad,

Benchmark Education

Texts for Close Reading – Take Home Routine

Follow this routine each week as you work in your **Texts for Close Reading** book.

While working at home, complete the tasks for each of the texts. Just like in the classroom, write annotations in your book or packet and complete the additional writing tasks on separate sheets of paper. Remember to look on the inside of the front cover for Text Annotation Tips.

Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Write the Essential Question on a sheet of paper and answer it based on what you know before reading the texts. Read and annotate Short Read 1 Underline important information that will help you answer the Essential Question	Reread Short Read 1 - Answer Text Evidence Questions - What information will help you add to your answer of the Essential Question? Start a list of information you find that helps answer the Essential Question. <i>You will continue to add to your list of information after each text you read in this unit.</i> <i>You will need this information when you complete the Read, Reflect, and Write Tasks each week.</i>	Read and annotate Short Read 2 - Annotate: Underline important information that relates to the Essential Question - Add to your Essential Question list information you are collecting - Answer Text Evidence Questions	Reread Short Read 2 - Complete Graphic Organizer to build knowledge on page 11 - Read the Word Study text - Annotate and add to your Essential Question list of information you are collecting	Complete Build, Reflect and Write page 11 - Use text evidence from all the sections you have read this week and answer the “Reflect” question on page 11. - Use the information you gathered to “Write to Sources.” - Keep your Essential Question information so you can add information next week. - Check to see if any words were used in the pages read on page 33 <i>If so, go back and find the word(s) in the text you read. Use the text to help write a definition and sentence using the word in the space provided on page 33.</i>
Week 2 Read Extended Read 1 Read Extended Read 1 (do not need to annotate —just read)	Reread Extended Read 1 Annotate while you read, make sure you gather information you will use in answering the Essential Question	Locate important vocabulary words - Go to page 33 and find vocabulary words in this text - Complete the section on page 33 using the words used in this text - Go to page 21 and begin the “Writing to Sources” or “Research and Writing” task	Read Word Study Read - Find any information that will help in answering the Essential Question. - Continue to complete your “Writing to sources” or “Research and Writing” task	Complete sections Build, Reflect and Write , page 21 - Complete “Build Knowledge” graphic organizer task - Complete “Reflect” Task (building knowledge around essential question) - Complete Writing to Sources or Research and Writing task
Week 3 Read Extended Read 2 Read Extended Read 2 (do not need to annotate —just read)	Reread Extended Read 2 Annotate while you read, make sure you gather information you will use in answering the Essential Question	Locate important vocabulary words - Go to page 33 and find vocabulary words in this text - Complete the section on page 33 using the words used in this text - Go to page 31 and begin the “Writing to Sources” or “Research and Writing” task	Read Word Study Read - Find any information that will help in answering the Essential Question. - Continue to complete your “Writing to Sources” or “Research and Writing” task	Complete sections Build, Reflect and Write , page 31 - Complete “Build Knowledge” graphic organizer task - Complete “Reflect” Task (building knowledge around essential question) - Complete Writing to Sources or Research and Writing task

Directions: Use evidence from the text to support your answers.



Short Read 1:
Why the Sky Is Far Away

1. Reread the title of the text and paragraph 1. How do these pieces of information introduce the problem of the story?

2. What is the lesson, or moral, of this story?



Short Read 2:
King Midas

3. Look at the illustrations of King Midas on pages 10–11. How do these images portray King Midas as greedy?

4. Reread “Why the Sky Is Far Away.” How are the people similar to and different from King Midas?



Extended Read 1:
A Foxy Garden

5. What can you conclude about Bear based on the three events?

6. How is the ending of “A Foxy Garden” similar to the ending of “King Midas”?

7. Reread paragraphs 27 and 28. How do the sounds and movement of the creek help Bear understand that he needs to share?



Extended Read 2:
On One Wheel

8. Based on the events at the end of the story, who might become Casey’s first friend at her new school?

9. Reread paragraph 27. The word “pummeled” means “getting hit over and over again.” How does this word help you understand why Casey was so upset at her new school?

10. What lesson does Casey learn about herself?

Name: _____

Unit 6: Tales to Live By

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
The Best Idea p. 4 - Invite your child to read aloud the fable. - Discuss why Young Mouse's idea wasn't so good after all. In what way is Old Mouse wise?	Why the Sky Is Far Away pp. 6–9 - Take turns reading aloud pages of the story. - In paragraph 3, the sky becomes angry. Take turns reading the sky's dialogue in an angry voice. Who can sound the angriest?	Why the Sky Is Far Away pp. 6–9 - Ask your child to explain what the people do that makes the sky go far away forever. - Discuss what message the story has for readers.	King Midas pp. 10–13 - Read aloud the myth together, alternating paragraphs. - After reading, ask your child to describe how Midas changes over the course of the story.	King Midas pp. 10–13 - Go on an adjectives hunt. Find as many adjectives as you can that describe King Midas. (richest (p. 10); delighted, thrilled (p. 11); saddest, happiest (p. 13)) - Use the words in new sentences about King Midas.
Week 2				
Fox Gets Tricked p. 16 - Invite your child to read aloud the tale. - Discuss the way the story ends. Why do different cultures all enjoy stories where bullies are taught a lesson in the end?	A Foxy Garden pp. 18–21 - Read the first four pages of the tale together, alternating paragraphs. - Ask your child to explain why Fox decides to trick Bear. - Look for two words in paragraph 14 that show how Bear is feeling.	A Foxy Garden pp. 22–25 - Finish the tale together, assuming roles and reading the dialogue of Fox and Bear. - Point out the phrase long, cool drink in paragraph 28. Together, think of adjectives to describe cocoa and pretzels.	A Foxy Garden pp. 18–25 - Discuss how Bear's bad attitude changes at the end of the tale. - Find where the narrator tells how Bear changes in paragraph 27. - Ask your child to find and read Bear's actual words on page 25 that show he has changed.	The Many Tales of Red Riding Hood p. 26 - Point out to your child that stood and would have different spellings that make the same vowel sound. - Then conduct a search to find words with the same vowel sound. (could, good, would, understood)
Week 3				
A Gift for Mom p. 28 - Invite your child to read aloud the story. - Ask your child to explain the message, or theme, of the story. What important lesson does Mia learn?	On One Wheel pp. 30–33 - Take turns reading aloud the first four pages of the story. - Discuss why Casey hurting her knee is a key event in the story. - Assume the roles of Mom and Casey, and do a dramatic reading of the dialogue on page 33.	On One Wheel pp. 34–37 - Read the rest of the story aloud with your child, alternating pages. - Point out the two times that Casey refers to normal sports. Ask your child to explain what Casey means by "normal." - Make a list of other sports or hobbies that are unique, like unicycling.	On One Wheel pp. 30–37 - Discuss the important lesson that Casey learns in the story. - Then invite your child to explain how that lesson is similar to the one that Mia learns in "A Gift for Mom."	Week 3 Texts - Find challenging words from the texts this week, such as prevail (p. 29), snorted (p. 32), pummeled (p. 34). - Look up the words in a print or online dictionary. - Make up your own sentences using the words.

Directions: Use evidence from the text to support your answers.



Short Read 1:
The Oregon Trail

1. Look at the date of each diary entry. What can you infer about traveling by wagon from these dates?
2. In the June diary entry, what problems did the rain cause for the family's trip?



Short Read 2:
Helen Keller:
Words through
Touch

3. What words does Helen Keller use to describe the feeling of touching tadpoles?
4. Reread paragraph 3. What does the word “ambitious” mean? What context clues help reveal the meaning of the word?



Extended Read 1:
Primary Sources

5. Why is Helen Keller's writing considered a primary source?
6. What are the oldest forms of primary sources? What is one example of a newer primary source?
7. Look at the sidebar on page 21. How does it help you understand what primary sources are?



Extended Read 2:
A Dinosaur
Named SUE

8. Reread the section headings. How did finding the dinosaur bones change the diggers' plans?
9. Why does the author say that finding almost a whole dinosaur skeleton is an “important discovery”?
10. Look at each photograph. What information do these photographs give about the dinosaur fossil?

Name: _____

Unit 7: Investigating the Past

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



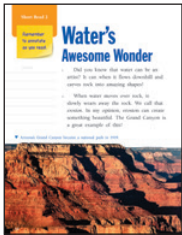
Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Buffalo Dusk p. 5 • Invite your child to read aloud the poem. • Discuss who "those who saw" are in the poem.	The Oregon Trail pp. 6-7 • Take turns reading the diary entries with your child. • Point out the dates of the diary entries, and discuss what it might have been like for Edith on the Oregon Trail.	The Oregon Trail pp. 6-7 • Reread the diary entries with your child. • Have your child point out facts and details that show the diary entries are from long ago.	Helen Keller: Words through Touch pp. 8-9 • Invite your child to read the journal entries. • Talk about the words Helen Keller used to describe the tadpoles. Invite your child to act out frisked about and darted.	Helen Keller: Words through Touch pp. 8-9 • Take turns reading paragraphs of the text aloud. Discuss the tone of Helen's journal. Is the language formal or informal? • Use informal and formal language to describe an animal other than a tadpole.
Week 2				
A Gift to America p. 12 • Invite your child to read the text aloud. • Have a hunt to see who can find more proper nouns in the text. (July, France, Statue of Liberty, America, Paris)	Primary Sources pp. 14-16 • Have your child read aloud the first five paragraphs of the text. • Ask your child to tell you the main topic of the text. Invite your child to explain how the subheadings relate to the main topic.	Primary Sources pp. 17-21 • Finish reading the article, taking turns reading alternate paragraphs aloud. • Work together to find an image that represents each type of primary source. • How does the image help readers understand the topic?	Primary Sources pp. 14-21 • With your child, look back at "The Oregon Trail" on pages 6-7. • Discuss how the diary relates to "Primary Sources." • Then, hunt for household items that can be considered artifacts.	Grandpa's Treasure Chest p. 22 • Invite your child to read the story aloud. • Hunt together for the compound words in the story. (something, horseback) • Together, break the word grandfather into parts.
Week 3				
An Exciting Day in San Francisco p. 25 • Invite your child to read the diary entry aloud. • Brainstorm an important local or school occasion, and write a made-up diary entry for it.	A Dinosaur Named SUE pp. 26-28 • Read the first two diary entries aloud together, alternating paragraphs. • Discuss the tone of the journal. Point out the phrases "What a day!" and "we couldn't believe our eyes!"	A Dinosaur Named SUE pp. 29-32 • Invite your child to read pages 29-32. • Discuss the events from the journal, and then look at the images and read the captions. Ask how they contribute to the journal.	A Dinosaur Named SUE p. 33 • Have your child read the last journal entry aloud. • Hunt through the text and make a list of adjectives and the nouns they describe. Think of other adjectives that have similar meanings.	A New Discovery p. 34 • Read the article together. • Make a list of the major events. Invite your child to explain how the events are connected.

Directions: Use evidence from the text to support your answers.



Short Read 1:
Tornado!

1. In paragraph 1, the author writes, “Although a tornado may not last very long, its damage can take years to repair.” What evidence from the text, including photos, supports this statement?
2. Look at the map and read the caption on page 7. What does the word “alley” mean?



Short Read 2:
Water's Awesome Wonder

3. What reasons does the author give to support the opinion that erosion can create something beautiful?
4. The author uses words such as “flowed across the desert floor” and “sculpture.” Why do you think the author chose these words?



Extended Read 1:
Earth's Changes

5. In paragraph 10, the author uses the words “people’s things.” In paragraph 14, the author uses the word “possessions.” These words have the same meaning. What text evidence supports this statement?
6. Reread paragraph 4. Do ocean waves crashing onto rocks cause erosion quickly or slowly?
7. Review the photographs on pages 24–25. Explain how erosion occurred in both places.



Extended Read 2:
Surf Haven
Debates Its Future

8. In paragraph 1, the author writes that Surf Haven “took a pounding.” Why does the author choose the word “pounding”?
9. What is the author’s purpose in writing this news article?
10. Reread “Earth’s Changes.” What information from “Earth’s Changes” helps you understand how the hurricane could have damaged the town?

Name: _____

Unit 8: Wind and Water Change Earth

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Volcano! p. 4 - Invite your child to read the text. - Ask: <i>What is happening in the photo? Where in the text is an eruption described?</i>	Tornado! pp. 6–9 - Take turns reading the article aloud, swapping paragraphs. - Look at the map and diagram on page 7. - Ask your child to explain how these graphics help him or her understand tornadoes.	Tornado! pp. 6–9 - Review the article together. - Have your child explain the events described on the last page. - How are they related? How do the pictures add to the article?	Water's Awesome Wonder pp. 10–11 - Have your child read the first four paragraphs aloud. - Have your child show you where the author directly states an opinion in paragraph 2.	Water's Awesome Wonder pp. 10–13 - Review the first two pages, and then have your child finish the text, reading aloud. - Discuss the tone of the article. Is it stiff and formal or is it conversational and informal?
Week 2				
How a Mountain Changes p. 16 - Read the text with your child. - Invite your child to tell you the main topic of the article and explain how the photos support it.	Earth's Changes pp. 18–20 - Invite your child to read the first two sections aloud. - Discuss the author's tone. Is the language formal or informal and chatty?	Earth's Changes pp. 21–23 - Read the next two sections of the text aloud, alternating paragraphs. - Ask your child to tell you the main point the author makes in each section.	Earth's Changes pp. 18–23 - Review the article, and have your child read the conclusion aloud. - Look back at "Tornado!" on pages 6–9. Ask your child what similar points were made about extreme weather in the two texts.	My Beach p. 26 - Invite your child to read the story aloud. - Use people and things mentioned in the story to form possessives. (father's beach, swimmers' goggles, beach's erosion)
Week 3				
Fishing in the Desert p. 29 - Have your child read the story. - Ask your child to explain how the story relates to "How a Mountain Changes" on page 16.	Surf Haven Debates Its Future pp. 30–31 - Have your child read the first two pages aloud. - Point out that this is a news article. Ask your child to identify the opinions being expressed.	Surf Haven Debates Its Future pp. 32–34 - Read the rest of the article, alternating paragraphs. - Ask which is a better idea—a nature preserve or the boardwalk.	Surf Haven Debates Its Future pp. 30–34 - Review the article together, making a list of all the compound words. - Then take turns dividing the words into parts.	Surf Haven Times Opinion Pages pp. 35–37 Read the three opinion pieces with your child. Identify the points each author makes, and have your child find reasons they give in support.

Directions: Use evidence from the text to support your answers.



Short Read 1:
Fresh from the Market

1. Reread paragraph 4. What types of markets are compared?
2. Look at the photographs on page 9. What can you infer about farmers' markets from these photos?



Short Read 2:
Goat and Bear in Business

3. At the end of the story, Goat and Bear have only one nickel. How is this possible?
4. Reread "Fresh from the Market." How is Goat and Bear's business similar to the farmers' markets in "Fresh from the Market"?



Extended Read 1:
From Pine Tree to Pizza Box

5. Review the photos on page 19. Which of the three photos describes what pizza boxes are made from?
6. In paragraph 7, the author says that cardboard is strong material. What evidence on page 20 supports this statement?
7. Why would material from recycling bins need to be sorted at recycling centers?



Extended Read 2:
The Paper Dinosaurs

8. The paper dinosaurs come to life. Why is this event important to the story?
9. Think about the students watching the video about the dinosaurs. Then think about the paper dinosaurs watching the same video. Why would their point of view be different?
10. Reread paragraph 14. What does the dinosaur mean when it says, "The moon is disappearing"?

Name: _____

Unit 9: Buyers and Sellers

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Because p. 5 - Take turns reading the poem. - As you read, be sure to express the speaker's sense of humor and injustice.	Fresh from the Market pp. 6–9 - Read the text aloud, alternating paragraphs with your child. - Ask your child why the author wrote the article. What does the author want readers to know?	Fresh from the Market pp. 6–9 - Invite your child to read the text aloud. - Point to the compound word strawberries on page 6. Brainstorm a list of other compound-word foods. (blueberry, meatloaf)	Goat and Bear in Business pp. 10–13 - Read the first page together, assuming the roles of Goat and Bear. Then have your child read the rest of the story. - What are the key events in the story?	Goat and Bear in Business pp. 10–13 - Review the story, and discuss how the pictures reflect the text. - Have your child describe the story's beginning, middle, and end.
Week 2				
Juice in Your Glass! p. 16 - Invite your child to read the text aloud. - Have your child restate the juice-making process, and together visualize the juicing plant.	From Pine Tree to Pizza Box pp. 18–20 - Invite your child to read the first three pages aloud. - Then work together to outline the cardboard-making process.	From Pine Tree to Pizza Box pp. 21–25 - Invite your child to read the rest of the text aloud. - Conduct a home search for recycled cardboard items that you use every day.	From Pine Tree to Pizza Box pp. 18–25 - Review the text with your child and reread the conclusion together. - Then, have your child explain why recycling cardboard is important.	Let's Make Peanut Butter p. 26 Read the text together, making a list of the steps involved in making peanut butter, from planting peanut seeds to stocking stores.
Week 3				
Market Day p. 28 - Preview the story's punctuation. Point out that sentences with exclamation points must be read enthusiastically. - Have your child read the story.	The Paper Dinosaurs pp. 30–32 - Read paragraphs 1–7 aloud with your child, alternating paragraphs. - Read paragraph 8 together. Make an inference about what will happen next in the story.	The Paper Dinosaurs pp. 33–37 - Invite your child to read the rest of the story aloud. - Have your child explain how reusing newspaper to make dinosaurs is the same as or different from the recycling described in "From Pine Tree to Pizza Box" on pages 18–25.	The Paper Dinosaurs pp. 30–37 - Review the story together, and then search independently for compound words. - Keep lists of your compound words—see who finds more!	Our Class Knows! p. 38 - Read the story together, and make a list of all the words with silent letters. - Then challenge your child to circle the letter combinations with the silent letter.

Directions: Use evidence from the text to support your answers.



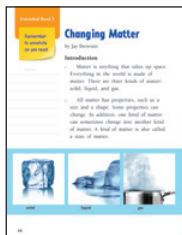
Short Read 1:
The Art of
Origami

1. What does the word “origami” mean? How is origami an example of turning something old into something new?
2. How do the photographs and the captions help you understand the directions?



Short Read 2:
Sand Sculpture

3. How are sand sculptors similar to and different from people who build sand sculptures for fun?
4. The author states that the sand sculpting process is about science, construction, and art. Why do sand sculptors need to know about construction?



Extended Read 1:
Changing Matter

5. Look at the illustration of the carrot on page 20. How does the illustration show how matter can change size?
6. Review the photographs on pages 22 and 24. What state of matter does each photograph show?
7. Reread paragraphs 8–11. How can frozen ice be changed into gas?



Extended Read 2:
How Mount
Rushmore Was
Made

8. Reread paragraph 7. What problem did Borglum have?
9. Why did Borglum choose Mount Rushmore for the sculpture?
10. In paragraph 12, the author states, “The workers were not artists—many were ranchers, miners, or lumbermen.” What can you infer about the type of work Borglum’s sculpture required?

Name: _____

Unit 10: States of Matter

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1	Monday Soap Shapes p. 4 ☐ - Read the text aloud with your child. - Discuss the question, <i>How can you make something old become new?</i>	Tuesday The Art of Origami pp. 6–9 ☐ - Read the text aloud together, taking turns reading the numbered steps. - Have your child explain how origami is used to change one thing to make a new thing.	Wednesday The Art of Origami pp. 6–9 ☐ - Review the text and the folding procedure. - Make an origami dog’s face with your child. Discuss how the pictures helped with the task.	Thursday Sand Sculpture pp. 10–13 ☐ - Preview the text together, reading the captions and discussing the pictures. - Discuss what the text will be about. - Then, invite your child to read paragraphs 1 and 2.	Friday Sand Sculpture pp. 10–13 ☐ - Have your child read the text aloud. - Point out difficult words like squawking sculptors, and bottomless. - Point out root words and suffixes and discuss their meanings.
Week 2	That’s Cool! p. 17 ☐ - Invite your child to read the text aloud. - Discuss the steps involved, organize supplies—and then make ice cream!	Changing Matter pp. 18–22 ☐ - Read pages 18–22 aloud with your child, alternating paragraphs. - Talk about how the pictures on page 18 illustrate the main topic of the text.	Changing Matter pp. 23–25 ☐ - Invite your child to read the rest of the text aloud. - Work together to group solids and liquids from your refrigerator.	Changing Matter pp. 18–25 ☐ Review “Changing Matter” with your child and discuss how the images and captions help make the topic clear.	Sand Becomes Glass! p. 26 ☐ - Ask your child to read the letter aloud. - Discuss how the word shape becomes shaped and reshaped.
Week 3	Old Faithful p. 28 ☐ - Preview the text with your child. - Look at the title and the picture. - Ask: <i>What is this article going to be about?</i>	How Mount Rushmore Was Made pp. 30–32 ☐ - Invite your child to read pages 30–32 aloud. - Ask what topics are introduced in the text.	How Mount Rushmore Was Made p. 31 ☐ - Look at the picture and read paragraph 3. - Work with your child to think of a six-story building you both know. That’s how big it is!	How Mount Rushmore Was Made pp. 33–37 ☐ - Read the rest of the text aloud. - Make a list of the steps the workers had to follow that are described in “Carving the Mountain.”	Beautiful Ice Cities p. 38 ☐ - Point out the words colorless and colorful in the text. - Write them down, separating the endings from the roots. - Search the text for similar words.