

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:
Androcles and
the Lion

1. Androcles puts the lion's well-being before his need for survival. In return, the lion puts Androcles's well-being before its need for survival. What do these events suggest about the need to survive?
2. What causes the emperor to pardon Androcles and free the lion?



Short Read 2:
Brushfire!

3. Consider Ed's and Meg's feelings. What do they have in common? How do they differ?
4. Ed tells Meg, "Oh, please. You're such a drama queen." What does Ed mean? What can you infer about his tone from this line of dialogue?



Extended Read 1:
The Law of Club
and Fang

5. From whose point of view is this story told?
6. The narrator states, "So that was the way. No fair play. Once down, that was the end of you." How does this statement reveal what was at stake in the fight between Curly and the husky dog?
7. Reread paragraph 10. What does the word "ignominiously" mean? Use context clues to figure out the meaning of this word.



Extended Read 2:
Julie Fights for
Survival

8. Why does Julie consider her needles, ulo, and boots to be "more wonderful...than airplanes, ocean liners, and great white bridges"?
9. What did Julie learn about survival from the wolves and the old Eskimos?
10. Reread "The Law of Club and Fang." How do Buck and Julie experience the cold, frigid climate in which they find themselves?

Name: _____

Unit 6: Up Against the Wild

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Androcles and the Lion pp. 4–5 - Invite your child to read aloud the fable. - Point out the word ravenous in paragraph 3. - Then ask your child to find clues to what the word means and take turns using the word in a sentence.	Androcles and the Lion pp. 4–5 - Revisit the fable. - Ask: <i>What is the moral of this story?</i> (One good deed deserves another/Gratitude is noble.)	Brushfire! pp. 6–7 Do a dramatic reading of the first two pages of the play together, assuming the roles of Ed, Meg, and Jack.	Brushfire! pp. 8–9 - Finish reading the play together. - Do a dramatic reading assuming the roles of Ed, Meg, Jack, and Mike.	Brushfire! pp. 8–9 - Ask: <i>Will Ed leave? Or stay behind?</i> - Work together to decide what happens next and then write an ending to the play “Brushfire!”
Week 2				
The Law of Club and Fang pp. 12–13 - Read aloud the first two pages of the excerpt together, alternating paragraphs. - Point out the word vicarious in paragraph 2. - Then ask your child to find clues to what the word means and take turns using the word in a sentence.	The Law of Club and Fang pp. 14–15 - Continue reading the story together. - Ask your child to explain how the footnotes and illustrations help support his or her understanding of the story.	The Law of Club and Fang pp. 16–17 - Continue reading the story together. - Point out the word tuition in paragraph 9. - Find clues and use a print or online dictionary to understand the meaning of the term in this instance.	The Law of Club and Fang pp. 18–19 - Finish reading the excerpt together. - Ask your child to explain how Buck learns to adapt to his new surroundings. - If your child is interested in reading more of <i>The Call of the Wild</i>, go to your local library.	Gold Rush! p. 20 - Invite your child to read aloud the selection. - Then ask your child to describe the setting or draw a picture to illustrate the story.
Week 3				
Julie Fights for Survival pp. 22–23 - Read aloud the first two pages of the excerpt together, alternating paragraphs. - Ask: <i>Who is Jello? What elements in the text help us to understand who this character is?</i>	Julie Fights for Survival pp. 24–25 - Read aloud the next two pages of the excerpt together, alternating paragraphs. - Then ask your child to describe the setting and how the character is feeling.	Julie Fights for Survival pp. 26–27 - Continue reading the excerpt. - Ask your child to find evidence that shows that Julie is determined to survive.	Julie Fights for Survival pp. 28–29 - Finish reading the excerpt together. - Then ask your child to compare and contrast Julie with Buck from last week’s selection: “The Law of Club and Fang.” - Ask: <i>How are they similar? How are they different?</i>	Survival in the Arctic p. 30 - Invite your child to read aloud the selection. - Then think of another wild habitat in a different climate that you would like to visit. - Write a checklist for what you might need to survive in that climate.

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



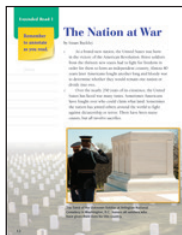
Short Read 1:
Yankee Doodle
Boy

1. How does the raising of the American flag make Joseph Plumb Martin feel?
2. Describe the Americans' surprise attack on the British.



Short Read 2:
Road to
Revolution

3. Why were the colonists angry with the British government?
4. Review the time line. What events occurred between the time when Washington wrote his letter and the time when Henry made his speech? How might these events have influenced Henry's speech?



Extended Read 1:
The Nation at War

5. Reread the two letter excerpts on page 13. What is the main idea of both soldiers' letters? What details in each letter support the main idea?
6. Reread "Road to Revolution." Compare and contrast the causes of the Revolutionary War and the Civil War.
7. Look at Mathew Brady's photographs on pages 16–17. How do these images support the idea that war has devastating effects?



Extended Read 2:
The Youth in
Battle

8. How do the youth's feelings change as the enemy troops get closer?
9. Cite an example of figurative language, and explain what it means.
10. What does the word "querulous" mean? Cite evidence from the text to support your answer.

Name: _____

Unit 7: Conflicts That Shaped a Nation

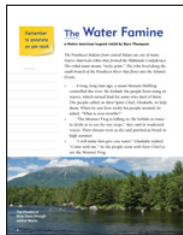
Daily Take-Home Activity Calendar

Check off each activity as you complete it.



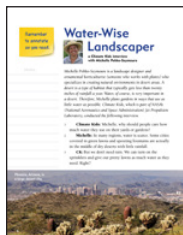
Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Yankee Doodle Boy pp. 4-5 - Read aloud the selection together, alternating paragraphs. - Ask your child to then use a print or online dictionary to look up the meaning of any unknown vocabulary words. ☐	Yankee Doodle Boy pp. 4-5 - Invite your child to read aloud the selection. - Then go online or to your local library to look at a map of the Battle of Yorktown, 1781. ☐	Road to Revolution pp. 6-7 - Read aloud the first two pages of the selection together, alternating paragraphs. - Encourage your child to draw illustrations or find images online to illustrate items on the time line. ☐	Road to Revolution pp. 8-9 - Finish reading the selection together. - Do a dramatic reading of Washington's and Henry's speeches. - Ask: <i>How were the speeches alike? How were they different?</i> ☐	Deborah Sampson, Revolutionary Soldier p. 10 - Invite your child to read aloud the selection. - Then go online or to your local library to learn more about women who serve in the U.S. military. ☐
Week 2				
The Nation at War pp. 12-13 - Read aloud the first two pages of the selection together, alternating paragraphs. - After reading the firsthand accounts on page 13, write a short poem together, responding to these soldiers' experiences. ☐	The Nation at War pp. 14-15 - Read aloud the next two pages of the selection together. - Search your local library or online to find a map of the battles of the American Revolution. - Learn more about battles near where you live or in places where you might like to visit. ☐	The Nation at War pp. 16-17 - Read aloud the next two pages of the selection together. - Do a dramatic reading of the Gettysburg Address. - Ask: <i>What was Lincoln saying in this historic speech?</i> ☐	The Nation at War pp. 18-19 - Finish reading aloud the selection together. - Use a print or online newspaper to learn more about current wars around the globe. ☐	Two Letters from Boston, Massachusetts—1775 p. 20 - Have you and your child each read aloud a letter from the selection. - Then discuss the types of hardships that are endured during war. ☐
Week 3				
The Youth in Battle pp. 22-26 - Read aloud the first five pages of the excerpt together, alternating paragraphs. - Ask: <i>What is being described in this scene?</i> ☐	The Youth in Battle pp. 22-26 - Review the text. - Point to the word amputated on page 26. Ask your child to find clues to what the word means in this instance. - Ask: <i>How is it different from other uses of the word? How is it similar? Why do you think the author chose this word for this scene?</i> ☐	The Youth in Battle pp. 27-29 - Finish reading the excerpt together, alternating paragraphs. - Discuss the actions and mood of the scene. - Then encourage your child to draw a picture to illustrate the scene. ☐	The Youth in Battle pp. 22-29 - Ask: <i>What imagery does the author use?</i> - Work together to find figures of speech such as similes and metaphors (comparisons) that enhance the imagery in the text. ☐	The Youth in Battle pp. 22-29 - Learn more about the life and work of Stephen Crane. - Go online or to your local library to read <i>The Red Badge of Courage</i> together. ☐

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



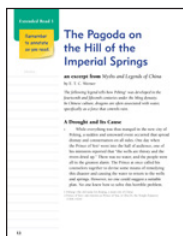
Short Read 1:
The Water Famine

1. According to the Penobscot Indians, why do bullfrogs have broken backs?
2. Reread paragraph 2. Cite an example of figurative language, and explain what it describes.



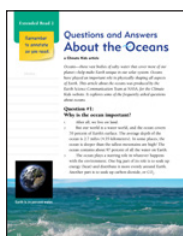
Short Read 2:
Water-Wise
Landscaper

3. Michelle designs gardens in ways that use as little water as possible. What evidence does Michelle provide in her interview that explains why she designs gardens this way?
4. What changes does Michelle recommend to make landscapes water-efficient?



Extended Read 1:
The Pagoda on
the Hill of the
Imperial Springs

5. What additional information does the flashback scene provide? Why is this flashback necessary to the story?
6. Compare the Prince in this story with Gluskabe in “The Water Famine.” How are they similar in terms of their approach to their situations?
7. What source of water does this legend explain? How is this source important to the setting?



Extended Read 2:
Questions and
Answers About
the Oceans

8. The author states that the ocean’s absorption of extra energy would lead to warmer temperatures and would harm or kill ocean life. What evidence does the author give to support this claim?
9. What does the word “turbulence” mean? Use evidence from the text to support your answer.
10. Review the diagrams and captions on pages 23 and 27. Based on these features, what can you infer about the ocean’s role?

Name: _____

Unit 8: Water: Fact and Fiction

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1	Monday	The Water Famine pp. 4–5	☐	• Invite your child to read aloud the tale. • Read the caption on page 5. • Then go online or to your local library to find more tall tales about Gluskahe, or Glooscap, as he is often called.				
	Tuesday	The Water Famine pp. 4–5	☐	• Go online or to your local library to explore maps and learn facts about Maine’s longest waterway, the Penobscot River.				
Week 2	The Pagoda on the Hill of the Imperial Springs pp. 12–14	☐	• Read aloud the first three pages of the selection together, alternating paragraphs. • Point to the word scarcity in paragraph 2. • Ask your child to look for clues to the term’s meaning. Then practice using the term scarcity in a sentence.	The Pagoda on the Hill of the Imperial Springs pp. 15–16	☐	• Read aloud the next two pages of the selection together. • Ask your child to explain how the dream helps the Prince.		
	The Pagoda on the Hill of the Imperial Springs pp. 17–19	☐	• Invite your child to complete the selection. • Then discuss how the images and captions throughout the text help support the reader’s understanding of the tale.	The Pagoda on the Hill of the Imperial Springs pp. 12–19	☐	• Review the text. Choose a favorite scene. Perform a dramatic reenactment of that scene, or work together to draw or paint an illustration for it.		
Week 3	Questions and Answers About the Oceans pp. 22–23	☐	• Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to explain how the sun’s energy is absorbed and transferred through animals.	Questions and Answers About the Oceans pp. 24–25	☐	• Read aloud the next two pages of the selection together. • Ask your child to explain different ways the ocean helps maintain a balanced atmosphere.		
	Questions and Answers About the Oceans pp. 26–29	☐	• Finish reading about the selection together. • Make lists of the liquids in your house that are acidic (vinegar) or alkaline (soap).	Questions and Answers About the Oceans pp. 22–29	☐	• Discuss the diagrams, images, and charts throughout the selection. • Ask: <i>How do these graphic features help you to better understand the text?</i>		
	The Great Barrier Reef p. 30	☐	• Invite your child to read aloud the selection. • Go online or to your local library to search maps and learn more about the Great Barrier Reef habitat and its amazing wildlife.	The Great Barrier Reef p. 30	☐	• Invite your child to read aloud the tall tale. • Then write or tell a tall tale about someone in your family.		
	Friday	Pecos Bill and the Tornado p. 10	☐		Thursday	Water-Wise Landscaper pp. 8–9	☐	• Invite your child to finish reading the interview. • Then go online or to your local library to find out about drought-resistant plants that are native to your area. Plan a water-efficient garden together.

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



Short Read 1:
The Founding of
Chicago

1. What is the main idea of each section? What is the main idea of the text as a whole?
2. Reread paragraphs 2–3. What can you infer about the Native American tribes in this area?



Short Read 2:
Chicago: An
American Hub

3. By 1900, Chicago had become the second-largest city in America. What events led to the significant increase in Chicago's population?
4. What did the people of Chicago want to prove with the World's Columbian Exposition?



Extended Read 1:
The Great
Migration and the
Growth of Cities

5. Reread the letter excerpt on page 15. How does this letter increase your understanding of the challenges African Americans faced in the South?
6. Review the illustration on page 13, the advertisement on page 16, and the graph on page 17. What main idea do these graphic features all support?
7. What challenges did African American migrants experience in the North, and how did they try to overcome these challenges?



Extended Read 2:
Old Cities
Revitalize

8. What impact did war have on the economy in Lowell, Baltimore, and Pittsburgh?
9. What does the word “burgeoning” mean? Use evidence from the text to support your answer.
10. The word “revitalize” means “to give new life to something.” How did each city revitalize its livelihood and population, and how different are these solutions?

Name: _____

Unit 9: The Economic Development of Cities

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
The Founding of Chicago pp. 4–5 - Read aloud the selection together, alternating paragraphs. - Point out the word hub in paragraph 4. - Make a list of other travel and trading hubs in the United States.	The Founding of Chicago pp. 4–5 - Use a print or online map to locate and pinpoint the different trading hubs on your list. - Ask: <i>What do they all have in common?</i>	Chicago: An American Hub pp. 6–7 - Read aloud the first two pages of the selection together, alternating paragraphs. - Ask: <i>According to the 1870 Census, what percentage of Chicago's population perished in the fire?</i>	Chicago: An American Hub pp. 8–9 - Go online or to your local library to learn more fun facts about Chicago. - Ask: <i>If you were to visit, what would you like to see or do?</i>	A Tragedy That Brought Change p. 10 - Invite your child to read aloud the selection. - Ask: <i>What are some safety regulations that we see everyday that prevent tragedies like this from recurring?</i>
Week 2				
The Great Migration and the Growth of Cities pp. 12–14 - Read aloud the first three pages of the selection together, alternating paragraphs. - Ask your child to explain how World War I opened up opportunities for African Americans in northern cities.	The Great Migration and the Growth of Cities pp. 15–16 - Continue reading aloud the selection together. Point out the terms emigrants and emigrating in paragraph 10. - Ask your child to find clues to what these words mean. Then take turns using the words in a sentence.	The Great Migration and the Growth of Cities pp. 17–18 - Read paragraphs 11 through 14 together. - Ask your child to point out specific evidence as to what life was like for African Americans who moved north in the early part of the twentieth century.	The Great Migration and the Growth of Cities p. 19 - Finish reading the selection together. - Discuss the different factors that convinced many African Americans to leave the South during this period. - Ask: <i>How do the statistics and graphs in the text prove that many did leave?</i>	The Glassblower's Daughter p. 20 Invite your child to read aloud the selection. Then work together to think of factories in your area that have or could be repurposed.
Week 3				
Old Cities Revitalize pp. 22–24 - Read aloud the first three pages of the selection together, alternating paragraphs. - Ask your child to retell the events described in his or her own words.	Old Cities Revitalize pp. 25–28 - Read aloud the next four pages of the selection together. - Then find one of the cities mentioned in the text on a map and learn more about things to do and see in that city.	Old Cities Revitalize p. 29 - Finish reading aloud the selection together. - Together, brainstorm different ways of revitalizing old factories and abandoned buildings as small businesses or public space.	Old Cities Revitalize pp. 22–29 - Discuss the economy of your town or city. - Ask: <i>What resources and/or industry is our local economy based on? What could we teach other towns and cities? What could we learn from other places?</i>	Out of Disaster p. 30 - Invite your child to read aloud the selection. - Then ask your child to make a list of all the words with prefixes on the page.

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



Short Read 1:
John Dalton:
Father of the
Atomic Theory

1. The author states that Dalton worked hard and had a persistent focus. What evidence from the text supports this statement?

2. What is the main idea of this informational text?



Short Read 2:
Matter Is
Everywhere!

3. Review the sidebar on page 7. How does this illustration help you understand particle movement for each type of matter?

4. Why is folding a piece of paper into an origami crane an example of a physical change?



Extended Read 1:
Investigate:
Changes in Matter

5. Look at the diagram on page 13. How is chewing a piece of food an example of a physical change? How is saliva breaking down the food an example of a chemical change?

6. Review the photographs of the salad and the recycling bin on pages 14 and 16. What physical changes have taken place for these to become mixtures? How can you prove this?

7. Why is energy needed for chemical changes to occur?



Extended Read 2:
Marie M. Daly:
Biochemistry
Pioneer

8. Reread “John Dalton: Father of the Atomic Theory.” How did Dalton’s and Daly’s work advance people’s understanding of matter?

9. Summarize what Daly discovered in her research about the chemical reactions that take place during digestion.

10. What chemical changes happen in our bodies when we consume extra cholesterol?

Name: _____

Unit 10: Transforming Matter

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
John Dalton: Father of the Atomic Theory pp. 4–5 - Read aloud the selection together, alternating paragraphs. - Point out the word assiduity in paragraph 1. - Ask your child to look for clues as to what the term means in the text and take turns using the term in a sentence.	Matter Is Everywhere! pp. 6–7 - Read the first two pages of the selection together. - Then work together to brainstorm a list of the many examples of gases, liquids, and solids in your home.	Matter Is Everywhere! pp. 8–9 - Finish reading the selection together. - Then get a piece of paper and complete the “Investigate Physical Changes in Matter” experiment on page 8.	Matter Is Everywhere! pp. 6–9 - Examine the time line and discuss how our understanding of the atom has changed, and continues to change, over time. - Ask: <i>How does our understanding of atoms continue to grow?</i>	Balloon Ride p. 10 - Invite your child to read aloud the selection. - Then find as many irregular plurals in the text as you can.
Investigate: Changes in Matter pp. 12–13 - Read aloud the first two pages of the selection together. - Then make a list of all of the physical changes you have made in the last two hours.	Investigate: Changes in Matter pp. 14–15 - Read aloud the next two pages of the selection together. - Then observe a physical change of state by melting an ice cube. - Ask: <i>How did the ice cube melt?</i>	Investigate: Changes in Matter pp. 16–17 - Read aloud the next two pages of the selection together. - Then look in your refrigerator and find as many mixtures and solutions as you can.	Investigate: Changes in Matter pp. 18–19 - Finish reading the selection together. - Then observe a chemical change by following the experiment and making Oobleck together.	My Dad the Street Chef p. 20 - Invite your child to read aloud the selection. - Then make your child’s favorite recipe together. After all, cooking is chemistry!
Week 2				
Marie M. Daly: Biochemistry Pioneer pp. 22–23 - Read aloud the first two pages of the selection together, alternating paragraphs. - Then make a list of some of the chemical reactions that occur in the human body.	Marie M. Daly: Biochemistry Pioneer pp. 24–25 - Read aloud the next two pages of the selection together. - Ask your child to explain how energy from the sun finds its way into the human body.	Marie M. Daly: Biochemistry Pioneer pp. 26–27 - Read aloud the next two pages of the selection together. - Make a list of the foods you and your child ate today, then make a list of which enzymes your body made to digest those foods.	Marie M. Daly: Biochemistry Pioneer pp. 28–29 - Finish reading the selection together. Discuss the importance of Daly’s research. - Ask: <i>How are chemistry (the study of matter) and biology (the study of life) related?</i>	Marie M. Daly: Biochemistry Pioneer pp. 22–29 - Read more about cholesterol and heart-healthy diets. - Then work together to plan a meal that is delicious and low in cholesterol.
Week 3				