

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.

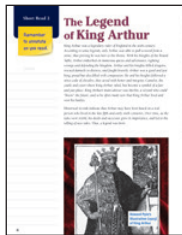
Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 Write the Essential Question on a sheet of paper and answer it based on what you know before reading the texts. Read and annotate Short Read 1 Underline important information that will help you answer the Essential Question	Reread Short Read 1 - Answer Text Evidence 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:
The Legend of El
Dorado/Eldorado

1. How does “The Legend of El Dorado” characterize Spanish exploration in Central and South America?
2. Reread line 2 of “Eldorado.” What does the word “gallant” mean?



Short Read 2:
The Legend of
King Arthur/The
Sword Excalibur

3. How does the symbolism of Camelot reflect the idea of chivalry?
4. How does the advice of Merlin in “The Sword Excalibur” differ from the advice of the Pilgrim Shadow in “Eldorado”?



Extended Read 1:
The Legend of
Mulan/Mulan Joins
the Army

5. According to the author of “The Legend of Mulan,” Mulan is popular with girls in modern China, in part because of her loyalty to her family. How does Mulan demonstrate loyalty to her family?
6. Compare Mulan’s family in “The Ballad of Mulan” and “Mulan Joins the Army.”
7. From whose point of view is the poem told? How does this help you understand the theme of the poem?



Extended Read 2:
Midwinter Day

8. What does Will do that makes the man in the hut suspicious?
9. Reread paragraph 2. What does the word “irresolute” mean?
10. Compare Merlin’s relationship to Arthur in “The Sword Excalibur” and the Walker’s relationship to Will in “Midwinter Day.”

Name: _____

Unit 6: Legendary Journeys

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
The Legend of El Dorado; Eldorado pp. 4–5 • Invite your child to read aloud the poem. • Then read it again together. • Ask: <i>What recurring imagery does Poe use throughout the poem?</i>	Eldorado p. 5 • Read the poem again and discuss its meaning. • Ask: <i>What is this poem about? What is the poet trying to express to the reader?</i>	The Legend of King Arthur pp. 6–7 • Invite your child to read aloud the selection. • Examine the images of King Arthur and go online or to your local library to see more. • Ask: <i>What do these images tell you about King Arthur?</i>	The Sword Excalibur pp. 8–9 • Read aloud the excerpt together. • Then do a dramatic reading, assuming the roles of Merlin, King Arthur, and the Lady of the Lake.	The Boy Who Wanted Gold p. 10 • Invite your child to read aloud the selection. • Ask: <i>What is the moral of this fable?</i>
Week 2				
The Legend of Mulan pp. 12–13 • Read aloud the introduction. • Then search online or at your local library to find more images of Mulan.	The Ballad of Mulan pp. 14–15 • Invite your child to read aloud the poem. • Ask your child to explain who Mulan is. • Ask: <i>According to this poem, what motivates her character? What drives her spirit?</i>	Mulan Joins the Army pp. 16–17 • Together, do a dramatic reading of the play, assuming the roles of Father, Brother, Mulan, and Messenger.	Mulan Joins the Army pp. 18–19 • Together, do a dramatic reading of the play, assuming the roles of Father, Mulan, Messenger, and Mother.	A Civil War Soldier Named Hannah p. 20 • Invite your child to read aloud the selection. • Then ask your child to explain the different meanings of words in the text that contain the suffix -ment.
Week 3				
Midwinter Day pp. 22–25 • Read aloud the first four pages of the excerpt together, alternating paragraphs. • Ask: <i>Who is Will? What is Will's quest?</i>	Midwinter Day pp. 26–29 • Finish reading the excerpt together, alternating paragraphs. • Then ask your child to describe the setting. • Ask: <i>Where is this story set? How do you know?</i>	Midwinter Day pp. 22–29 • Point out the word repellent in paragraph 10. • Ask your child to look for clues to what the word means. • Then take turns using the term in a sentence.	Midwinter Day p. 28 • Reread page 28. • Then discuss the light and dark imagery the author uses. • Ask: <i>How is this similar to the use of light and shadow in Poe's poem "Eldorado"? How is it different?</i>	Raven Brings the Daylight p. 30 • Invite your child to read aloud the legend. • Ask: <i>What is the point of this story? What is Raven's quest? What is it meant to teach?</i>

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



Short Read 1:
The Golden Age
of Greece

1. How did the statues of Athena and Zeus differ from the statues of everyday mortal subjects? What might explain this difference?
2. What evidence does the author present to support the claim that “religion was very important to the ancient Greeks”?



Short Read 2:
Ancient Egypt's
Golden Empire

3. How did painting in Egypt's Golden Empire compare with painting in Greece's Golden Age? How did it differ?
4. What evidence does the author use to support the claim that “the afterlife was very important to the ancient Egyptians”?



Extended Read 1:
Rome's Augustan
Age

5. How are the origins of the Greek Golden Age and the Augustan Golden Age of Rome similar? How do they differ?
6. What does the quotation from Terence (page 17) tell the readers about Roman tastes in entertainment?
7. How does the author reveal what Romans living during the Golden Age of Rome thought about their city and culture?



Extended Read 2:
The Golden Age of
the Inca Empire

8. The Inca way of life was completely run by its ruler. What evidence from the text supports this conclusion?
9. Reread paragraphs 2, 5 and 6. The *National Geographic* quote says the Inca had “no iron, no steel, and no wheels.” What did they use to build?
10. Based on your reading, define the term “Golden Age.” Use evidence from at least two texts to support your answer.

Name: _____

Unit 7: Achievements of Ancient Cultures

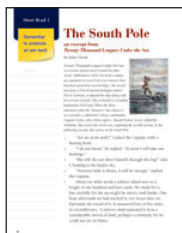
Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
The Golden Age of Greece pp. 4–5 ☐ - Read aloud the selection together. - Then go online or to your local library to search images and create a tourism poster promoting the sites of ancient Greece.	Ancient Egypt's Golden Empire pp. 6–7 ☐ - Invite your child to read aloud the first two pages of the selection. - Then go online or to your local library to learn more about the pyramids and their construction.	Ancient Egypt's Golden Empire pp. 8–9 ☐ Ask your child to explain how artifacts tell us about the society and culture of ancient Egypt.	Ancient Egypt's Golden Empire pp. 6–9 ☐ - Reflect on the selections you've read so far. - Ask your child to explain what constitutes a "Golden Age."	The Great Wall of China p. 10 ☐ Choose one of the marvels of ancient architecture mentioned in this week's readings and make an electronic slide explaining how it was built and why.
Week 2				
Rome's Augustan Age pp. 12–15 ☐ - Read aloud the first four pages of the selection. - Then find facts and details in the text that support the idea that Rome "flourished" under Augustus.	Rome's Augustan Age pp. 12–15 ☐ Explain how the building of Roman infrastructure, such as roads and aqueducts, helped Rome prosper.	Rome's Augustan Age pp. 16–19 ☐ - Finish reading aloud the selection. - Explain how we know that art and entertainment were important to the Roman people.	Rome's Augustan Age pp. 12–19 ☐ - Choose one poet of Rome's Golden Age to learn more about. - Go online or to your local library to read more about this poet's life and work.	Augustus Caesar: The First Roman Emperor p. 20 ☐ - Invite your child to read aloud the selection. - Explain why Augustus Caesar led Rome to greatness.
Week 3				
The Golden Age of Inca Empire pp. 22–25 ☐ - Read aloud the first four pages. - Explain how the ancient ruins of Egypt, Rome, and the Inca Empire have survived over the centuries.	The Golden Age of Inca Empire pp. 26–29 ☐ - Finish reading the selection together. - Ask your child to explain how the Inca paid their taxes. Ask: <i>How is it similar to our system today? How is it different?</i>	The Golden Age of Inca Empire pp. 26–29 ☐ Find clues that explain what the term domesticated means in this text. Then use the word domesticated in a sentence.	The Golden Age of Inca Empire pp. 22–29 ☐ - Reflect on the selection. - Ask your child to explain the downfall of the Inca Empire.	The Discovery of Machu Picchu p. 30 ☐ - Learn more about Machu Picchu. - Go online or to your local library to find out where it is, how you get there, and what special equipment you may need.

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



Short Read 1:
The South Pole

1. According to the text, why is it likely that there is no land covering the North Pole?
2. We later learn that Captain Nemo hates what he feels are the oppressive governments of the world and he refuses to be a part of the surface world. Where in this passage does Nemo reveal his hatred of the people and governments of the surface world?



Short Read 2:
Glaciers on the Move

3. What happens to glacial meltwater in the winter? How does this affect the glacier?
4. Reread Muir's description of glaciers. Using the photograph on page 6 to help you, define the words "crevasses" and "pinnacles."



Extended Read 1:
We Continue Our Descent

5. What tone does Verne create through the inclusion of real-life events, tools, scientists, and scientific theories in his story?
6. Harry is a more excitable character than the Professor. How is his character revealed?
7. Compare Professor Hardwigg to the characters in Verne's "The South Pole." Which character is Hardwigg most like and why?



Extended Read 2:
Studying Earth's Core

8. Reread paragraphs 6, 13, and 18. Explain how each quote adds to the text.
9. Reread the caption on page 22. What evidence does the author provide to support that claim?
10. According to this article, how are incorrect scientific theories replaced or improved? Provide an example of how an incorrect theory was replaced or improved.

Name: _____

Unit 8: Exploring Earth's Structures

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
The South Pole pp. 4-5 ☐ - Invite your child to read aloud the selection. - Then ask your child to explain the different reactions the characters have to the existence of the South Pole.	The South Pole pp. 4-5 ☐ Go online or to your local library to find images of the South Pole, its landscape, its geography, and its wildlife.	Glaciers on the Move pp. 6-7 ☐ - Read aloud the first two pages together. - Ask your child to explain how glaciers alter the land and its features. - Ask: <i>Is this a slow or fast process?</i>	Glaciers on the Move pp. 8-9 ☐ - Invite your child to finish reading the selection. - Ask: <i>How did the Great Lakes form?</i>	The Origin of Earth p. 10 ☐ - Invite your child to read aloud the selection. - What is the purpose of this legend and other creation myths like it?
Week 2				
We Continue Our Descent pp. 12-15 ☐ - Read aloud the first four pages of the selection together, alternating paragraphs. - Then look at images online or at your local library of caverns with stalactites.	We Continue Our Descent pp. 12-15 ☐ - Point to the word limpid in paragraph 10. - Ask your child to look for clues to the term's meaning. - Then confirm the word's meaning in a dictionary.	We Continue Our Descent pp. 16-19 ☐ - Finish reading the selection together. - Point to the word augmentation in paragraph 28. - Ask your child to look for clues to the term's meaning. - Then make a list of synonyms for the term augmentation.	We Continue Our Descent pp. 12-19 ☐ - Discuss the illustrations and captions. - Then ask your child to choose a scene from the excerpt and draw his or her own illustration.	Jules Verne: Master of Science Fiction p. 20 ☐ - Invite your child to read aloud the selection. - Then ask him or her to find examples from the previous texts of how Jules Verne used his knowledge of science and technology to form a unique style of science fiction.
Week 3				
Studying Earth's Core pp. 22-24 ☐ - Read aloud the first three pages of the selection together. - Ask your child to explain why Verne's characters would have found the actual center of Earth "much less hospitable."	Studying Earth's Core pp. 25-27 ☐ - Read aloud the next three pages of the selection together. - Ask your child to explain what seismic waves are and how these waves help scientists to better understand Earth's interior layers.	Studying Earth's Core pp. 28-29 ☐ - Finish reading aloud the selection together. - Discuss Professor Hardwigg and Damon Teagle. Ask: <i>How are they similar? How are different?</i>	Studying Earth's Core pp. 22-29 ☐ - Discuss the diagrams and images throughout the selection. - Ask: <i>How do these graphic features help you to better understand the text?</i>	Drilling Into Earth's Mantle p. 30 ☐ - Invite your child to read aloud the selection. - Then discuss why today, many scientific endeavors such as this geology project are organized by international teams of scientists from around the world.

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



Short Read 1:
Marco Polo,
China Trader

1. The author states that Marco Polo was one of Khan's most trusted and important advisers. What evidence does the author provide to support this claim?
2. In a caption on page 4, the author writes: "Many Europeans believed Marco Polo's stories were lies, but he said, 'I have not told half of what I saw.'" Does the author believe Marco Polo's stories? How can you tell?



Short Read 2:
Perry Opens the
Door to Japan

3. How did the Japanese treaty with America change the role of the Japanese emperor?
4. Compare Japanese attitudes toward trade with the United States in 1854 with Japanese attitudes toward trade now. How do they differ?



Extended Read 1:
The Silk Road,
Yesterday and
Today

5. If wages went down for Chinese workers, what would happen to the coast of shipping goods by boat?
6. Why was the original Silk Road such a powerful factor in the cultural exchange of ideas? Why is the modern Silk Road less of a factor in the exchange of ideas and values?
7. What hazards did the original traders on the Silk Road face, and how did they protect themselves? How do these compare to the dangers modern traders face on the Silk Road?



Extended Read 2:
Going Out

8. How is the treatment of workers in Min's factory connected to the success of the modern Silk Road?
9. According to the author, what happens to workers who break the factory bosses' rules?
10. The author mentions that many teenagers worked at the factory. Why is hiring teenage workers a sign that the factory is a bad place to work?

Name: _____

Unit 9: Economic Expansion

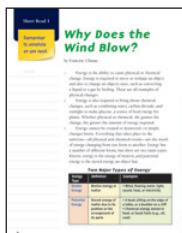
Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Marco Polo, China Trader pp. 4–5 ☐ - Examine the map of Polo's route. - Then go online or to your local library to see what countries this route passes through today.	Marco Polo, China Trader pp. 4–5 ☐ - Reflect on the text. - Ask: <i>How did a book about Marco Polo's travels expand future trade?</i>	Perry Opens the Door to Japan pp. 6–7 ☐ - Read aloud the first two pages of the selection together. - Ask: <i>In the 1850s, why did the United States of America desire a relationship with Japan?</i>	Perry Opens the Door to Japan pp. 8–9 ☐ - Finish reading the selection. - Ask: <i>According to the text, why did Japan not have steamships and other forms of modern industrial technology in 1853?</i>	The Mongol Empire p. 10 ☐ - Invite your child to read aloud the selection. - Then go online or to your local library to search for images of Genghis Khan.
Week 2				
The Silk Road, Yesterday and Today pp. 12–14 ☐ - Read aloud the first three pages of the selection together. - Discuss how the demand for goods, such as silk and spices, lead to the exchange of culture and ideas.	The Silk Road, Yesterday and Today pp. 15–17 ☐ - Continue reading aloud the selection together. - Ask your child to explain why the silk road became obsolete in the 1500s.	The Silk Road, Yesterday and Today pp. 18–19 ☐ - Finish reading the selection together. - Ask: <i>What factor recently reintroduced overland shipping routes across Asia?</i>	The Silk Road, Yesterday and Today pp. 12–19 ☐ - Discuss how the silk road today differs from Marco Polo's era. - Ask: <i>How are ideas exchanged now? What are the advantages of this? What are the disadvantages?</i>	The Secret of Silk p. 20 ☐ - Invite your child to read aloud the selection. - Then discuss why silkmaking was such an important Chinese secret. - Ask: <i>How do people protect inventions and intellectual property today?</i>
Week 3				
Going Out pp. 22–25 ☐ - Read the first four pages of the selection together. Discuss the working conditions in the factory. - Ask: <i>How does Min feel about the factory? Is it what she expected?</i>	Going Out pp. 26–29 ☐ - Finish reading the selection together. - Ask: <i>Why does Min want to leave the factory? Why does Min's boss want her to stay? Why do her parents want her to stay?</i>	Going Out pp. 22–29 ☐ - Choose a favorite good—any game, toy, object, product or piece of furniture in your home. - Together, find out where it was made and what resources were used to make it. - Ask: <i>Where is this made? Who makes it?</i>	Going Out pp. 22–29 ☐ - Continue researching the origin, making, trading, and shipping of your chosen good or product. - Ask: <i>How did you acquire it? How did it get from where it was made to our home?</i> - Make a map, detailing the journey of the product.	The Young Head of the Cheng Family p. 30 ☐ - Invite your child to read aloud the selection. - Then ask your child to explain how Precious Jade helps young women in the story. - What characteristics does Precious Jade have that appeal to others?

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



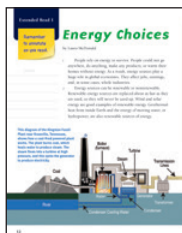
Short Read 1:
Why Does the
Wind Blow?

1. According to the author, why is it generally less windy inland than it is near the coast?
2. A kick that sends a soccer ball rolling is an example of what kind of energy?



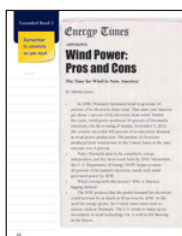
Short Read 2:
Wind at Work

3. Imagine you are part of an organization that works to protect endangered bird species. Why might you support investment in wind power? Why might you be against investment in wind power?
4. How would improvements in battery technology affect the case against wind power?



Extended Read 1:
Energy Choices

5. Coal and oil resources are formed through similar processes. What do these processes have in common?
6. Why does the author include a variety of different quotations at the end of the article?
7. One of the reasons Alternative Energy ProCon.org is against more drilling is the belief that we have only a “tiny trickle of oil” left. How does the spokesperson from Exxon answer this objection?



Extended Read 2:
Wind Power: Pros
and Cons

8. Why does the author of “The Time for Wind Is Now, America!” begin her argument with details about Denmark’s energy plan?
9. The author of “Big Wind: Full of Hot Air” feels that the Danish people are rejecting wind power because of its negative impact on citizens. What evidence does he use to support this claim?
10. According to both authors, Denmark and the United States use subsidies to promote their energy plans. How are the subsidies used in each country, and what has been their impact?

Name: _____

Unit 10: Understanding Our Energy Resources

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Why Does the Wind Blow? pp. 4–5 ☐ - Read aloud the selection together. - Ask your child to explain the difference between kinetic energy and potential energy. - Ask: <i>Why type of energy is wind?</i>	Why Does the Wind Blow? pp. 4–5 ☐ Discuss how the diagrams help support the reader's understanding of how wind forms.	Wind at Work pp. 6–9 ☐ - Read the selection together. - Point out the word inexhaustible in paragraph 7. - Ask: <i>What does this word mean? What other energy resources are inexhaustible?</i>	Wind at Work pp. 6–9 ☐ - Discuss the arguments both for and against wind power. - Think of other advantages and disadvantages to support each argument.	The Six Winds p. 10 ☐ - Invite your child to read aloud the selection. - Then discuss the meaning and purpose of this legend.
Week 2				
Energy Choices pp. 12–13 ☐ - Read aloud the first two pages of the selection together. - Then make a list of what fuel and energy resources you use every day to maintain/fulfill your heat/electricity and transportation needs.	Energy Choices pp. 14–17 ☐ - Read aloud the next four pages of the selection together. - Ask your child to explain why people around the world use different energy resources.	Energy Choices pp. 18–19 ☐ - Finish reading the selection together. - Ask your child why at present, coal is still the leading fuel source to generate electricity in the United States. - Ask: <i>What are the benefits of this? What are the costs?</i>	Energy Choices pp. 12–19 ☐ - Go online or to your local library to learn more about alternative fuel and energy sources. - Ask: <i>How can wind and solar technology help lower greenhouse gas emissions that are harmful to Earth's atmosphere?</i>	Going Geothermal p. 20 ☐ - Invite your child to read the selection. - Then ask them to explain how Iceland's unique location, met with technology, has allowed them to tap into their own resources and achieve energy independence.
Week 3				
Wind Power: Pros and Cons—The Time for Wind Is Now, America! pp. 22–25 ☐ - Read aloud the first four pages of the selection together, alternating paragraphs. - Then make a list of the benefits of wind technology.	Wind Power: Pros and Cons—The Time for Wind Is Now, America! pp. 22–25 ☐ - Make a list of the disadvantages of fossil fuels. - Ask: <i>What are the economic costs of fossil fuels? What are the environmental costs?</i>	Wind Power: Pros and Cons—Big Wind: Full of Hot Air pp. 26–29 ☐ - Read aloud the next four pages of the selection together. - Ask: <i>What are the economic costs of wind technology? What are the environmental costs?</i>	Wind Power: Pros and Cons—Big Wind: Full of Hot Air pp. 26–29 ☐ - Reflect on the text. - Ask: <i>What are the economic advantages of fossil fuels? Do these outweigh the disadvantages? Why or why not?</i>	Wind Power: Pros and Cons pp. 22–29 ☐ - Analyze the costs and benefits of wind power versus fossil fuels. - Do additional research if needed to support your understanding and answer any other questions that you may have. - Form your own opinion about the best source of energy for the United States going forward.