Unit 8

Getting There

Unit at a Glance

- **Language Focus**: Ask for and Give Advice, Express Intentions
- **Reading Strategy**: Reading Strategy Review
- **Phonics Focus**: Suffixes: *-ant, -ent*; Words with More Than One Syllable
- **Topic**: Goals

BIG Question

What tools can we use to achieve our goals?

RJUKAN, NORWAY
A boy making his way up during ice climbing

Share What You Know

Do it!

1. **Draw** a picture of a treasure. Hide your picture in the classroom.
2. **Make** a treasure map. Show how to get to the treasure.
3. **Trade** maps with a partner. Find each other's treasure.

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PART 1

Language Focus

Ask for and Give Advice

Listen to the dialogue between José and Marta. Then use **Language Frames** with a partner. Ask for and give advice about a goal you have.

Language Frames

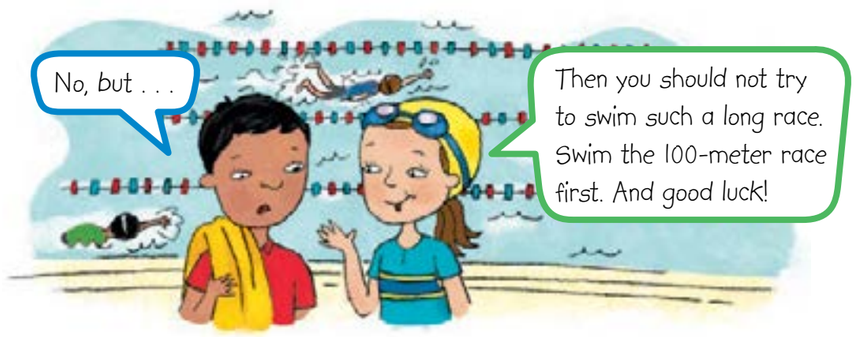
- Do you know _____ ?
- Should I _____ ?
- You should/should not _____ .

Dialogue

1.

2.

3.



Math Vocabulary

Key Words

Use **Key Words** and other words to talk about **units of measurement** in a race.

Key Words

- distance
- feet
- kilometer
- measurement
- meter
- unit

A 5K race

The race is called a 5K because runners cover a distance of five kilometers.

meter stick

- A **meter** is about 3 **feet**.
- A kilometer is 1,000 meters.

Talk Together

Suppose you want to train for a race. What tools could you use to achieve your goal? Use **Language Frames** from page 224 and **Key Words** to ask for and give advice with a partner.

PART 1 **Thinking Map**

Goal and Outcome

A **goal** is something you want to do or achieve. The **outcome** is what happens. Connecting a goal and the outcome helps you understand what you read, see, or hear.

Look at these pictures about José's goal. Read the text.

José wants to compete in a swim race.

He signs up for the race.

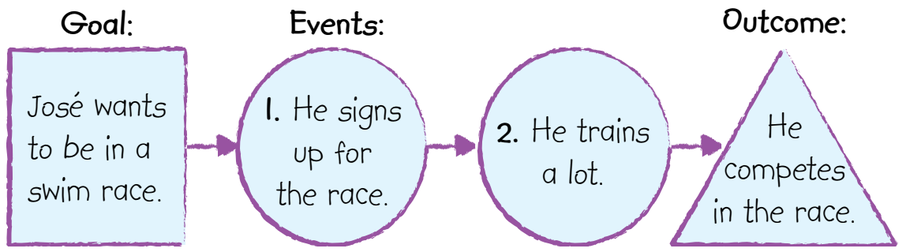
He trains a lot.

He competes in the big race.

Map and Talk

You can use a story map to show a goal and the outcome. To make one, write the goal in the square. Write the events in order in the circles. Put the outcome in the triangle.

Story Map



Talk Together

Tell a partner about a goal you wanted to achieve in your life and the outcome. Your partner makes a story map.

Academic Vocabulary

More Key Words

Use these words to talk about "Running Shoes" and "Two Clever Plans."

achieve

verb

To **achieve** means to get something that you work for. She worked hard to **achieve** first place.

direction

noun

When you move toward something, you move in that **direction**. The arrow shows the **direction** of the road.

estimate

verb

When you make a guess about something, you **estimate**. Can you **estimate** how many coins are in the jar?

goal

noun

A **goal** is something that you want to do. His **goal** is to catch the ball.

strategy

noun

A **strategy** is a plan for success. She has a **strategy** for winning.

Talk Together

Make a Vocabulary Example Chart for each **Key Word**. Then compare your charts with a partner's.

Word	Definition	My Example
strategy	a plan	my soccer team's plan to win

PART 1 **Reading Strategy**

Choose Reading Strategies

Good readers know that they need different **strategies** to understand different texts. Often, you use more than one strategy. It is important to know which strategies to use and when to use them. As you read:

- Think about the different strategies. Each one is a tool that can help you understand the text.
- Know what you are reading. Some strategies work better than others for different kinds of texts.
- Switch or add strategies if you need to. The more you read, the easier it gets to change strategies. Even the best readers switch and add!

Reading Strategies

- Plan and Monitor
- Ask Questions
- Make Inferences
- Determine Importance
- Make Connections
- Visualize
- Synthesize

When you read, choose a reading strategy to help you understand.

How to Choose a Reading Strategy

1. Think about what you are trying to understand.
2. Decide which strategy you can use to help you understand.
3. Think about how the strategy helped you.

I want to know _____.

I can _____.

That strategy helped me _____.

Talk Together

Read José's letter. Tell a partner which reading strategies you used to help you understand the text.

Letter

May 27, 20____

Dear Manuela,

It was great to see you at the Junior Olympics. I'm sorry I was unable to talk to you before you left. But I'm glad you were there to cheer me on. I couldn't hear your shouts while I was in the water. I could barely tell if I was swimming in the right **direction**! But, your support really meant a lot. Thank you!

I plan to reenter the Junior Olympics next year. My **goal** is to win the 400-**meter** race. Four hundred meters is about a quarter mile. That's a long **distance** to swim at top speed. My trainer **estimates** I'll need to train six days a week to **achieve** the strength I'll need. That's a lot of work!

Mom tells me you plan to rejoin the city swim team. I was unaware that you had dropped out! Mom also told me that you spent the summer in Miami. I'll bet you had some great swims on those sunny beaches!

I'll see you at this year's family reunion. I can hardly wait. Maybe then you could teach me a good **strategy** for long-distance swimming. I'm going to need all the help I can get!

Your cousin,

José

PART 1 **Phonics Focus**

Suffixes: *-ant, -ent*

attendant

present

Listen and Learn

Listen to the ending syllables of the words in the box. Then sort the words by how that syllable is spelled.

distant	servant	president	different
pleasant	accident	immigrant	student

-ant	**-ent**
_____	_____
_____	_____
_____	_____
_____	_____

Complete each sentence with a word from the lists above.

1. The _____ star did not give much light.
2. My family had a _____ afternoon at the park.
3. I am a _____ at my school.
4. I chose a _____ color because I don't like red.

Talk Together

Listen and read. Find the words that end with the suffixes *-ant* and *-ent*.

Over to You

Work with a partner.
Find and list the words with the suffixes *-ant* and *-ent*. Sort the words according to their suffixes.

The Mountain

It was Amir's goal to climb the distant mountain. His big brother and his dad had already made it to the top. Amir was different. He had not climbed the mountain yet. Amir read about the mountain. He read the distance from the bottom to the top. He didn't think the climb would be pleasant.

"It's 14,000 feet (4,267 meters) high," he told his dad.

"It's not easy, but I'm confident you can do this. First, you need a training strategy," his dad said. "You can be my student. It is important for you to get ready first."

"Should I lift weights and climb stairs?"

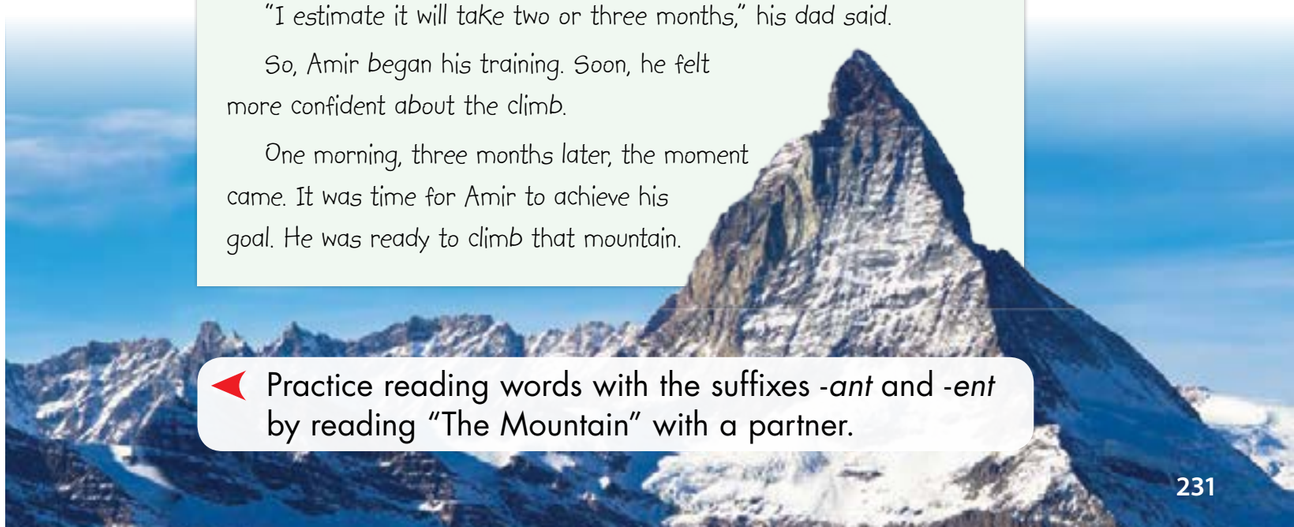
"Yes, you should. And I'll join you for a run every day."

"Do you know how long the training will take?" asked Amir.

"I estimate it will take two or three months," his dad said.

So, Amir began his training. Soon, he felt more confident about the climb.

One morning, three months later, the moment came. It was time for Amir to achieve his goal. He was ready to climb that mountain.



Practice reading words with the suffixes *-ant* and *-ent* by reading "The Mountain" with a partner.

Read a Story

Genre

Realistic fiction is a made-up story that sounds like real life. This story is circular. It ends the same way it began.

Character's Motive

A **motive** is the reason a character does something.

Once a year, a man came from the city in a red jeep. The village people called him the number man. **He counted the number of people in the village for the government.**

This character comes to the village because he wants to do his job. That's his motive.

Running Shoes

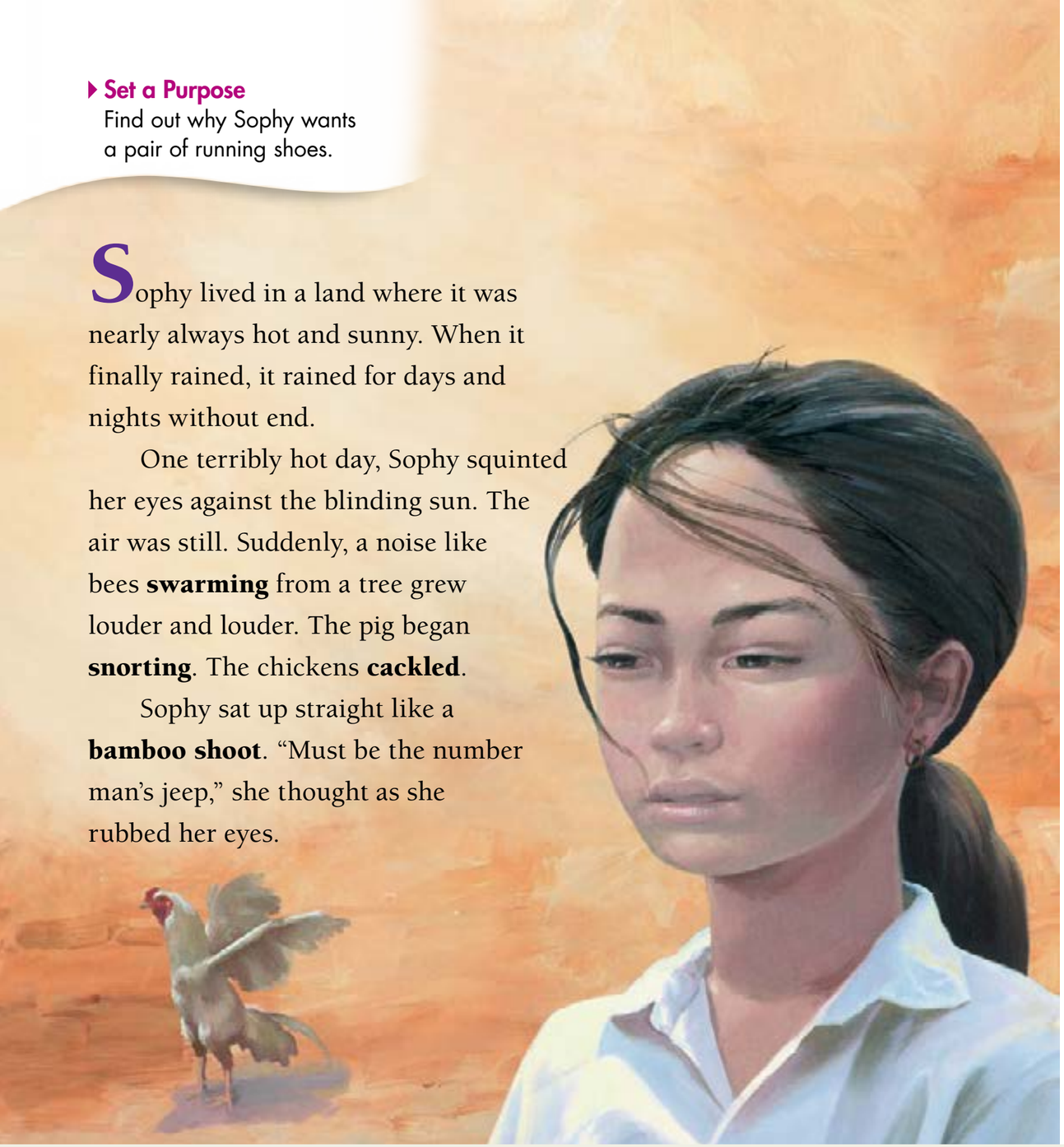
by Frederick Lipp
illustrated by Jason Gaillard

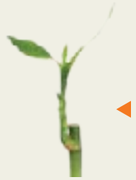
Set a Purpose
Find out why Sophy wants a pair of running shoes.

Sophy lived in a land where it was nearly always hot and sunny. When it finally rained, it rained for days and nights without end.

One terribly hot day, Sophy squinted her eyes against the blinding sun. The air was still. Suddenly, a noise like bees **swarming** from a tree grew louder and louder. The pig began **snorting**. The chickens **cackled**.

Sophy sat up straight like a **bamboo shoot**. "Must be the number man's jeep," she thought as she rubbed her eyes.





swarming flying in a group
snorting breathing loudly
cackled made loud noises
bamboo shoot tall plant

Once a year, a man came from the city in a red jeep. The village people called him the number man. He counted the number of people in the village for the government.

After **making the rounds**, the number man stopped at Sophy's house. "How many people live here?" he asked.

"Two," Sophy answered. "My mother and I."

"Let's see, that comes to one hundred fifty-four people in the village. Last year there were . . ." The number man stopped. He had heard that Sophy's father had died because there was no doctor or hospital near the village.

making the rounds counting all the other people

Sophy stared at the man's shoes.

"Ah, you have never seen running shoes before?" the man asked.

Sophy blushed. She thought about **her secret wish**. Her wish felt far, far away like a **hawk lazily soaring** in circles in the sky. Deep in her heart she knew her wish would come true if she had a pair of shoes like the number man's.

"Walk with me to the river," the number man said.

"Stick your feet into the clay. Now step out." Sophy liked the warm feeling of mud **squishing** between her toes.

The number man took a stick with lots of numbers from his pocket. He **measured** Sophy's footprints.

Then the number man rubbed his chin as he **mumbled** numbers to himself. "Let's see. . . . In about a month, you will receive a surprise."

Sophy blushed Sophy's face turned red from embarrassment

her secret wish something she really wanted that no one else knew about

hawk lazily soaring bird flying slowly

squishing moving

measured checked the length of

mumbled said in a low voice

Sophy counted the days until a **postal van** drove through the village and dropped off a **package** by her door. She held her breath as she tore open the package.

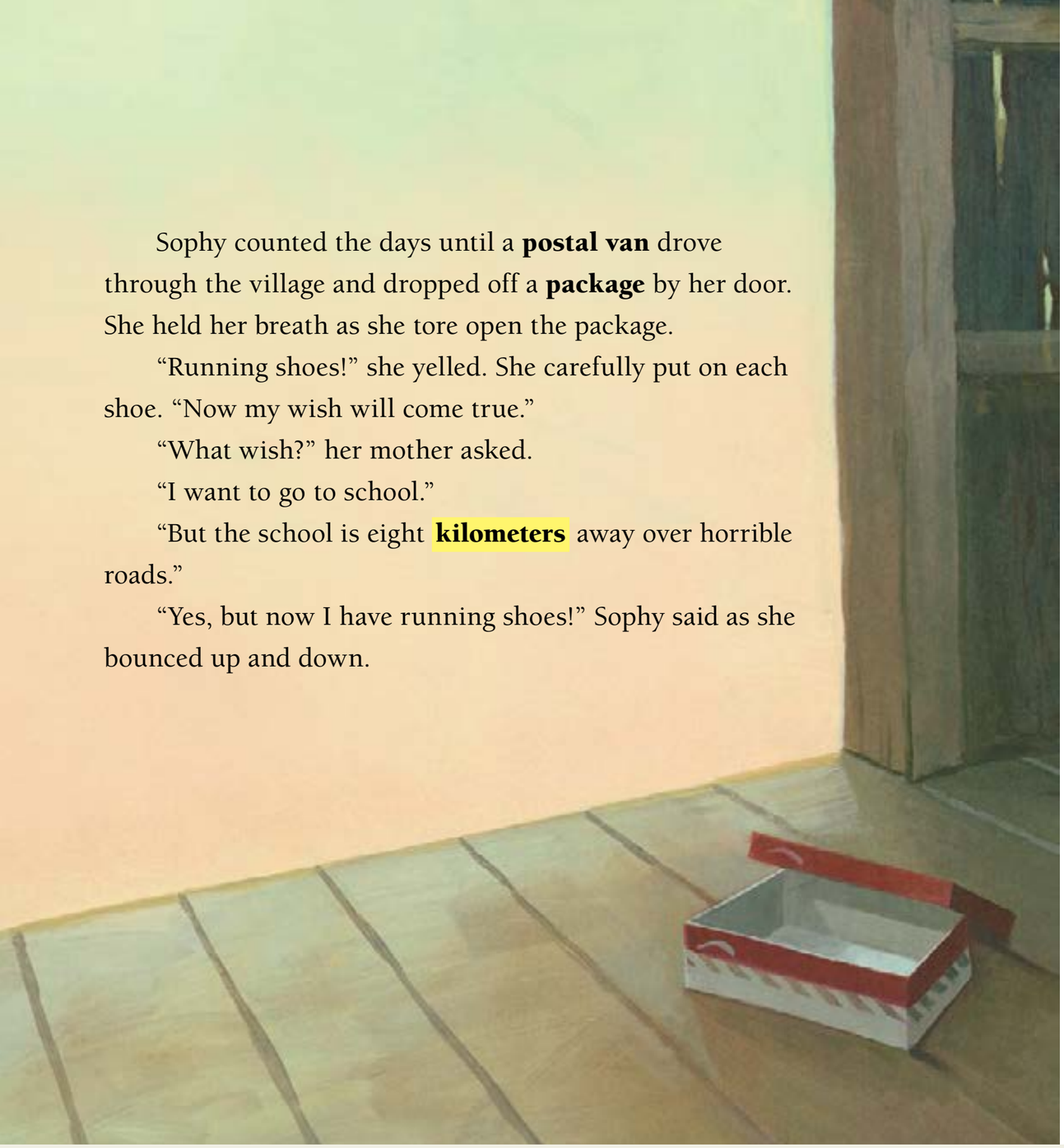
"Running shoes!" she yelled. She carefully put on each shoe. "Now my wish will come true."

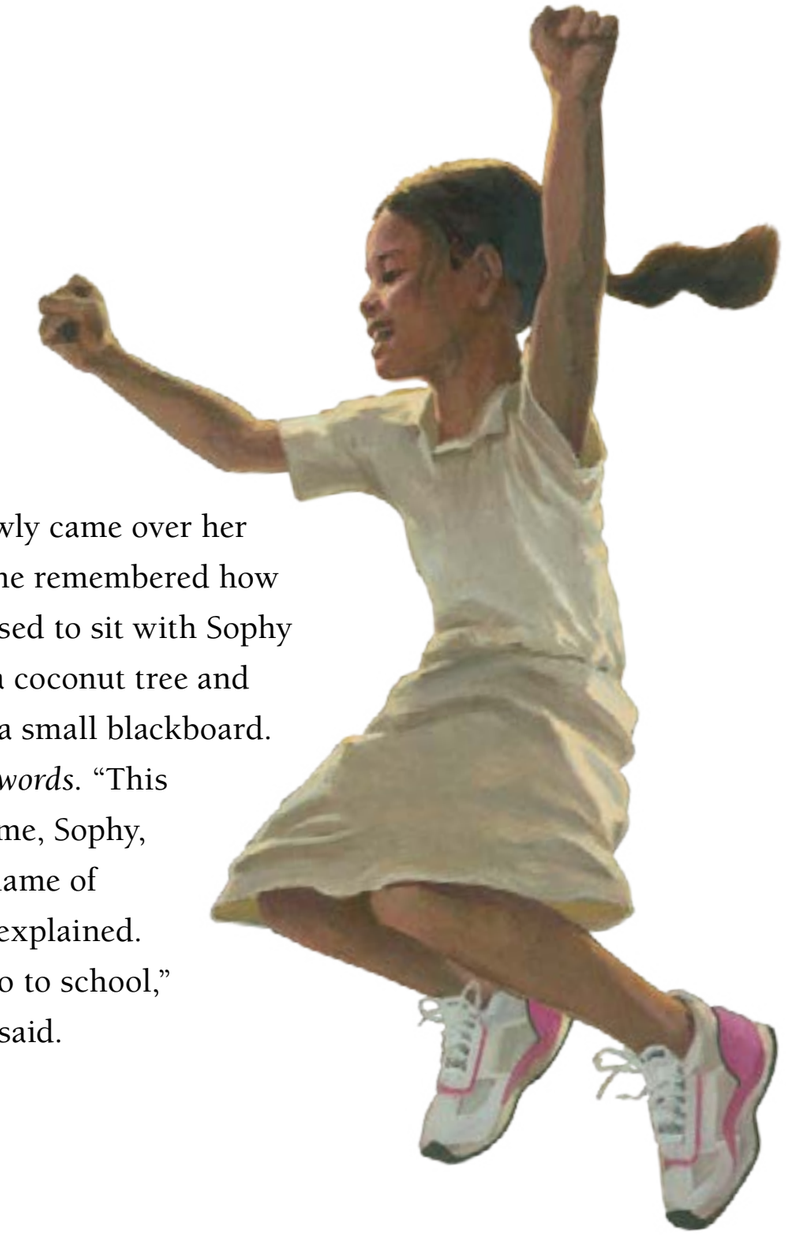
"What wish?" her mother asked.

"I want to go to school."

"But the school is eight **kilometers** away over horrible roads."

"Yes, but now I have running shoes!" Sophy said as she bounced up and down.





A smile slowly came over her mother's face. She remembered how Sophy's father used to sit with Sophy in the shade of a coconut tree and write marks on a small blackboard. He called them *words*. "This word is your name, Sophy, and this is the name of our village," he explained.

"You may go to school," Sophy's mother said.

postal van mail truck
package box

Before You Continue

1. **Character's Motive** Why does Sophy want her own pair of running shoes? How are they part of her secret wish?
2. **Make Inferences** What do you know about Sophy's father? How would you describe him?

Predict
What will happen when Sophy goes to school?

The next day before the sun rose, Sophy ate a bowl of rice and a little salt fish. Then she **set off** through the rice fields, running.

The shoes protected her feet from the sharp, red rocks. She **sailed through the air** like a skipping stone over water.

Jumping over little streams, Sophy ran through the **jungle** on a **narrow, winding** road. She ran faster and faster until finally she saw the one-room schoolhouse.

set off began her journey
sailed through the air moved quickly
jungle plants and trees
narrow, winding thin, twisting

Children's **sandals** were lined up outside the door.

Sophy **hurriedly** untied her running shoes, placed them by the door, and walked barefoot into the schoolroom.

"My name is Sophy. I want to learn how to read and write."

The class, all boys, **giggled**.

"Quiet," the teacher said. "Come, you are welcome here. Where did you come from?"

"Andong Kralong."

The teacher **gasped**. "That is eight **kilometers** away!"

"Yes, Miss, but I have running shoes!"

sandals open shoes worn in warm weather ▶
hurriedly quickly
giggled laughed quietly
gasped was surprised

The boys covered their teeth as they laughed. Tears rose in Sophy's eyes. "I want to learn how to read."

"But you're a girl," one boy whispered.

Sophy **pulled all her courage together** like a green snake ready to **strike**. She waited for the right time to speak.

After school, Sophy tied on her running shoes with three knots in each shoe. She looked over at the boys and said, "If you think you are so smart, try to catch me."

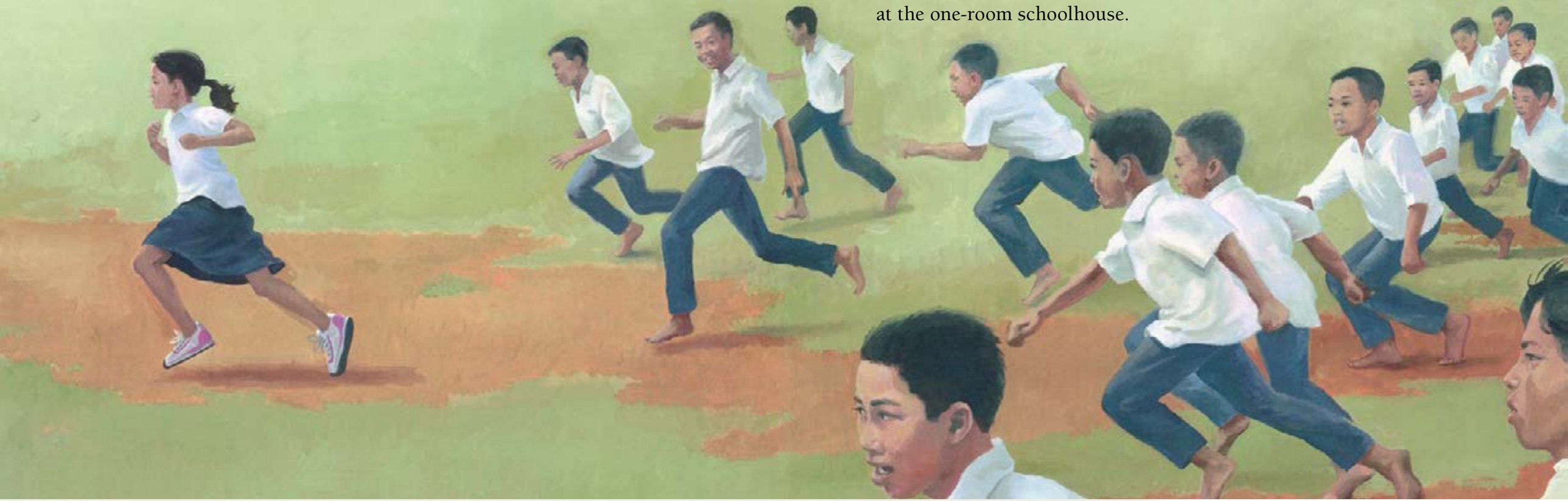
The boys pushed and shoved each other out of the way.

They ran after Sophy. No one could catch her.

The next morning, Sophy woke **before the rooster's first call**. **Her head start** allowed her to arrive at school before there were any sandals lined up at the door. When the boys **paraded** into the classroom, they smiled shyly.

They remembered how Sophy had won the race.

From that day on, Sophy learned many subjects taught at the one-room schoolhouse.



pulled all her courage together became brave enough to do something

strike bite

before the rooster's first call very early

Her head start Leaving early

paraded came

Before You Continue

1. **Confirm Prediction** Use your own words to tell what happens on Sophy's first day at school. Was your prediction right?
2. **Character's Motive** Why does Sophy challenge the boys to a race?

Predict
The number man comes to the village again. What will Sophy do?

One morning a year later, Sophy was sitting with her mother when they saw a cloud of dust suddenly rise over the hill.

The pig began snorting. The chickens cackled.

It was the number man coming in his red jeep.

In that moment, the first **sprinkle** of rain made little circles in the river. The circles grew larger. **Monsoon** was beginning.

Sophy looked up at the gathering clouds and thought she would be cooler in her daily race to school.

sprinkle small drops
Monsoon The rainy season

The number man counted everyone in the village.

At the end of the day, he arrived at Sophy's house.

The number man looked down at Sophy's bare feet.

"Where are your running shoes?" he asked.

Sophy smiled and put her hands on her hips. "I only wear my running shoes when I go to school," she said.

They both laughed.

"I have something for you this time," Sophy said. "Follow me."

They walked to the side of the river. Sophy held a bamboo stick and scratched words into the clay:

Thank you for the running shoes.
Now I can read and write.

Everything was so quiet that Sophy could hear the stream **bubbling** around the stones. She looked down and said shyly, "One day I want to help my people build a school and . . . "

"What?" the number man asked.

"I want to be the teacher," Sophy said, smiling and **wiggling her toes** in the mud. ❖

bubbling making soft sounds
wiggling her toes quickly moving her toes up and down

Before You Continue

1. **Confirm Prediction** Was your prediction correct? What does Sophy do when the number man returns?
2. **Genre** Why do you think "Running Shoes" is a circular story?

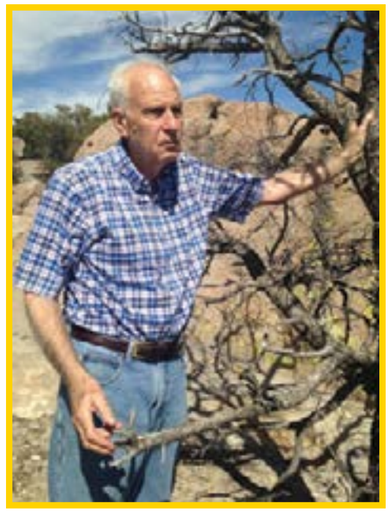
AWARD WINNER

Meet the Author

Frederick Lipp

Sophy is a fictional character, but her story is real for many Cambodian girls. Frederick Lipp wrote "Running Shoes" to show how difficult it is for girls like Sophy to get an education.

To help educate girls in rural Cambodia, Mr. Lipp created an organization called the Cambodian Arts and Scholarship Foundation. The program gives girls in poor villages the money and support they need to go to school. Mr. Lipp visits Cambodia twice a year to check his organization's progress and visit with students.



◀ Frederick Lipp

Writing Tip

The author uses vivid words such as *blushed, squishing,* and *giggled* to describe how things look, feel, or sound. Find two of your favorite vivid words from the story. Then write a sentence using the words.

PART 1

Think and Respond

Key Words	
achieve	kilometer
direction	measurement
distance	meter
estimate	strategy
feet	unit
goal	

Talk About It

1. How do you know that the story is **realistic fiction**?

   I know that the story is realistic fiction because _____.

2. Suppose Sophy **asks for advice** on her first day of school. The teacher **gives her advice**. What might they each say?

   Sophy: How _____? What should I _____?
   Teacher: You should/should not _____.

3. When Sophy goes to school, how do the boys treat her? What makes them change?

   The boys _____. They change when _____.

Write About It

Imagine you are Sophy. Write a journal entry to your father. Explain how the running shoes helped you **achieve** your **goal** of going to school. Use **Key Words**.

Hi, Dad,
My running shoes _____.

Reread and Summarize

Goal and Outcome

Make a story map for "Running Shoes."

Story Map

Use your story map to summarize the story for a partner. Use the sentence frames and **Key Words**. Then explain how the events influence a future event, or the outcome. Record your discussion.

Sophy wants to _____.
First, _____.
Then, _____.
In the end, she _____.

Practice reading with intonation. Rate your reading.

Talk Together

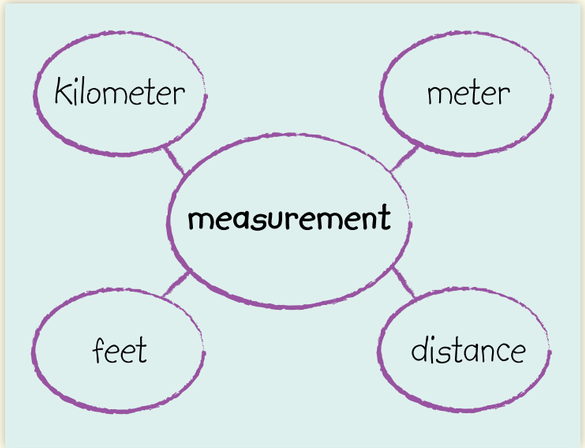
Find pictures in the story that show how the number man helps Sophy **achieve** her **goal**. Explain the pictures to a partner. Use **Key Words**.

PART 1 **Word Work**

Word Categories

When you make a **word category**, you put words that relate to the same topic in a group. This helps you learn more words about a topic.

In the example, **measurement** is the topic. Which words relate to the topic?



Try It Together

Read the passage. Then complete each item.

My brother's goal is to learn how to cook. His strategy is to cook two meals a week for our family. I think he will achieve his goal, but I am not looking forward to those meals!

1. **Goal and strategy could be placed in a category of words about _____ .**
   - **A** time
   - **B** meals
   - **C** success
   - **D** measurement

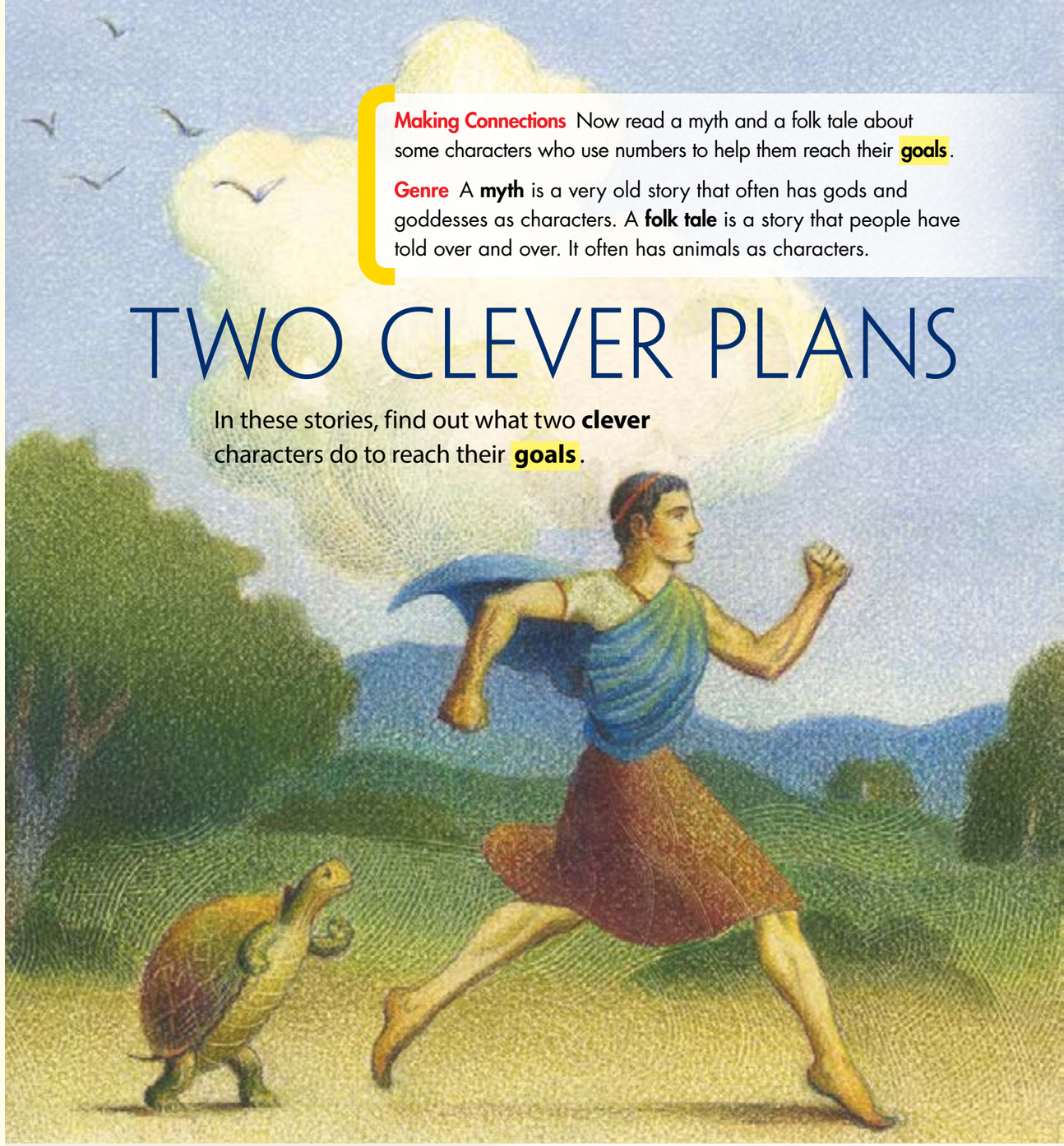
2. **Which word is in the same category as goal and strategy?**
   - **A** cook
   - **B** week
   - **C** family
   - **D** achieve

Making Connections Now read a myth and a folk tale about some characters who use numbers to help them reach their **goals**.

Genre A **myth** is a very old story that often has gods and goddesses as characters. A **folk tale** is a story that people have told over and over. It often has animals as characters.

TWO CLEVER PLANS

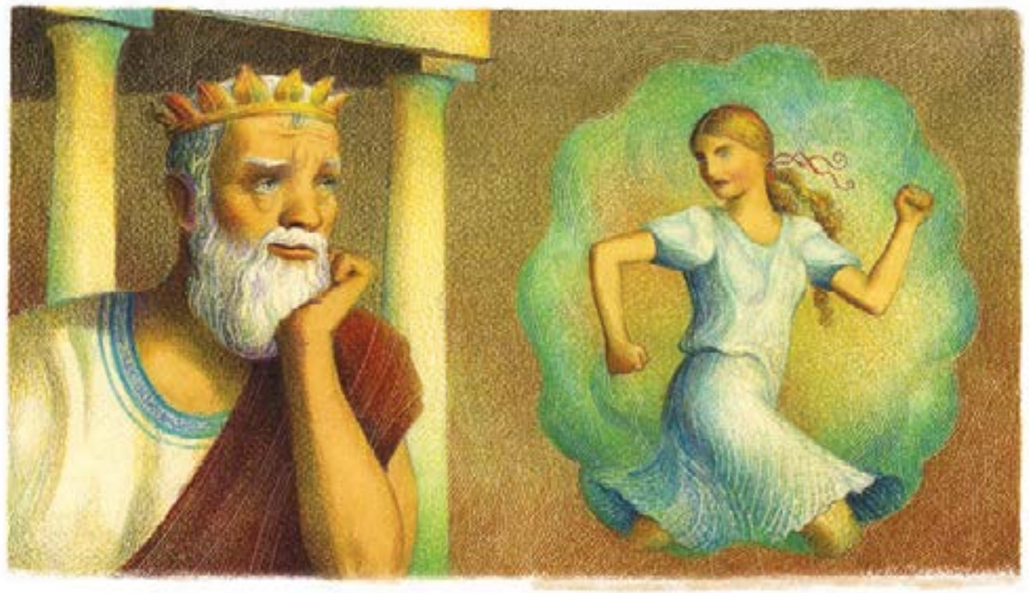
In these stories, find out what two **clever** characters do to reach their **goals**.



clever smart

Before You Continue

1. **Preview and Predict** Read the title and the text. Look at the picture. What do you think the stories will be about?
2. **Genre** Do you think the story about the turtle will be realistic? Explain.



THREE GOLDEN APPLES

a Greek myth retold by **Colleen Pellier**
Illustrated by **Raúl Colón**

Atalanta lived long ago in Greece. Her father, King Iasius, wanted her to marry, but Atalanta had her own ideas. "I'll only marry the man who can beat me in a race!" she said.

Of course, the beautiful young woman didn't **intend** to become any man's wife. She was the fastest runner in the land. No man would **outrun** *her.*

Day after day, **eager young men** tried, but each one failed. "I'll be free forever," Atalanta thought.

intend plan
outrun run faster than
eager young men young men who wanted to win

Melanion, one of **her suitors**, watched the races with sadness. He was in love with Atalanta, but how could he **outrun** her?

He begged Aphrodite, the goddess of love, for help. The kind goddess led him into her garden. Flowers bloomed on every bush. Their sweet **perfume** made Melanion think of Atalanta even more. Aphrodite **paused** under a tree in the center of the garden. She plucked three golden apples and handed them to the young man. "No one can **resist** these," she said.

her suitors the men who wanted to marry Atalanta
perfume smell
paused stopped
resist say no to

Before You Continue

1. **Clarify** If Atalanta does not want to marry, why does she offer to marry any man who can outrun her? Explain her thinking.
2. **Character's Motive** Why does Melanion want to win the race?

Melanion chose the next day to race Atalanta. The two runners stood side by side, waiting to begin. Atalanta's golden hair streamed down her back. Her eyes sparkled like the jewels in her father's crown. **At the signal**, she shot ahead like an arrow.

Melanion rolled the first apple off the path and Atalanta **darted** after it. She scooped it up and flew past him again.

Melanion tossed the second apple farther. Atalanta **swerved** off the course to **grasp** it. Soon she was beside him again. She sailed ahead, her hair blowing behind her.

At the signal As soon as the race started
darted ran
swerved turned
grasp grab

Melanion **flung** the last apple as far as he could. It glittered in the grass, and Atalanta dashed after it. It took her only seconds to reach him again. Melanion's muscles burned with pain, but he pushed harder. With a final burst of energy, he shot over the finish line.

"That's unfair!" Atalanta cried. "I had to run three times as far to get these apples!"

But **a smile touched her lips**. Melanion was not as fast as he was, but he would make a handsome, clever husband. ❖

flung threw
a smile touched her lips she smiled

Before You Continue

1. **Visualize** What words help you picture Atalanta in your mind?
2. **Goal/Outcome** Explain the **strategy** Melanion used to reach his **goal**.

TURTLE AND HIS FOUR COUSINS

a Cuban folk tale retold by **Margaret Read MacDonald**
Illustrated by **Raúl Colón**

"Hey, Slow Poke Turtle! Move those little legs!" called Deer. Deer made fun of other creatures. Turtle didn't care.

"Slow Poke yourself! I am faster than you," he **muttered**.

"Ha!" snorted Deer. "Look at my long legs! Want to RACE?"

Turtle stopped. "Hmm, I wonder . . ." he mumbled. Then he had an idea. "Meet me tomorrow at the beach. We will race all the way to the fourth hill."

Deer ran off laughing. "Tomorrow you LOSE!" he called.

muttered said quietly

Turtle went to see his four cousins. "Cousin Number One, I want you to go to the first hill. Cousin Number Two, go to the second hill. You, Third Cousin, go to the third hill. Cousin Number Four, I want you to meet Deer at the beach to start the race."

Then Turtle slowly made his way to the fourth hill and waited.

Deer arrived on the beach, singing his proud song. "Deer Long Legs! Fast! Fast! Fast! Deer Long Legs! Fast! Fast! Fast!"

Cousin Number Four sang, too. "Turtle is here. Here. Here. Here."

Before You Continue

1. **Character's Motive** Why does Deer challenge Turtle to a race?
2. **Ask Questions** Do you have any questions about Turtle's plan? What are they? How can you find the answers?

The race began. Deer ran off SO fast. The turtle moved slowly through the sand.

Deer reached the first hill! He sang his song to **prove** he was there. "Deer Long Legs! Fast! Fast! Fast!"

Then he heard a little voice in the grass. "Turtle is here. Here. Here. Here."

"What?" Deer cried. He ran faster to the second hill. "Deer Long Legs! Fast! Fast! Fast!"

But a tiny voice answered, "Turtle is here. Here. Here. Here."

"Not POSSIBLE!" thought Deer. He ran faster.

Deer reached the third hill. He was out of breath. "Deer Long Legs . . . Fast, fast, fast . . ."

Then he heard, "Turtle is here! Here. Here. Here."

"NO!" Deer cried, **stumbling along** to the last hill. He could hardly breathe. "Fourth hill! I win," he **gasped**. "Deer Long Legs . . ."

But someone was already singing. "Turtle is here. Here! Here! Here!" Then Turtle said in a **mocking** voice, "Sorry, Long Legs. Short Legs won the race."

After that, if Deer felt like making fun of somebody, he just **kept his comments to himself**. ❖

prove show

stumbling along running and falling
gasped said out of breath
mocking teasing
kept his comments to himself did not say anything

Before You Continue

1. **Clarify** What happens to Deer on each hill?
2. **Goal/Outcome** What is Turtle's **goal**? Does he get what he wants? Explain.

Key Words

achieve	kilometer
direction	measurement
distance	meter
estimate	strategy
feet	unit
goal	

Compare Settings

"Three Golden Apples" and "Turtle and His Four Cousins" have different settings. Where does each story take place? When does each story happen? Complete the comparison chart with a partner.

Comparison Chart

	"Three Golden Apples"	"Turtle and His Four Cousins"
Where	Greece	
When		

Look back at the pictures in the stories with your partner. Use the pictures and your chart to compare and contrast the settings.

Talk Together

Now think about Melanion in the myth and Turtle in the folk tale. What tools help them **achieve** their **goals**? Use **Key Words** in your discussion.

Past Tense

Regular past-tense verbs end in *-ed*, but **irregular** past-tense verbs do not.

Grammar Rules Past Tense

	Now	In the Past Now
• For most verbs, add **-ed**.	**look**	We **looked** at the shoes.
• For some verbs, you have to change the base word before you add **-ed**.	**like** / **drop** / **study**	They **liked** the teacher. / You **dropped** a book. / We **studied** our lessons.
• Irregular verbs have special forms to show past tense. You have to remember the forms.	**come** / **eat** / **go**	The shoes **came** in a box. / The boys **ate** the rice. / I **went** to the village.

Read Past-Tense Verbs

Read this passage from "Running Shoes." Identify one regular past-tense verb and one irregular past-tense verb.

> Once a year, a man came from the city in a red jeep. The village people called him the number man.

Write Past-Tense Verbs

What happened on page 241? Write three sentences and read them to a partner. Use regular and irregular past-tense verbs.

PART 2 **Language Focus**

Express Intentions

Listen to Emma's song. Then use **Language Frames** to express intentions about a goal you have.

Getting Ready

I want to go to New York City.
I will pack my walking shoes.
I plan to see so many places
On the streets and avenues.

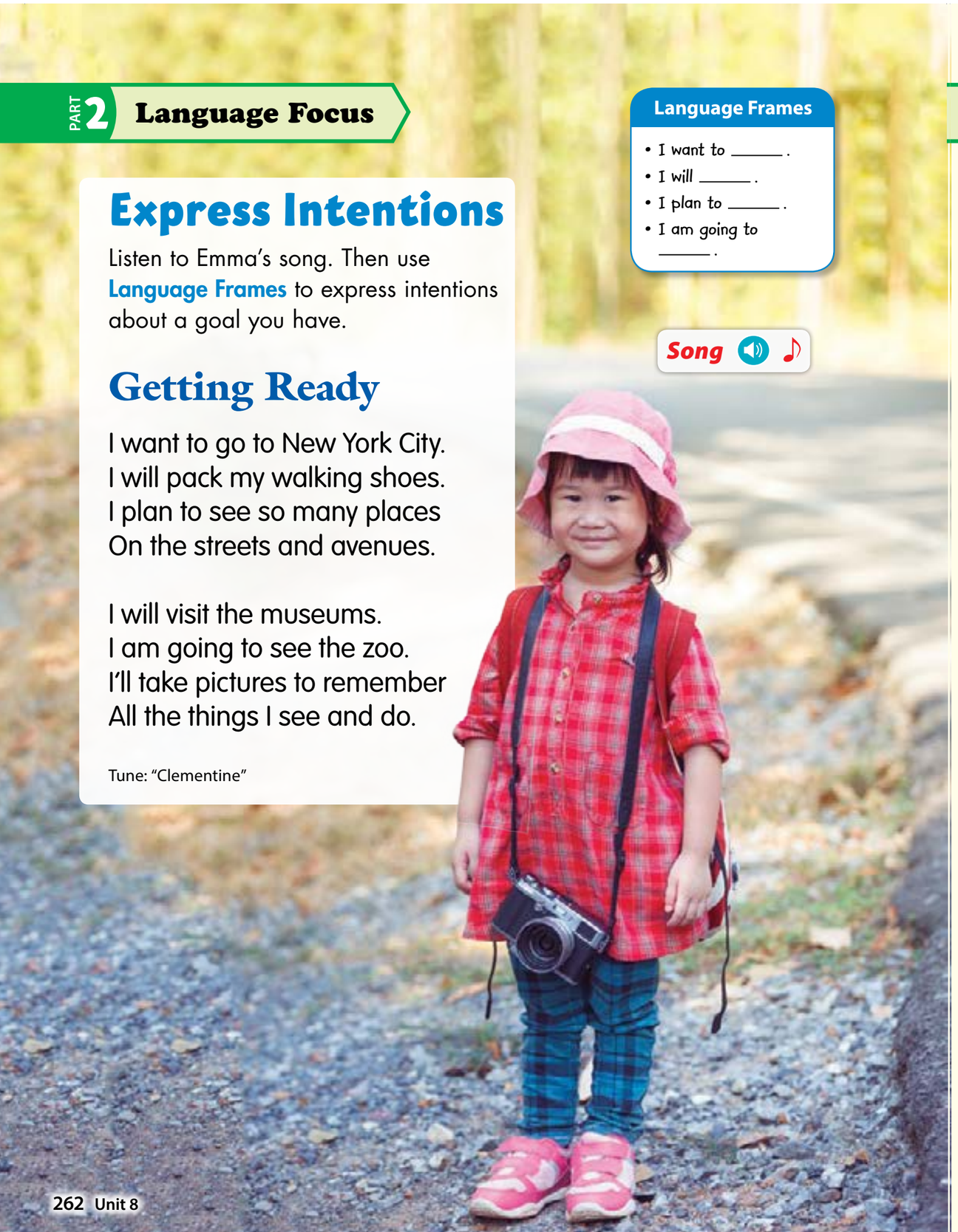
I will visit the museums.
I am going to see the zoo.
I'll take pictures to remember
All the things I see and do.

Tune: "Clementine"

Language Frames

- I want to _____.
- I will _____.
- I plan to _____.
- I am going to _____.

Song



Social Studies Vocabulary

Key Words
- continent
- destination
- globe
- journey
- location

Key Words

Use **Key Words** and other words to talk about an exciting **journey**.

- Look at different **locations** on a **globe**.
- Which one would you like to visit? Which **continent** is it on?
- Point to your **destination**.

Talk Together

Pretend that you plan to go on a journey. Use **Language Frames** from page 262 and **Key Words** to express your intentions to a partner. Then tell how you will achieve your goal.

PART 2 **Thinking Map**

Main Idea and Details

When you talk about something, you start with the **main idea**. Then you give **details** about the main idea. Connecting the main idea and details helps you understand what you read, see, or hear.

Look at these pictures. They show how Emma and her aunt plan for a trip to New York City. Read the text.

They save money.

They make a budget.

They pick places to see.

Map and Talk

You can use a main idea diagram to show the most important idea and details that support it. To make one, write the main idea on the line on the left side. Write the details on the lines on the right side.

Main Idea Diagram

Main Idea	Details
	They save money.
Emma and her aunt plan for a trip.	They make a budget.
	They pick places to see.

Talk Together

Make a main idea diagram with this main idea: **There are many interesting places to visit**. Share your diagram with a partner.

Academic Vocabulary

More Key Words

Use these words to talk about "One Man's Goal" and "Climbing Toward Her Goal."

challenge

noun

A **challenge** is something that is hard to do. It is a **challenge** to climb up a rope.

discover

verb

When you **discover** something, you find it. She **discovers** an insect on this plant.

endurance

noun

When you have **endurance**, you keep doing something. A long race takes **endurance**.

explore

verb

To **explore** means to go somewhere to learn about people or things. He **explores** a new area.

prepare

verb

To **prepare** means to get ready for something. She packs a suitcase to **prepare** for her trip.

Talk Together

Ask a question using a **Key Word**. A partner answers with a different **Key Word**.

Why do you want to explore the ocean?

I would like to discover new kinds of fish.

PART 2 **Reading Strategy**

Use Reading Strategies

When do you use reading strategies? Good readers use strategies all the time! Get in the habit of using reading strategies before, during, and after you read. Here's how to read actively:

- Look through the text quickly. What is the text mostly about? Decide on your purpose, or reason, for reading.

- As you read, stop now and then to ask yourself, "Does this make sense?" Use a reading strategy to help you understand better.

- When you finish reading, stop and think. Decide what you gained from reading the text.

Reading Strategies

- Plan and Monitor
- Ask Questions
- Make Inferences
- Determine Importance
- Make Connections
- Visualize
- Synthesize

How to Use a Reading Strategy

1. Before you start to read a text, ask yourself, "What strategies can help me get ready to read?"
2. During reading, think about what strategies can help you understand.
3. After reading, ask yourself, "What strategies can I use to help me think about what I read?"

Before I read, I will _____.

As I read, I can _____.

Now that I'm done, I think _____.

Talk Together

Read Emma's diary entries about her trip to New York City. Tell a partner which reading strategies you used to help you understand the text.

Diary

Thursday, July 15

Today we saw animals. First we **explored** the Children's Zoo on 64th Street. What an adventure! At the petting zoo, I touched the tame horses and a sheep. A woolly alpaca nibbled corn right out of my hand. It tickled!

Then we went to see the main zoo. All the animals there live in natural habitats—even the polar bears. I could see, but not touch. At the entrance we **discovered** a musical clock. It plays nursery rhyme tunes every half-hour.

Friday, July 16

Today we go home. This morning we took the ferry to see one last sight: the Statue of Liberty. I climbed all 354 steps up to Lady Liberty's crown. That really tested my **endurance**, but the view from the top was worth it.

To **prepare** for the long **journey** home, we stopped at a shop in the train station. Aunt Rita bought some magazines. I bought a book. Luckily, I had enough money. Trying to stay within the budget has been a real **challenge**, but I still have $12.35 left over!

PART 2 **Phonics Focus**

Words with More Than One Syllable

pa/per
2 vowel sounds =
2 syllables

re/cy/cle
3 vowel sounds =
3 syllables

al/li/ga/tor
4 vowel sounds =
4 syllables

Listen and Learn

Listen to each word. Count the vowel sounds you hear. Decide how many syllables each word has.

1. respect _____
2. rabbit _____
3. decoration _____
4. unfriendly _____
5. delicious _____
6. magnificent _____

Talk Together

Listen and read. Use what you know about syllables, prefixes, and suffixes to read longer words.

Over to You

Explore the Unknown

One day, I want to travel the globe. I want to see things I have not seen before. People have always explored the unknown. They wanted a challenge. These people crossed continents. Their journeys took them to unexplored locations. Marco Polo was the first explorer to travel over land to Asia. The trip took him years. Christopher Columbus tried to find Asia, too. He took a sea route. He didn't find Asia. But he did find America. Other explorers went to the Arctic. Many of these trips were unsuccessful. Many were successful.

It will not take me years to get somewhere. I will not be going to unexplored destinations. But these countries will be new for me. I plan to explore them. I want to see new things. I want to meet new people.

There is one place left to explore. Who knows where it is? Outer space! I might decide to explore outer space. That would be exciting!

Work with a partner.
Find words with more than one syllable in the passage. Make a list and decide how many syllables each word has.

Practice reading words with more than one syllable by reading "Explore the Unknown" with a partner.

Read a Human Interest Feature

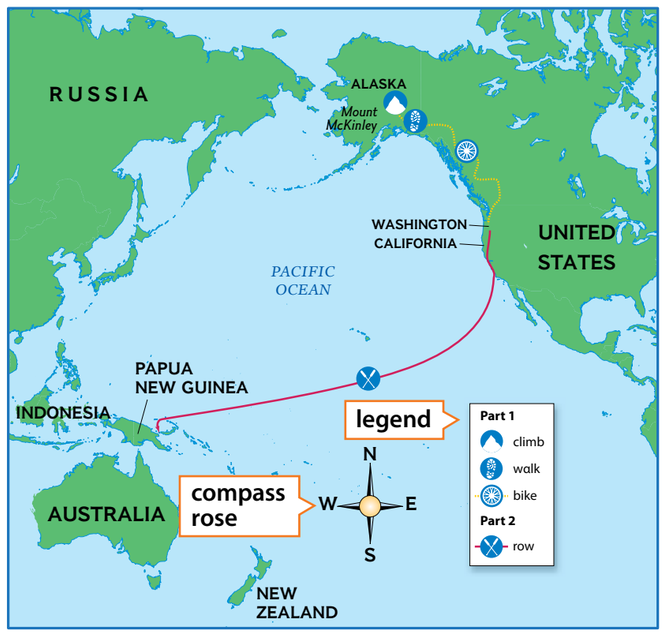
Genre

A **human interest feature** tells about a person's interesting experiences or adventures.

Text Features

A **map** is a drawing that gives information about places. A **compass rose** shows the directions north, south, east, and west. A **legend** explains the pictures or symbols on a map.

map



One Man's Goal

by **Catherine Clarke Fox**

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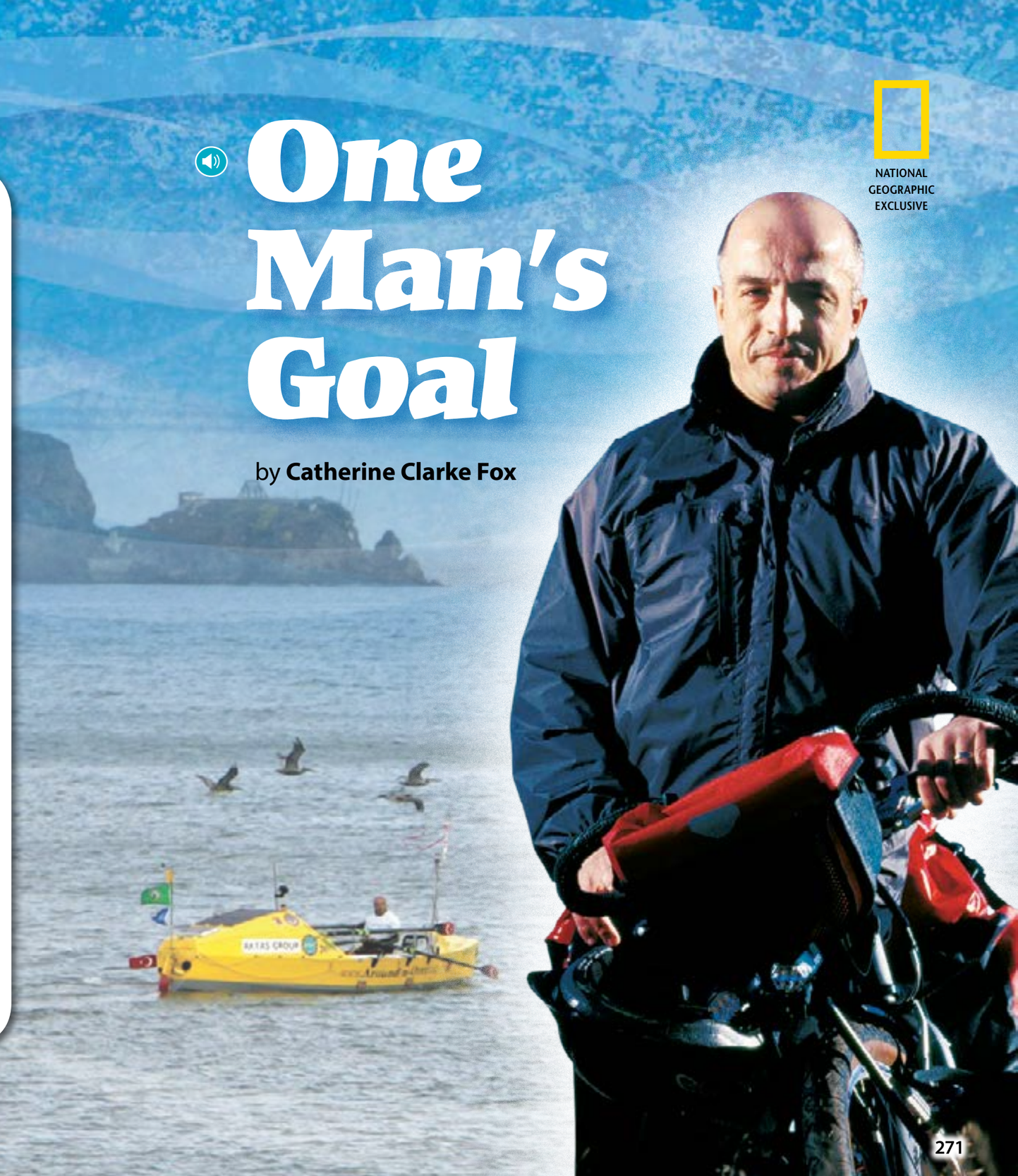


Set a Purpose
Learn about the **challenges** a man faced during his amazing **journey**.

Around the World

Erden Eruç left California on July 10, 2007 in his 23-foot-long boat. He was rowing across the Pacific Ocean toward Australia. Birds, fish, and sharks were his only **company**.

Eruç rowed his boat across the Pacific Ocean toward Australia.

Crossing the Pacific was amazing, but that was only part of Eruç's **journey**. He was determined to go around the world—using his own **energy**!

During his journey, Eruç wanted to climb the tallest **peaks** on six **continents** to **honor the memory of** a fellow climber. Eruç planned to bike, walk, climb, and row the world—without any motors to help him.

bike

row

climb

company visitors

energy power
peaks mountain tops
honor the memory of help others remember

Before You Continue

1. **Classify** How did Eruç plan to travel around the world? Name the different ways.
2. **Make Inferences** What kind of person is Eruç? What makes you think so?

A Two-Part Adventure

For the first **leg** of his trip, Eruç bicycled 5,546 miles from Seattle, Washington, to Mount McKinley in Alaska and back. When he was in Alaska, he walked 67 miles to **base camp**. Then he climbed McKinley's peak, which is 20,320 feet high.

For the second part of his adventure, Eruç rowed toward Australia.

▲ Eruç tells kids about his **journey** to inspire them to dream and try to reach their own goals.

Erden Eruç's Adventure

leg part

base camp the camp at the bottom of the mountain where supplies are kept

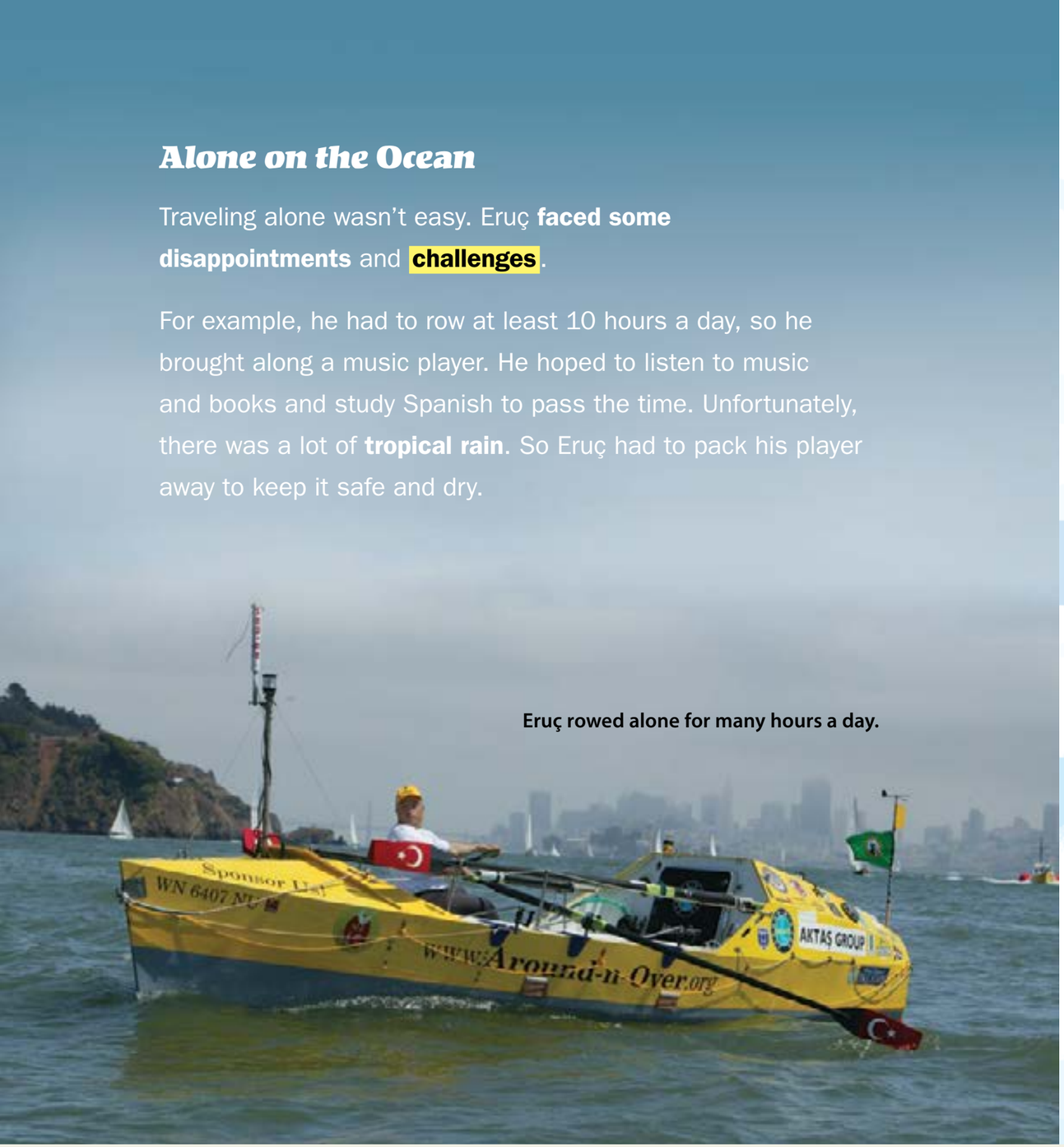
Before You Continue

1. **Sequence** According to the text, what did Eruç do after he bicycled to Alaska but before he left for Australia?
2. **Use Text Features** Look at the map legend. What does the most southern symbol on the map and the place name shown in blue tell you about Eruç's **journey**?

Alone on the Ocean

Traveling alone wasn't easy. Eruç **faced some disappointments** and **challenges**.

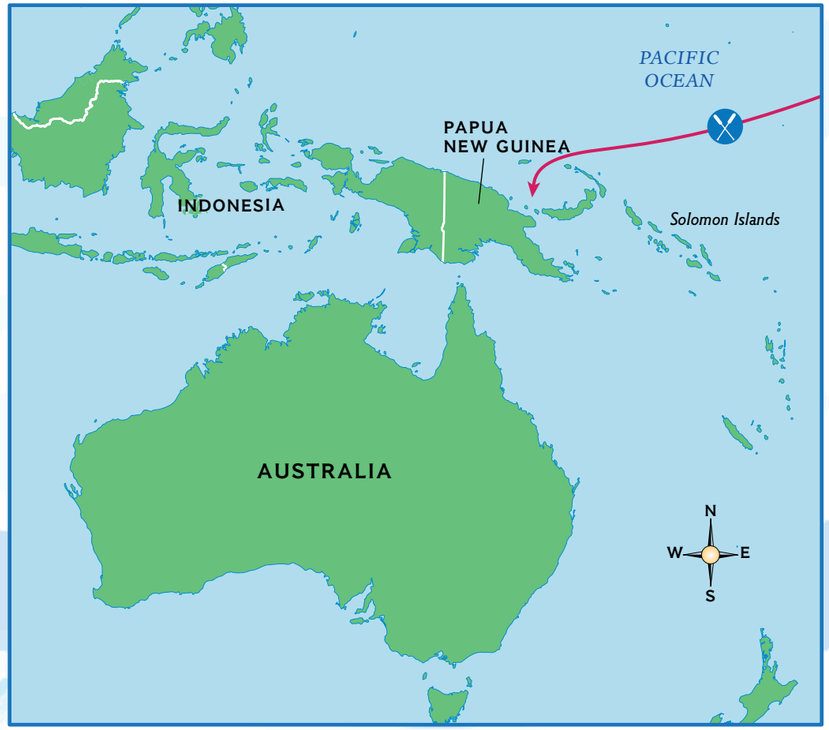
For example, he had to row at least 10 hours a day, so he brought along a music player. He hoped to listen to music and books and study Spanish to pass the time. Unfortunately, there was a lot of **tropical rain**. So Eruç had to pack his player away to keep it safe and dry.



Eruç rowed alone for many hours a day.

faced some disappointments had difficult times
tropical rain rain from hot, wet areas

On the Way to Australia



Not only that, but wind and waves kept pushing him **westward**. He wanted to go south toward the Solomon Islands. Big ships have powerful engines, but Eruç's rowboat and arm-power were **no match for** the winds.

If his luck didn't change, he would have to change his plan. He would try to land at Papua New Guinea. And, that's what happened! Eruç finally reached Papua New Guinea in February 2009.

westward to the west
no match for not as strong as

Before You Continue

1. **Visualize** What do you hear, feel, and see in your mind as you read about Eruç's **journey**?
2. **Use Text Features** Use the compass rose. What is south of Papua New Guinea?

A Home on the Waves

Fortunately, Eruç had a **snug**, dry little **cabin** to crawl into when the daily rowing was done. He used his little palm computer to connect to the Internet **by way of** a satellite phone.

"For fun, I do e-mails and phone calls, read, and write in my journal a lot," he says.

▼ satellite phone

cabin

▲ Eruç measures the water temperature with a special tool.

Fortunately, It is a good thing that
snug warm and comfortable
cabin room
by way of using

Protein bars gave him energy. He boiled water on a one-burner stove to **prepare** **freeze-dried** meals.

Using **solar panels**, he charged the batteries on his boat. Then he used an electric-powered machine to remove salt from the ocean water so he could drink it. But this only worked when the sun was shining. Because of the tropical rains, he often had to use a different machine with a handle he could pump by hand to remove salt from the water.

▲ Eruç used a machine to make salty ocean water safe to drink.

one-burner stove ▶

Protein bars Healthy snacks
freeze-dried easy-to-make
solar panels objects that collect heat from the sun and turn it into energy

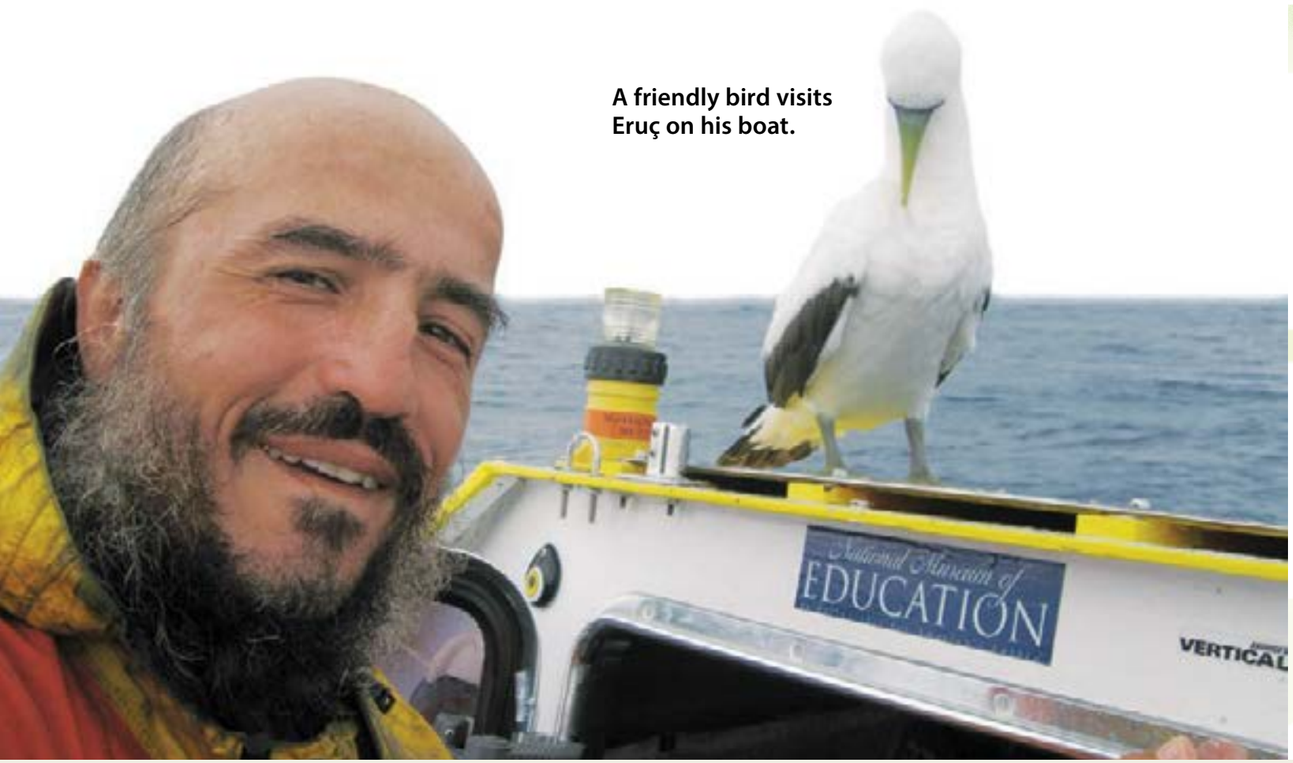
Before You Continue

1. **Classify** Eruç has many pieces of equipment on his boat. What are they?
2. **Clarify** Why did Eruç need a different machine to remove salt from water when the sun wasn't shining?

A Lot to Learn

Eruç was not **bothered** by the hard work or even by being blown in the wrong direction. He sees the world as a **laboratory** where there is much to learn.

For example, he has learned from the birds that visit him on his boat at sea. If he sees **frigatebirds or noddy terns,** he knows that an island can't be far. These birds always return to the shore at the end of the day.



A friendly bird visits Eruç on his boat.

bothered upset
laboratory classroom
frigatebirds or noddy terns certain kinds of sea birds

▲ Eruç talks to a group of Girl Scouts in the Philippines about achieving goals in life.

Sharing His Story

On his adventure, Eruç stopped from time to time to visit with people on land. He enjoyed meeting everyone—especially all the students. He shared his story with **dozens of** schools.

Even today, Eruç **encourages** all kids to **set their eyes on** a goal and not give up. Like his experience in the Pacific Ocean, it may be challenging.

"If you don't try, you don't (or won't) go anywhere," Eruç says. "With goals, we will **make progress**. We will be farther along than when we started, even if we don't reach some goals. That's called life!" ❖

dozens of many
encourages tells
set their eyes on make
make progress learn and grow

Before You Continue

1. **Draw Conclusions** Eruç sees the world as a place to learn. What does this tell you about him?
2. **Main Idea** What does Eruç believe about goals?

PART 2 **Think and Respond**

Key Words	
challenge	explore
continent	globe
destination	journey
discover	location
endurance	prepare

Talk About It

1. What part of this **human interest feature** did you enjoy the most?

   I enjoyed the part _____.

2. Imagine that you are Eruç. Someone asks you why you want to row across the Pacific Ocean. **Express intentions** about your goal.

   I want to _____. I am going to _____.

3. Look at the map legend on page 275. How does it help you understand each part of Eruç's **journey**?

   The legend shows _____.

Write About It

Write a letter to Erden Eruç. Tell him what you think about his adventure. End your letter by telling him about a place you would like to **explore**. Use **Key Words**.

_____, 20_____

Dear Erden,

I just read an article about your trip around the world. I think _____.

Reread and Summarize

Main Idea and Details

Make a main idea diagram for different sections of "One Man's Goal." Base your main ideas on the section headings.

Main Idea Diagram

Main Idea	Details
	He left California in a boat in 2007.
Eruç decided to travel around the world.	He rowed across the Pacific Ocean to Australia.

Work with a partner. Use your diagrams to summarize different sections of "One Man's Goal." Use the sentence frames and **Key Words**. Record your summaries.

The main idea is _____.
A detail that supports this is _____.

Practice reading with phrasing. Rate your reading.

Talk Together

Look at the maps on pages 275 and 277. Pretend that you are Erden. Tell a partner how the maps helped you achieve your goal. Use **Key Words**.

PART 2 **Word Work**

Homographs

Homographs are words that have the same spelling but different meanings. Some homographs have different pronunciations, too. You can use context to figure out the correct meanings.

Train is a homograph. Compare the examples.

They **train** (/ˈtɹeɪn/) for a race.
Meaning: to practice for something

The **train** (/ˈtɹeɪn/) travels very fast.
Meaning: a line of railway cars on a track

Try It Together

Read the sentences. Then answer the questions.

A cold wind blows in my face as I sail my boat. I wind a scarf around my neck to keep me warm.

1. **What does wind mean in the first sentence?**
   - **A** a machine
   - **B** a kind of fish
   - **C** air that moves
   - **D** water that rises

2. **What does wind mean in the second sentence?**
   - **A** to sail a boat
   - **B** to stay warm
   - **C** to put on a hat
   - **D** to wrap around

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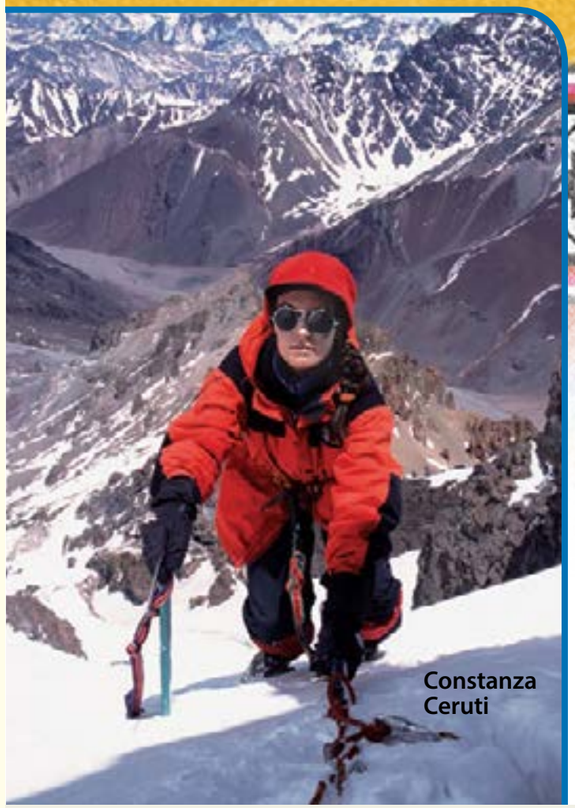
Making Connections Read about another adventurer who **explores** places around the world.

Genre A **profile** is nonfiction. It gives facts about a person and his or her life.

Climbing Toward Her Goal

by **Guadalupe López**



Constanza Ceruti

Constanza Ceruti loves mountains and learning about **ancient civilizations**. As **a high-altitude archaeologist**, she climbs to the tops of mountains to **explore worship sites**. So far, she has climbed more than 100 mountains over 16,500 feet high.

ancient civilizations people who lived very long ago
a high-altitude archaeologist someone who studies old objects found on mountains
worship sites places where people used to pray

Before You Continue

1. **Make Inferences** Why did Ceruti become a high-altitude archaeologist?
2. **Main Idea and Details** Which details in the text support the idea that Ceruti loves history?

The Children of Llullaillaco

In 1999, Ceruti and her team climbed Llullaillaco, a mountain in Argentina. It was a harsh climb, with blowing snow, strong winds, and **low oxygen levels**.

When the explorers finally reached the top, they found three frozen **Incan mummies**. Two girls and a boy were buried 500 years ago. The mummies still have hair on their arms, which makes them the best-preserved mummies in the world. The explorers also found gold and silver statues, **textiles**, and pottery.

"This was not just an archaeological find," says Ceruti. "This was like meeting someone from the ancient past."

◀ Ceruti found objects buried with the mummies.

low oxygen levels very little air to breathe

Incan mummies preserved bodies from a group of people who lived long ago

textiles cloth

What the Explorers Found

▲ dish shaped like a duck

◀ gold statue

◀ wool bag

statue of a llama made from a shell ▶

▲ objects found buried with the mummies

Before You Continue

1. **Ask Questions** What question did you ask yourself about the text? Tell a partner how you found the answer.
2. **Form Generalizations** What can you say about the objects the explorers found?

Paving the Path

Growing up in Argentina, Ceruti was always interested in ancient civilizations. Her dream was to live and work near the mountains. In school, Ceruti worked hard to reach her goal. Math was a subject she really had to **conquer**!

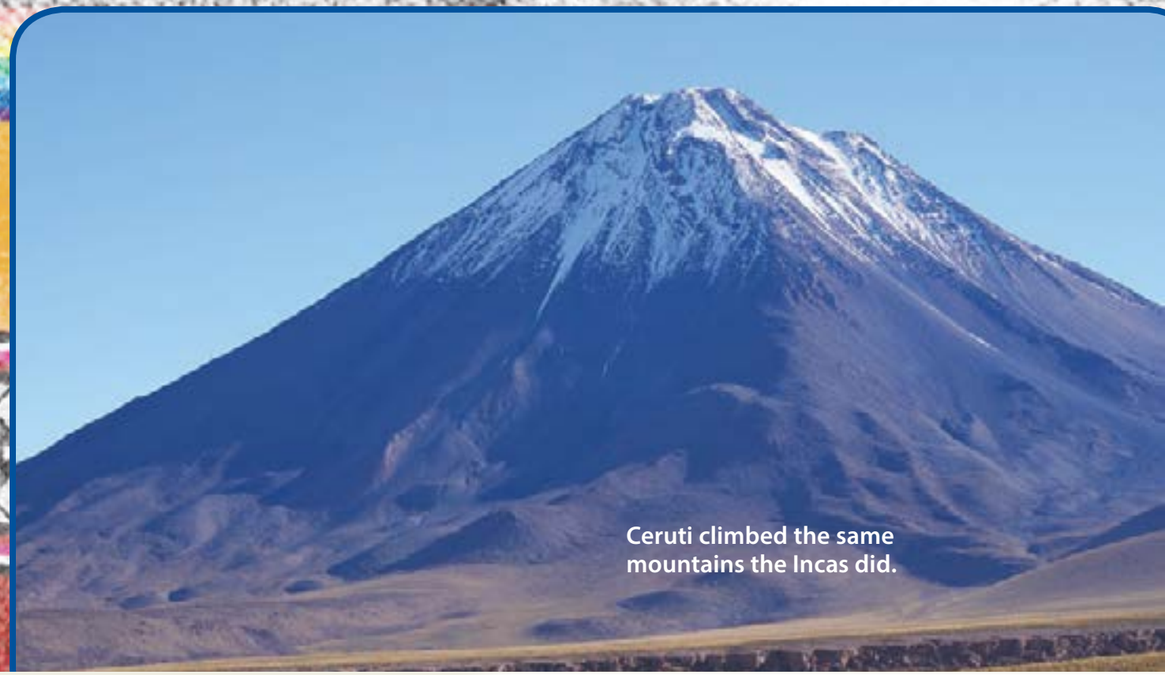
Now, Ceruti uses math all the time. "How many feet will we climb? How long will it take? What time do we start?" She knows that careful planning can mean the difference between **success and failure**.

Ceruti brushes dirt off a mummy.

The **journey** to the top of Mount Llullaillaco was long and hard, but that did not stop Ceruti from climbing.

"Just think of the Incas who climbed these mountains hundreds of years ago," she says. "They **endured** the same conditions."

With **preparation** and **determination**, Ceruti proves one thing: no mountain—or goal—is too big to conquer! ❖



Ceruti climbed the same mountains the Incas did.

Paving the Path Making a Plan
conquer work hard at to learn
success and failure a good trip or a bad trip

endured lived through
preparation good planning
determination courage

Before You Continue

1. **Summarize** What are the most important ideas in the text under "Paving the Path" on page 288?
2. **Analyze** Describe Ceruti's goal. Do you think she achieved it? Why or why not?

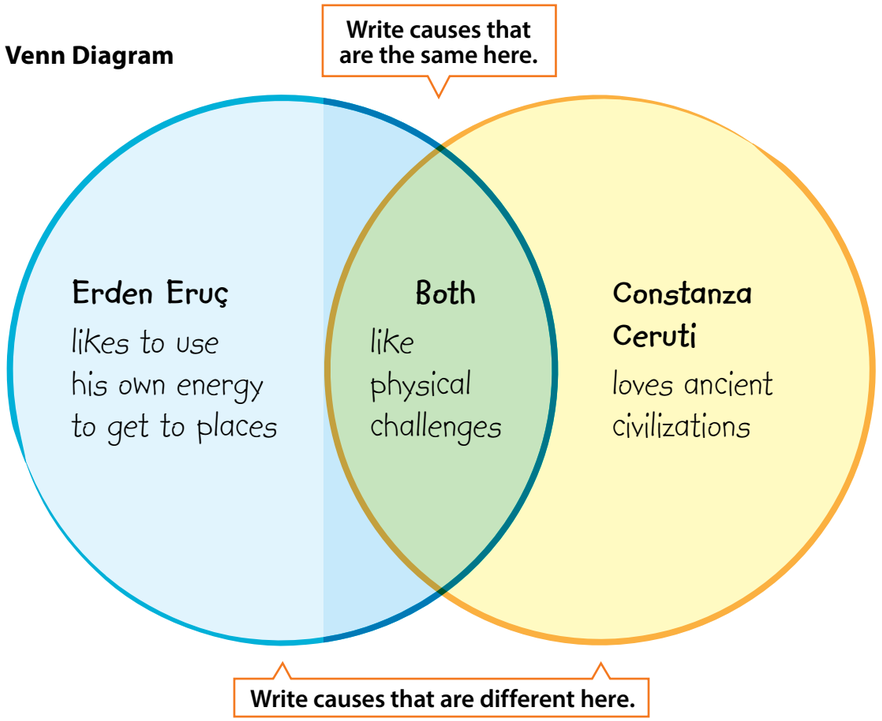
PART 2 **Respond and Extend**

Key Words	
challenge	explore
continent	globe
destination	journey
discover	location
endurance	prepare

Compare Causes

Both Erden Eruç and Constanza Ceruti like physical **challenges**. What else causes them to do adventurous things? How are their reasons alike? How are they different? Work with a partner to complete a Venn diagram.

Venn Diagram



Talk Together

What tools can help people reach their goals? Think about the feature and the profile. Use **Key Words** to talk about your ideas.

Grammar

Future Tense

There are two ways to show the **future tense**.

Grammar Rules Future Tense

	Now	In the Future
• Use the helping verb **will** along with a **main verb**.	**leave**	We **will leave** on a trip tomorrow.
• Use **am going to**, **are going to**, or **is going to** before a **main verb**.	**look**	I **am going to look** at a map later.
	ride	My friends **are going to ride** their bikes to my house.
	hike	Randy **is going to hike** up the mountain on Saturday.

Read in the Future Tense

Read these sentences about a journey. Can you find two examples of the future tense? Show them to a partner.

My cousins are going to travel around the world. They will row a boat much of the way.

Write in the Future Tense

What do you think will happen to the cousins on their trip? Write a paragraph for your partner. Use the future tense.

Writing Project

Write as a Storyteller

Write a Story

Write a story about someone who accomplishes an important goal. Share your story with the class. Make a collection of the class's short stories.

Study a Model

When you write a story, you create characters, a setting, and a plot. The plot often has a problem that the main character solves.

Super Chicken!

by Devon Samuels

Marvin stood at the edge of the diving board. Every week, he climbed up the ladder of the high dive. Then, every week, he went right back down again. **The kids at the pool called him Super Chicken.**

Marvin looked down at the water. No way was he only three meters up! The pool people must have measured wrong.

"Jump!" some kids yelled.

Marvin counted to ten, which always made him calm, and sprang off the board. He hit the water with a big splash. When he came up, everyone cheered. He grinned. No more Super Chicken!

The beginning introduces the main character, the setting, and the problem.

The writing has a clear voice and style. The writer uses words that show who he is.

The ending shows how the character solves the problem.

Prewrite

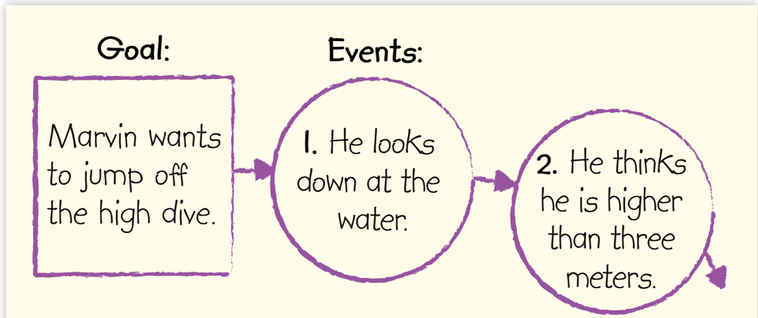
1. **Choose a Topic** What will your story be about? Talk with a partner to come up with ideas.

Language Frames

Tell Your Ideas	Respond to Ideas
• I think _____ would be interesting.	• I like that idea because _____.
• A story about _____ would be _____.	• The main character should be someone who _____.
• _____ would make a great _____ for my story.	• A better _____ might be _____.

2. **Gather Information** Who will your main character be? What is the person's goal? Write down your ideas.
3. **Get Organized** Use a story map to help you organize the events.

Story Map



Draft

Write your first paragraph. Then use your story map to guide the rest of your draft. Use words that show who you are.

Revise

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the story. Next, talk about ways to improve your writing.

Language Frames

Retell	Make Suggestions
• The story is about _____.	• I like the story, but I'm confused about where it happens. Is the setting _____?
• It takes place _____.	• This story doesn't show who you are. You should use words that _____.
• The first thing that happens is _____.	

2. **Make Changes** Think about your draft and your partner's suggestions. Then use revision marks to make your changes.
   - Make sure your readers know where your story takes place.

at the pool
The kids called him Super Chicken.

   - Do your words and sentences sound like you? If not, make revisions.

No way was he
~~He couldn't believe he was~~ only three meters up!

Edit and Proofread

Work with a partner to edit and proofread your story. Check verbs in the past tense. Use revision marks to show your changes.

Spelling Tip

For most regular verbs, add **-ed** to show past tense. For some regular verbs, change the base word before you add **-ed**.

Present

1. **On Your Own** Make a final copy of your story. Read it aloud to a younger or older friend or to family members. Tell them how you got your ideas.

Presentation Tips

If you are the speaker...	If you are the listener...
Use gestures to help your listeners imagine what is happening in the story.	Listen attentively and picture the events in the story.
If you tell your story to younger children, retell it with simpler words and sentences.	Think about what lesson you could learn from the story.

2. **With a Group** Make a short story collection. Put all of your class's stories in a book or post them online. Think of a title that lets readers know that the stories are about goals.

BIG Question What tools can we use to achieve our goals?

Talk Together

In this unit, you found lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

Concept Map

Write a Story

Choose a tool for success from your concept map. Write a story about someone who used the tool to reach a goal.

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Talk About It!

Talk Show

Work with two classmates. Pretend you are on a TV talk show. One person is the host. The other two are the guests. Discuss tools you use to achieve goals at home and at school.

Write It!

Plan a Trip

Work with a partner. Pretend you are going on a camping trip. Make a list of information, such as how much food you will need, how far your destination is, and how far you will travel each day.

Do It!

Guessing Game

Work with a small group to play a guessing game. Take turns. Pantomime something you have to use numbers to do, such as make a recipe or keep score for a game. Other classmates guess your actions.

Write It!

Make a Map

Imagine a place you would like to visit. Draw a map. Show how to get there from your home. Put distances and other information on your map. Share it with a partner.