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* Teachers: A reproducible **Revise and Edit Chart** *specific to the task for each Extended Constructed-Response Question* is located in the Teacher's Manual. For those who prefer it, there is also a **generic Revise and Edit Chart** on page 122 of this text.






The High Road

to Common Core Language Arts



SUMMARY OF READING KEYS

TERM	DEFINITION	EXAMPLE
Cause and Effect (page 10)	Cause is why something happened. Effect is what happened.	Because it snowed, we used our sleds all day.
Character (page 108)	what a person in the story is like	Maria, the girl in my book, likes to help people.
Context Clues (page 5)	words around a hard word that explain the hard word	The bull's eye is at the center of the target.
Fable (page 57)	a short story that teaches a lesson and has animals that may talk	The fable about the hare and the tortoise teaches us that slow and steady wins the race.
Main Idea (page 84)	what the article is all about	This article is about winning an Olympic Medal.
Making Inferences (page 99)	when the author does not tell information and you have to figure out clues given to you	Andy smiled when he got his test back. <i>(You can understand that Andy was happy.)</i>
Map Clues (page 34)	maps show you where the places you read about are	The map in our book showed us that the pioneers went north and west.
Memory Story (page 93)	a person tells about something he remembers	The summer I was seven, many strange things happened.
Narrator (page 43)	the person the author picks to tell a story	
	The narrator can tell a story about himself.	I would like to tell you about my adventures in the jungle.
	The narrator can tell a story about someone else.	Gia told about Sacha's adventures in the jungle.
Picture Clues (page 75)	pictures that help explain the story	The picture clue in the bear story showed me where they lived.
Problem (page 48)	In most stories the main character has a problem.	Jody wants a bike, but has no money. How will she get the bike?
		The boys are hiking, but a bad storm is coming. Will they make it?



Summary of TEST TAKING SKILLS (Objective Questions)

1. You will be asked to read some paragraphs of the story again. There is important information you must understand. Good readers **always** go back to read these parts again. (see page 7)
2. Words like MAINLY and MOSTLY are in capital letters. They tell us that we need to decide what the **whole story** is about – not just a little part. (see page 13)
3. It is a good idea to **always look back at the story** to find clues for your answer. It also helps to underline the evidence. (see page 22)
4. **NOT** is a little word, but it changes the whole sentence. That's why it is in capitals here. Read all questions very carefully. (see page 37)
5. Cover the answers with your hand as you read the question. Try to answer it in your mind **FIRST**. Then read all the answers. Pick your answer. (see page 45)
6. In a question, the word **AFTER** tells you to look for when something happens in a story. (see page 51)
7. If you are not sure of an answer, **circle** the question and **skip it** for now. When you come to the end, go back and try again. You may remember it then. (see page 60)
8. The words **BEST CLUE** tell us that maybe other answers can be clues, too. But they may not be the BEST one. Read carefully. (see page 69)
9. Pictures in the story can be clues to many questions. Be sure to check them carefully. (see page 78)
10. The wrong answers often have words used in the story. Do not be fooled. Look for the **right idea**. (see page 87)
11. Sometimes the answer may not be in the story. You have to think very hard. Ask yourself: What makes sense here? Then go back to the story to see. (see page 96)
12. Sometimes you are not sure of an answer. It is a good idea to cross off all answers you know are wrong. Then take a guess. (see page 102)
13. A **stanza** in a poem is like a **paragraph** in a story. Read the stanza again before you try to answer the question. (see page 110)
14. Some kids erase and change a *right* answer to *wrong*. Check your work when you are done. But do not change your answer unless you are **sure**. (see page 116)

Keys to Comprehension

CONTEXT CLUES

Sometimes you come across a “mystery word”. It is a word you do not understand. Here is a way to figure out the meaning. **Context Clues** are the words **before** and **after** the mystery word. They help us understand what it means.



Be a word detective! Use Context Clues to figure out a mystery word.

Example:

The *massive* elephant tore down the tree. The elephant looked *huge* as it came up to the tree.

1. Look at the word **massive**.
2. The next sentence says the elephant is **huge**.
3. Read the first sentence using the new word. Does it make sense?
*The **huge** elephant tore down the tree.*

Yes, **massive** means **huge**. That is a good way to figure out a mystery word.



Be a word detective!

When you come to a word you don't know:

- Look for clues in the words around it.
- Then check to see if it makes sense.

Ask Yourself:

Picture: What looks so strange in this picture?

Paragraph 2: Where did these bears live?

Paragraph 5: Does this paragraph explain what happened?

When Bears Turned Green

by Linda Carr

1 Polar bears are supposed to be white. They live in the cold northern parts of the world. Their white fur makes them almost invisible in the snow and ice.

2 But three bears living in a zoo turned green. That's right! The big white bears turned as green as grass. Scientists wondered why it had happened.



3 They cut away some of the bears' fur. Then they looked at it carefully. There were tiny plants, called algae, inside the bears' fur.

4 Algae are teeny little plants that grow mostly in water. They do not have true leaves or flowers. Some kinds of algae can be green. And these algae changed the color of the bears' fur.

5 Scientists believe the algae were living in the small pool used by the bears. When the bears went for a swim, the algae moved into the bears' fur.

6 The algae were not hurting the bears. The bears were not hurting the algae. In fact, they lived together happily. But green polar bears were a strange sight!

Recite:

Tell about the strange problem the bears in this story had. Did they fix it?

Tips for Answering the Objective Question

You will be asked to read some paragraphs of the story again.

There is important information you must understand. Good readers **always** go back to read these parts again.

Circle the letter next to the correct answer.

1. What problem did the zoo bears have?

- a. The zoo keepers cut their fur.
- b. Their fur turned a different color.
- c. They were getting sick.

2. Read paragraph 1 again.

Why is it good that polar bears are white?

- a. They stay clean that way.
- b. They can play in the cold weather.
- c. They can hide in the snow and ice.

3. Why did the scientists want to check the bears?

- a. Green polar bears are odd.
- b. The algae were hurting the bears.
- c. The bears stopped eating.

I found the evidence (information) in paragraph _____, line _____.

4. Read paragraph 4 again.

You can tell that “algae” are:

- a. green plants that grow on hills.
- b. something that makes us sick.
- c. tiny plants that grow in the water.

Aligned CCLS: (1) RI.2.2; (2) RI.2.1; (3) RI.2.3; RI.2.1; (4) RI.2.4

5. Where did the algae come from?

- a. the bears' fur
- b. the bears' pool
- c. northern parts of the world

I found the evidence (information) in paragraph ____, line ____.

6. Read this sentence from paragraph 1.

Their white fur makes them almost invisible in the snow and ice.

The context (words around it) helps to explain that “invisible” means:

- a. can't be seen.
- b. having no smell.
- c. not real.



Aligned CCLS: (5) RI.2.1; RI.2.1; (6) RI.2.4

Check:

Did you answer ALL questions? (Remember, do not leave a blank!)