

REWARDS[®] Plus

Social Studies, 3rd Edition

Sample Pages Reviewer's Guide

Thank you for downloading samples of the new 3rd Edition of *REWARDS Plus: Social Studies*! This document describes what's included in this file and suggestions on how to approach your review. This PDF file includes bookmarks, which you may find helpful in navigating the sample.

In this file, we have provided the entirety of Unit 1, with items appearing sequentially:

- **Teacher's Guide** pages, pages 2-43. The *Teacher's Guide* is the core component of instruction.
- **Lesson and Illustrated Vocabulary Displays**, pages 44-95. Displays are a key ancillary to the teacher-directed instruction. References in the Instructional Steps headers in the *Teacher's Guide* pages guide their usage.
- **Student Book** pages, pages 96-107. Each student in *REWARDS Plus: Social Studies* needs a print, consumable *Student Book*.
- Progress Monitoring **Check-up**, pages 108-109. These assessments are administered at the end of each unit with data used to guide instruction.

Reading Excellence: Word Attack & Rate Development Strategies

3rd
EDITION

REWARDS[®]

READING AND WRITING STRATEGIES
APPLIED TO SOCIAL STUDIES TEXT

Plus



Teacher's Guide

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ACTIVITY A: Vocabulary***Student Objectives:***

- to increase decoding accuracy, fluency, and comprehension by learning and practicing the most difficult and/or unfamiliar words found in social studies informational text (background knowledge and passage)
- to pronounce and remember a list of vocabulary words that will be included in the text (List 1)
- to apply the *REWARDS* multisyllabic word reading strategy to a second list of words that will be included in the text (List 2)
- to understand the meanings of the words on both lists, thus increasing text comprehension
- to gain background knowledge that can be activated and used while reading and comprehending the text

Illustrated Vocabulary, List 1
(Tell students the pronunciation)**Activity Summary**

- The pronunciation of the words in List 1 cannot easily be determined by sounding out the words part by part.
- Use the corresponding displays to do the following with each word:
 - a) Tell students the pronunciation of the word on the display and have them repeat it.
 - b) Have students read the part of speech and explanation aloud with you.
 - c) Have students read all additional information aloud, when provided: one or more examples, a word family, a check for understanding, or word work.
- Have students look at their *Student Book* and reread the words in List 1 aloud.

List 1

- | | | |
|-----------------------|-----------|---|
| 1. physical geography | <i>n.</i> | Physical geography is the study of the natural features of the earth's surface. |
| 2. Ethiopia | <i>n.</i> | Ethiopia is a country in East Africa. |
| 3. Kenya | <i>n.</i> | Kenya is a country in East Africa. |
| 4. Tanzania | <i>n.</i> | Tanzania is a country on the eastern coast of the African continent. |
| 5. Mozambique | <i>n.</i> | Mozambique is a country on the southeastern coast of the African continent. |
| 6. continent | <i>n.</i> | A continent is one of the main landmasses of the earth. |
| 7. Europe | <i>n.</i> | Europe is a continent across the Atlantic Ocean from the continent of North America. The Atlantic Ocean is the western boundary of Europe . |
| 8. Asia | <i>n.</i> | Asia is a continent across the Pacific Ocean from the continent of North America. The Pacific Ocean is the eastern boundary of Asia . |
| 9. Eurasia | <i>n.</i> | Eurasia is the combination of Europe and Asia as one continent. |
| 10. sodium carbonate | <i>n.</i> | Sodium carbonate is a chemical used for making glass and soap. It is sometimes called soda ash. |
| 11. Lake Magadi | <i>n.</i> | Lake Magadi is a lake in Kenya. |
| 12. Lake Naivasha | <i>n.</i> | Lake Naivasha is a lake in Kenya. |



Instructional Steps / Displays 1.1 to 1.16

1. Beginning today, you will be using the *REWARDS* strategy to read passages like those in your social studies classes. The passages contain many long words; the long words often hold the key to understanding the passages.
2. **Show Display 1.1.** Turn to page 1 in your *Student Book*. **Pause.** Look up here. Before we read this unit's passage, let's read some of the difficult words and learn their meanings. You *cannot* use the *REWARDS* strategy with all words, so I will *tell* you some of the words.
3. **Point to physical geography.** The first words are **physical geography**. What words? **physical geography** Now read the part of speech and explanation with me: "Noun. **Physical geography** is the study of the natural features of the earth's surface." Read the example with me: "The **physical geography** of a region includes vegetation, water features, the shape of the land, and many other physical features." So, the field of study that is concerned with the physical features of the earth is called _____. **physical geography**
4. **Show Display 1.2. Point to Ethiopia.** This word is **Ethiopia**. What word? **Ethiopia** Now read the part of speech and explanation with me: "Noun. **Ethiopia** is a country in East Africa." Read the example with me: "In Africa, one very interesting natural feature is known as the Great Rift Valley or the East African Rift. Rifts are deep cracks in the earth's crust. The East African Rift extends from **Ethiopia** down through several other countries."

5. **Show Display 1.3.** Read this example with me: “The same forces that created the East African Rift also created more than 100 volcanoes. Over half of those volcanoes are in **Ethiopia**. Following a volcanic eruption in 2011, researchers began to study **Ethiopia’s** volcanoes more intently to predict eruptions and save lives.”
6. **Show Display 1.4. Point to Kenya.** This word is **Kenya**. What word? **Kenya**
Read the part of speech and explanation with me: “Noun. **Kenya** is a country in East Africa.” Read the example with me: “As you follow the East African Rift south from Ethiopia, the next country you go through is **Kenya**. The East African Rift is home to some of the world’s deepest lakes. Several of them are in **Kenya**.”
7. **Show Display 1.5. Point to Tanzania.** This word is **Tanzania**. What word? **Tanzania**
Read the part of speech and explanation with me: “Noun. **Tanzania** is a country on the eastern coast of the African continent.” Read the example with me: “From Kenya, the East African Rift goes through **Tanzania**.”
8. **Show Display 1.6. Point to Mozambique.** This word is **Mozambique**. What word? **Mozambique**
Read the part of speech and explanation with me: “Noun. **Mozambique** is a country on the southeastern coast of the African continent.” Read the example with me: “From Tanzania, the rift goes into **Mozambique**.” So, the African part of this great rift system begins in Ethiopia, goes through Kenya and Tanzania, and into _____. **Mozambique**
9. **Show Display 1.7. Point to continent.** This word is **continent**. What word? **continent**
Read the part of speech and explanation with me: “Noun. A **continent** is one of the main landmasses of the earth.” Read the example with me: “Some people say that the earth has seven **continents**. Other people combine two of the **continents** and count them as one. Those people say that the earth has six **continents**.”
10. **Show Display 1.8. Point to Europe.** This word is **Europe**. What word? **Europe**
Read the part of speech and explanation with me: “Noun. **Europe** is a continent across the Atlantic Ocean from the continent of North America. The Atlantic Ocean is the western boundary of **Europe**.” Read the example with me: “**Europe** is one of the world’s seven continents.” The continent of Europe includes many familiar countries. You probably know France, Germany, and Spain.
11. **Show Display 1.9.** Read the item with me: “Make a list of 10 or more countries in **Europe**.” On the bottom of page 1 in your *Student Book*, write down as many countries in Europe as you can think of, including the ones I just mentioned. **Monitor as students write their lists. Then call on several students to name one or two countries.**

12. **Show Display 1.10. Point to Asia.** This word is **Asia**. What word? **Asia** Read the part of speech and explanation with me: “Noun. **Asia** is a continent across the Pacific Ocean from the continent of North America. The Pacific Ocean is the eastern boundary of **Asia**.” Read the example with me: “In Unit 2, you will read a passage about Marco Polo. You will learn that most of **Asia** was governed in the 13th century by Kublai Khan, ruler of the Mongol Empire.” The continent of Asia includes India, Russia, and China.
13. **Show Display 1.11.** Read the item with me: “Make a list of countries in **Asia**.” On the bottom of page 1, write down as many countries in Asia as you can think of, including the ones I just mentioned. **Monitor as students write their lists. Then call on several students to name one country.**
14. **Show Display 1.12. Point to Eurasia.** This word is **Eurasia**. What word? **Eurasia** Read the part of speech and explanation with me: “Noun. **Eurasia** is the combination of **Europe** and **Asia** as one continent.” Read the example with me: “**Eurasia** is the largest continent. Because of political and cultural differences between the eastern and western parts of the continent, **Eurasia** is frequently considered two separate continents: **Europe** and **Asia**.” So, if you were naming seven continents, you would name Europe and Asia separately, but if you were naming six continents, you would combine Europe and Asia and say _____. **Eurasia**
15. **Show Display 1.13. Point to sodium carbonate.** These words are **sodium carbonate**. What words? **sodium carbonate** Read the part of speech and explanation with me: “Noun. **Sodium carbonate** is a chemical used for making glass and soap. It is sometimes called soda ash.” Read the example with me: “People who live near Lake Magadi in Kenya export **sodium carbonate**. When **sodium carbonate** is added to detergents, it improves cleaning power. It is a valuable substance for removing grease, oil, and stains.”
16. **Show Display 1.14. Point to Lake Magadi.** These words are **Lake Magadi**. What words? **Lake Magadi** Read the part of speech and explanation with me: “Noun. **Lake Magadi** is a lake in Kenya.” Read the example with me: “During the dry season, sodium carbonate covers most of the surface of **Lake Magadi**. After it is collected and taken to a factory, the sodium carbonate is prepared for export to other parts of the world for use in making household goods.”
17. **Show Display 1.15. Point to Lake Naivasha.** These words are **Lake Naivasha**. What words? **Lake Naivasha** Read the part of speech and explanation with me: “Noun. **Lake Naivasha** is a lake in Kenya.” Read the example with me: “Because Kenya is at the equator, it has sunlight year-round. The combination of climate, rich soil, and water from **Lake Naivasha** has led to an abundance of flower farms on the shores of this lake.”
18. **Show Display 1.16.** Read this example with me: “Flower farmers near **Lake Naivasha** grow many kinds of flowers, including carnations, roses, and lilies. Selling flowers to other countries has become a large part of Kenya’s economy.”

19. Look at the top of page 1. **Pause.** Let's read the words in List 1 again. **Pause.** First words. **physical geography** Next word. **Ethiopia** Next word. **Kenya** Continue with the remaining words in List 1.
20. **Optional** Have students read List 1 to a partner.

Illustrated Vocabulary, List 2 (Guide students in application of the strategy)

Activity Summary

- The words in List 2 *can* be read using the part-by-part strategy.
- Use the corresponding displays to do the following with each word:
 - a) Have students figure out the word to themselves. Then have them read the word aloud.
 - b) Have students read the part of speech and explanation aloud with you.
 - c) Have students read all additional information aloud, when provided: one or more examples, a word family, a check for understanding, or word work.
- Have students look at their *Student Book* and reread the words in List 2 aloud.

List 2

- | | | | |
|-----|---------------|-------------|--|
| 1. | economy | <i>n.</i> | An economy is the system that a country or region uses to organize its money and its exchange of goods and services. |
| 2. | enormous | <i>adj.</i> | Enormous describes something that is very large, especially something that is larger than the usual things of that type. |
| 3. | elevation | <i>n.</i> | Elevation is the height of land above sea level. |
| 4. | visible | <i>adj.</i> | When something is visible , it can be seen. |
| 5. | concentration | <i>n.</i> | A concentration is a large amount of a substance gathered in one place that results in increased strength or density of that substance. |
| 6. | geothermal | <i>adj.</i> | Geothermal describes something that is related to the heat produced naturally in the earth's interior. |
| 7. | commodity | <i>n.</i> | A commodity is something that can be bought and sold. |
| 8. | diversity | <i>n.</i> | Diversity is variety; it is the state of or quality of being diverse or different. |
| 9. | collision | <i>n.</i> | A collision is the act of coming together with force, or the act of colliding or crashing. |
| 10. | speculate | <i>v.</i> | When you speculate about something, you guess about its nature or about what might happen. |



Instructional Steps / Displays 1.17 to 1.34

1. Turn to page 2. **Pause.** With the words in List 2, you *can* use the *REWARDS* strategy.
2. **Show Display 1.17. Point to **economy**.** Figure out the word. Look carefully for prefixes and suffixes. Look for vowels in the rest of the word. If you need to mark the parts of the word, use your pencil and circle prefixes and suffixes and underline vowels in your book. But, only if you need to. Look at me when you can say the word. **Pause and monitor.** When students have decoded the word, **ask:** What word? **economy**
3. Now read the part of speech and explanation with me: “Noun. An **economy** is the system that a country or region uses to organize its money and its exchange of goods and services.” Read the example with me: “The people of Kenya and other countries of the East African Rift have found and developed a number of resources that help drive the **economy** of East Africa.”
4. **Show Display 1.18. Point to **enormous**.** Figure out the word. Look carefully for prefixes and suffixes. Look for vowels in the rest of the word. Look at me when you can say the word. **Pause and monitor.** What word? **enormous** Read the part of speech and explanation with me: “Adjective. **Enormous** describes something that is very large, especially something that is larger than the usual things of that type.” Read the example with me: “This pumpkin is **enormous**—it’s probably much larger than any you’ve seen at the market or in a grocery store.”
5. **Show Display 1.19.** Read this example with me: “**Enormous** mountains line the East African Rift. Several of the highest mountains in all of Africa are in this area.”
6. **Show Display 1.20. Point to **elevation**.** Figure out the word. **Pause and monitor.** What word? **elevation** Read the part of speech and explanation with me: “Noun. **Elevation** is the height of land above sea level.” Read the example with me: “Mount Kenya is the highest mountain in Kenya and the second highest in Africa. It has more than one peak—the highest peak has an **elevation** of 17,057 feet (5,199 meters). Only about 50 rock climbers reach that peak’s summit each year.”
7. **Show Display 1.21. Point to **visible**.** Figure out the word. **Pause and monitor.** What word? **visible** Read the part of speech and explanation with me: “Adjective. When something is **visible**, it can be seen.” Read the example with me: “Look at this photo taken by a U.S. astronaut from the International Space Station. The East African Rift and some of the lakes in that area are clearly **visible**.”

8. **Show Display 1.22.** Read the directions for word work with me: “The word **visible** contains the Latin root *vis*, which means *to see* or *to look at*. Work with your partner to determine the original meaning of each word in the first column.” **Note:** You may wish to have students write the numbers 1–6 on the bottom of page 2. Have them write the letters of their answers next to the numbers. Partner 2, do item 1, **visible**. Look at the definitions on the right. When you have found the answer, tell your partner. Partner 1, do item 2, **visit**. Take turns until you have done all the items. **Monitor partner work. Answers:** 1b, 2a, 3e, 4c, 5f, 6d.
9. **Show Display 1.23. Point to concentration.** Figure out the word. **Pause and monitor.** What word? **concentration** Read the part of speech and explanation with me: “Noun. A **concentration** is a large amount of a substance gathered in one place that results in increased strength or density of that substance.”
10. **Show Display 1.24.** Read the example with me: “Like the **concentration** of sodium carbonate on Lake Magadi in Kenya, the **concentration** of gold in this part of Australia is sufficient for a company to create a money-making operation out of mining it, processing it for export, and selling it.”
11. **Show Display 1.25. Point to geothermal.** Figure out the word. **Pause and monitor.** What word? **geothermal** Read the part of speech and explanation with me: “Adjective. **Geothermal** describes something that is related to the heat produced naturally in the earth’s interior.” Look at the analysis of this word: *geo* means earth, and *thermal* means relating to or caused by heat. The meanings of the parts of the word tell us what the whole word means. So, **geothermal** describes something that is related to or caused by heat in the earth.
12. **Show Display 1.26.** Read the example with me: “Below the volcanoes of the East African Rift, magma heats underground pools of water. These concentrations of **geothermal** energy are being used to generate electricity.”
13. **Show Display 1.27. Point to geothermal.** Read the directions for word work with me: “In the Greek language, *geo* means *earth*. Work with your partner to determine the original meaning of each word in the first column.” **Note:** You may wish to have students do this work in their *Student Book*. Partner 1, do item 1, **geothermal**. Look at the definitions on the right. When you have found the answer, tell your partner. Partner 2, do item 2, **geocentric**. Take turns until you have done all the items. **Monitor partner work. Answers:** 1c, 2d, 3a, 4f, 5b, 6e.
14. **Show Display 1.28. Point to commodity.** Figure out the word. **Pause and monitor.** What word? **commodity** Read the part of speech and explanation with me: “Noun. A **commodity** is something that can be bought and sold.” Read the example with me: “In the East African Rift area, fish is an important food source for the local people. Fish is also a **commodity** that can be sold to others.”

15. **Show Display 1.29. Point to diversity.** Figure out the word. **Pause and monitor.** What word? **diversity** Read the part of speech and explanation with me: “Noun. **Diversity** is variety; it is the state of or quality of being **diverse** or different.” Read the example with me: “In many cultures, people use a **diversity** of spices to create exciting, delicious, and healthy meals.”
16. **Show Display 1.30.** Here are some words that belong to the **diversity** word family. Echo read the word and the part of speech. Diversity – noun. **diversity – noun** Diverse – adjective. **diverse – adjective** Diversification – noun. **diversification – noun**
17. Follow along as I read. When I stop, say the bold word: The East African Rift supports an astonishing **diversity** of plants and animals. This area has so many **diverse** environments, from deserts to tropical forests and deep lakes to high mountains, that just about any plant or animal can live there. Over time, the changing geography of the area causes new **diversification** of the various species that call this area home.
18. **Show Display 1.31. Point to collision.** Figure out the word. **Pause and monitor.** What word? **collision** Read the part of speech and explanation with me: “Noun. A **collision** is the act of coming together with force, or the act of **colliding** or crashing.”
19. **Show Display 1.32. Point to speculate.** Figure out the word. **Pause and monitor.** What word? **speculate** Read the part of speech and explanation with me: “Verb. When you **speculate** about something, you guess about its nature or about what might happen.” Read the example with me: “When you **speculate** about something, you usually have *some* information upon which to base your guess. For example, scientists have learned that sounds in a certain range improve bone density, so scientists **speculate** that cats purr so their bones will grow. But, purring might be for some other purpose. No one knows for sure.”
20. **Show Display 1.33.** Read the directions for word work with me: “For better understanding of **speculate**, read the first item and then read it again with the word *guess* in place of **speculate**. Repeat for the other items.” Listen. First I read: Scientists **speculate** that dolphins talk to each other about many topics, just like humans do. Then I read it again with the word *guess*: Scientists *guess* that dolphins talk to each other about many topics, just like humans do. Partner 1, read item 2 and then read it again with the word *guess*. Partner 2, do the same with item 3. **Monitor as partners take turns reading.**
21. **Show Display 1.34.** Here are some words that belong to the **speculate** word family. Echo read the word and the part of speech. Speculate – verb. **speculate – verb** Speculations – noun. **speculations – noun** Speculated – verb. **speculated – verb** Speculating – noun. **speculating – noun**

22. Follow along as I read. When I stop, say the bold word: Scientists **speculate** about dinosaur extinction with varying degrees of evidence. Hardly any evidence supports these **speculations**: cosmic rays, a devastating disease, or competition with mammals for food. In recent years, scientists have **speculated** that a giant asteroid (or two) collided with earth and the collision wiped out the dinosaurs or that dinosaurs died as a result of volcanic activity. We still don't know, so **speculating** will continue.
23. Look at the top of page 2. **Pause**. Let's read the words in List 2 again. **Pause**. First word. **economy** Next word. **enormous** Next word. **elevation** Continue with the remaining words in List 2.
24. **Optional** Have students read List 2 to a partner.

ACTIVITY B: Vocabulary Review

Student Objective:

- to match orally presented vocabulary meanings with specific words that were learned in Activity A

Activity Summary

- Using Step 1 below, tell students what they are going to be doing in this activity.
- With each of five items, do the following:
 - a) Tell students the meaning of a word you are thinking about. Have them look in List 1 or List 2 for the word and circle it.
 - b) Ask students to tell you what word they circled.
 - c) If students circled the correct word, have them make a tally mark in the Tally box.

Instructional Steps

1. Find Activity B. With each item in this activity, I will tell you about a word I am thinking about. You will have a short time to find the word in List 2 or in List 1 on the previous page. You will circle the word in your book, and I will ask you what word you circled. Now find the Tally box. For every word that you correctly identify, make a tally mark in the Tally box. If you don't identify the correct word, don't do anything.
2. Let's try one. I am thinking of a word. When you talk about the height of land above sea level, you talk about *this*. Circle the word. **Wait while students circle a word.** What word did you circle? **elevation** You got it. Make a mark in the Tally box. **Pause and monitor.**
3. I am thinking of a word. When you make a guess about something, you do *this*. Circle the word. **Wait.** What word? **speculate** That's it. Make a mark in the Tally box. **Pause and monitor.**
4. **Continue Step 3 with the remaining items:**
 - *This* is the organized use of money and the exchange of goods and services. **Wait.** What word? **economy**
 - *This* is the study of the natural features of the earth's surface. **Wait.** What words? **physical geography**
 - *This* is the adjective we use when something is related to the internal heat of the earth. **Wait.** What word? **geothermal**

ACTIVITY C: Word Families

Student Objectives:

- to learn the meaning of the first word in a group of related words
- to accurately read all the words in five word families

Activity Summary

- The words in each family in this list are related.
- With each word family, have students do the following:
 - a) Use the *REWARDS* strategy to figure out the first word.
 - b) Read the part of speech and the definition.
 - c) Read the other two words in the family and their parts of speech.
- See Steps 6, 7, and 8 for optional activities.

Family 1	combine combining combination	<i>v.</i> <i>v.</i> <i>n.</i>	(to join together)
Family 2	preserve preservation preservationist	<i>v.</i> <i>n.</i> <i>n.</i>	(to keep safe or keep from disappearing)
Family 3	generate generator generation	<i>v.</i> <i>n.</i> <i>n.</i>	(to produce or bring into existence)
Family 4	isolate isolated isolation	<i>v.</i> <i>adj.</i> <i>n.</i>	(to keep separate from others)
Family 5	geology geologist geological	<i>n.</i> <i>n.</i> <i>adj.</i>	(the study of the earth's history and formation)



Instructional Steps / Display 1.35

1. **Show Display 1.35.** Look at page 3. Find Activity C. You are going to read groups of words that are called word families.
2. Find **Family 1**. Figure out the first word. Use your pencil if you need to. Look at me when you know the word. **Pause.** What word? **combine** Read the part of speech and the explanation with me: “Verb. To join together.”

3. Look at the next word in Family 1. Figure out the word. **Pause.** What word? **combining** What part of speech? **verb**
4. Next word. Figure out the word. **Pause.** What word? **combination** What part of speech? **noun**
5. Repeat Steps 2–4 for the remainder of the word families.
6. **Optional** Have students reread all five word families to a partner or a small group.
7. **Optional** Give students the Vocabulary Completion Activity for Unit 1 to complete independently, either as homework or as an in-class activity. This activity helps students apply some of the explanations and definitions from List 1, List 2, and the five word families in Unit 1.
8. **Optional** After students have completed all of the Vocabulary Completion Activity items, you may wish to have them share their answers and reasons for those answers with partners or with the class.

ACTIVITY D: Spelling Dictation

Student Objectives:

- to orally segment a word into parts
- to spell six words drawn from two word families that were read in Activity C

Activity Summary

- In each unit, students will spell six words from two word families.
- With each word, do the following:
 - a) Tell students the word and have them repeat it.
 - b) Have students say the parts of the word to themselves as they write the word.
 - c) Display the word and have students compare their word with your word.
 - d) If students make an error, have them cross out the misspelled word and rewrite the entire word correctly.

1. preserve	4. geology
2. preservation	5. geologist
3. preservationist	6. geological



Instructional Steps / Display 1.36

1. Turn to page 4. **Pause.** Find Activity D. In each unit, you will spell six words from the word families.
2. The first word is **preserve**. What word? **preserve** Say the parts in **preserve** to yourself as you write the word. **Pause and monitor.**
3. **Using Display 1.36, show preserve.** Check **preserve**. If you misspelled it, cross it out and write it correctly.
4. The second word is **preservation**. What word? **preservation** Say the parts in **preservation** to yourself as you write the word. **Pause and monitor.**
5. **Show preservation.** Check **preservation**. If you misspelled it, cross it out and write it correctly.
6. **Repeat Steps 4–5 with preservationist, geology, geologist, and geological.**

ACTIVITY E: Vocabulary Partner Work

Student Objectives:

- to incorporate vocabulary words learned in Activities A and C into oral expression
- to clearly support agreement or disagreement with a statement, demonstrating knowledge of embedded vocabulary

Activity Summary

- Have students read the directions with you.
- Model the response to the first and second statements by doing the following:
 - a) agreeing or disagreeing with the statement
 - b) using the meanings of the words in bold to explain your answer
- Have Partner 2 do the same with the third item. Have Partner 1 complete the fourth item.

Directions: For each statement, tell your partner if you agree or disagree. Tell why, using the meanings of the words in bold. Listen as your teacher demonstrates the first two.

Teacher: When you study **physical geography**, you learn how to **preserve** ancient books.

Teacher: Someone could **speculate** about the cause of a two-car **collision**.

Partner 2: When you are referring to six **continents**, **Eurasia** is the largest.

Partner 1: **Sodium carbonate** is never a **commodity**.



Instructional Steps / Display 1.37

1. **Show Display 1.37.** Find Activity E. Read the directions for Vocabulary Partner Work with me: “For each statement, tell your partner if you agree or disagree. Tell why, using the meanings of the words in bold. Listen as your teacher demonstrates the first two.”
2. Read the first item with me: “When you study **physical geography**, you learn how to **preserve** ancient books.” Listen. I disagree with this statement. When you study **physical geography**, you learn about natural features such as land, water, and vegetation. When you learn how to **preserve** ancient books, you learn to take good care of things so they don’t fall apart or disappear. That has nothing to do with learning about natural features.
3. Read the second item with me: “Someone could **speculate** about the cause of a two-car **collision**.” Listen. I agree with this statement. **Speculate** means guess, and **collision** is a crash—someone could make a guess about what caused two cars to crash into each other.

4. Your turn. Partner 2, read the third item. Then tell your partner whether you agree or disagree. Use the meanings of the words in bold to explain why. Then Partner 1, do the same thing with the fourth item. Monitor partner work. Then call on one or two individuals to use the meanings of the words in bold to explain their answers.

Third item, Partner 2—Accept an answer such as: *Agree. A **continent** is one of the main landmasses of the earth, and **Eurasia** is the combination of Europe and Asia as one **continent**. I agree with this statement because when you count the six main landmasses of the earth, **Eurasia**, which combines Europe and Asia, is the largest.*

Fourth item, Partner 1—Accept an answer such as: *Disagree. **Sodium carbonate** is a chemical for making glass and soap, and a **commodity** is something that can be bought and sold. I disagree with this statement because a chemical for making glass and soap can be bought and sold, so **sodium carbonate** is a **commodity**.*

ACTIVITY F: Background Knowledge

Student Objectives:

- to learn critical background knowledge in preparation for the unit passage
- to develop historical context for the unit passage
- to develop skills in reading timelines and maps

Activity Summary

- In this activity, students will read statements that build background knowledge for the unit's passage. In addition, they will examine a timeline and a map or other visual information.
- Read the Background Knowledge items using one of three methods: read the items chorally with students, read the items to students while they listen, or call on individual students to read. Stop after each item and ask a comprehension question.
- With students, examine the timeline at the top of the page and the map at the bottom of the page, asking a comprehension question after each.
- Have students take turns telling partners two things they have learned about the East African Rift since the beginning of this unit.

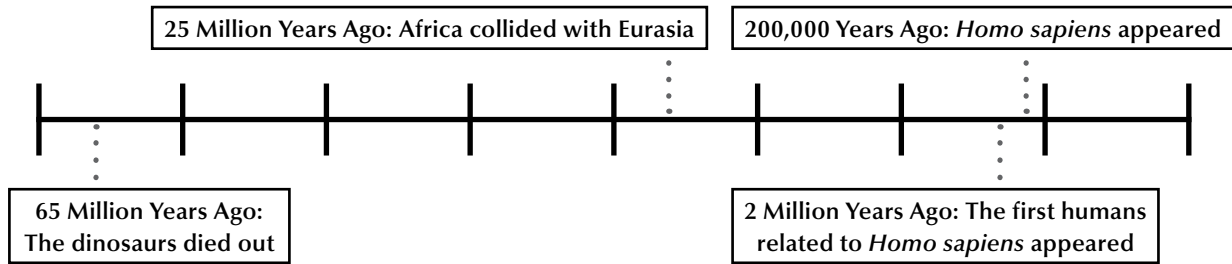
In this passage, you will read about part of the Great Rift Valley. Here are some things to know:

1. Most scientists refer to the African part of this geological feature as the East African Rift.
2. A rift is an opening made by splitting. There are many rifts, or splits, in the earth's surface.
3. The East African Rift is the most visible part of the longest rift system in the world. Astronauts have said they can see it from outer space.

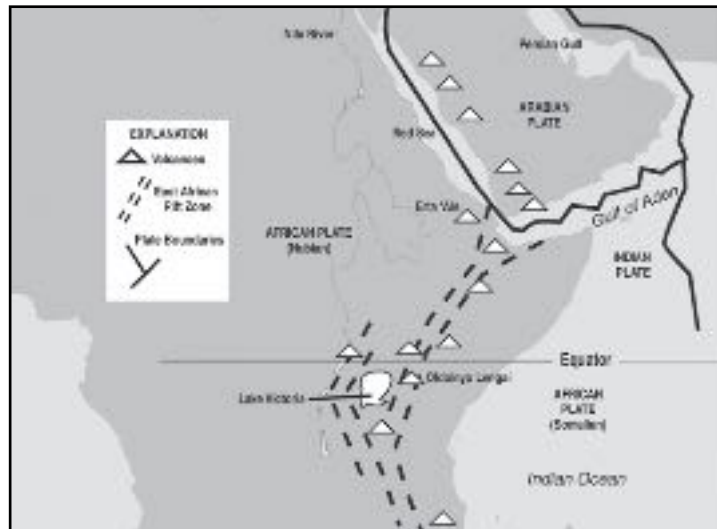
Instructional Steps

1. Look at page 5. Find Activity F. Look at the text below the timeline. Listen. In this passage, you will read about part of the Great Rift Valley. Here are some things to know. **Ask students to read chorally with you, call on an individual to read to the class, or read to students.** Read item 1: "Most scientists refer to the African part of this geological feature as the East African Rift." So, part of the Great Rift Valley is in Africa. What do scientists call the African part of the Great Rift Valley? **the East African Rift**
2. **Ask students to read chorally or individually, or read to students.** Read item 2: "A rift is an opening made by splitting. There are many rifts, or splits, in the earth's surface." Scientists have a word for openings or splits in the earth's surface. What do they call them? **rifts**

- Ask students to read chorally or individually, or read to students. Read item 3: “The East African Rift is the most visible part of the longest rift system in the world. Astronauts have said they can see it from outer space.” Think back to the illustrated displays we saw for Activity A. How do we know that astronauts could see the East African Rift from outer space? **We saw a photo they took from the International Space Station.**



- Now let’s examine the timeline at the top of page 5 in your *Student Book*. **Examine the timeline together.** Read the dates and the associated events. What happened about 25 million years ago? **Africa collided with Eurasia.**



Map of the East African Rift

- Now examine the map at the bottom of page 5. **Examine the map together.** Have students point to: the Nile River, the heavy dotted lines that represent the deep cracks of the East African Rift, and the white triangles that symbolize major volcanoes. Again, think back to the illustrated displays we just saw, and think to yourself what you learned about the number of volcanoes in this area. If someone had drawn triangles to represent *all* the volcanoes, how many triangles would be on this map? **more than 100**
- Partner 2, tell two things that you have learned about the East African Rift since the beginning of this unit. Then Partner 1, tell two things. **Monitor as students share.**

ACTIVITY G: Passage Reading and Comprehension

Student Objectives:

- to apply the *REWARDS* multisyllabic word reading strategy to long words in a social studies passage
- to accurately read a social studies informational passage containing those long words
- to formulate accurate, coherent answers to text-dependent comprehension questions and to cite evidence from the passage within the answers

Activity Summary

- With each passage section, have students work on accuracy by having them read the section silently to the embedded number and then reread the same section orally to a partner, together as a group, or individually.
- After students have finished reading the section orally, ask the comprehension question or questions on the corresponding displays as follows:
 - a) Decide whether to ask the scaffolding questions (when provided), which correspond to key details that students will need in order to answer the main question. If your students have good comprehension skills, you can skip the scaffolding questions.
 - b) If asking the scaffolding questions, use the procedure in Step 5 below.
 - c) Ask the main question, provide thinking time, and then have students share their answers with their partners by using the sentence starter provided and answering with a complete sentence. Call on individuals and discuss their answers.



Instructional Steps / Displays 1.38 to 1.45

1. Turn to page 6. **Pause.** Find Activity G. You are going to read a passage and answer questions about what you've read. Today's passage is about the African part of the longest rift system in the world. Read the title with me: "The East African Rift."
2. Find #1 in the passage. **Pause.** Read down to #1 silently. Look up when you are done.
3. **While students are reading silently, move around the room and monitor. You may wish to ask individual students to whisper-read to you.**
4. **When the majority of students have completed the silent reading, have them reread the section by reading orally to a partner, reading together orally as a group, or reading aloud individually.**

5. Show Display 1.38 to students. If your students have difficulty with comprehension, ask the scaffolding questions listed at the top of the display before asking the main question. The answers to the scaffolding questions provide the foundation for answering the main question. For each scaffolding question, have students identify evidence for the answer by underlining phrases or sentences in the passage and comparing evidence with a partner. Then ask students to answer the question. See the potential answers that follow each section of the passage along with a potential answer for the main question.

For Section #1, asking the first of the three scaffolding questions might sound like this: Read the first scaffolding question with me: “What is on either side of the rifts that run from north to south through Africa?” From what you read, think of the answer. **Provide thinking time.** Underline words or sentences in the passage that give evidence for your answer. Then tell your partner what you underlined. **Circulate and monitor student responses.** What did you underline? **Ask one or two students to share their answers.** Accept an answer such as: *The rifts are framed on either side by grassy plains and enormous mountains.* So, what is on either side of the rifts that run from north to south through Africa? **grassy plains and enormous mountains**

6. Have students read the main question and the sentence starter. Have students locate evidence from the passage to prepare an oral or written answer. Then have students tell or read the answer to their partner, beginning with the sentence starter and using a complete sentence. If you skipped the scaffolding questions and if students have difficulty answering the main question, prompt them for the answer by asking the scaffolding questions. Go back and use Step 5. Then have students use what they underlined to help them answer the main question.

For Section #1, asking the main question might sound like this: Read the main question with me: “You have decided to travel to East Africa. What physical features would you see? What four countries would you visit?” Read the sentence starter with me: “In East Africa, I would see: 1. _____, 2. _____, and 3 _____. I would visit _____.” From what you read, think of the answer (or write the answer). Go back to the passage to find evidence. **Provide time for forming an answer.** Partner 2, say (or read) the answer to your partner. Use the sentence starter. **Circulate and monitor student responses.** Then ask a few students to share their sentence answers. Accept an answer such as: *In East Africa, I would see: 1. grassy plains and enormous mountains on either side of the rifts, 2. many volcanoes, and 3. some of the world’s deepest lakes. I would visit Ethiopia, Kenya, Tanzania, and Mozambique.*

7. Repeat Steps 2–6 for all sections of the passage, using Displays 1.39–1.45. Use a new display for each section.

Section #1

The East African Rift

In East Africa, deep cracks (or rifts) in the earth's crust run from north to south.

16 The rifts are framed on either side by grassy plains and enormous mountains. This
30 region is dotted with many volcanoes and some of the world's deepest lakes. The
44 rift system extends from Ethiopia in northeastern Africa down through Kenya
55 and Tanzania and into Mozambique. Most people know this area as the Great Rift
69 Valley. Scientists call it the East African Rift. (#1)

Section #1 Key Details—Scaffolding Questions:

- What is on either side of the rifts that run from north to south through Africa?
The rifts are framed on either side by grassy plains and enormous mountains.
- In addition to lots of volcanoes, what else does the region have? *The region has some of the world's deepest lakes.*
- The rift system extends through what African countries? *The rift system extends from Ethiopia down through Kenya and Tanzania and into Mozambique.*

Section #1 Main Question: (Note to teacher: You may select to have students write out answers to main questions before sharing with their partners and the class.)

You have decided to travel to East Africa. What physical features would you see? What four countries would you visit? Begin your answer by saying (or writing): In East Africa, I would see: 1. _____, 2. _____, and 3. _____. I would visit _____. *Accept an answer such as: In East Africa, I would see: 1. grassy plains and enormous mountains on either side of the rifts, 2. many volcanoes, and 3. some of the world's deepest lakes. I would visit Ethiopia, Kenya, Tanzania, and Mozambique.*

Section #2

How It Was Formed

77
81 Hundreds of millions of years ago, the continent of Eurasia formed. Today,
93 many people treat Eurasia as if it is two continents, Europe and Asia. The
107 continents on the earth do not look the same today as they did in the past. The
124 continents are always moving slowly toward or away from each other. Perhaps
136 25 million years ago, Africa collided with Eurasia. This collision created enough
148 force to crack the earth's crust in eastern Africa in two places. The two cracks are
164 known as the Western Rift and the Eastern Rift. (#2)

Section #2 Key Details—Scaffolding Questions:

- a. About 25 million years ago, what happened to Africa and Eurasia? *About 25 million years ago, Africa collided with Eurasia.*
- b. What did the collision of Africa and Eurasia do to the earth's crust in eastern Africa? *The collision cracked the earth's crust in eastern Africa in two places.*

Section #2 Main Question:

How was the East African Rift formed? Begin your answer by saying (or writing): The East African Rift was formed when _____. *Accept an answer such as: The East African Rift was formed when Africa collided with Eurasia and cracked the earth's crust in eastern Africa in two places.*

Section #3

173	Physical Geography
175	Several of the highest mountains in all of Africa line the East African Rift. As
190	a result of magma pushing up through the rifts, the area has more than 100 active
206	and inactive volcanoes. These volcanoes give the landscape its mountainous
216	appearance. (#3)

Section #3 Key Details—Scaffolding Questions:

- a. Some of the _____ mountains in Africa line the East African Rift. *highest*
- b. How does the East African Rift get its mountainous appearance? *The East African Rift gets its mountainous appearance from more than 100 active and inactive volcanoes.*
- c. How did the volcanoes form? *The volcanoes formed as a result of magma pushing up through the rifts.*

Section #3 Main Question:

Summarize what you learned about the mountains in the East African Rift. Begin your answer by saying (or writing): Here's what I learned about the mountains in the East African Rift: First, _____. Second, _____. Third, _____. *Accept an answer such as: Here's what I learned about the mountains in the East African Rift: First, they are some of the highest mountains in all of Africa. Second, more than 100 mountains are active or inactive volcanoes. Third, the volcanoes are the result of magma pushing up through the rifts.*

Section #4

217	The same process that created these volcanoes also created many lakes.
228	Because many of these lakes are isolated from oceans, rivers, or other lakes, they
242	are home to fish not found anywhere else in the world. The Western Rift has some
258	of the deepest lakes in the world. One of these lakes is also the longest in the
275	world. In the Eastern Rift, most of the lakes are shallow. These Eastern Rift lakes
290	have high concentrations of minerals, such as sodium carbonate, which is mined
302	and sold as a raw material. (#4)

Section #4 Key Details—Scaffolding Questions:

- Because the lakes are isolated, what is true about the fish that live there?
Because the lakes are isolated, some of the fish are not found anywhere else in the world.
- The Western Rift has some of the _____ lakes in the world. And, one lake is the _____ in the world. *deepest, longest*
- In the Eastern Rift, most of the lakes are _____. *shallow*
- Name one mineral that can be found in the lakes of the Eastern Rift. *One mineral found in the lakes of the Eastern Rift is sodium carbonate.*

Section #4 Main Question:

Describe the lakes in both branches of the East African Rift (Western Rift and Eastern Rift). Begin your answer by saying (or writing): The lakes in the East African Rift: 1. _____, 2. _____, 3. _____, 4. _____, 5. _____, and 6. _____. *Accept an answer such as: The lakes in the East African Rift: 1. are isolated, 2. are home to fish not found anywhere else in the world, 3. are some of the deepest in the world, 4. include one that is the longest in the world, 5. include lakes in the Eastern Rift that are shallow, and 6. include lakes in the Eastern Rift that have high concentrations of minerals, such as sodium carbonate.*

Section #5

308	Temperature
309	In the East African Rift, temperatures vary greatly because of extremes in
321	elevation. The lowest place is 510 feet below sea level. The highest mountain has
335	an elevation of 19,340 feet above sea level. The lowlands tend to be hotter while
350	the highlands are cooler. Generally, the higher up someone climbs, the lower the
363	temperature will be. (#5)

Section #5 Key Details—Scaffolding Questions:

- a. Are temperatures in the East African Rift all the same or different? *The temperatures are different. Why? Temperatures in the East African Rift vary greatly because of extremes in elevation.*
- b. Describe the elevation of the lowest and highest places. *The lowest place is 510 feet below sea level; the highest place is 19,340 feet above sea level.*
- c. Describe the temperature of the lowlands and the highlands. *The lowlands tend to be hotter while the highlands are cooler.*
- d. What happens to the temperature as you climb to a higher elevation? *Generally, the higher up one climbs, the lower the temperature will be.*

Section #5 Main Question:

Why do temperatures in the East African Rift vary greatly? Explain. Begin your answer by saying (or writing): Temperatures in the East African Rift vary greatly because _____. Generally, the higher up one climbs, _____, so the temperature at the top of the highest mountain would be _____ than the temperature at 510 feet below sea level. *Accept an answer such as: Temperatures in the East African Rift vary greatly because of extremes in elevation. Generally, the higher up one climbs, the lower the temperature will be, so the temperature at the top of the highest mountain would be quite a bit cooler than the temperature at 510 feet below sea level.*

Section #6

366	Plant and Animal Life
370	Landforms, soil conditions, temperatures, and rainfall patterns combine to
379	create many unusual environments in East Africa. Therefore, the region supports
390	an astonishing variety of plant and animal life. In this area, you will find lions,
405	elephants, leopards, zebras, and large birds of prey. Many of the lakes contain
418	rare and unusual varieties of fish. Flamingos, pelicans, and other fish-eating birds
431	inhabit the shorelines. National parks have been created to protect and preserve
443	the diversity of species that are native to this amazing region. (#6)

Section #6 Main Question:

Name some of the animals a person might see in the East African Rift. Begin your answer by saying (or writing): In the East African Rift, a person might see _____. *Accept an answer such as: In the East African Rift, a person might see lions, elephants, leopards, zebras, large birds of prey, unusual fish, flamingos, pelicans, and other fish-eating birds.*

Section #7

454	Resources
455	The people who live in the East African Rift have discovered a number of
469	resources that help drive their economies. In Kenya, they export sodium carbonate
481	from Lake Magadi. It is then used as a raw material in making things such as glass
498	and soap. The rich soil near Lake Naivasha allows farmers to grow flowers, such
512	as carnations and roses, which are then shipped to Europe for sale. Far below the
527	volcanoes of the East African Rift, magma creates steam. The steam is a form of
542	geothermal energy that is used to generate electricity. In addition, geologists and
554	oil drillers are finding large quantities of oil. Fish is an important food source for
569	the local people as well as a commodity that can be sold. Finally, the wildlife of
585	such places as Kenya and Tanzania attracts many tourists. (#7)

Section #7 Key Details—Scaffolding Questions:

- What resource found in Kenya is used for glass and soap? *The resource found in Kenya is sodium carbonate.*
- What resource is near Lake Naivasha? *The resource near Lake Naivasha is rich soil for growing flowers.*
- What resource does magma create? *Magma creates steam, which is a form of geothermal energy* How is this resource used? *The steam is used to generate electricity.*
- What are three additional resources found in the rift region? *Three additional resources found in the rift region are oil, fish, and wildlife.*

Section #7 Main Question:

What resources can be found in the East African Rift? Begin your answer by saying (or writing): In the East African Rift, you can find these resources:

- _____
 - _____
 - _____
 - _____
 - _____
 - _____
- Accept an answer such as: *In the East African Rift, you can find these resources: 1. sodium carbonate, 2. rich soil for growing flowers, 3. steam for generating electricity, 4. oil, 5. fish, and 6. wildlife.*

Section #8

594 **The Rifts Are Widening**

598 The rifts in Africa’s landscape are slowly widening. Some geologists speculate
609 that, in millions of years, the eastern part of Africa may split off. If it does, it will
627 form a new island. Although the changes happen slowly, the volcanoes, shifting
639 rock, and human impact will continue to shape this unique and interesting region of
653 the world. (#8)
655

Section #8 Key Details—Scaffolding Questions:

- a. What is happening to the rifts in Africa? *The rifts in Africa are slowly widening.*
- b. If the rifts continue to widen over many millions of years, what may happen to the eastern part of Africa? *If the rifts continue to widen, the eastern part of Africa may split off.*
- c. If that happens, what will the eastern part of Africa become? *If the eastern part of Africa splits off, it will form a new island.*

Section #8 Main Question:

What do some geologists think may happen to the eastern part of Africa? Why? Begin your answer by saying (or writing): Some geologists think that the eastern part of Africa may _____. This may happen because _____.
Accept an answer such as: Some geologists think that the eastern part of Africa may split off and form a new island. This may happen because the rifts are slowly widening.

ACTIVITY H: Rate Development

Student Objective:

- to increase reading rate of a social studies informational passage that contains many long words

Activity Summary

- In this activity, students work on rate development in addition to working on accuracy. When students have finished reading the passage, have them work on rate by using a repeated reading procedure.
- Have students complete a Cold Timing, in which they whisper-read for one minute as you time them. Have them record in their *Student Book* the number of words they read.
- Have students repeat with one or two practice readings to attempt to beat their Cold Timing.
- Have students exchange books in preparation for a Hot Timing. Have students take turns listening to a partner read for one minute while underlining any word errors.
- Have the student who listened determine and record the number of words his or her partner read.
- When both students have completed their Hot Timing, have them return each other's books and complete their own Progress Monitoring Graph by indicating the number of words they read in the one-minute Cold Timing and the one-minute Hot Timing.

Cold Timing

Practice 1

Practice 2

Hot Timing



Instructional Steps / Display 1.46

1. Look at the bottom of page 7. Find Activity H. It is important that you read a passage accurately. However, it is also important that you can read the material quickly. What are some benefits of reading quickly? **Allow ample thinking time.** Then call on individual students.

2. In each of the remaining units, you will work to increase your reading rate. First, you will see how many words you can read in one minute without practicing. This is called a “Cold Timing.” Then you will practice reading the passage once or twice. Finally, after you have practiced, you and your partner will read to each other while I time each of you. This is called a “Hot Timing.”

3. Find the beginning of the passage about the East African Rift. **Pause.**



4. You’re going to whisper-read this passage until I say “Stop.” I want you to whisper-read so that I can hear you when I am close, but you will not disturb your neighbors. See how many words you can read in one minute. Begin. **Time students for one minute.** Stop. Circle the last word you read. **Pause.** Count the number of words you read in one minute, like this: Find the line containing the last word that you read. **Pause.** Now find the number at the beginning of that line. **Pause.** Start with that number and count on until you get to your last word. In your *Student Book*, find **Cold Timing.** **Pause.** Record the number of words you read. **Pause and monitor.**

5. Let’s practice again. Return to the beginning of the passage. **Pause.** Remember to whisper-read. See if you can beat your Cold Timing. Begin. **Time students for one minute.** Stop. Put a box around the last word that you read. **Pause.** Count the number of words you read in one minute. **Pause.** Find **Practice 1.** **Pause.** Record the number of words you read. **Pause and monitor.**

6. **Optional** Let’s practice one more time before the Hot Timing. Return to the beginning of the passage. **Pause.** Remember to whisper-read. See if you can beat your Cold Timing. Begin. **Time students for one minute.** Stop. Put a box around the last word that you read. **Pause.** Count the number of words you read in one minute. **Pause.** Find **Practice 2.** **Pause.** Record the number of words you read. **Pause and monitor.**

7. Please exchange books with your partner. **Pause.** Partner 1, you are going to read first. Partner 2, you are going to listen carefully as your partner reads. If your partner makes a mistake or leaves out a word, underline that word. Ones, get ready to read quietly to your partner. Begin. **Time students for a minute.** Stop. Twos, cross out the last word that your partner read. **Pause.** Twos, determine the number of words your partner read in one minute. **Pause.** Find **Hot Timing.** **Pause.** Record the number of words your partner read. **Pause and monitor.**

8. Partner 2, you are going to read next. Partner 1, you are going to listen carefully as your partner reads. If your partner makes a mistake or leaves out a word, underline that word. Twos, get ready to read quietly to your partner. Begin. **Time students for one minute.** Stop. Ones, cross out the last word that your partner read. **Pause.** Ones, determine the number of words your partner read in one minute. **Pause.** Record the number of words your partner read after **Hot Timing.** **Pause and monitor.**

9. Show Display 1.46. Please return your partner's book. Pause. Turn to the Progress Monitoring Graph on page XXX of your *Student Book*. Pause. First, put a dot and a "C" next to the number that shows how many words you read for your Cold Timing, like this. Show students the placement of the dot and "C" on your display. Monitor as students mark their books. Then put a dot and an "H" next to the number of words you read for your Hot Timing, like this. Show students the placement of the dot and "H" on your display. Monitor as students mark their books. (See the sample of the completed Progress Monitoring Graph.)

ACTIVITY I: Comprehension – Multiple-Choice Questions

Student Objectives:

- to learn a strategy for completing multiple-choice comprehension questions
- to apply the Multiple-Choice Strategy to challenging multiple-choice items, including vocabulary, cause/effect, compare/contrast, and main idea items
- to develop the close reading and critical thinking skills necessary for choosing the best answer from among four choices and for defending the selection

Activity Summary

- Have students read each step in the Multiple-Choice Strategy.
- Model item 1 for students. Lead students through item 2 and part of item 3, proceeding step by step. Have students complete the rest of item 3 and item 4 with partners.
- Have students check their answer after each item, using the display. Have students explain why they selected their answer and why they eliminated the other choices.

Multiple-Choice Strategy

Step 1: Read the item and think about what it is requesting.

Step 2: Read each choice and think about why it might be correct or incorrect. Check the text for evidence as needed.

Step 3: Read *all* of the choices, even if you think you know which one is correct.

Step 4: From the possible correct choices, select the best answer.



Instructional Steps / Display 1.47

1. Turn to page 8. **Pause.** Find Activity I. Often in school you take multiple-choice tests. Today, you are going to learn and practice a strategy for completing multiple-choice items.
2. Read **Step 1** with me: “Read the item and think about what it is requesting.” To be sure you understand what the item is asking, you might need to read it more than one time.
3. Read **Step 2** with me: “Read each choice and think about why it might be correct or incorrect. Check the text for evidence as needed.” This is the most critical step in the strategy. For each choice, you must really think about why the choice might be correct or incorrect and be able to describe your thinking. You must use what you have read in this unit to support your thinking.
4. Read **Step 3** with me: “Read *all* of the choices, even if you think you know which one is correct.” It is important that you *not* make your selection before you have considered all of the choices.

5. Read **Step 4** with me: “From the possible correct choices, select the best answer.” After you have really thought about each choice, you should select the best answer.

1. (Vocabulary) Read this sentence from the passage: “The rift system extends from Ethiopia in northeastern Africa down through Kenya and Tanzania and into Mozambique.” Based on the wording of the sentence, what does the word *extends* mean?
- a. widens
 - b. multiplies
 - c. stretches
 - d. migrates

6. My turn to do the first item using the Multiple-Choice Strategy. First, I do **Step 1**. Read the item with me and think about what it is requesting: “**Read this sentence from the passage: ‘The rift system extends from Ethiopia in northeastern Africa down through Kenya and Tanzania and into Mozambique.’ Based on the wording of the sentence, what does the word *extends* mean?**” The item is asking us to think about the meaning of the word **extends** in the sentence, so we will reread the sentence as we consider the choices.
7. Next, I do **Step 2**. I read each of the choices and think about why the choice might be correct or incorrect. Read choice **a** with me: “widens.” Try the word **widens** in the given sentence with me: “The rift system **widens** from Ethiopia in northeastern Africa down through Kenya and Tanzania and into Mozambique.” We know from reading that the rifts are widening to the east and west. But, we have not learned in this unit that the rifts are widening from north to south. I don’t think this is the correct choice.
8. Read choice **b** with me: “multiplies.” Try the word **multiplies** in the given sentence with me: “The rift system **multiplies** from Ethiopia in northeastern Africa down through Kenya and Tanzania and into Mozambique.” **Multiplies** means *increasing in number*. We have not learned that the rifts are multiplying in number. This cannot be the correct choice.
9. Read choice **c** with me: “stretches.” Try the word **stretches** in the given sentence with me: “The rift system **stretches** from Ethiopia in northeastern Africa down through Kenya and Tanzania and into Mozambique.” **Stretches** means *spreading or reaching from one point to another*. The sentence tells us that the rifts stretch from one country to another. So, this sounds like the correct choice.
10. Now, I do **Step 3**. The strategy tells me to read all of the choices, even though I think I know the answer. So, read choice **d** with me: “migrates.” Try the word **migrates** in the given sentence with me: “The rift system **migrates** from Ethiopia in northeastern Africa down through Kenya and Tanzania and into Mozambique.” **Migrates** means *moving from place to place*. The rifts are stretching from country to country, but the rifts are not moving from country to country. This cannot be the correct choice.

11. Finally, I do **Step 4**. I have read and thought about all of the choices. I ask myself, “Which is the best answer?”
12. **Show Display 1.47 and uncover item 1**. I circled choice **c**. Go ahead and circle **c** in your *Student Book*.

2. (Cause and Effect) **The East African Rift supports a huge variety of plants and animals because:**
 - a. there are many lakes that are isolated from oceans, rivers, or other lakes.
 - b. high concentrations of minerals in the lakes support the growth of plants and the animals that eat those plants.
 - c. several of the highest mountains in all of Africa are in this region.
 - d.** there are many unusual environments in the region.

13. Let’s use the Multiple-Choice Strategy for item 2. **Step 1**—Think about what the item is asking while you read it with me: “**The East African Rift supports a huge variety of plants and animals because:**” The item is asking us to think about the cause of, or the reason for, the East African Rift supporting a huge variety of plants and animals.
14. **Step 2**—We read the choices and think about whether they are correct or incorrect. Read choice **a** with me: “there are many lakes that are isolated from oceans, rivers, or other lakes.” Does the isolation of the lakes from other bodies of water cause a huge variety of plants and animals? Partner 2, tell your partner Yes or No, and explain your answer. **Monitor partner work. Then call on individual students to give their explanations. Accept an answer such as:** *Being isolated causes a lot of unusual fish, but it is not the cause of all the diversity of plants and animals, so this is not the correct choice.*
15. Read choice **b** with me: “high concentrations of minerals in the lakes support the growth of plants and the animals that eat those plants.” Does having high concentrations of minerals in the lakes cause a diversity of plants and animals? Partner 1, tell your partner Yes or No, and explain your answer. **Monitor partner work. Then call on individual students to give their explanations. Accept an answer such as:** *Only a few special plants and animals could stay alive in high concentrations of minerals, so this might be a reason to have fewer kinds of plants and animals, not more. This is not likely to be the correct choice.*
16. Read choice **c** with me: “several of the highest mountains in all of Africa are in this region.” Does having several of the highest mountains in Africa cause a huge variety of plants and animals? Partner 2, tell your partner Yes or No, and explain your answer. **Monitor partner work. Then call on individual students to give their explanations. Accept an answer such as:** *Having several of the highest mountains in Africa would also be a reason to have fewer kinds of plants and animals, not more. This is probably not the correct choice.*

17. Read choice **d** with me: “there are many unusual environments in the region.” Does having many unusual environments cause a huge variety of plants and animals? Partner 1, tell your partner Yes or No, and explain your answer. **Monitor partner work.** Then call on individual students to give their explanations. Accept an answer such as: *Yes, having a lot of unusual environments would lead to different kinds of plants and animals in each environment, so there would be a great diversity across the region. This is the correct choice.*
18. **Steps 3 and 4**—You have read and thought about all of the choices. Which choice is the best answer? **d**
19. **On the display, uncover item 2.** Go ahead and circle **d** in your *Student Book*.

3. (Cause and Effect) **The East African Rift has extremes in elevation. As a result, the following is true:**
- a. Fish from the various lakes can be used as food.
 - b. The area attracts many tourists.
 - c. Farmers can grow flowers near Lake Naivasha.
 - d.** There are great differences in temperature.

20. Let’s begin item 3 together. **Step 1**—Think about what the item is asking while you read it with me: “**The East African Rift has extremes in elevation. As a result, the following is true:**” The item is asking us to think about extremes in elevation from low to high and what effect or result those extremes would have.
21. **Step 2**—We read the choices and think about whether they are correct or incorrect. Read choice **a** with me: “Fish from the various lakes can be used as food.” Do extremes in elevation cause fish from the various lakes to be used as food? Partner 2, tell your partner Yes or No, and explain your answer. **Monitor partner work.** Then call on individual students to give their explanations. Accept an answer such as: *Being able to use the fish for food depends on other factors, not on elevation, so this is probably not the correct choice.*
22. Read choice **b** with me: “The area attracts many tourists.” Do extremes in elevation cause tourists to visit the area? Partner 1, tell your partner Yes or No, and explain your answer. **Monitor partner work.** Then call on individual students to give their explanations. Accept an answer such as: *The area attracts many tourists because of the wildlife, not because of extremes in elevation. This is not the correct choice.*

23. Partner 2, read choice **c** to your partner. Then Partner 1 read choice **d** to your partner. For each choice, be ready to explain why it is correct or incorrect. Monitor partner work. Then call on individual students to explain why their choice was the best answer. Ask other students to explain why they eliminated the other choice. Encourage discussion.

For choice **c**, accept an answer such as: *Farmers can grow flowers near Lake Naivasha because of the rich soil near the lake, not because of the extremes in elevation. This is not the correct choice.*

For choice **d**, accept an answer such as: *The passage said that temperatures vary greatly because of extremes in elevation. It also said the higher up someone climbs, the lower the temperature will be. So, this is the correct choice.*

24. **Steps 3 and 4**—You have read and thought about all of the choices. Which choice is the best answer? **d**
25. On the display, uncover item 3. Go ahead and circle **d** in your *Student Book*.

4. (Cause and Effect) **Fish in some of the East African Rift lakes are found *only* there because:**

- a. the fish are an important food source for the local people.
- b. the lakes are isolated from oceans, rivers, or other lakes.
- c. people and birds in the area won't eat the fish.
- d. the fish cannot swim far enough to enter a different lake.

26. With your partner, use the Multiple-Choice Strategy to find your answer for item 4 and circle it. Take turns reading the choices aloud, beginning with Partner 1. Be ready to explain why you selected your answer and why the other choices were not the best answer. Monitor partner work.
27. Call on individual students to explain why their choice was the best answer. Ask other students to explain why they eliminated the other choices. Encourage discussion.
28. On the display, uncover item 4. Point to the correct answer. Compare your choice for item 4 with the answer on the display.

ACTIVITY J: Writing—Short Answer

Student Objectives:

- to learn a strategy for completing written comprehension questions
- to apply the Short-Answer Strategy to two questions about the unit text (background knowledge and passage)
- to write accurate answers in complete sentences, incorporating critical words from the question into the answer

Activity Summary

- Have students read each step in the Short-Answer Strategy. Stress the importance of changing the question into part of the answer.
- Have students read question 1 and Jonathan’s answer. Have students read the underlined part to see which words in the question he turned into part of his answer.
- Have Partner 2 read Jonathan’s answer again and ask Partner 1 the questions from Step 5 of the strategy.
- Have students read question 2. Have students underline the words in the question that Jonathan turned into part of his answer. Then have students read Jonathan’s answer.
- Have Partner 1 read Jonathan’s answer again and ask Partner 2 the questions from Step 5 of the strategy.

Short-Answer Strategy

Step 1: Read the question.

Step 2: Turn the question into part of the answer and write it down.

Step 3: Think of the answer or locate the answer in the passage.

Step 4: Complete your answer.

Step 5: Reread your answer. Ask yourself: Does it make sense? Did I answer all parts of the question?



Instructional Steps / Display 1.48

1. Look at page 9. Find Activity J. Often in school you are asked to answer questions that can have short answers. Today, you are going to learn a strategy for effectively answering those questions with complete sentences. Look at the Short-Answer Strategy at the top of the page.
2. Read **Step 1** with me: “Read the question.”

3. Read **Step 2** with me: “Turn the question into part of the answer and write it down.” This is the most important step. If you turn the question into part of the answer, you are more likely to have an accurate answer that is a complete sentence. Let’s look at how a student, Jonathan, did this.

1. What are **some of the resources of the East African Rift**? Name five or more resources.

Some of the resources of the East African Rift are sodium carbonate, rich soil for growing flowers, steam for generating electricity, oil, fish, and wildlife that attracts tourists.

4. Show Display 1.48 and uncover question 1 and the answer. First, read question 1 with me: “**What are some of the resources of the East African Rift? Name five or more resources.**” Before Jonathan wrote his whole answer, he turned the question into part of the answer. Look at the underlined part to see which words in the question he turned into part of his answer. Jonathan underlined: *some of the resources of the East African Rift*.
5. Read **Step 3** with me: “Think of the answer or locate the answer in the passage.” When the passage is available, it is useful to look back at it to locate the answer. In some cases, however, you will have to remember or create the answer. In this case, Jonathan looked in the passage to find resources he could list.
6. Read **Step 4** with me: “Complete your answer.” Let’s read Jonathan’s answer to see how he completed it. Read it with me: “*Some of the resources of the East African Rift are sodium carbonate, rich soil for growing flowers, steam for generating electricity, oil, fish, and wildlife that attracts tourists.*”
7. Read **Step 5** with me: “Reread your answer. Ask yourself: Does it make sense? Did I answer all parts of the question?” It’s important to reread your answer. Sometimes you leave out a word, or you answer only one part of a question that has two parts. Partner 2, read Jonathan’s answer to your partner and ask your partner: Does his answer make sense? Did he answer all parts of the question?
Monitor partner work.

2. What do **some geologists think may happen to the eastern part of Africa**?

Some geologists think that the eastern part of Africa may split off and form a new island.

8. Now read question 2 with me: “**What do some geologists think may happen to the eastern part of Africa?**” Before Jonathan wrote his whole answer, he turned the question into part of the answer. Underline the words in the question that Jonathan turned into part of his answer. **Pause and monitor.**

9. On the display, show question 2 and the answer. You should have underlined *some geologists think* and *the eastern part of Africa*.
10. Next, Jonathan thought about the answer. This time, he didn't look in the passage because he remembered what the passage said. Let's read Jonathan's answer to see how he completed it. Read it with me: "*Some geologists think that the eastern part of Africa may split off and form a new island.*"
11. Partner 1, read Jonathan's answer to your partner and ask your partner: Does his answer make sense? Did he answer all parts of the question? **Monitor partner work.**
12. You've seen that Jonathan answered each question by using words from the question in his answer. His answers were correct, they made sense, and he answered all parts of each question. In the next unit, the answers will not be given. Instead, you will be using this strategy to answer questions yourself.

ACTIVITY K: Writing—Single Paragraph

Student Objectives:

- to learn how to apply the Summary Writing Strategy in response to a given prompt
- to learn how to use details from the unit passage to plan the content of the summary
- to learn how to write a coherent single-paragraph summary of a social studies informational passage that includes topic and detail sentences and correct spelling and mechanics

Activity Summary

- Have students read the prompt in the middle of page 10.
- Point out the topic that Beth wrote on the first line of her plan.
- Explain how Beth reread the passage and made a **LIST** of important details. Have students read Beth’s details.
- Explain that less important details should be crossed out, and have students **CROSS OUT** the same detail as Beth.
- Explain how details can be connected into one sentence, and have students **CONNECT** ideas as Beth did in her plan.
- Have students **NUMBER** their details in the same manner as Beth.
- Explain that Beth was able to **WRITE** a good summary by telling the topic and main idea of the summary in the first sentence and by giving important details in the rest of the sentences.
- Explain that Beth was able to **IMPROVE** her summary by rereading it and fixing any problems.
- Have students read Beth’s summary.
- Explain to students the use of a rubric that defines the attributes of a well-written summary.
- Guide students in reading each of the attributes on the rubric, examining Beth’s summary, and circling either “Yes” or “Fix up.”
- Explain to students that in future units, they will examine their own summaries with this rubric.

Summary Writing Strategy

- Step 1: LIST** (List the details that are important enough to include in the summary.)
Step 2: CROSS OUT (Reread the details. Cross out any that you decide not to include.)
Step 3: CONNECT (Connect any details that could go into one sentence.)
Step 4: NUMBER (Number the details in a logical order.)
Step 5: WRITE (Write your summary.)
Step 6: IMPROVE (Revise, edit, and proofread your summary.)

Prompt: Write a summary of the information you read about the East African Rift.

Beth's Plan

Planning Box	
(topic)	<i>the East African Rift</i>
①	(detail) – <i>extends from Ethiopia down into Mozambique</i>
②	(detail) – <i>Africa collided with Eurasia</i>
	(detail) – <i>collision cracked earth's crust in eastern Africa</i>
③	(detail) – <i>volcanoes give mountainous appearance</i>
④	(detail) – <i>deep lakes with fish not found anywhere else</i>
	(detail) – <i>temperatures vary greatly</i>
⑤	(detail) – <i>many unusual environments</i>
	(detail) – <i>variety of plant and animal life</i>
⑥	(detail) – <i>economy driven by resources, including sodium carbonate, rich soil,</i>
	<i>geothermal energy, oil, fish, wildlife</i>
⑦	(detail) – <i>eastern part of Africa may split off and form a new island</i>



Instructional Steps / Displays 1.49 to 1.51

1. Turn to page 10. **Pause.** Find Activity K. Frequently, you are asked to write a summary of material you have read. Today, you are going to see how Beth, another student, applied a strategy to writing a summary. In the next unit, you will be writing a similar summary.
2. **Show Display 1.49. Point to the Prompt.** Look up here. Read the Prompt with me: “Write a summary of the information you read about the East African Rift.” To begin, Beth wrote the topic of the summary on the first line of her plan. **Point to the topic line.** Read the topic with me: “the East African Rift.” Then she used the steps in the Summary Writing Strategy to plan and write her summary. Let’s see how she did that. Look at page 10 again and look at the Steps in the shaded strategy box.

3. Read **Step 1** with me: “**LIST** (List the details that are important enough to include in the summary.)” Now look down at the Planning Box. Beth reread the East African Rift passage. Then she wrote one or two important details from each paragraph in the Planning Box. Notice that she wrote mostly phrases, not complete sentences. Let’s read her **list** of important details. **Have students read details by calling on individuals, having the details read as a group, or having students read to partners.**
4. Read **Step 2** with me: “**CROSS OUT** (Reread the details. Cross out any that you decide not to include.)” Beth reread her details and **crossed out** one detail she decided not to use. Look up here. What detail did she cross out on her list? **temperatures vary greatly** Why do you think Beth eliminated this detail? **Call on an individual. Accept an answer such as: *She thought it was a less important detail.*** Cross out the same detail in your *Student Book*. **Monitor as students mark their books.**
5. Read **Step 3** with me: “**CONNECT** (Connect any details that could go into one sentence.)” In a summary, you want to combine ideas into one sentence so that the summary doesn’t get too long. Look up here. **On the display, point to the bracket next to the circled number 2.** Beth **connected** *Africa collided with Eurasia* and *collision cracked earth’s crust in eastern Africa*. These ideas can easily be combined into one sentence. Notice that she did not connect all of the ideas on her list. She wanted both short and long sentences. **Point to the bracket next to the circled number 5.** She also wanted to combine *many unusual environments* and *variety of plant and animal life*, so she connected them. Please draw brackets in your book to connect the ideas that Beth connected. **Monitor as students mark their books.**
6. Read **Step 4** with me: “**NUMBER** (Number the details in a logical order.)” Look up here again. Beth **numbered** the details in the order they would appear in her summary. **Point to the numbers 1 through 7.** In Beth’s Planning Box, the numbers are in the same order as her list, but that is not always necessary. Number your details as Beth did. **Monitor as students mark their books.**
7. Read **Step 5** with me: “**WRITE** (Write your summary.)” **Show Display 1.50.** Look up here. Beth **wrote** the sentences in her summary. **On the display, point to the first sentence.** Her first sentence names the topic and tells the main idea of the summary. The remaining sentences give important details. Look at the shaded strategy box again.
8. Read **Step 6** with me: “**IMPROVE** (Revise, edit, and proofread your summary.)” Beth reread and **improved** her summary. We’re going to read Beth’s summary. Look at page 11.

Beth's Summary

The East African Rift is an interesting geological feature. The rift extends from Ethiopia down into Mozambique. A long time ago, Africa collided with Eurasia, and the collision cracked the earth's crust in eastern Africa in two places. Many volcanoes formed, giving the area a mountainous appearance. The area has several deep lakes that contain unusual fish. The East African Rift also has many unusual environments, which is why it supports an amazing variety of plants and animals. The people have found many resources that drive the economy of the region. These include sodium carbonate, rich soil, geothermal energy, oil, fish, and wildlife. The eastern part of Africa may split off and form a new island, but that won't happen for millions of years.

9. Let's read Beth's summary. **Have students read the summary chorally with you or to a partner.**

Rubric—Summary	Student or Partner Rating	Teacher Rating
1. Did the author state the topic and the main idea in the first sentence?	<input checked="" type="radio"/> Yes Fix up	Yes No
2. Did the author focus on important details?	<input checked="" type="radio"/> Yes Fix up	Yes No
3. Did the author combine details in some of the sentences?	<input checked="" type="radio"/> Yes Fix up	Yes No
4. Is the summary easy to understand?	<input checked="" type="radio"/> Yes Fix up	Yes No
5. Did the author correctly spell words, particularly the words found in the passage?	<input checked="" type="radio"/> Yes Fix up	Yes No
6. Did the author use correct capitalization on the first word in the sentence and on proper names of people, places, and things?	<input checked="" type="radio"/> Yes Fix up	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	<input checked="" type="radio"/> Yes Fix up	Yes No

10. **Show Display 1.51.** Look up here. In the following units, you will be writing summaries like the one Beth wrote. The questions in this rubric tell us the characteristics, or attributes, of well-written summaries. We'll use these questions to evaluate Beth's paragraph and to determine whether she needs to make further improvements. Look down at your book.
11. Read question 1 with me: "Did the author state the topic and the main idea in the first sentence?" Reread Beth's first sentence and decide whether she stated the topic and the main idea. Circle "Yes" if she did. Circle "Fix up" if she didn't. **Pause and monitor.** What did you circle? **Yes**

12. Read question 2 with me: “Did the author focus on important details?” Reread all of Beth’s sentences and decide whether she included important details and avoided details that were not important. Then circle “Yes” or “Fix up.” **Pause and monitor.** What did you circle? **Yes**
13. Read question 3 with me: “Did the author combine details in some of the sentences?” Underline the two sentences where Beth combined details. Look back at her plan, if you need to. Then circle “Yes” or “Fix up.” **Circulate and monitor student responses.**
14. **Show Display 1.50 again. Underline the first sentence that combines details. Point to the sentence.** Look up here. Read this sentence with me: “*A long time ago, Africa collided with Eurasia, and the collision cracked the earth’s crust in eastern Africa in two places.*” Check to see that you underlined this sentence. **Pause.** Beth combined two ideas from her plan and wrote one sentence. Notice that Beth added small details that weren’t on her plan. She remembered from the passage that Africa collided with Eurasia a long time ago, and she remembered that the collision cracked Africa in two places.
15. **On the display, underline the second sentence that combines details. Point to the sentence.** Read this sentence with me: “*The East African Rift also has many unusual environments, which is why it supports an amazing variety of plants and animals.*” Check to see that you underlined this sentence. **Pause.** Here again, Beth combined two ideas and wrote one sentence. So, how do you rate question 3, “Yes” or “Fix up?” **Yes**
16. Complete the ratings for the remaining questions. Remember to read each question and look at Beth’s Summary to see if the criteria were met. **Circulate and monitor as students evaluate. When students have finished evaluating, review ratings for the remaining questions with the class.**
17. In the next unit, you will be writing and evaluating your own summary.
18. **Optional** In the next unit, I will be using the Teacher Rating column to evaluate your summary. Then you will be able to make improvements based on your own evaluation and based on my feedback.



A Check-up that tests material learned in Unit 1 is provided online. Have students complete the Check-up before proceeding to Unit 2.

Displays

1. physical geography (noun)



explanation:

Physical geography is the study of the natural features of the earth's surface.

example:

The **physical geography** of a region includes vegetation, water features, the shape of the land, and many other physical features.

2. Ethiopia (noun)

explanation:

Ethiopia is a country in East Africa.

example:

In Africa, one very interesting natural feature is known as the Great Rift Valley or the East African Rift. Rifts are deep cracks in the earth's crust. The East African Rift extends from **Ethiopia** down through several other countries.



Ethiopia — example



The same forces that created the East African Rift also created more than 100 volcanoes. Over half of those volcanoes are in **Ethiopia**. Following a volcanic eruption in 2011, researchers began to study **Ethiopia's** volcanoes more intently to predict eruptions and save lives.

3. Kenya (noun)



explanation:

Kenya is a country in East Africa.

example:

As you follow the East African Rift south from Ethiopia, the next country you go through is **Kenya**. The East African Rift is home to some of the world's deepest lakes. Several of them are in **Kenya**.

4. Tanzania (noun)



explanation:

Tanzania is a country on the eastern coast of the African continent.

example:

From Kenya, the East African Rift goes through **Tanzania**.

5. Mozambique (noun)



explanation:

Mozambique is a country on the southeastern coast of the African continent.

example:

From Tanzania, the rift goes into **Mozambique**.

6. continent (noun)



explanation:

A **continent** is one of the main landmasses of the earth.

example:

Some people say that the earth has seven **continents**. Other people combine two of the **continents** and count them as one. Those people say that the earth has six **continents**.

7. Europe (noun)



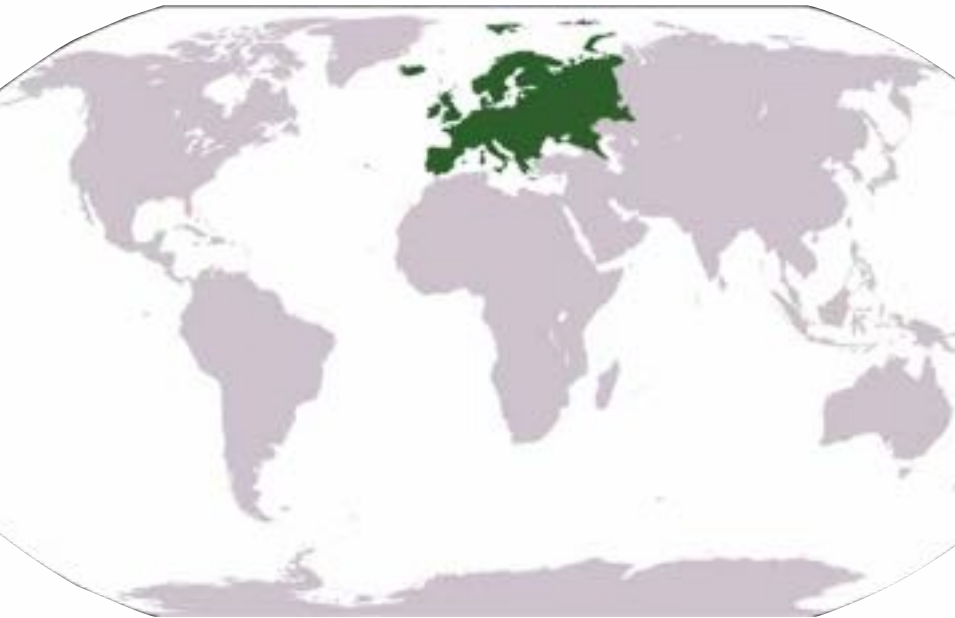
explanation:

Europe is a continent across the Atlantic Ocean from the continent of North America. The Atlantic Ocean is the western boundary of **Europe**.

example:

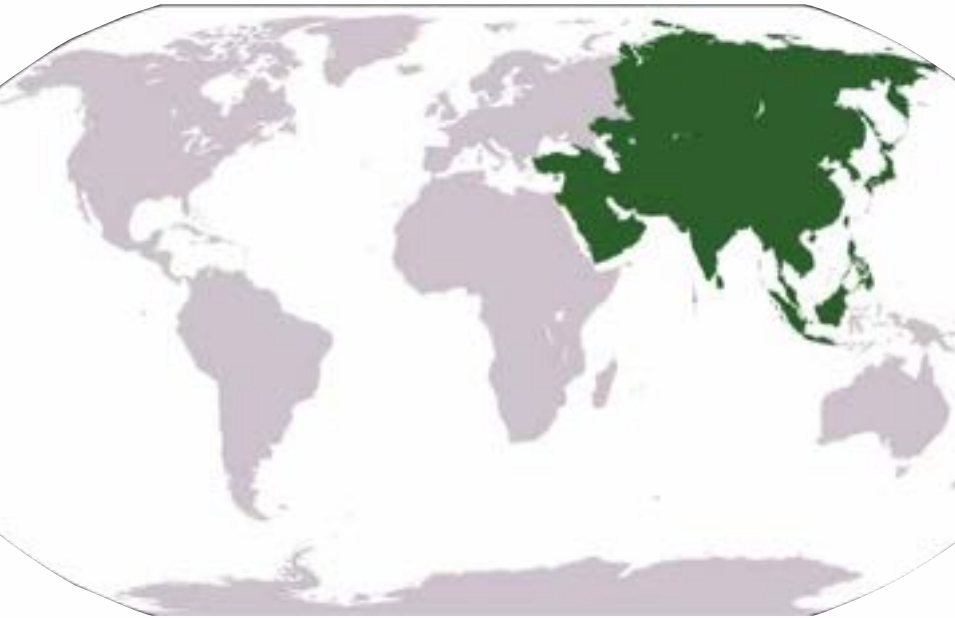
Europe is one of the world's seven continents.

Europe — check for understanding



Make a list of 10 or more countries in **Europe**.

8. Asia (noun)



explanation:

Asia is a continent across the Pacific Ocean from the continent of North America. The Pacific Ocean is the eastern boundary of **Asia**.

example:

In Unit 2, you will read a passage about Marco Polo. You will learn that most of **Asia** was governed in the 13th century by Kublai Khan, ruler of the Mongol Empire.

Asia — check for understanding



Make a list of countries in **Asia**.

9. Eurasia (noun)



explanation:

Eurasia is the combination of **Europe** and **Asia** as one continent.

example:

Eurasia is the largest continent. Because of political and cultural differences between the eastern and western parts of the continent, **Eurasia** is frequently considered two separate continents: **Europe** and **Asia**.

10. sodium carbonate (noun)



explanation:

Sodium carbonate is a chemical used for making glass and soap. It is sometimes called soda ash.

example:

People who live near Lake Magadi in Kenya export **sodium carbonate**. When **sodium carbonate** is added to detergents, it improves cleaning power. It is a valuable substance for removing grease, oil, and stains.

11. Lake Magadi (noun)



explanation:

Lake Magadi is a lake in Kenya.

example:

During the dry season, sodium carbonate covers most of the surface of **Lake Magadi**. After it is collected and taken to a factory, the sodium carbonate is prepared for export to other parts of the world for use in making household goods.

12. Lake Naivasha *(noun)*



explanation:

Lake Naivasha is a lake in Kenya.

example:

Because Kenya is at the equator, it has sunlight year-round. The combination of climate, rich soil, and water from **Lake Naivasha** has led to an abundance of flower farms on the shores of this lake.

Lake Naivasha — example



Flower farmers near **Lake Naivasha** grow many kinds of flowers, including carnations, roses, and lilies. Selling flowers to other countries has become a large part of Kenya's economy.

1. economy (noun)



explanation:

An **economy** is the system that a country or region uses to organize its money and its exchange of goods and services.

example:

The people of Kenya and other countries of the East African Rift have found and developed a number of resources that help drive the **economy** of East Africa.



2. enormous *(adjective)*



explanation:

Enormous describes something that is very large, especially something that is larger than the usual things of that type.

example:

This pumpkin is **enormous**—it's probably much larger than any you've seen at the market or in a grocery store.

enormous — example



Enormous mountains line the East African Rift. Several of the highest mountains in all of Africa are in this area.



3. elevation (noun)



explanation:

Elevation is the height of land above sea level.

example:

Mount Kenya is the highest mountain in Kenya and the second highest in Africa. It has more than one peak—the highest peak has an **elevation** of 17,057 feet (5,199 meters). Only about 50 rock climbers reach that peak's summit each year.

4. **visible** *(adjective)*



explanation:

When something is **visible**, it can be seen.

example:

Look at this photo taken by a U.S. astronaut from the International Space Station. The East African Rift and some of the lakes in that area are clearly **visible**.

visible — word work

Directions: The word **visible** contains the Latin root *vis*, which means *to see* or *to look at*. Work with your partner to determine the original meaning of each word in the first column.

___ 1. visible (<i>adj.</i>)	a. to go to see someone
___ 2. visit (<i>v.</i>)	b. able to be seen
___ 3. vista (<i>n.</i>)	c. not able to be seen
___ 4. invisible (<i>adj.</i>)	d. to look at something again to improve it
___ 5. supervise (<i>v.</i>)	e. a pleasing view
___ 6. revise (<i>v.</i>)	f. to watch over others

5. **concentration** *(noun)* — **explanation**

A **concentration** is a large amount of a substance gathered in one place that results in increased strength or density of that substance.

concentration — example



The Super Pit is Australia's largest open-cut gold mine. It is located near Kalgoorlie-Boulder, Western Australia.

Like the **concentration** of sodium carbonate on Lake Magadi in Kenya, the **concentration** of gold in this part of Australia is sufficient for a company to create a money-making operation out of mining it, processing it for export, and selling it.

6. geothermal (adjective)

explanation:

Geothermal describes something that is related to the heat produced naturally in the earth's interior.

analysis of word:

geo = earth

thermal = relating to or caused by heat

geothermal — example



Below the volcanoes of the East African Rift, magma heats underground pools of water. These concentrations of **geothermal** energy are being used to generate electricity.

geothermal — word work

Directions: In the Greek language, *geo* means *earth*. Work with your partner to determine the original meaning of each word in the first column.

_____ 1. geothermal (<i>adj.</i>)	a. the study of the earth's magnetic fields
_____ 2. geocentric (<i>adj.</i>)	b. the study of the chemical composition of the earth
_____ 3. geomagnetism (<i>n.</i>)	c. relating to the internal heat of the earth
_____ 4. geometry (<i>n.</i>)	d. having the earth as the center
_____ 5. geochemistry (<i>n.</i>)	e. word formed from words that mean <i>describing the earth</i>
_____ 6. geography (<i>n.</i>)	f. the process of measuring the earth

7. commodity (noun)



explanation:

A **commodity** is something that can be bought and sold.

example:

In the East African Rift area, fish is an important food source for the local people. Fish is also a **commodity** that can be sold to others.

8. diversity (noun)



explanation:

Diversity is variety; it is the state of or quality of being **diverse** or different.

example:

In many cultures, people use a **diversity** of spices to create exciting, delicious, and healthy meals.

diversity — word family

- diversity – *noun*
- diverse – *adjective*
- diversification – *noun*

The East African Rift supports an astonishing **diversity** of plants and animals. This area has so many **diverse** environments, from deserts to tropical forests and deep lakes to high mountains, that just about any plant or animal can live there. Over time, the changing geography of the area causes new **diversification** of the various species that call this area home.



9. collision (noun) — explanation



A **collision** is the act of coming together with force, or the act of **colliding** or crashing.

10. speculate (verb)

explanation:

When you **speculate** about something, you guess about its nature or about what might happen.

example:

When you **speculate** about something, you usually have *some* information upon which to base your guess. For example, scientists have learned that sounds in a certain range improve bone density, so scientists **speculate** that cats purr so their bones will grow. But, purring might be for some other purpose. No one knows for sure.

speculate — word work

Directions: For better understanding of **speculate**, read the first item and then read it again with the word *guess* in place of **speculate**. Repeat for the other items.

1. Scientists **speculate** that dolphins talk to each other about many topics, just like humans do.
2. Scientists **speculate** that wild horses developed the habit of sleeping while standing to protect themselves from danger.
3. Scientists **speculate** that zebras have stripes to protect them from insects or to lower their body temperatures and help them stay cool. Other people **speculate** that the stripes help zebras confuse predators, such as lions, but a recent study disproves that theory.

speculate — word family

- speculate – *verb*
- speculations – *noun*
- speculated – *verb*
- speculating – *noun*

Scientists **speculate** about dinosaur extinction with varying degrees of evidence. Hardly any evidence supports these **speculations**: cosmic rays, a devastating disease, or competition with mammals for food. In recent years, scientists have **speculated** that a giant asteroid (or two) collided with earth and the collision wiped out the dinosaurs or that dinosaurs died as a result of volcanic activity. We still don't know, so **speculating** will continue.



ACTIVITY C Word Families

Family 1	combine	<i>v.</i>	(to join together)
	combining	<i>v.</i>	
	combination	<i>n.</i>	
Family 2	preserve	<i>v.</i>	(to keep safe or keep from disappearing)
	preservation	<i>n.</i>	
	preservationist	<i>n.</i>	
Family 3	generate	<i>v.</i>	(to produce or bring into existence)
	generator	<i>n.</i>	
	generation	<i>n.</i>	
Family 4	isolate	<i>v.</i>	(to keep separate from others)
	isolated	<i>adj.</i>	
	isolation	<i>n.</i>	
Family 5	geology	<i>n.</i>	(the study of the earth's history and formation)
	geologist	<i>n.</i>	
	geological	<i>adj.</i>	

ACTIVITY D Spelling Dictation

1. preserve

2. preservation

3. preservationist

4. geology

5. geologist

6. geological

ACTIVITY E Vocabulary Partner Work

Directions: For each statement, tell your partner if you agree or disagree. Tell why, using the meanings of the words in bold. Listen as your teacher demonstrates the first two.

Teacher: When you study **physical geography**, you learn how to **preserve** ancient books.

Teacher: Someone could **speculate** about the cause of a two-car **collision**.

Partner 2: When you are referring to six **continents**, **Eurasia** is the largest.

Partner 1: **Sodium carbonate** is never a **commodity**.

The East African Rift

Section #1

Key Details—Scaffolding Questions:

- What is on either side of the rifts that run from north to south through Africa?
- In addition to lots of volcanoes, what else does the region have?
- The rift system extends through what African countries?

Main Question:

(Note to teacher: You may select to have students write out answers to main questions before sharing with their partners and the class.)

You have decided to travel to East Africa. What physical features would you see? What four countries would you visit?

Begin your answer by saying (or writing):

In East Africa, I would see: 1. _____, 2. _____, and 3. _____.
I would visit _____.

(Be sure to use evidence from the passage.)

The East African Rift

Section #2

Key Details—Scaffolding Questions:

- a. About 25 million years ago, what happened to Africa and Eurasia?
- b. What did the collision of Africa and Eurasia do to the earth's crust in eastern Africa?

Main Question:

How was the East African Rift formed?

Begin your answer by saying (or writing):

The East African Rift was formed when _____.

(Be sure to use evidence from the passage.)

The East African Rift

Section #3

Key Details—Scaffolding Questions:

- a. Some of the _____ mountains in Africa line the East African Rift.
- b. How does the East African Rift get its mountainous appearance?
- c. How did the volcanoes form?

Main Question:

Summarize what you learned about the mountains in the East African Rift.

Begin your answer by saying (or writing):

Here's what I learned about the mountains in the East African Rift: First, _____. Second, _____. Third, _____.

(Be sure to use evidence from the passage.)

The East African Rift

Section #4

Key Details—Scaffolding Questions:

- Because the lakes are isolated, what is true about the fish that live there?
- The Western Rift has some of the _____ lakes in the world. And, one lake is the _____ in the world.
- In the Eastern Rift, most of the lakes are _____.
- Name one mineral that can be found in the lakes of the Eastern Rift.

Main Question:

Describe the lakes in both branches of the East African Rift (Western Rift and Eastern Rift).

Begin your answer by saying (or writing):

The lakes in the East African Rift: 1. _____, 2. _____, 3. _____, 4. _____, 5. _____, and 6. _____.

(Be sure to use evidence from the passage.)

The East African Rift

Section #5

Key Details—Scaffolding Questions:

- a. Are temperatures in the East African Rift all the same or different? Why?
- b. Describe the elevation of the lowest and highest places.
- c. Describe the temperature of the lowlands and the highlands.
- d. What happens to the temperature as you climb to a higher elevation?

Main Question:

Why do temperatures in the East African Rift vary greatly? Explain.

Begin your answer by saying (or writing):

Temperatures in the East African Rift vary greatly because _____. Generally, the higher up one climbs, _____, so the temperature at the top of the highest mountain would be _____ than the temperature at 510 feet below sea level.

(Be sure to use evidence from the passage.)

The East African Rift

Section #6

Main Question:

Name some of the animals a person might see in the East African Rift.

Begin your answer by saying (or writing):

In the East African Rift, a person might see _____.

(Be sure to use evidence from the passage.)

The East African Rift

Section #7

Key Details—Scaffolding Questions:

- a. What resource found in Kenya is used for glass and soap?
- b. What resource is near Lake Naivasha?
- c. What resource does magma create? How is this resource used?
- d. What are three additional resources found in the rift region?

Main Question:

What resources can be found in the East African Rift?

Begin your answer by saying (or writing):

In the East African Rift, you can find these resources:

1. _____, 2. _____, 3. _____, 4. _____, 5. _____, and 6. _____.

(Be sure to use evidence from the passage.)

The East African Rift

Section #8

Key Details—Scaffolding Questions:

- a. What is happening to the rifts in Africa?
- b. If the rifts continue to widen over many millions of years, what may happen to the eastern part of Africa?
- c. If that happens, what will the eastern part of Africa become?

Main Question:

What do some geologists think may happen to the eastern part of Africa? Why?

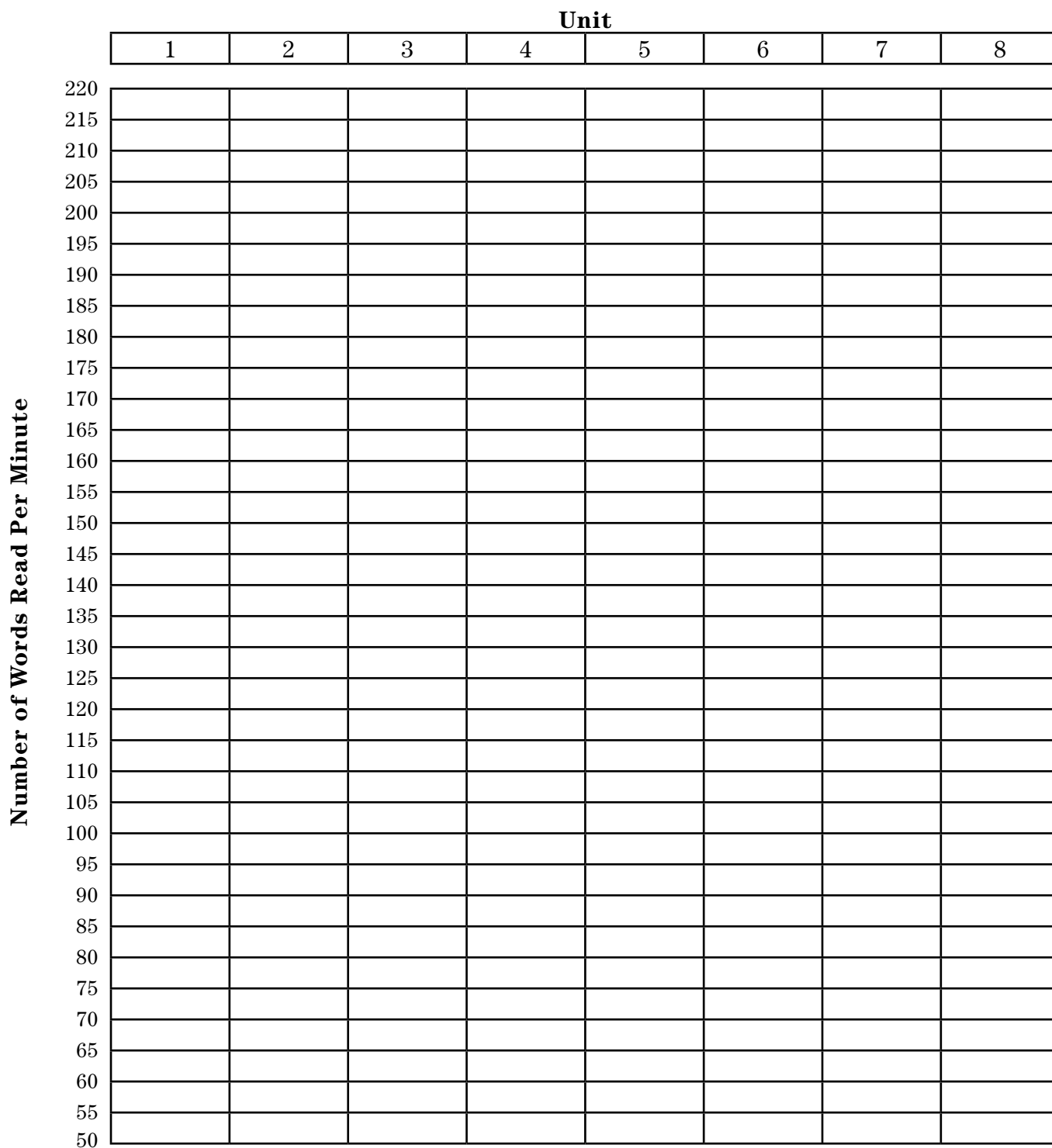
Begin your answer by saying (or writing):

Some geologists think that the eastern part of Africa may _____. This may happen because _____.

(Be sure to use evidence from the passage.)

Progress Monitoring Graph

Name: _____



Check-up Scores

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

ACTIVITY 1 Comprehension—Multiple-Choice Questions

1. (Vocabulary) **Read this sentence from the passage: “The rift system extends from Ethiopia in northeastern Africa down through Kenya and Tanzania and into Mozambique.” Based on the wording of the sentence, what does the word *extends* mean?**
 - a. widens
 - b. multiplies
 - c. stretches
 - d. migrates

2. (Cause and Effect) **The East African Rift supports a huge variety of plants and animals because:**
 - a. there are many lakes that are isolated from oceans, rivers, or other lakes.
 - b. high concentrations of minerals in the lakes support the growth of plants and the animals that eat those plants.
 - c. several of the highest mountains in all of Africa are in this region.
 - d. there are many unusual environments in the region.

3. (Cause and Effect) **The East African Rift has extremes in elevation. As a result, the following is true:**
 - a. Fish from the various lakes can be used as food.
 - b. The area attracts many tourists.
 - c. Farmers can grow flowers near Lake Naivasha.
 - d. There are great differences in temperature.

4. (Cause and Effect) **Fish in some of the East African Rift lakes are found *only* there because:**
 - a. the fish are an important food source for the local people.
 - b. the lakes are isolated from oceans, rivers, or other lakes.
 - c. people and birds in the area won’t eat the fish.
 - d. the fish cannot swim far enough to enter a different lake.

ACTIVITY J Writing—Short Answer

1. What are some of the resources of the East African Rift? Name five or more resources.

Some of the resources of the East African Rift are sodium carbonate, rich soil for growing flowers, steam for generating electricity, oil, fish, and wildlife that attracts tourists.

2. What do some geologists think may happen to the eastern part of Africa?

Some geologists think that the eastern part of Africa may split off and form a new island.

ACTIVITY K Writing—Single Paragraph

Prompt: Write a summary of the information you read about the East African Rift.

Beth's Plan

Planning Box

(topic) *the East African Rift*

① (detail) – *extends from Ethiopia down into Mozambique*

② { (detail) – *Africa collided with Eurasia*
(detail) – *collision cracked earth's crust in eastern Africa*

③ (detail) – *volcanoes give mountainous appearance*

④ (detail) – *deep lakes with fish not found anywhere else*

(detail) – *temperatures vary greatly*

⑤ { (detail) – *many unusual environments*
(detail) – *variety of plant and animal life*

⑥ (detail) – *economy driven by resources, including sodium carbonate, rich soil, geothermal energy, oil, fish, wildlife*

⑦ (detail) – *eastern part of Africa may split off and form a new island*

Beth's Summary

The East African Rift is an interesting geological feature. The rift extends from Ethiopia down into Mozambique. A long time ago, Africa collided with Eurasia, and the collision cracked the earth's crust in eastern Africa in two places. Many volcanoes formed, giving the area a mountainous appearance. The area has several deep lakes that contain unusual fish. The East African Rift also has many unusual environments, which is why it supports an amazing variety of plants and animals. The people have found many resources that drive the economy of the region. These include sodium carbonate, rich soil, geothermal energy, oil, fish, and wildlife. The eastern part of Africa may split off and form a new island, but that won't happen for millions of years.

ACTIVITY K Writing—Single Paragraph

Rubric—Summary	Student or Partner Rating	Teacher Rating
1. Did the author state the topic and the main idea in the first sentence?	Yes Fix up	Yes No
2. Did the author focus on important details?	Yes Fix up	Yes No
3. Did the author combine details in some of the sentences?	Yes Fix up	Yes No
4. Is the summary easy to understand?	Yes Fix up	Yes No
5. Did the author correctly spell words, particularly the words found in the passage?	Yes Fix up	Yes No
6. Did the author use correct capitalization on the first word in the sentence and on proper names of people, places, and things?	Yes Fix up	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up	Yes No

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ACTIVITY A Vocabulary

List 1

1. physical geography *n.* **Physical geography** is the study of the natural features of the earth's surface.
2. Ethiopia *n.* **Ethiopia** is a country in East Africa.
3. Kenya *n.* **Kenya** is a country in East Africa.
4. Tanzania *n.* **Tanzania** is a country on the eastern coast of the African continent.
5. Mozambique *n.* **Mozambique** is a country on the southeastern coast of the African continent.
6. continent *n.* A **continent** is one of the main landmasses of the earth.
7. Europe *n.* **Europe** is a continent across the Atlantic Ocean from the continent of North America. The Atlantic Ocean is the western boundary of **Europe**.
8. Asia *n.* **Asia** is a continent across the Pacific Ocean from the continent of North America. The Pacific Ocean is the eastern boundary of **Asia**.
9. Eurasia *n.* **Eurasia** is the combination of **Europe** and **Asia** as one continent.
10. sodium carbonate *n.* **Sodium carbonate** is a chemical used for making glass and soap. It is sometimes called soda ash.
11. Lake Magadi *n.* **Lake Magadi** is a lake in Kenya.
12. Lake Naivasha *n.* **Lake Naivasha** is a lake in Kenya.

List 2

1. economy *n.* An **economy** is the system that a country or region uses to organize its money and its exchange of goods and services.
2. enormous *adj.* **Enormous** describes something that is very large, especially something that is larger than the usual things of that type.
3. elevation *n.* **Elevation** is the height of land above sea level.
4. visible *adj.* When something is **visible**, it can be seen.
5. concentration *n.* A **concentration** is a large amount of a substance gathered in one place that results in increased strength or density of that substance.
6. geothermal *adj.* **Geothermal** describes something that is related to the heat produced naturally in the earth's interior.
7. commodity *n.* A **commodity** is something that can be bought and sold.
8. diversity *n.* **Diversity** is variety; it is the state of or quality of being **diverse** or different.
9. collision *n.* A **collision** is the act of coming together with force, or the act of **colliding** or crashing.
10. speculate *v.* When you **speculate** about something, you guess about its nature or about what might happen.

ACTIVITY B Vocabulary Review

Directions: Look at List 1 or List 2 to find the words your teacher is thinking about.

Tally

ACTIVITY C **Word Families**

Family 1	combine	<i>v.</i>	(to join together)
	combining	<i>v.</i>	
	combination	<i>n.</i>	
Family 2	preserve	<i>v.</i>	(to keep safe or keep from disappearing)
	preservation	<i>n.</i>	
	preservationist	<i>n.</i>	
Family 3	generate	<i>v.</i>	(to produce or bring into existence)
	generator	<i>n.</i>	
	generation	<i>n.</i>	
Family 4	isolate	<i>v.</i>	(to keep separate from others)
	isolated	<i>adj.</i>	
	isolation	<i>n.</i>	
Family 5	geology	<i>n.</i>	(the study of the earth's history and formation)
	geologist	<i>n.</i>	
	geological	<i>adj.</i>	

ACTIVITY D Spelling Dictation

1.	4.
2.	5.
3.	6.

ACTIVITY E Vocabulary Partner Work

Directions: For each statement, tell your partner if you agree or disagree. Tell why, using the meanings of the words in bold. Listen as your teacher demonstrates the first two.

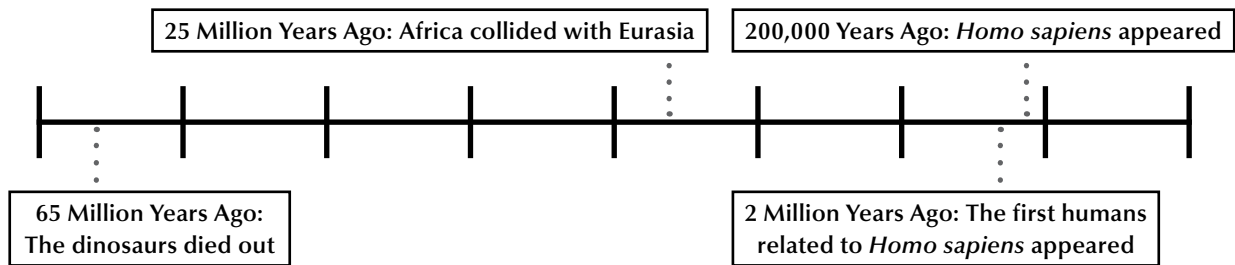
Teacher: When you study **physical geography**, you learn how to **preserve** ancient books.

Teacher: Someone could **speculate** about the cause of a two-car **collision**.

Partner 2: When you are referring to six **continents**, **Eurasia** is the largest.

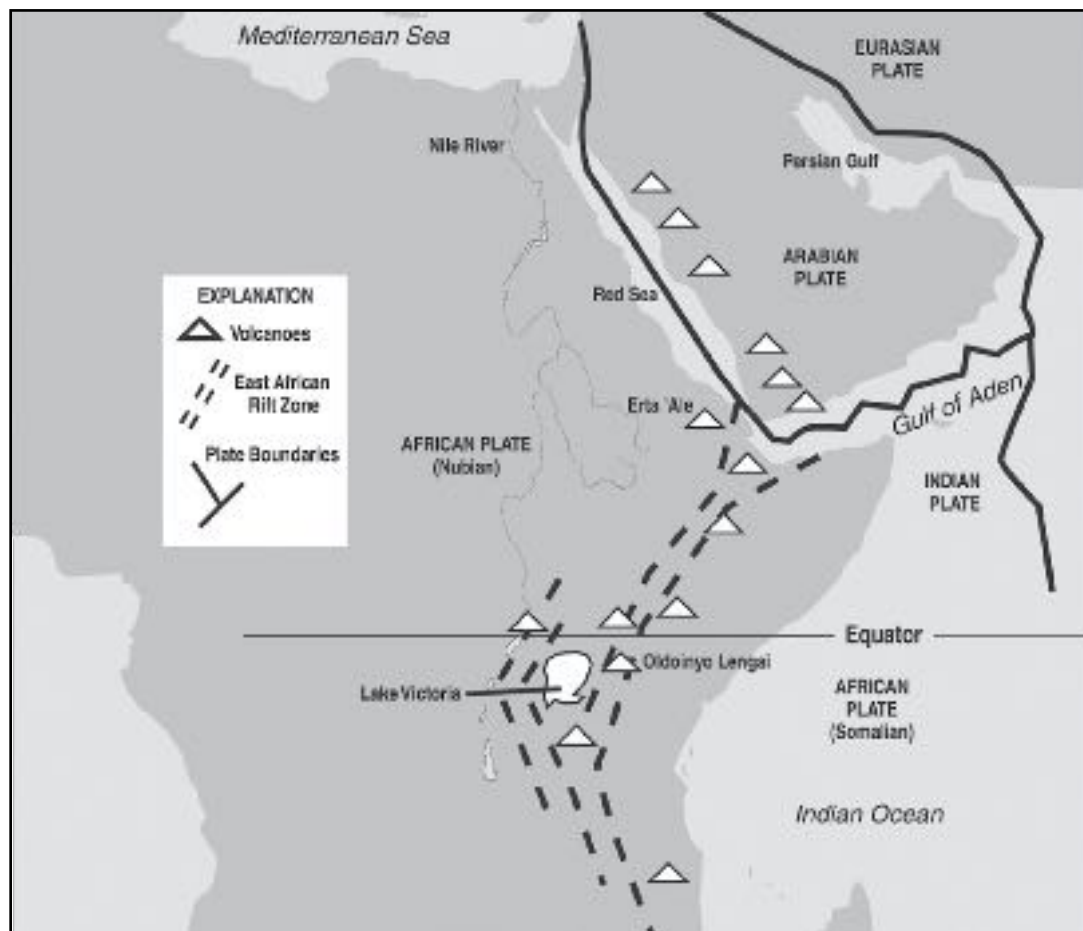
Partner 1: **Sodium carbonate** is never a **commodity**.

ACTIVITY F Background Knowledge



In this passage, you will read about part of the Great Rift Valley. Here are some things to know:

1. Most scientists refer to the African part of this geological feature as the East African Rift.
2. A rift is an opening made by splitting. There are many rifts, or splits, in the earth's surface.
3. The East African Rift is the most visible part of the longest rift system in the world. Astronauts have said they can see it from outer space.



Map of the East African Rift

ACTIVITY G Passage Reading and Comprehension

The East African Rift

In East Africa, deep cracks (or rifts) in the earth's crust run from north to south. The rifts are framed on either side by grassy plains and enormous mountains. This region is dotted with many volcanoes and some of the world's deepest lakes. The rift system extends from Ethiopia in northeastern Africa down through Kenya and Tanzania and into Mozambique. Most people know this area as the Great Rift Valley. Scientists call it the East African Rift. (#1)

How It Was Formed

Hundreds of millions of years ago, the continent of Eurasia formed. Today, many people treat Eurasia as if it is two continents, Europe and Asia. The continents on the earth do not look the same today as they did in the past. The continents are always moving slowly toward or away from each other. Perhaps 25 million years ago, Africa collided with Eurasia. This collision created enough force to crack the earth's crust in eastern Africa in two places. The two cracks are known as the Western Rift and the Eastern Rift. (#2)

Physical Geography

Several of the highest mountains in all of Africa line the East African Rift. As a result of magma pushing up through the rifts, the area has more than 100 active and inactive volcanoes. These volcanoes give the landscape its mountainous appearance. (#3)

The same process that created these volcanoes also created many lakes. Because many of these lakes are isolated from oceans, rivers, or other lakes, they are home to fish not found anywhere else in the world. The Western Rift has some of the deepest lakes in the world. One of these lakes is also the longest in the world. In the Eastern Rift, most of the lakes are shallow. These Eastern Rift lakes have high concentrations of minerals, such as sodium carbonate, which is mined and sold as a raw material. (#4)

Temperature

In the East African Rift, temperatures vary greatly because of extremes in elevation. The lowest place is 510 feet below sea level. The highest mountain has an elevation of 19,340 feet above sea level. The lowlands tend to be hotter while the highlands are cooler. Generally, the higher up someone climbs, the lower the temperature will be. (#5)

Plant and Animal Life

Landforms, soil conditions, temperatures, and rainfall patterns combine to create many unusual environments in East Africa. Therefore, the region supports an astonishing variety of plant and animal life. In this area, you will find lions,

405 elephants, leopards, zebras, and large birds of prey. Many of the lakes contain
418 rare and unusual varieties of fish. Flamingos, pelicans, and other fish-eating birds
431 inhabit the shorelines. National parks have been created to protect and preserve
443 the diversity of species that are native to this amazing region. (#6)

454 **Resources**

455 The people who live in the East African Rift have discovered a number of
469 resources that help drive their economies. In Kenya, they export sodium carbonate
481 from Lake Magadi. It is then used as a raw material in making things such as glass
498 and soap. The rich soil near Lake Naivasha allows farmers to grow flowers, such
512 as carnations and roses, which are then shipped to Europe for sale. Far below the
527 volcanoes of the East African Rift, magma creates steam. The steam is a form of
542 geothermal energy that is used to generate electricity. In addition, geologists and
554 oil drillers are finding large quantities of oil. Fish is an important food source for
569 the local people as well as a commodity that can be sold. Finally, the wildlife of
585 such places as Kenya and Tanzania attracts many tourists. (#7)

594 **The Rifts Are Widening**

598 The rifts in Africa's landscape are slowly widening. Some geologists speculate
609 that, in millions of years, the eastern part of Africa may split off. If it does, it will
627 form a new island. Although the changes happen slowly, the volcanoes, shifting
639 rock, and human impact will continue to shape this unique and interesting region of
653 the world. (#8)

ACTIVITY H Rate Development

Cold Timing

Practice 1

Practice 2

Hot Timing

ACTIVITY I Comprehension Multiple-Choice Questions

Multiple-Choice Strategy

Step 1: Read the item and think about what it is requesting.

Step 2: Read each choice and think about why it might be correct or incorrect. Check the text for evidence as needed.

Step 3: Read *all* of the choices, even if you think you know which one is correct.

Step 4: From the possible correct choices, select the best answer.

1. (Vocabulary) **Read this sentence from the passage: “The rift system extends from Ethiopia in northeastern Africa down through Kenya and Tanzania and into Mozambique.” Based on the wording of the sentence, what does the word *extends* mean?**

 - a. widens
 - b. multiplies
 - c. stretches
 - d. migrates
2. (Cause and Effect) **The East African Rift supports a huge variety of plants and animals because:**

 - a. there are many lakes that are isolated from oceans, rivers, or other lakes.
 - b. high concentrations of minerals in the lakes support the growth of plants and the animals that eat those plants.
 - c. several of the highest mountains in all of Africa are in this region.
 - d. there are many unusual environments in the region.
3. (Cause and Effect) **The East African Rift has extremes in elevation. As a result, the following is true:**

 - a. Fish from the various lakes can be used as food.
 - b. The area attracts many tourists.
 - c. Farmers can grow flowers near Lake Naivasha.
 - d. There are great differences in temperature.
4. (Cause and Effect) **Fish in some of the East African Rift lakes are found *only* there because:**

 - a. the fish are an important food source for the local people.
 - b. the lakes are isolated from oceans, rivers, or other lakes.
 - c. people and birds in the area won’t eat the fish.
 - d. the fish cannot swim far enough to enter a different lake.

ACTIVITY J Writing—Short Answer

Short-Answer Strategy

Step 1: Read the question.

Step 2: Turn the question into part of the answer and write it down.

Step 3: Think of the answer or locate the answer in the passage.

Step 4: Complete your answer.

Step 5: Reread your answer. Ask yourself: Does it make sense? Did I answer all parts of the question?

1. What are **some of the resources of the East African Rift**? Name five or more resources.

Some of the resources of the East African Rift are sodium carbonate, rich soil for growing flowers, steam for generating electricity, oil, fish, and wildlife that attracts tourists.

2. What do some geologists think may happen to the eastern part of Africa?

Some geologists think that the eastern part of Africa may split off and form a new island.

ACTIVITY K Writing—Single Paragraph

Summary Writing Strategy

- Step 1: LIST** (List the details that are important enough to include in the summary.)
- Step 2: CROSS OUT** (Reread the details. Cross out any that you decide not to include.)
- Step 3: CONNECT** (Connect any details that could go into one sentence.)
- Step 4: NUMBER** (Number the details in a logical order.)
- Step 5: WRITE** (Write your summary.)
- Step 6: IMPROVE** (Revise, edit, and proofread your summary.)

Prompt: Write a summary of the information you read about the East African Rift.

Beth's Plan

Planning Box
(topic) <i>the East African Rift</i>
(detail) – <i>extends from Ethiopia down into Mozambique</i>
(detail) – <i>Africa collided with Eurasia</i>
(detail) – <i>collision cracked earth's crust in eastern Africa</i>
(detail) – <i>volcanoes give mountainous appearance</i>
(detail) – <i>deep lakes with fish not found anywhere else</i>
(detail) – <i>temperatures vary greatly</i>
(detail) – <i>many unusual environments</i>
(detail) – <i>variety of plant and animal life</i>
(detail) – <i>economy driven by resources, including sodium carbonate, rich soil, geothermal energy, oil, fish, wildlife</i>
(detail) – <i>eastern part of Africa may split off and form a new island</i>

Beth's Summary

The East African Rift is an interesting geological feature. The rift extends from Ethiopia down into Mozambique. A long time ago, Africa collided with Eurasia, and the collision cracked the earth's crust in eastern Africa in two places. Many volcanoes formed, giving the area a mountainous appearance. The area has several deep lakes that contain unusual fish. The East African Rift also has many unusual environments, which is why it supports an amazing variety of plants and animals. The people have found many resources that drive the economy of the region. These include sodium carbonate, rich soil, geothermal energy, oil, fish, and wildlife. The eastern part of Africa may split off and form a new island, but that won't happen for millions of years.

Rubric—Summary	Student or Partner Rating	Teacher Rating
1. Did the author state the topic and the main idea in the first sentence?	Yes Fix up	Yes No
2. Did the author focus on important details?	Yes Fix up	Yes No
3. Did the author combine details in some of the sentences?	Yes Fix up	Yes No
4. Is the summary easy to understand?	Yes Fix up	Yes No
5. Did the author correctly spell words, particularly the words found in the passage?	Yes Fix up	Yes No
6. Did the author use correct capitalization on the first word in the sentence and on proper names of people, places, and things?	Yes Fix up	Yes No
7. Did the author use correct punctuation, including a period at the end of each sentence?	Yes Fix up	Yes No

REWARDS Plus Social Studies Check-up after Unit 1

Name _____ Date _____ Total Points of 100 _____

Part 1. Spelling

Points _____/15

Write each word the teacher dictates. Each word is worth 5 points for a total of 15 points.

1. preservation
2. preservationist
3. geological

Part 2. Vocabulary Words

Points _____/30

Practice reading all the words in each line. The teacher will ask you to read one line. Each word is worth 6 points for a total of 30 points.

- | | | | | | |
|----|------------|-----------|-----------|------------|---------------|
| A. | geology | speculate | isolate | elevation | generator |
| B. | generating | enormous | preserve | economy | isolation |
| C. | isolated | commodity | geologist | combining | concentration |
| D. | generate | diversity | geography | collision | combination |
| E. | combine | generator | isolation | geothermal | geography |

Part 3. Vocabulary Meanings

Points _____/30

Circle the letter next to the words that best express the vocabulary word's meaning. Be sure to pick the **best** answer. Each correct answer is worth 5 points for a total of 30 points.

<p>1. commodity</p> <ul style="list-style-type: none"> a. the natural features of a place b. a lot of a substance in one place c. the study of the earth's formation <input checked="" type="radio"/> d. something bought and sold 	<p>4. generate</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a. produce b. give a lot c. prevent d. destroy
<p>2. concentration</p> <ul style="list-style-type: none"> a. separation b. division <input checked="" type="radio"/> c. a lot of a substance in one place d. how something is said 	<p>5. speculate</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> a. guess b. present for viewing c. watch an event d. impress
<p>3. enormous</p> <ul style="list-style-type: none"> a. very small <input checked="" type="radio"/> b. very large c. limited d. miniature 	<p>6. preserve</p> <ul style="list-style-type: none"> a. direct or control b. introduce <input checked="" type="radio"/> c. maintain or keep d. issue a command

Circle the letter next to the **best** answer. Each answer is worth 5 points for a total of 25 points.

1. What was the passage in Unit 1 all about?

- a. the African part of the longest rift in the world
- b. how the earth's crust cracked
- c. the importance of fish in Lake Magadi

2. How did the East African Rift form?

- a. Eurasia cracked in two places and became two continents.
- b. Africa and Eurasia collided and cracked the earth's crust in east Africa.
- c. Africa cracked in half and part of it formed a new island.

3. Why are lakes of the East African Rift home to fish that are not found anywhere else?

- a. Because the lakes are isolated and not connected to any other bodies of water.
- b. Because the lakes are at the foot of many active and inactive volcanoes.
- c. Because the lakes are in between the Western and Eastern Rifts.

4. What is the major reason that the East African Rift attracts many tourists?

- a. Farmers in this region grow a lot of carnations and roses.
- b. This region is a good source of raw materials.
- c. This region supports an astonishing variety of plant and animal life.

5. Which statement is true about the East African Rift?

- a. This region has the most uniform temperatures of any place in the world.
- b. People who go looking for birds or animals in this region would find very little diversity.
- c. Some of the world's deepest lakes are found in this region.

Bonus Section. Sentences with Vocabulary Words

Points _____/6

This section is worth extra points. Each sentence is worth 3 points for a total of 6 points.

Write two sentences, one for each word pair: (1) collision–East African Rift, and (2) concentrations–minerals. Use information you learned in Unit 1: The East African Rift.

1. *The collision of two continents caused the formation of the East African Rift.*
2. *The lakes of the East African Rift have high concentrations of minerals.*

Points to be recorded on Progress Monitoring Graph: _____/100

90–100 **A or Excellent** 80–89 **B or Very Good** 70–79 **C or Good** 69 or below **Needs Improvement**

Bonus points: _____/6