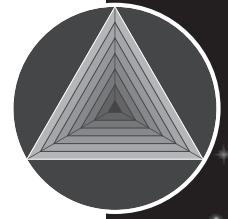
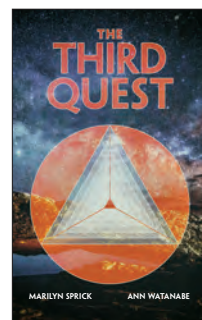
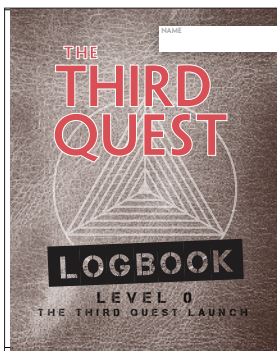


What's Inside the Look Inside Pages?



The Look Inside pages include samples of student materials from Level 5, Ancient Egypt. Student materials include consumable Logbooks and nonconsumable Survival Guides and Student Readers.



Daily lesson steps generally include four steps.

Step 1. Logbook

Each lesson begins with brief entry tasks designed to build fluency and presentational skills such as handwriting. Entry tasks also provide tips for building perseverance, teamwork, professionalism, and integrity.

Step 2. Survival Guide

Students work on Vocabulary and Word Study.

Step 3. Reader

Students and teachers read a narrative fiction or informational chapter from the Student Reader. Comprehension is guided by the teacher during reading. The bold decodable text and plain text allow for differentiation.

- The plain text is read by the teacher and more fluent students who model good fluency and prosody.
- The bold text is student read and carefully controlled for decodability. The text differentiation allows dysfluent students the opportunity to learn to systematically apply foundational skills.

By Level 8, the foundational skills have been mastered. All text is decodable and read by students.

Step 4. Logbook

Students work daily on fluency and CCSS-related comprehension activities with decodable chapter summaries.

Sample “Lessons at a Glance” follows:

Time Required
75 Lessons of 50–60 minutes (varied scheduling options are often necessary, resulting in additional instructional days)

| LEVEL 5: LESSON 1 | | | |
|--|--|--|---|
| Logbook (≈ 3 minutes) | Survival Guide ≈ 18–23 minutes | Reader ≈ 15–20 minutes | Logbook ≈ 14 minutes |
| Entry Tasks <ul style="list-style-type: none"> • Arrival • Sentence Fluency • Memo | <ul style="list-style-type: none"> • Vocabulary • Word Study | Chapter 31, Respect <i>Narrative Fiction</i> | <ul style="list-style-type: none"> • Chapter Summary • Comprehension (CCSS*) • Partner Timings • Comprehension (CCSS*) • Closing |

| LEVEL 5: LESSON 2 | | | |
|--|--|--|---|
| Logbook (≈ 3 minutes) | Survival Guide ≈ 18–23 minutes | Reader ≈ 15–20 minutes | Logbook ≈ 14 minutes |
| Entry Tasks <ul style="list-style-type: none"> • Arrival and Pro Work • Spelling and Word Automaticity • Handwriting | <ul style="list-style-type: none"> • Vocabulary • Word Study | Chapter 32, Mummies It Is <i>Narrative Fiction</i> | <ul style="list-style-type: none"> • Chapter Summary • Comprehension (CCSS) • Partner Timings • Web (CCSS) • Closing |

| LEVEL 5: LESSON 3 | | | |
|---|--|--|---|
| Logbook (≈ 3 minutes) | Survival Guide ≈ 16–21 minutes | Reader ≈ 18–20 minutes | Logbook ≈ 14 minutes |
| Entry Tasks <ul style="list-style-type: none"> • Arrival and Pro Work • Sentence Fluency • Vowels and Syllables | <ul style="list-style-type: none"> • Vocabulary • Word Study | Chapter 33, Inheriting From the Past <i>Informational</i> | <ul style="list-style-type: none"> • Chapter Summary • Partner Timings • Comprehension (CCSS) • Closing |

| LEVEL 5: LESSON 4 | | | |
|--|--|---|---|
| Logbook (≈ 3 minutes) | Survival Guide ≈ 18–23 minutes | Reader ≈ 18–20 minutes | Logbook ≈ 14 minutes |
| Entry Tasks <ul style="list-style-type: none"> • Arrival and Pro Work • Spelling and Word Automaticity • Handwriting | <ul style="list-style-type: none"> • Vocabulary • Word Study | Chapter 34, The Mummy’s Curse <i>Informational</i> | <ul style="list-style-type: none"> • Chapter Summary • Comprehension (CCSS) • Partner Timings • Closing • Test Prep (optional) |

*CCSS = Common Core State Standards

Lesson 1

(Student Pages)



Check each step as you complete it.

1. ARRIVAL

Professionalism: Be on time, greet your teacher, and get right to work.

2. SENTENCE FLUENCY • Buildups, Question/Answer

Circle a triangle each time you practice — first for accuracy, next for expression. Then time and read for accuracy and expression at a speaking rate.

| | | |
|---|----|----|
| What ... What topics will ... What topics will we study next? | 10 | 52 |
| We ... We will study ... We will study other ancient civilizations. | 20 | 62 |
| What ... What is ... What is a topic? | 27 | 69 |
| A topic ... A topic is something ... A topic is something we read or write about. | 42 | 84 |

  Timing (wcpm): _____

3. MEMO

To: Students of the Third Quest
 From: Quest Central
 Subject: Continuous Improvement



Pros engage in continuous improvement. They celebrate their successes and learn from their mistakes.

- 80% to 100%: Congrats, you leveled up!
- Learning from mistakes: Listen carefully as your teacher reviews any difficult items. By learning, you can avoid mistakes on the next quiz. If you missed your goal, you will succeed with the next opportunity offered.

Remember, each level of the Quest is harder. You can control your success by doing your Pro Work, paying attention, and helping each other.

4. SURVIVAL GUIDE • Vocabulary and Word Study

Open your Survival Guide to page 72.

5. READER • Chapter 31, Narrative Fiction



6. CHAPTER SUMMARY

- A. First Reading: Group and individual turns
- B. Second Reading: Short Passage Practice (to dots)

Respect

| | | |
|---|-----|-----|
| <p>Quest had said, “Make Lambert a team member. Welcome him.” Then things moved quickly. The team was transported to ancient Egypt. They had been removed from harm’s way.</p> | 9 | 130 |
| <p>Tuppins said, “The Great Pyramid is one of the Seven Wonders of the World. During the time it was built, they didn’t even have wheels.”</p> | 19 | 140 |
| <p>.....</p> | 28 | 149 |
| <p>Lambert got in Tuppins’ face and said he was just a mindless computer. Shack and Zack stopped him. Anna told Lambert they had to stick together, do their parts, be respectful, and stay cool. Lambert had listened.</p> | 39 | 160 |
| <p>Quest said Tuppins could pick the next topic. He said, “Mummies.”</p> | 52 | 173 |
| <p>Back at the decrepit school, Ms. X listened and wondered if Lambert could learn to be a true team member.</p> | 53 | 174 |
| <p>.....</p> | 65 | 186 |
| <p>.....</p> | 75 | 196 |
| <p>.....</p> | 87 | 208 |
| <p>.....</p> | 90 | 211 |
| <p>.....</p> | 100 | 221 |
| <p>.....</p> | 101 | 222 |
| <p>.....</p> | 112 | 233 |
| <p>.....</p> | 121 | •• |

Use with Partner Timings.
Circle your highest score.

| 1. WCPM | 2. WCPM | 3. WCPM | 4. WCPM |
|---------|---------|---------|---------|
| | | | |

7. COMPREHENSION • Character Development, Determine Meaning



- A. Underline text evidence that would lead you to conclude that Lambert is a bully.
- B. What does “mindless computer” mean as used in the text?
 - 1. No keyboarding skills
 - 2. No thinking skills
 - 3. No speaking skills

8. PARTNER TIMINGS

Complete two timings each.



9. COMPREHENSION • Framed Written Response: Character Development



Describe what Lambert needs to do to become a team member.
(Remember to write ON the line.)

Lambert needs to

He can start by

Self-evaluation: Read your answer. Then check, or correct and check.

My writing makes sense.

I started each sentence with a capital.

I ended with a period.

My writing is on the line.

I used capitals only at the beginning of sentences and for proper names.



10. CLOSING

Total your points on your Opti Chart.

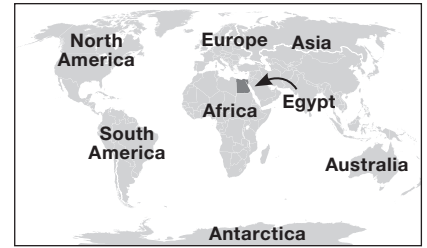


★ E • gypt *n.*

Egypt is a country in northern Africa.

Look at the map. Find Africa. Touch *Egypt*.

- G Is *Egypt* a country or a continent?
- G That's right. Egypt is a . . .
- G What continent is *Egypt* on?
- I Describe *Egypt*.



★ Ancient Egypt *n.* (3500 BCE to 500 BCE)

Across 3,000 years, **ancient Egypt** was the world's most advanced civilization.

Ancient Egypt is known for its great wealth and rule by pharaohs, or kings who were worshipped as gods. The ancient Egyptians are known for their ability to organize work crews, build great tombs, and create works of art.

- I Complete this sentence. *Ancient Egypt* is known for . . .



★ sac • ri • fice *n.*

A **sacrifice** is an offering to a god.

The bull was a *sacrifice* to the god.

- G What did the people give to the god?
- G When a soldier is killed and buried with a king, the soldier is a human . . .



asset



Jaycee's leadership skills were an *asset* to her softball team.

In this sentence, what does "an asset to her softball team" mean?

1. Not helpful to the team
2. Helpful to the team
3. Not noticed by the team



★ inquiring




The detective kept searching the crime scene. He had an *inquiring mind*.

In this sentence, what does "inquiring mind" mean?

1. Someone who is bored
2. Someone who is curious
3. Someone who is serious



A. SOUNDS

| | | | | | | | | | | |
|-----------------------|---|-----|-----|-------|----|----|------|----|----|--------|
| ★ ce as in cent |  | ce | ce | ice | ce | ce | face | ce | ce | center |
| | | ch | ch | each | ir | ir | sir | ur | ur | turn |
| | | u_e | u_e | rules | ue | ue | true | ow | ow | now |

B. SLOW-MOTION BLENDING

| | | | | | | | | |
|-----|------|------|-------|--------|--------|-----|------|------|
| top | stop | step | print | sprint | squint | mad | made | make |
|-----|------|------|-------|--------|--------|-----|------|------|

C. MIXED PRACTICE

| 1 | 2 | 3 | 4 | 5 | 6 |
|------------------|---------------|--------------------|----------------------|--------------------|-----------------|
| h <u>ar</u> m | h <u>o</u> p | n <u>o</u> | as- <u>s</u> et | as <u>se</u> t | from harm's way |
| br <u>ea</u> the | h <u>o</u> pe | not <u>i</u> ced | ac- <u>t</u> ions | ac <u>ti</u> ons | rolled his eyes |
| gr <u>i</u> n | Tim | unnot <u>i</u> ced | sa- <u>cr</u> i-fice | sa <u>cr</u> ifice | went unnoticed |
| an <u>g</u> ry | time | mo- | for- <u>w</u> ard | for <u>wa</u> rd | blocks of stone |
| al <u>o</u> ne | fat | mo- | wheth- <u>e</u> r | wheth <u>e</u> r | 4,000 pounds |
| as <u>i</u> de | fate | moment | mind- <u>l</u> ess | mind <u>l</u> ess | 2.3 million |
| close <u>l</u> y | star | re- | si- <u>l</u> ent | si <u>l</u> ent | a single word |
| quick <u>l</u> y | stare | re- | re- <u>s</u> pond | re <u>s</u> pond | |
| | | respect | de- <u>p</u> end | de <u>p</u> end | |
| | | respectful | re- <u>l</u> ax | re <u>l</u> ax | |

D. AFFIXES

| | | | | | | | |
|-------|---------|-------|---------|---------|-----------|-------|-----------|
| sneer | sneered | roll | rolled | listen | listening | begin | beginning |
| step | stepped | start | started | impress | impressed | relax | relaxed |

E. IRREGULAR WORDS

| | | | | | | | | |
|-------|---------|-------|--------|---------|-------|---------|----|----|
| built | welcome | move | learn | put | world | pushed | 7 | 28 |
| move | world | built | pushed | welcome | learn | put | 14 | 35 |
| learn | pushed | put | worry | world | built | welcome | 21 | 42 |

F. PASSAGE READING

Lambert was interested in the Seven Wonders of the World. He wondered how the Great Pyramid was built. Some of the students wanted to study mummies from ancient Egypt. Ms. X smiled. She was glad that her students were getting interested in the past.



CHAPTER THIRTY-ONE

Respect

Narrative Fiction

Previously in the Third Quest

The Quest memo had said, “Make Lambert a team member. Welcome him and you will move forward. He will need to learn the rules.”

By their words and actions, Mindy, Zack, Shack, Anna, and Ling had told Lambert he was in — if he wanted. Tuppins stood by silent and unnoticed. Lambert had been too mad to respond. Things moved quickly. They were transported from harm’s way. The ominous threat of death and separation in Mesopotamia had been removed. In the wink of an eye, the team traveled forward in time.



The Important When: 3,300 Years Ago

The Important Where: Ancient Egypt

Zack smiled. He was beginning to get used to the travels. He could see the Great Sphinx looming in the distance.

Zack looked at Tuppins and said, “Okay, kid. It looks

like we are in Egypt. Now what?”

Tuppins grinned. “It would indeed seem that we are in ancient Egypt — Giza, to be exact.” Then with barely a breath he continued, “The pyramids are a feat of engineering and construction. They are the largest stone buildings on Earth, and they’ve been standing for 4,500 years.



“There are 2.3 million blocks of stone in the Great Pyramid alone. Each stone is 4,000 pounds, perhaps more.” Squinting into the sun, Tuppins said, “The Great Pyramid is one of the Seven Wonders of the World. It is perfect. During the time it was built, they didn’t even have wheels.” ¹ What tells you the building of the Great Pyramid was impressive?

Lambert rolled his eyes. Then he got in Tuppins’ face and sneered at him. Shack said, “Hey!” Zack stepped in between Lambert and Tuppins.

Lambert said, “Hey back at you! My computer, Buster, could do that. That kid is just a mindless computer.” ² What does Lambert mean by “mindless computer”?

Zack and Shack both pushed Lambert away from Tuppins. Lambert’s face turned red. He started to say something, but Anna stepped up and said, “Stop. Do not say another word. Breathe! You have to be a team member.”

••³ What in the text tells that Lambert is angry? ••⁴ Why do you think Lambert was mean to Tuppins?

Then Anna said, “Lambert, you have no choice in this. We have to follow directions. **We have to stick together, do our parts, be respectful, and stay cool.**”

Lambert started to say something, but Anna put her hand up. “Lambert, stop. We have to depend on you. You have to treat us all with respect.” Anna could see that Lambert was still angry, but he had stopped. He had listened. Anna nodded at Lambert and said, “Thanks. We need your help.” ••⁵ Do you think Anna is an asset? How did she help Lambert?

To: The Travelers Seven

Subject: An Asset



You have arrived in ancient Egypt — one of the four great river civilizations. **Human sacrifices happen here, but that will not be your fate.** Tuppins has earned the right to choose one topic he wishes to explore.

The Quest gives you a moment to rest and relax.
Gain knowledge. It will serve you well.

Zack was impressed. Lambert was listening. ⁶ ●● Is Zack still aloof? Do you think he’s a robot or an android?

Tuppins was silent. He stood aside, looking at his feet. Shack said, “Hey, Tuppins. You are good. The Egypt facts are cool.”

Shack slapped Tuppins on the back. “You are an asset. You are a star. You are the king! So, what are we going to do here?”

Tuppins said, “Mummies.” The kids nodded—even Lambert.

Mindy looked at Lambert and thought, “Maybe there’s hope.”

Ling was happy. She relaxed a little. ⁷ ●● How is Tuppins an asset? ⁸ ●● How did Shack show that he is an asset in this chapter?



The Important When: The year 2300

The Important Where: Ms. X’s Classroom

Ms. X listened to Lambert and Anna closely. She wondered if her class could tell what was happening. Anna had stepped up. And Lambert—well, that was interesting! Ms. X wondered whether he would learn to be a true team member. ⁹ ●● What does Lambert need to learn to be a team member?

Lesson 2

(Student Pages)




1. ARRIVAL AND PRO WORK

- Professionalism: Be on time and greet your teacher.
- Follow routines for turning in your Pro Work, and then get right to work.

2. SPELLING AND WORD AUTOMATICITY

A. Use the spelling pattern to write words in each box.

| ar | all | all | arty |
|----------|------------|------------|--------------|
| c _ _ _ | t _ _ _ _ | m _ _ _ _ | M _ _ _ _ _ |
| sc _ _ _ | st _ _ _ _ | sm _ _ _ _ | sm _ _ _ _ _ |

B. Whisper read each column to yourself and circle the triangle. 

3. HANDWRITING • Professionalism and Presentation

Print your first and last name carefully. Practice makes perfect!

| | |
|-----------|------------|
| _____ | _____ |
| | |
| _____ | _____ |
| Last Name | First Name |

Teacher feedback:

- ___ Capital letters at the beginning of first name and last name
- ___ Letters the same slant
- ___ Even spaces
- ___ On the line
- ___ Lowercase letters small

4. SURVIVAL GUIDE • Vocabulary and Word Study

Open your Survival Guide to page 74. Professionalism: Sit up, stay focused, and keep your place by tracking text.

5. READER • Chapter 32, Narrative Fiction

6. CHAPTER SUMMARY

- A. First Reading: Group and individual turns
- B. Second Reading: Short Passage Practice (to dots)

Mummies It Is

| | | |
|--|-----|-----|
| Tuppins said he wanted to study mummies. In the blink of an eye, the team was in a room. The six travelers were invisible. A terrible smell filled the room. | 11 | 128 |
| Lambert entered with three men. He was helping them carry a body. The men cleaned the body and started removing organs. They were preparing the body for the afterlife. The work was gruesome, but Lambert stayed with it. | 25 | 142 |
| | 30 | 147 |
| Back at Quest Central, Dr. X was talking with six other scientists to determine what would happen next. Dr. X thought the team had evolved in nice ways. | 40 | 157 |
| The scientists were confused about Lambert. He had not been in the research proposal. Dr. X said, "Lambert was an accident." | 51 | 168 |
| | 62 | 179 |
| | 68 | 185 |
| | 79 | 196 |
| | 89 | 206 |
| | 96 | 213 |
| | 106 | 223 |
| | 117 | 234 |

Use with Partner Timings.
Circle your highest score.

| 1. WCPM | 2. WCPM | 3. WCPM | 4. WCPM |
|---------|---------|---------|---------|
| | | | |

7. COMPREHENSION • Character Development



Lambert’s character is evolving. What sentence best demonstrates that Lambert is working hard not to anger the embalming team?

1. Lambert entered the room with three men.
2. He was helping them carry a body.
3. The work was gruesome, but Lambert stayed with it.

8. PARTNER TIMINGS

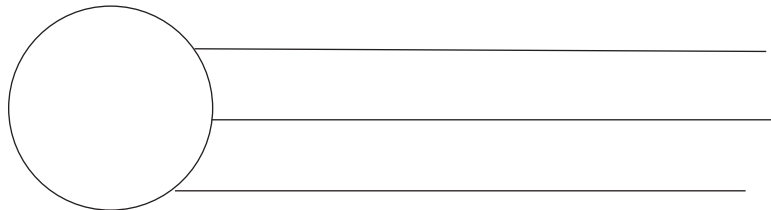
Complete two timings each.

Lesson 2

9. WEB • Character Development



A. Write three words or phrases that tell what you know so far about Dr. X (aka Ms. X). Draw a picture of Dr. X in the circle.



Dr. X

B. Write one question that you have about Dr. X.
For example: Is Ms. X really mean or is that just an act?

- Be sure to start with a capital letter.
- End with a question mark.

10. CLOSING

Total your points on your Opti Chart.

★ **com • pel** *v.*

Compel means to force yourself or someone else to do something.

Even though their team was losing badly, Jeff and Ryan were *compelled* to watch the game.

- G** Did Jeff and Ryan feel like they had to watch? Finish the sentence: Yes, they were . . .

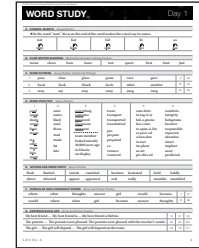


★ **pro • cess** *n.*

A **process** is a set of steps to do something.

Part of the *process* for building automaticity is practicing the Word Studies.

- G** Word Studies and Pro Work are part of . . .
- I** What else is part of the *process* for building automaticity in reading?



★ **grue • some** *adj.*

Something that is **gruesome** is horrible or sickening.

The vulture was eating roadkill. It was a *gruesome* sight.

- G** Watching the vulture eat the roadkill was . . .
- I** Why was the sight *gruesome*?



Mary walked through the poison oak and ended up with a *gruesome* rash.

- I** Describe Mary's rash.

★ **em • balm** *v.*

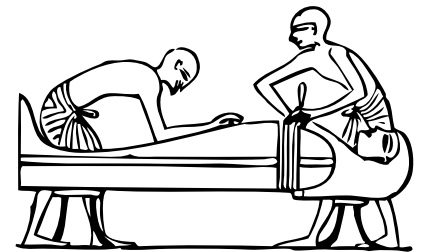
Embalm means to preserve a dead body from rotting or decaying.


The worker is *embalming* the body.

- G** What is he doing?
- G** Will the body rot when he is done?

Today, people use chemicals to *embalm* a body.

- I** How do people *embalm* bodies today?



| A. SOUNDS | | | | | | | | | |
|---|-----|-----|--------|-----|-----|--------|-----|-----|--------|
| ★ ci as in city  | ci | ci | civil | ci | ci | circle | ci | ci | excite |
| | ce | ce | center | ce | ce | force | ce | ce | notice |
| | u_e | u_e | use | i_e | i_e | scribe | o_e | o_e | spoke |

| B. WORD RHYMING | | | | | | | |
|-----------------|------|------|-------|-------|--------|----|----|
| look | took | hook | shook | rude | dude | 6 | 24 |
| ice | mice | nice | twice | now | how | 12 | 30 |
| ill | fill | will | still | sound | around | 18 | 36 |

| C. MIXED PRACTICE | | | | | |
|-------------------|----------|-----------|-------------------|----------------|-------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| body | grue | watch | ex-per-i-ence | experience | Mesopotamia |
| flesh | gruesome | watched | pro-po-sal | proposal | King Tut |
| central | motion | watching | po-si-tion | position | Egypt |
| true | emotion | remove | ac-ci-dent | accident | Egyptians |
| nose | parent | removed | mag-gots* | maggots | liver |
| organs | apparent | removing | pro-cess* | process | stomach |
| preparing | chose | confuse | in-vis-i-ble | invisible | heart |
| reward | chosen | confused | ac-com-plish-ment | accomplishment | intestines |
| determine | | confusing | op-por-tu-ni-ty | opportunity | brain |
| | | | ghost-like | ghostlike | |

| D. DISCRIMINATION | | | | |
|-------------------|-------------|------------------|--------------|-------------|
| quiet – quite | when – then | thought – though | hear – heart | word – work |

| E. AFFIXES | | | | | | | |
|------------|---------|---------|-----------|--------|----------|-------------|---------------|
| full | fully | bare | barely | wool | woolly | careful | carefully |
| mummy | mummies | carry | carries | verify | verifies | opportunity | opportunities |
| named | unnamed | settled | unsettled | turned | unturned | covered | uncovered |

F. ★ GENERALIZATION PASSAGE

Zack was startled by the deer’s body. It was lying on the ground. Blood dripped from a wound in its side. Zack thought it looked gruesome. Then he became excited. The deer was going to be dinner.



CHAPTER THIRTY-TWO

Mummies It Is

Narrative Fiction

Previously in the Third Quest

The Important When: 3,300 Years Ago

The Important Where: Ancient Egypt

In the last memo, Tuppins had been rewarded by Quest Central for an unnamed accomplishment. He had earned the right to select one topic from ancient Egyptian history that he wished to experience. **Tuppins had chosen mummies.**

Tuppins did not understand people. He was not bothered by Lambert. But he had been upset by lost opportunities. Tuppins hadn't seen a dinosaur or a woolly mammoth. He had met a human from 40,000 years ago, but barely. Then the team had been transported from Mesopotamia before he had experienced being a scribe. Tuppins had felt unsettled, but now he was excited. ¹ Why had Tuppins felt unsettled?



Then, in the blink of an eye, the pyramid was gone. The six travelers stood inside a room. They were ghostlike and

invisible. ² What does “in the blink of an eye” mean?
³ Describe the team.

Shack went and stood in the middle of the room. He said, “Hello.” No one in the room noticed him.

Ling whispered, “No one can see us or hear us, but where is Lambert?”

Shack said, “That dude didn’t pass the test.” ⁴ What do you think happened to Lambert?

Ling said, “Look!” Lambert was helping three men carry in a body. Suddenly a terrible smell permeated the room.

Mindy covered her nose with both hands and said, “What is that?” ⁵ What permeated the air?

Tuppins stepped forward and peered at the body. “It would appear that you are smelling rotting flesh. Look, the body has an open wound, and maggots are eating at the flesh.” Ling stepped forward and took a close look. The others took a step back. ⁶ What tells you that Ling has an inquiring mind? ⁷ Describe the body.

Lambert helped the men carefully position the body on a bench. Lambert looked a little sick, but he didn’t say a word. ⁸ What questions do you have about Lambert?

Tuppins said, “Lambert appears to be part of the embalming team. It looks and smells like the body hasn’t been cleaned yet. After they clean the body, they will start removing the body’s organs.”

Anna said, “Why?”

Tuppins said, “They are preparing the body for the afterlife. It is part of the process. They are making a mummy. They will leave the heart. The ancient Egyptians believed the

heart was needed in the afterlife. **It was thought to be the center of thought and emotion. However, they removed the brain, stomach, intestines, and liver.**" ⁹ •• What do you think Ling is thinking?

Tuppins was watching the process intently, but said, "It is quite apparent that the ancient Egyptians didn't fully understand how the body works. Nonetheless, their mummification practices were quite advanced."

The men carefully cleaned the body. Then a man lifted a hooked tool and pushed it with great force up the body's nose. Lambert looked startled. ¹⁰ •• Why is Lambert startled?

Shack said, "Hey! Did you see that?"

Next, the men took turns pushing the tool around and pulling something out of the nose. It was Lambert's turn. He was very serious. The team watched. Zack whispered, "Lambert is stepping up."

Tuppins and Ling leaned in to watch. The others kept their distance, but felt compelled to watch. ¹¹ •• What in the text tells you Tuppins and Ling are interested?

Tuppins said, "Maybe the body belongs to King Tut. Scientists think he may have died from a wound that became infected."

The men turned the body on its side. One of the men cut a large slit down its side. Lambert helped steady the body.

Shack shook his head. "Man, look at Lambert. He's still standing. I got to give him respect for that." The others nodded.

The work Lambert was doing was gruesome, but he had

stayed with it. ¹² What is Lambert learning? ¹³ What in the text makes you think that? ¹⁴ It says “the work Lambert was doing was gruesome.” What does that mean?



The Important When: The year 2300

The Important Where: Quest Central

Ms. X was standing and six other scientists were sitting around a table. They were all intently watching the team. Ms. X said, “Thank you for coming. We are here to determine what happens next. The team has evolved in rather nice ways.” ¹⁵ How has the team evolved?

A scientist spoke. “Dr. X, I am confused about Lambert. He is an interesting subject, but I did not see him in the research proposal.”

Dr. X said, “Lambert was an accident.” ¹⁶ Who is Dr. X? ¹⁷ What questions do you have for Dr. X?

Lesson 3

(Student Pages)



1. ARRIVAL AND PRO WORK

- Professionalism: Be on time and greet your teacher.
- Follow routines for turning in your Pro Work, and then get right to work.

2. SENTENCE FLUENCY

Circle a triangle each time you practice.

| | | |
|--|----|----|
| Who was ... Who was Dr. X? | 6 | 53 |
| Dr. X ... Dr. X was a scientist. Dr. X was a scientist at Quest Central. | 21 | 68 |
| What was ... What was the terrible smell? What was the terrible smell that permeated the room? | 34 | 81 |
| The smell ... The smell was ... The smell was rotting flesh. | 37 | 84 |
| | 47 | 94 |

Timing (wcpm): _____

3. VOWELS AND SYLLABLES

A. Read and trace.

These are vowel pairs: ee, ea, or, ar, ou, ai, oo, oy.

B. The vowel sounds are underlined. For each word, tell how many vowel sounds. Then read the word.

| | | | |
|-----------------------------|---------------------------|--------------------------|--------------------------|
| th <u>ou</u> s <u>an</u> ds | pyr <u>a</u> m <u>i</u> d | w <u>o</u> nd <u>e</u> r | se <u>v</u> ent <u>h</u> |
|-----------------------------|---------------------------|--------------------------|--------------------------|

4. SURVIVAL GUIDE • Vocabulary and Word Study

Open your Survival Guide to page 76. Professionalism: Sit up, stay focused, and keep your place by tracking text.

5. READER • Chapter 33, Informational



6. CHAPTER SUMMARY

- A. First Reading: Group and individual turns
- B. Second Reading: Short Passage Practice (to dots)

Inheriting From the Past

| | | |
|---|-----|-----|
| Today, scientists use the scientific method to solve mysteries from the past. | 9 | 140 |
| Step 1: Observation. The Great Pyramid of Egypt stands as tall as a 30-foot building. | 12 | 143 |
| Step 2: Question. How did the Egyptians move massive stones to build the Great Pyramid? | 22 | 153 |
| Step 3: Hypothesis. Thousands of workers were hired to build the Great Pyramid. Millions of stones were cut and dragged across wet sand in sleds. Then the stones were moved up the pyramid with ramps. | 27 | 158 |
| | 36 | 167 |
| Step 4: Test. In artifacts, men can be seen dragging a heavy stone object across the sand. This has been tested, and it can be done if the sand is wet. | 42 | 173 |
| Step 5: Conclusion. The Seventh Wonder of the World appears to have been built by thousands of people who worked hard and persevered. | 52 | 183 |
| | 62 | 193 |
| | 74 | 205 |
| | 77 | 208 |
| | 89 | 220 |
| | 102 | 233 |
| | 108 | •• |
| | 118 | |
| | 130 | |
| | 131 | |

Use with Partner Timings.
Circle your highest score.

| 1. WCPM | 2. WCPM | 3. WCPM | 4. WCPM |
|---------|---------|---------|---------|
| | | | |

7. PARTNER TIMINGS

Complete two timings each.

8. COMPREHENSION • Graphic Organizer: Text Analysis and Integration



Read the passage with your teacher, then work with your partner to complete the steps in the scientific method.

Be a Scientist

For thousands of years, the Great Pyramid of Egypt was a mystery. People wondered how the massive stone building was made. The Egyptians did not even have carts with wheels to help them move the stones into place. Identify the steps scientists used to solve the mystery.

WORD BANK

- Form hypotheses
- Draw conclusions
- Ask questions
- Observe
- Test

Scientific Method

| | |
|---------------|---|
| Step 1. _____ | The Great Pyramid of Egypt stands as tall as a 30-foot building. |
| Step 2. _____ | How did the Egyptians move massive stones to build the Great Pyramid? |
| Step 3. _____ | Thousands of workers were hired to build the Great Pyramid. Millions of stones were cut and dragged across the sand on sleds. Then the stones were moved up the pyramid with ramps. |
| Step 4. _____ | In artifacts, men can be seen dragging a heavy stone object across the sand. This has been tested, and it can be done. |
| Step 5. _____ | The Seventh Wonder of the World appears to have been built by thousands of people who worked hard and persevered. |

9. CLOSING

Total your points on your Opti Chart.

★ **in • her • it** *v.*

Inherit means to be left or willed something.

Sumerians left us the invention of the wheel.

I What else did we *inherit* from the Sumerians? Start with: We *inherited* . . .

Anna *inherited* her aunt’s art collection when she passed away.

G What did Anna inherit? Start with: Anna *inherited* . . .

Everyone has his or her own unique DNA.

G Who is your DNA *inherited* from? Our DNA is . . .



★ **pur • sue** *v.*

Pursue means to chase or follow someone or something.

The dog *pursued* the robber.

G What did the dog do? It . . .

Scientists *pursue* answers to their questions.

P How do scientists *pursue* answers to their questions?



★ **preserve the past**



Look at the picture. Archaeologists work carefully to *preserve the past*.

In this sentence, what does “preserve the past” mean?

1. Find and sell artifacts
2. Find and save artifacts
3. Find and destroy artifacts



| A. SOUNDS | | | | | | | | | | | |
|-----------|----|-------|----|----|-------|-----|-----|------|----|----|-------|
| ce | ce | place | ir | ir | first | ue | ue | clue | ci | ci | city |
| ur | ur | turn | ch | ch | much | i_e | i_e | life | ay | ay | today |

| B. SLOW-MOTION BLENDING | | | | | | | | |
|-------------------------|------|-------|------|-------|------|------|------|------|
| car | cars | carts | plan | plant | pant | that | than | then |

| C. MIXED PRACTICE | | | | | |
|-------------------|-------------------|------------------|----------------------------|-----------------------------|------------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <u>p</u> ound | in <u>q</u> uire | <u>a</u> rtifact | un <u>co</u> ver mysteries | con- <u>struc</u> -tion | con <u>struc</u> tion |
| <u>s</u> ite | in <u>q</u> ired | <u>a</u> mount | knows <u>fir</u> sthand | ob- <u>ser</u> -va-tion | ob <u>ser</u> vation |
| <u>s</u> leds | in <u>q</u> iring | <u>a</u> ttempt | dead <u>bo</u> dies | con- <u>clu</u> -sion | con <u>clu</u> sion |
| <u>r</u> opes | <u>w</u> eigh | <u>p</u> assion | brick and <u>pl</u> aster | ar- <u>chae</u> -ol-o-gist* | archae <u>ol</u> ogist |
| <u>w</u> heels | <u>w</u> eighed | <u>r</u> eason | work <u>care</u> fully | ar- <u>chae</u> -ol-o-gy* | archae <u>ol</u> ogy |
| <u>h</u> ow | <u>w</u> eighing | <u>t</u> unnels | solve <u>pr</u> oblems | | |
| <u>u</u> se | | <u>e</u> xists | | | |
| <u>st</u> ones | | <u>p</u> ursue | | | |

| D. AFFIXES | | | | | | | |
|------------|----------|-------|--------|---------|----------|--------|---------|
| inherit | inherits | rise | rises | record | records | appear | appears |
| hire | hired | carve | carved | propose | proposed | remove | removed |

| E. IRREGULAR WORDS | | | | | | | | |
|--------------------|---------|------|---------|------|-------|---------|----|----|
| once | draw | done | minds | only | pull | answers | 7 | 28 |
| only | answers | once | draw | done | minds | pull | 14 | 35 |
| pull | minds | only | answers | done | once | draw | 21 | 42 |

F. PASSAGE READING

People who study human history are called archaeologists. Archaeologists study the Egyptian pyramids. The Great Pyramid is one of the Seven Wonders of the World. People ask questions about how it was built. Did the workers risk their lives to build the Great Pyramid? Did they persevere?



CHAPTER THIRTY-THREE

Inheriting From the Past

Informational

Mysteries and Inquiring Minds

From hunter-gatherers to farmers, from village dwellers to city builders, across time people have invented new ways to do things.

Knowledge Builds on Knowledge

People have inquiring minds. They pursue mysteries and solve problems. They invent new ways of doing things and pass knowledge to the next generation. Knowledge builds on knowledge. ¹• What do you think “knowledge builds on knowledge” means?

Six to seven thousand years ago, the people of Mesopotamia invented many things we still use today. ²• What did we inherit from the people of Mesopotamia?

Archaeology

Today, archaeologists dig to uncover our past. They risk their lives in dark tunnels looking for things left by the

dead—mummies and artifacts from the past. They work carefully to remove, transport, and preserve what they find. They keep records and then study the objects. Archaeologists use the scientific method to solve mysteries and understand the past. ³ •• What are the steps in the scientific method?

Like other scientists, archaeologists persevere in search of answers. ⁴ •• Why do you think archaeologists work so patiently to uncover the past?

I LOVE ARCHAEOLOGY.

It is my passion, my reason for living.

We bring the past to life.

Zahi Hawass, Archaeologist

Needed!

Inquiring minds

Ancient Egyptian Pyramids

Observations

The early Egyptians built elaborate tombs. The Great Pyramid of Giza is the tomb of a pharaoh — a ruler in Egypt. The pyramid rises 482 feet into the sky — about the same as a 30-story building. It was built from stone blocks. Just one stone block was 4,000–5,000 pounds, weighing as much as two cars. Over two million of these massive stone blocks were used to build the Great Pyramid.

The Great Pyramid was built about 4,500 years ago. There were no carts. Wheels were not in use yet. They only had simple tools.

Questions

How did the Egyptians move the massive stones to build the Great Pyramid? How did the Egyptians cut and move the stone blocks into place?

Hypotheses

Many hypotheses have been proposed over the years. Some people have asked if the pyramid was constructed by aliens. Or was the pyramid carved from a massive stone hill?

Scientists think thousands of workers were hired to build the Great Pyramid. It would have taken thousands of workers over 20 years to build the massive pyramid. Scientists think the stones were dragged across the sands with sleds and then moved into place using ramps.⁵ Let's stop and picture the Egyptian workers moving the huge stones across the sand.

The Evidence

1. A painting from 4,000 years ago shows 173 men hauling a huge statue with ropes and a sled. A person can be seen on the front of the sled pouring water over the sand.

Scientists at the University of Amsterdam constructed sleds. They could pull heavy objects across the sand if the correct amount of water was added to the sand.

2. Once the stones were at the construction site, the workers would have dragged the stones up ramps. The ramps would have been built of mud, brick, and plaster. One ramp still exists.

On digs, archaeologist Donald Redford has helped a

team of 20 workers pull up a 5,000-pound stone using only ropes. He knows firsthand that it can be done.

3. Archaeologists Hawass and Lehner found the remains of bakeries and other rooms that may have been used to prepare food for the workers. **These scientists think the workers were treated well.**

••⁶ Look back in the text. What evidence is there that the huge stones were moved by men using ropes, sleds, and wet sand?

Drawing Conclusions: The Evidence Builds

People today would not attempt to build a massive pyramid with only sleds, ropes, and water. Many questions remain, but the riddle is mostly solved. **The Great Pyramid, one of the Seven Wonders of the World, appears to have been built by thousands of people who had to plan, work together, and persevere.** ••⁷ Why wouldn't people today try to build a pyramid with only sleds, ropes, and water?

Coming Up: The Wonders of Making Mummies

Lesson 4

(Student Pages)




1. ARRIVAL AND PRO WORK

- Professionalism: Be on time and greet your teacher.
- Follow routines for turning in your Pro Work, and then get right to work.

2. SPELLING AND WORD AUTOMATICITY

A. Use the spelling pattern to write words in each box.

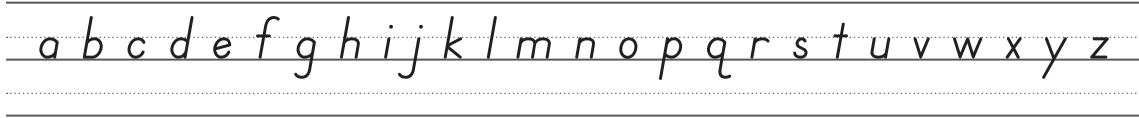
| ay | ay | oot | ooper |
|--------|--------|----------|------------|
| b _ _ | r _ _ | h _ _ _ | l _ _ _ _ |
| br _ _ | pr _ _ | sh _ _ _ | bl _ _ _ _ |

B. Whisper read each column to yourself and circle the triangle. 

3. HANDWRITING • Present Your Best

Use the top line as a model. Practice writing a line of lowercase letters.
Use the midline as a guide and keep straight lines straight.

MIDLINE →



4. SURVIVAL GUIDE • Vocabulary and Word Study

Open your Survival Guide to page 78. Professionalism: Sit up, stay focused, and keep your place by tracking text.

5. READER • Chapter 34, Informational

6. CHAPTER SUMMARY

- A. First Reading: Group and individual turns
- B. Second Reading: Short Passage Practice (by paragraph)

The Mummy's Curse

| | | |
|---|-----|-----|
| <p>The people of ancient Egypt believed that death was a doorway to eternal life. They hoped to live forever in a perfect world. Bodies decay, so the Egyptians preserved them for the afterlife. The preserved bodies are called mummies.</p> | 10 | 127 |
| <p>To make a mummy, the Egyptians washed the body. Then they removed the organs. After cleaning the body, they let the body dry out. Next, it was wrapped many times in cloth strips and placed in a coffin. Kings and queens were buried with treasures.</p> | 22 | 139 |
| <p>Since the earliest days of Egypt, robbers have taken from the dead. To protect their gravesites, kings and queens went to great lengths to hide them. Beware. Do no evil to the tombs.</p> | 32 | 149 |
| | 39 | 156 |
| | 49 | 166 |
| | 60 | 177 |
| | 73 | 190 |
| | 84 | 201 |
| | 95 | 212 |
| | 106 | 223 |
| | 117 | 234 |

Use with Partner Timings.
Circle your highest score.

| 1. WCPM | 2. WCPM | 3. WCPM | 4. WCPM |
|---------|---------|---------|---------|
| | | | |

7. COMPREHENSION • Determine Meaning, Author's Purpose



- A. Listen to the sentence from the text: “To protect their gravesites, kings and queens *went to great lengths* to hide them.” What does the phrase “went to great lengths” most likely mean?
 1. Measured with a ruler
 2. Ran a timed race
 3. Worked really hard at something
 4. Slept for a long time

- B. The author ends with the ominous statements: “Beware. Do no evil to the tombs.” What can we infer after reading these statements?
 1. You are allowed to take anything from the tombs.
 2. If you steal from the tombs, something bad will happen.
 3. Lambert will come after you if you take anything from the tombs.

8. PARTNER TIMINGS

Go the extra mile. Do as many partner timings as you can.

Lesson 4

9. CLOSING

Total your points on your Opti Chart.

.....

TEST PREP • THE EXTRA MILE



COMPREHENSION • Analyze Event (as time permits)

Read the sentences. Then number the steps for making a mummy.

The process of making a mummy required perseverance. It took seventy days to make a mummy. Pretend you are an embalmer in ancient Egypt. Sequence the steps you need to complete to make a mummy.

To make a mummy, the Egyptians:

- ___ Wrapped the body in cloth.
- ___ Removed the organs from the body.
- ___ Placed the body in a coffin.
- ___ Filled the body with natron and let it dry out.
- 1 Washed the body.
- 6 Buried the body with treasures.



By Col·lecció Eduard Toda

★ **maze** *n.*

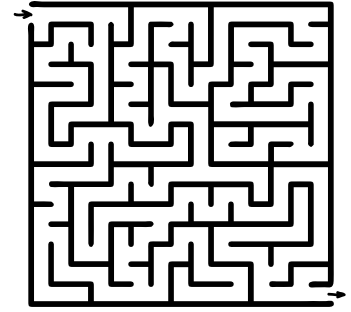
A **maze** is a puzzle of confusing pathways.

We tried to get out of the *maze*, but we kept bumping into dead ends.

- G** What does the picture show?
I Why is it hard to get to the finish? Start with: In a *maze* . . .

The school's halls were like a *maze*.

- G** What were the hallways like?
I Why would it be hard to be a new student?



★ **curse** *n.*

A **curse** is a word or phrase designed to punish someone.
 A **curse** is said to cause trouble or bad luck.

The witch put a *curse* on the prince, and he turned into a frog.

- I** Did the *curse* cause something good or bad?
G Was the *curse* fact or fiction?

The kings put *curses* on their tombs so no one would disturb their graves.

- P** Do you think the *curses* keep people away? Why or why not?



★ **eye • wit • ness** *n.*

An **eyewitness** is someone who has seen something happen in person.

Anthony gave an *eyewitness* account of the robbery.

- G** Did Anthony see the robbery?
G What kind of account did Anthony give? He gave an . . .



verified



Tai's eyewitness account of the robbery was *verified* by a photo.

What does the word "verified" mean as used in the sentence?

1. Proved to be true
2. Proved to be partly right and partly wrong
3. Proved not to be true at all

A. SOUNDS

★ ea
as in
bread



| | | | | | | | | |
|----|----|--------|----|----|-------|----|----|-----------|
| ea | ea | dead | ea | ea | death | ea | ea | head |
| ch | ch | such | ce | ce | force | ur | ur | curse |
| ci | ci | circus | ay | ay | away | ce | ce | sacrifice |

B. WORD RHYMING



| | | | | | | | |
|------|------|------|-------|------|--------|----|----|
| side | hide | wide | guide | ware | beware | 6 | 18 |
| blue | true | due | clue | who | undo | 12 | 24 |

C. MIXED PRACTICE

| 1 | 2 | 3 | 4 | 5 | 6 |
|---------|--------------|-----------|----------|--------------|------------|
| since | stiff | mummy | body | or-gans | organs |
| bronze | stiffen | mummies | body's | cof-fin | coffin |
| force | stiffened | mummified | bodies | cul-prits | culprits |
| cloth | | | | nos-trils | nostrils |
| sneaked | serve | fume | early | eye-wit-ness | eyewitness |
| false | preserve | perfume | earliest | ----- | |
| lengths | preservative | perfumed | earlier | e-ven | even |
| before | | | | e-vil | evil |
| pine | | | | e-ter-nal | eternal |

D. DISCRIMINATION

| | | | |
|--------------|----------------------|-------------------|-----------------|
| dead – death | preserve – persevere | process – protect | seven – seventy |
|--------------|----------------------|-------------------|-----------------|

E. AFFIXES

| | | | | | | | |
|--------|---------|---------|----------|--------|----------|--------|----------|
| curse | curses | account | accounts | robber | robbers | maze | mazes |
| place | placed | insert | inserted | harden | hardened | wither | withered |
| remove | removed | push | pushed | cover | covered | wash | washed |

F. GENERALIZATION PASSAGE

Kings and queens went to great lengths to protect their gravesites. The tomb doors (or entrances) were often blocked by stone slabs and mounds of rubble. Warnings were left and booby traps set. Even so, treasures were often taken by determined robbers.



CHAPTER THIRTY-FOUR

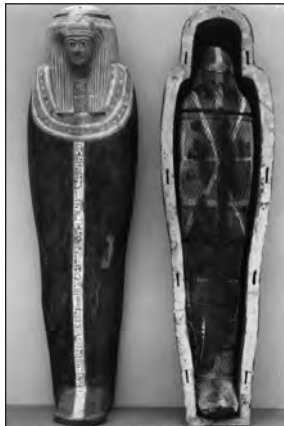
The Mummy's Curse

Informational

The people of ancient Egypt believed that death was a doorway to eternal life. They hoped to live forever in a perfect world.

Mummies

The ancient Egyptians believed they would need their bodies in the afterlife. Dead bodies decay, so the Egyptians preserved them for the afterlife. The preserved bodies are called mummies. ¹ Why did the ancient Egyptians make mummies?



Sarcophagus and mummy inside

When were Egyptian mummies made? Today, scientists study Egyptian mummies. Some of the mummies are as old as 5,500 years; others are only 2,500 years old. **The Egyptians made mummies for about 3,000 years, and then they stopped.**

••² When were mummies made? ••³ What questions do you have about mummies?

A Greek traveler wrote eyewitness accounts of life in Egypt 2,500 years ago. Modern science has verified his reports of mummy making. The process took seventy days.

Step 1: Getting Ready. The body was washed. Then it was taken to a special house to get ready for burial.

Step 2: Organs Removed. Organs decay quickly, so they were removed. A bronze hook was inserted into one of the body's nostrils and pushed hard. The brain was broken down and then drained through the nose. The brain was thought to be useless, so it was thrown away.

A cut was made on the side of the body. Then the organs were lifted out by hand and taken away to be mummified. The heart was left in place because it was thought to be the center of thinking and reason. ••⁴ Which organ did the Egyptians think controlled thought?

Step 3: Cleaned, Packed, and Preserved. The body was cleaned out with water and wine. Then the body was packed with rags, straw, and bags of natron—a natural preservative with a high salt content. Natron soaks up moisture and was used by fishermen to preserve fish.

Step 4: Set Out to Dry Out. Next, the body was covered with 500 pounds of natron. **The body was left to dry for 40 days. This process made the body black and withered.** ⁵ •• How was the body kept from rotting?

Step 5: Cleaned, Unpacked, and Perfumed. After the body was washed again, the bags of preservative were removed. Then the body was refilled with cloth, sawdust, and mud. The skin was carefully rubbed with oils and perfumes.

Step 6: Hardened. The body was covered with hot pitch from pine trees. **This resin would harden as it cooled.** ⁶ •• What does “resin” mean as used in the last sentence?

Step 7: Eyes and Hair Added. False eyes and a wig were added to the body.

Step 8: Wrapped. The body was wrapped in 20 layers of cloth strips.

Step 9: Stiffened. More resin was poured over the mummy so it would harden. **The mummies were so stiff they could stand.** ⁷ •• What are some interesting facts about mummy making?

Step 10: Ready. The body and mummified organs were returned to the family for burial. **The organs were placed with the body. The body was placed in a coffin—a house for the person’s life force.**

Step 11: Buried. The journey to the afterlife began on the day of the burial. **The Egyptians thought the dead could eat, drink, hear, see, and smell in the afterlife.**

The royals and the wealthy were buried with food, furniture, statues, artwork, and jewelry. Members of the royal staff were buried with their kings and queens. **They were human sacrifices.**⁸ •• How are these customs the same or different from today's customs?

Grave Robbers

Since the earliest days of Egypt, robbers have sneaked into the tombs and taken from the dead—even before the tombs were sealed. Who were the culprits? Archaeologists think that gravediggers, tomb builders, and even priests raided the tombs.⁹ •• Why would people rob from the graves?

The Egyptians tried to protect their gravesites. The kings and queens went to great lengths to hide them. The entrances to the pyramids were blocked so no one could find them. Inside the pyramids, there were hidden passages.

Mummies and their treasures were hidden in mazes built under the pyramids. Warnings were written to keep intruders away. **The warnings were curses from the dead.**

Beware. Do no evil to the tomb.

The spirits will haunt anyone who disturbs the resting place of ancient Egyptians.

¹⁰ •• Do you think grave robbers disrupted the ancient Egyptians' journey to the afterlife? ¹¹ •• Do you think grave robbers were haunted by the dead?

End-of-Level Assessments

(Student Pages)

The program goal for the Content Knowledge tests is 80%. Students learn to use two-column study guides to prepare for tests.

Students in our first full field test scored as follows on the Level 5 Content Test:

100%
100%
100%
100%
100%
100%
95%
95%
90%
90%
90%
80%
72.5%

Oral Reading Fluency, Progress Monitoring
Students have personal goals for each level of the program.

WRITTEN QUIZ

LEVEL 5

Name _____ Period _____

_____ / 20 points = _____%

Use words from the Word Bank to label the map.

___/4 1. Write the names of the dark shaded places on the lines.

• Capitalize the names of places.
• Spell correctly.

WORD BANK
Ancient Egypt
Mesopotamia
Madagascar
United States

Complete the sentences. (Hint: Copy the correct words carefully.)

___/1 2. Ancient Egypt was located on the continent of _____.

___/1 3. The United States and Canada are mostly located on the continent of _____.
(Islands are also part of these countries.)

___/1 4. Siberia is located on the continent of _____.

Read the passage, then complete Item 5.

When the yearly floods did not come, the Egyptians thought the gods were unhappy. To please the gods, the Egyptians built temples and gave them gifts.

The Egyptians believed the gods controlled their fate.

___/1 5. Underline evidence that tells what the Egyptians did to bring back the floods.

___/1 6. Circle the correct words.

Like Mesopotamia, ancient Egypt was located near a river. The river was important because it provided water for (swimming, the crops, the fish).

___/1 7. Read the passage, then circle the correct answer.

A worker was hired to help uncover an ancient tomb. Under a rock, he found a beautiful ring. The ring was very old. It would make him rich if sold on the black market. The worker was not wealthy and had a family to feed. The worker stared intently at the ring. Then he demonstrated integrity.

What did the worker do?

- a. He put the ring in his pocket and sold it.
- b. He told his boss about the ring.
- c. He hid the ring so no one would find it.

Read every answer. Then circle the best answer.

___/1 8. A 5,300-year-old mummy called the Iceman was found in Italy. Scientists have a hypothesis about how he died. A hypothesis is:

- a. A conclusion based on facts
- b. An educated guess based on nothing
- c. An educated guess based on facts

___/1 9. The yearly floods were essential to the Egyptians. In this sentence, the word “essential” means that the Egyptians:

- a. Liked the floods
- b. Wished it would not flood
- c. Could not live without the floods

___/1 10. In the blink of an eye, Lambert stepped up to help. In this sentence, what does “in the blink of an eye” mean?

- a. Blinking his eyes rapidly
- b. As quiet as a blink
- c. As quick as a blink

___/1 11. Lambert demonstrated perseverance when he did the job of an embalmer. What does the word “perseverance” mean in this sentence?

- a. Got sick
- b. Stuck with it
- c. Went into a panic

___/1 12. The Quest 2400 team will be transported to Mars in the year 2000. What four things will be essential for their survival?

- a. water, air, food, wood
- b. air, water, food, shelter
- c. water, food, shelter, guns
- d. water, food, leaders, air

Read the passage, then complete Items 13 and 14.

For ancient Egyptians, life on Earth was very short, so they spent a lot of time preparing for a successful afterlife.

During life, Egyptians had to live good lives. When they died, they were tested. If they had not been good in life, they would be eaten by a monster. People who had been good to others in life passed the test. They were welcomed into an afterlife that was full of all the things they had loved in life.

___/1 13. What is the topic?

- a. Preparing an Egyptian mummy
- b. Preparing to be an Egyptian ruler
- c. Preparing for the Egyptian afterlife
- d. Preparing wealthy Egyptians

___/2 14. Underline evidence that tells why the Egyptians spent a lot of time preparing for the afterlife. Underline at least two things.

Read the passage, then complete Item 15.

Egyptians believed their bodies were needed in the afterlife, so they had their bodies preserved. Poor Egyptians were buried in the desert sand. The hot, dry weather turned their bodies into mummies.

Wealthy Egyptians had embalmers turn their bodies into mummies. Then the bodies were buried in tombs. The tombs were filled with treasures, furniture, jewelry, makeup, food, and wine. Sometimes, kings and queens had their servants put to death and buried with them.

Whether wealthy or poor, the ancient Egyptians hoped to live forever in a perfect world.

___/2 15. List two things the Egyptians did to prepare for the afterlife.

- a. _____
- b. _____

LEVELING UP

LEVEL 5 ORF ASSESSMENT

Student _____

Date _____ Period _____

SCORING COPY

Ancient Fakes

| | | |
|---|-----|-----|
| For thousands of years, the ancient Egyptians made human and pet mummies. Animal mummies were also given to the gods as offerings. People bought the mummies and took them to the temples. | 9 | 142 |
| | 20 | 153 |
| | 31 | 164 |
| | 32 | 165 |
| Recently, scientists used CT scans to study animal mummies. They were surprised to find that many of the Egyptian mummies were fakes. One third of the mummies were real animals. One third of the mummies were only parts of animals, and one third of the mummies were made of sticks, mud, and feathers. | 41 | 174 |
| | 52 | 185 |
| | 63 | 196 |
| | 76 | 209 |
| | 85 | 218 |
| Hypothesis: An offering to the gods was essential, so scientists think the Egyptians bought what they could pay for. If you were rich, you gave the gods a real mummy. If you were poor, you gave the gods a fake mummy. A fake gift was better than nothing. | 95 | 228 |
| | 107 | 240 |
| | 121 | 254 |
| | 133 | 266 |

Words Read _____ - _____ Errors = _____ Total wcpm