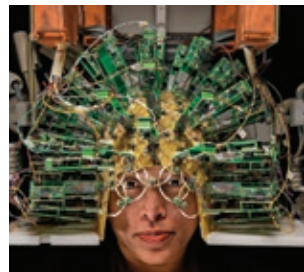


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**2**

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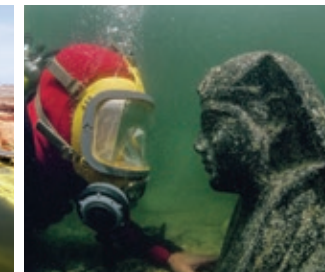
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Bronze and Sunflower  
*Cao Wenxuan*

The Turtle of Oman  
*Naomi Shihab Nye*

Julie of the Wolves  
*Jean Craighead George*

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Choices/Earth Day on  
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Kids in Japan So  
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Mistakes: The Key to  
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*Alison Pearce Stevens*

Mangroves and the Fight  
Against Climate Change  
*Sophie Tremblay*

**UNCOVER  
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Photo Story  
*Paolo Woods*

Infographic  
Clean Water and  
Sanitation

Fine Art:  
*Edvard Munch*

Photo Story  
*Joel Sartore*

Infographic  
The Anatomy of  
Speed

Infographic  
Life on Mars

Photo Story  
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Putting the Planet  
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London Taxi Drivers'  
Brains

Singapore: Solving the  
Water Problem

The Beautiful Balance  
Between Courage and  
Fear

Girl's Rite of Passage

Monarch Butterflies:  
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Sunken Treasure

The Playful Wonderland  
Behind Great Inventions

Become Climate Neutral  
Now!

**TAKE  
ACTION**

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 *David Moinina  
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Providing the World  
with Clean Water  
 *Francesca O'Hanlon*

Improving Storm  
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 *Anton Seimon*

Inspiring Girls to  
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Wolves of Yellowstone  
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Exploring the Insect  
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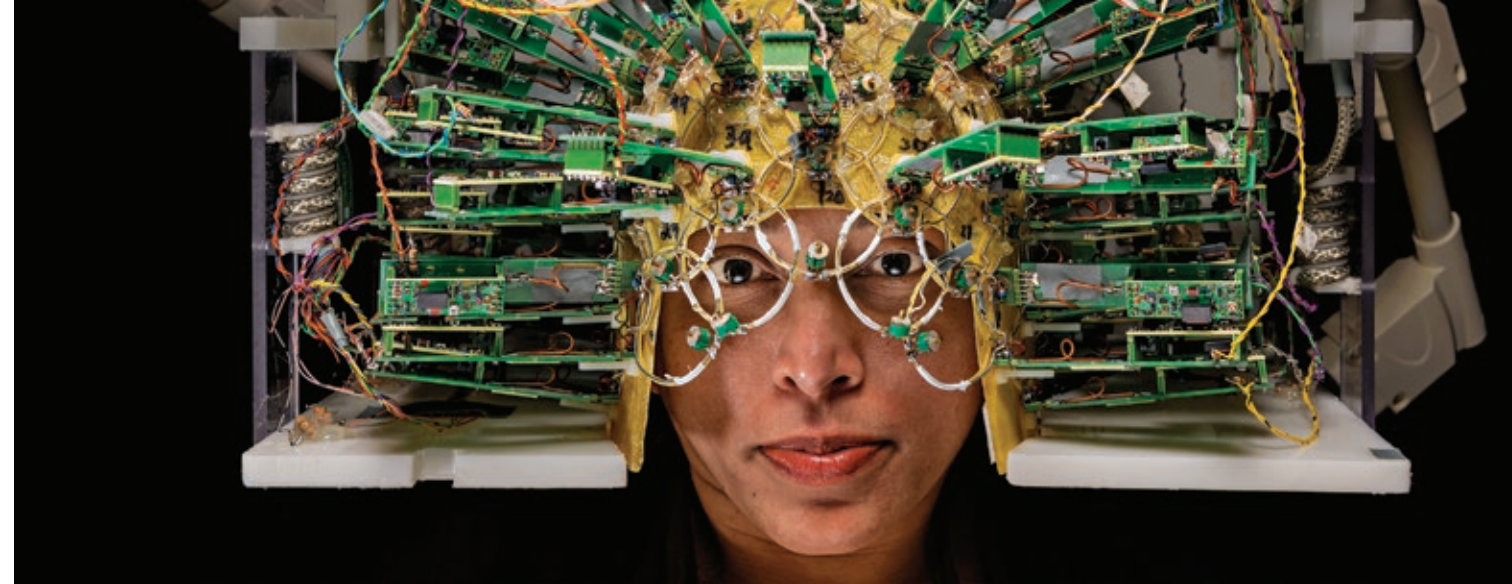
How We Can Save the  
World's Coolest Animal?  
 *Patrícia Medici*

= National Geographic Exclusive

# 1 Intelligence

## ESSENTIAL QUESTION

# What is intelligence?



What makes a person “smart”?



### READING 1

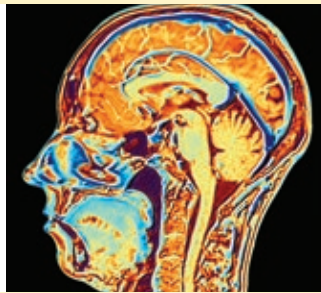
p. 6

**Out of My Mind**  
by Sharon M. Draper

**READING SKILL:** Cite Evidence

**LANGUAGE CONVENTION:** Capitalize Proper Nouns

What role does intelligence play in success?



### UNCOVER THE STORY

p. 18

**PHOTO STORY:**  
by Paolo Woods

### READING 2

p. 20

**What is IQ—and how much does it matter?**

by Alison Pearce Stevens  
from *Science News for Students*

**READING STRATEGY:** Ask Questions

**LANGUAGE CONVENTION:** Identify Pronouns and Antecedents

How does knowledge affect the brain?



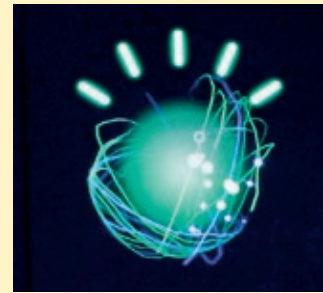
### VIDEO CONNECTION

p. 34

**London Taxi Drivers’ Brains**

**VIEWING SKILL:** Set a Viewing Purpose

In what ways are machines intelligent?



### READING 3

p. 36

**Artificial Intelligence: Building Smarter Machines**

by Stephanie Sammartino McPherson

**READING SKILL:** Analyze the Purpose of an Anecdote

**VOCABULARY:** Determine Meaning of Compound Words



### WRITING PERFORMANCE TASK

p. 48

**WRITE A FICTIONAL NARRATIVE**

**SPEAKING PERFORMANCE TASK**

p. 52

**READ YOUR NARRATIVE ALOUD**



### TAKE ACTION

p. 54

**Invention Tips for Young People**

**EXPLORER IN ACTION**  
David Moinina Sengeh

**HOW WILL YOU TAKE ACTION?**

**Personal:** Research experts’ thoughts on intelligence.

**School:** Develop a class brain bank.

**Local:** Conduct research on brain variation.

**Global:** Explore how artificial intelligence may solve global problems.

## 2 Clean Water for the World

### ESSENTIAL QUESTION

What impact can clean water have on the world?



How does access to clean water affect people's lives?

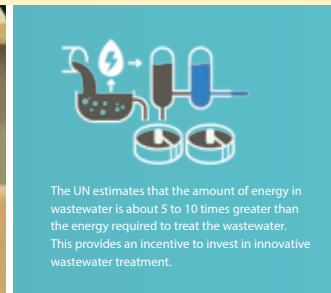


**READING 1**  
p. 60

**A Long Walk—  
Nya's Story**  
by Linda Sue Park  
from *A Long Walk to  
Water*

**READING SKILL:**  
Describe a Story's Plot

**LANGUAGE CONVENTION:**  
Subject and Object  
Pronouns



**UNCOVER THE STORY**  
p. 74

**INFOGRAPHIC:**  
Clean Water and  
Sanitation



**READING 2**  
p. 76

**Bringing Water to  
the Driest Desert  
on Earth**  
by Nick Lavars  
from *New Atlas*

**READING SKILL:** Support  
Analysis with Textual  
Evidence

**VOCABULARY:** Consult  
a Dictionary for Precise  
Definitions and Parts of  
Speech



**VIDEO CONNECTION**  
p. 80

**Singapore:  
Solving the Water  
Problem**

**VIEWING SKILL:**  
Distinguish Numbers

How has access to clean water affected the development of cities?



**READING 3**  
p. 90

**Aqueducts:  
Quenching  
Rome's Thirst**  
by Isabel Rodà

**READING STRATEGY:**  
Preview and Predict

**VOCABULARY:**  
Verify Word Meanings



**SPEAKING  
PERFORMANCE TASK**  
p. 100

**CREATE A MULTIMEDIA  
PRESENTATION**

**WRITING  
PERFORMANCE TASK**  
p. 102

**PROBLEM-SOLUTION  
ESSAY**



**TAKE ACTION**  
p. 106

**Providing the World with Clean Water**

**EXPLORER IN ACTION**  
Francesca O'Hanlon

**HOW WILL YOU TAKE ACTION?**

**Personal:** Track and reflect on your water use.  
**School:** Educate your school about the impact of food choices on water availability  
**Local:** Improve the water quality in your community.  
**Global:** Participate in the United Nations World Water Day.

# 3 Overcoming Fear

## ESSENTIAL QUESTION

# How can we overcome our fears?

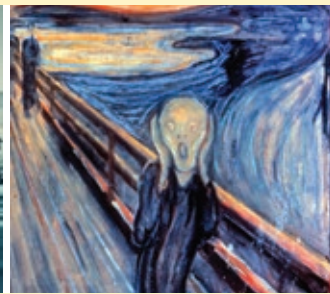


How can understanding fear help us respond to it?

Where does courage come from?

What can we do to control our fears?

What do our responses to our fears tell us about ourselves?



**READING 1**  
p. 112

**Fear on the Brain**  
by Charlene Brussos

**READING STRATEGY:** Monitor Comprehension

**LANGUAGE CONVENTION:** Understand Intensive and Reflexive Pronouns

**VIDEO CONNECTION**  
p. 124

**The Beautiful Balance Between Courage and Fear**

**VIEWING SKILL:** Understand Contrasts

**READING 2**  
p. 126

**Sully's "Deliberate Calm"**  
by Jonah Lehrer  
from the Los Angeles Times

**READING SKILL:** Analyze Key Events

**VOCABULARY:** Use a Thesaurus

**UNCOVER THE STORY**  
p. 136

**FINE ART**  
by Edvard Munch

**READING 3**  
p. 138

**Bronze and Sunflower**  
by Cao Wenxuan

**READING SKILL:** Identify the Central Idea of a Story

**VOCABULARY:** Use Word Relationships (Part/Whole)

**WRITING PERFORMANCE TASK**  
p. 152

**REPORT ON A COMMON PHOBIA**

**SPEAKING PERFORMANCE TASK**  
p. 156

**CONDUCT A PANEL DISCUSSION**

**TAKE ACTION**  
p. 158

**Improving Storm Warning Systems**

**EXPLORER IN ACTION**  
Anton Seimon

**HOW WILL YOU TAKE ACTION?**

- Personal:** Take small steps to overcome a fear.
- School:** Conduct a survey about fear at your school.
- Local:** Help people in your community be less afraid of natural disasters.
- Global:** Help people who have been affected by severe weather.

# 4 Growing Up

## ESSENTIAL QUESTION

# How do you know you are growing up?



What is the relationship between freedom and responsibility?



**READING 1**  
p. 164

**Why Are Little Kids in Japan So Independent?**  
by Selena Hoy  
from Bloomberg CityLab

**READING SKILL:**  
Identify the Central Idea

**LANGUAGE CONVENTION:**  
Pronoun Agreement

What are the challenges and triumphs of growing up?



**UNCOVER THE STORY**  
p. 174

**PHOTO STORY:**  
by Joel Sartore



**READING 2**  
p. 176

**The Turtle of Oman**  
by Naomi Shihab Nye

**READING SKILL:**  
Analyze a Text

**VOCABULARY:**  
Denotation and Connotation

Why do cultures have rites of passage?

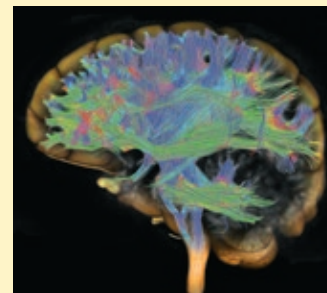


**VIDEO CONNECTION**  
p. 188

**Girl's Rite of Passage**

**VIEWING SKILL:**  
Setting

What determines adulthood besides your age?



**READING 3**  
p. 190

**Do Teenagers Really Make Bad Decisions?**  
from Frontiers for YOUNG MINDS  
by Stacey A. Bedwell

**READING STRATEGY:**  
Identify Cohesive Devices

**VOCABULARY:**  
Understand Analogies



**WRITING PERFORMANCE TASK**  
p. 200

**WRITE A HOW-TO ARTICLE**

**SPEAKING PERFORMANCE TASK**  
p. 204

**DEMONSTRATE YOUR HOW-TO PROCESS**



**TAKE ACTION**  
p. 206

**Inspiring Girls to Explore Science**

**EXPLORER IN ACTION**  
Erin Pettit

**HOW WILL YOU TAKE ACTION?**

- Personal:** Demonstrate that you're growing up.
- School:** Help peers manage stress.
- Local:** Help younger learners grow.
- Global:** Investigate barriers to growing up.

# 5 Wisdom of the Wild



## ESSENTIAL QUESTION

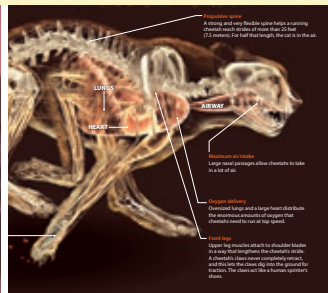
# How do animals surprise us?

What do animals think and feel?

How can animals and people interact?

What makes monarch butterflies so amazing?

What strategies can we use to understand animals' intelligence?



**READING 1**  
p. 212

**What Animals Think and Feel**  
by Carl Safina  
from *Beyond Words: What Elephants and Whales Think and Feel*

**READING SKILL:**  
Summarize

**VOCABULARY:**  
Understand Similes

**UNCOVER THE STORY**  
p. 226

**INFOGRAPHIC:**  
The Anatomy of Speed

**READING 2**  
p. 228

**Julie of the Wolves**  
by Jean Craighead George

**READING SKILL:**  
Analyze Point of View

**LANGUAGE CONVENTION:**  
Correct Unclear Pronouns

**VIDEO CONNECTION**  
p. 238

**Monarch Butterflies: Great Migration**

**VIEWING SKILL:**  
Use Visuals to Make Predictions

**READING 3**  
p. 240

**Crow Smarts**  
by Pamela S. Turner  
Photographs by Andy Comins

**READING STRATEGY:**  
Make Text-to-Self Connections

**VOCABULARY:**  
Use Greek and Latin Roots and Suffixes

**WRITING PERFORMANCE TASK**  
p. 256

**WRITE AN ARGUMENTATIVE ESSAY**

**SPEAKING PERFORMANCE TASK**  
p. 260

**DEBATE**

**TAKE ACTION**  
p. 262

**Wolves of Yellowstone**

**EXPLORER IN ACTION**  
Ronan Donovan

**HOW WILL YOU TAKE ACTION?**

- Personal:** Support a species' habitat.
- School:** Tell a visual story of the wildlife near your school.
- Local:** Volunteer for a wildlife organization.
- Global:** Help to protect an endangered species.

# 6 Exploration



## ESSENTIAL QUESTION

# Why do we explore?

What does it mean to explore?

How does it feel to make a discovery?

What motivates people to explore?

What are the benefits of exploring unfamiliar places?



**READING 1**  
p. 268

**New Ways of Seeing**  
by Sy Montgomery  
from an autobiographical account

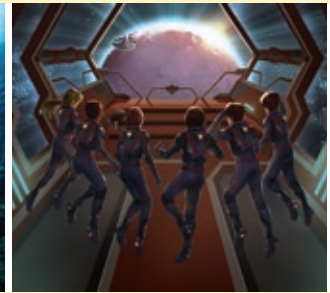
**READING STRATEGY:**  
Visualize

**VOCABULARY:**  
Use Context to Infer Meaning



**VIDEO CONNECTION**  
p. 280

Sunken Treasure  
**VIEWING SKILL:**  
Identify Viewpoint

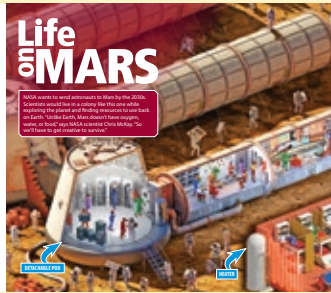


**READING 2**  
p. 282

**Destined for Mars**  
from a novel by Katie Slivensky

**READING SKILL:**  
Analyze Character and Plot

**LANGUAGE CONVENTION:**  
Use Dashes



**UNCOVER THE STORY**  
p. 296

**INFOGRAPHIC:**  
Life on Mars



**READING 3**  
p. 298

**The Next Wave of Ocean Exploration**  
by Ray Dalio and Marc Benioff  
from Wired magazine

**READING SKILL:**  
Evaluate Argument

**VOCABULARY:**  
Use Word Categories



**WRITING PERFORMANCE TASK**  
p. 308

**WRITE AN INFORMATIONAL ESSAY**

**SPEAKING PERFORMANCE TASK**  
p. 312

**CREATE A MULTIMEDIA PRESENTATION**



**TAKE ACTION**  
p. 314

**Exploring the Insect World**

**EXPLORER IN ACTION**  
R. Isaí Madriz

**HOW WILL YOU TAKE ACTION?**

- Personal:** Explore and see with new eyes!
- School:** Explore a place important to your school's community.
- Local:** Interview and thank someone who takes risks to help your community.
- Global:** Protect the world's unexplored places.

# 7 The Past

## ESSENTIAL QUESTION

# Why should we remember the past?



How have changes to schools affected us?



**READING 1**  
p. 320

**The Fun They Had**  
by Isaac Asimov

**READING SKILL:**  
Determine Theme

**LANGUAGE CONVENTION:**  
Punctuate Dialogue Correctly

How can learning about the past help us improve the world?



**UNCOVER THE STORY**  
p. 330

**PHOTO STORY:**  
by Annie Griffiths

**READING 2**  
p. 332

**The Case for Low-tech Cities**  
by Amy Fleming  
from The Guardian

**READING SKILL:**  
Determine the Author's Purpose

**VOCABULARY:**  
Use Greek and Latin Prefixes and Roots

How does one invention lead to the next?



**VIDEO CONNECTION**  
p. 344

**The Playful Wonderland Behind Great Inventions**

**VIEWING SKILL:**  
Understand a Sequence of Events



How does the past teach us to improve the present?



**READING 3**  
p. 346

**Mistakes: A Key to Learning**  
by Alison Pearce Stevens  
from Science News for Students

**READING STRATEGY:**  
Make Text-to-Self Connections

**LANGUAGE CONVENTION:**  
Use Possessive Adjectives and Pronouns



**WRITING PERFORMANCE TASK**  
p. 356

**WRITE A PERSONAL NARRATIVE**

**SPEAKING PERFORMANCE TASK**  
p. 360

**GIVE AN ORAL REPORT**



**TAKE ACTION**  
p. 362

**Protecting Peru's Cultural Heritage**

**EXPLORER IN ACTION**  
Gabriel Prieto

**HOW WILL YOU TAKE ACTION?**

**Personal:** Find similarities between your traditions and other traditions.  
**School:** Persuade your class of the best approaches to learning.  
**Local:** Lower air pollution in your community.  
**Global:** Generate and share an idea for preserving history.

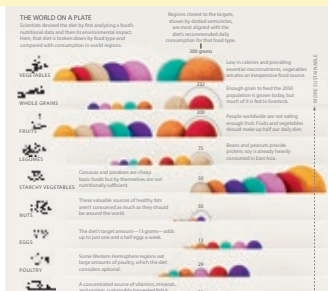
# 8 Helping Our Planet



## ESSENTIAL QUESTION

# How can we best help our planet?

What responsibility do individuals have for improving the environment?



Why is it challenging to make changes that benefit the environment?

How can we offset humans' environmental impact?

How can we protect vital ecosystems as the human population grows?



**READING 1**  
p. 368

**Choices**  
by Tess Gallagher  
**Earth Day on the Bay**  
by Gary Soto

**READING SKILL:** Identify the Poet's Purpose

**VOCABULARY:** Understand Connotation and Nuance

**UNCOVER THE STORY**  
p. 378

**INFOGRAPHIC:** Putting the Planet on A Diet

**READING 2**  
p. 380

**Should Our World Invest in the Invisible? The Pros and Cons of Wind Energy**  
by Joyce McGreevy

**READING STRATEGY:** Paraphrase Text

**VOCABULARY:** Cause-and-Effect Word Relationships

**VIDEO CONNECTION**  
p. 392

**Become Climate Neutral Now!**

**VIEWING SKILL:** Use Subtitles

**READING 3**  
p. 394

**Mangroves and the Fight Against Climate Change**  
by Sophie Tremblay from CNN

**READING SKILL:** Analyze Sidebars

**LANGUAGE CONVENTION:** Punctuate Nonrestrictive Clauses

**WRITING PERFORMANCE TASK**  
p. 404

**WRITE A POEM**

**SPEAKING PERFORMANCE TASK**  
p. 408

**PRESENT A POEM WITH A MULTIMEDIA RECITATION**

**TAKE ACTION**  
p. 410

**How We Can Save the World's Coolest Animal?**

**EXPLORER IN ACTION**  
Patrícia Medici

**HOW WILL YOU TAKE ACTION?**

- Personal:** Help the environment by using less paper.
- School:** Reduce waste in your classroom.
- Local:** Plant trees in your community.
- Global:** Promote alternative energy technology for areas without electricity.

# GENRES AT A GLANCE

## FICTION

### ADVENTURE STORY



**Julie of the Wolves**  
*Jean Craighead George*  
p. 230

### HISTORICAL FICTION



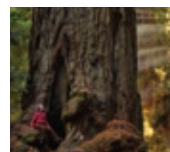
**A Long Walk—Nya's Story**  
*Linda Sue Park*  
p. 62



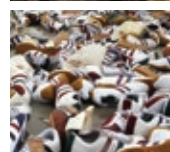
**Bronze and Sunflower**  
*Cao Wenxuan*  
p. 140

## POETRY

### POEM



**Choices**  
*Tess Gallagher*  
p. 370

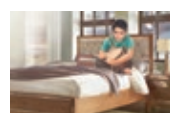


**Earth Day on the Bay**  
*Gary Soto*  
p. 372

### REALISTIC FICTION

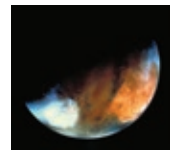


**Out of My Mind**  
*Sharon M. Draper*  
p. 8



**The Turtle of Oman**  
*Naomi Shihab Nye*  
p. 178

### SCIENCE FICTION



**Destined for Mars**  
*Katie Slivensky*  
p. 284



**The Fun They Had**  
*Isaac Asimov*  
p. 322

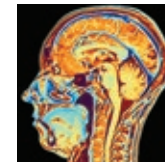
## NONFICTION

### HISTORY ARTICLE



**Aqueducts: Quenching Rome's Thirst**  
*Isabel Rodà*  
p. 92

### INFORMATIONAL ESSAY



**What Is IQ—and how much does it matter?**  
*Alison Pearce Stevens*  
p. 22



**Artificial Intelligence: Building Smarter Machines**  
*Stephanie Sammartino McPherson*  
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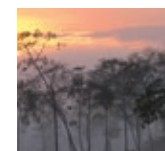


**Why Are Little Kids in Japan So Independent?**  
*Selena Hoy*  
p. 166



**Should Our World Invest in the Invisible?**  
*Joyce McGreevy*  
p. 382

### MEMOIR



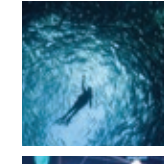
**New Ways of Seeing**  
*Sy Montgomery*  
p. 270

### NEWS ARTICLE



**Sully's "Deliberate Calm"**  
*Jonah Lehrer*  
p. 128

### PERSUASIVE ESSAY



**The Next Wave of Ocean Exploration**  
*Ray Dalio and Marc Benioff*  
p. 300



**The Case for Low-tech Cities**  
*Amy Fleming*  
p. 334

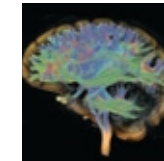
### SCIENCE ARTICLE



**Bringing Water to the Driest Desert on Earth**  
*Nick Lavars*  
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**Fear on the Brain**  
*Charlene Brussos*  
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**Do Teenagers Really Make Bad Decisions?**  
*Stacey A. Bedwell*  
p. 192



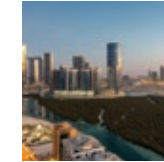
**What Animals Think and Feel**  
*Carl Safina*  
p. 214



**Crow Smarts**  
*Pamela S. Turner*  
p. 242



**Mistakes: The Key to Learning**  
*Alison Pearce Stevens*  
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**Mangroves and the Fight Against Climate Change**  
*Sophie Tremblay*  
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