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## IRA/NCTE Standards Correlations for *Graphic Organizers Simplified Grades 5–6*

The following standards apply to the entire book:

**Standard #1:** Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, class, and contemporary works.

**Standard #3:** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**Standard #6:** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation, figurative language, and genre) to create, critique, and discuss print texts.

**Standard #12:** Students use written language to accomplish their own purposes.

The biographies in *Graphic Organizers Simplified Grades 5–6* help to fulfill the standards under *Ile—Time, Continuity, and Change: Social Studies* programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can demonstrate an understanding that people in different times and places view the world differently.

Reread the article and study the graphic organizer. Circle each correct answer.

- The first coins made in the USA were made of  
a. gold  
b. silver  
c. copper  
d. nickel
- What word is a synonym for the term "milled edge"?  
a. design  
b. shilling  
c. portrait  
d. grooves
- Which of the following presidents does not have his portrait on a coin?  
a. Dwight D. Eisenhower  
b. John F. Kennedy  
c. Richard M. Nixon  
d. Franklin D. Roosevelt
- In 1965 Congress authorized the Mint to make "silver" coins from  
a. a mixture of gold and silver  
b. copper covered with a silver-colored alloy  
c. 90% silver  
d. pure copper
- Why was the Susan B. Anthony dollar removed from circulation?  
a. It was too expensive to mint.  
b. People liked the "Miss Liberty" coin better.  
c. The sculptor made a mistake.  
d. People confused it with a quarter.

Analyze and Write

Interpret the article and graphic organizer. Write your answers on the lines below.

- Explain why today's valuable coins have "milled edges."  
\_\_\_\_\_  
\_\_\_\_\_
- Describe the kinds of metals that have been used in coins from 1792 to present.  
\_\_\_\_\_  
\_\_\_\_\_
- Select three coins that have a president's portrait. Write an interesting fact about each coin.  
\_\_\_\_\_  
\_\_\_\_\_

Read the Greek myth.

# THE WEAVING CONTEST A GREEK MYTH

Arachne's nimble fingers flew over the loom like a swarm of summer butterflies. Slowly the pattern of the cloth emerged in glowing colors—purple, crimson, gold, and peacock blue.

Peta, who had come to watch her friend work, showered her with praise.

"Oh, Arachne, this is truly brilliant. No one in the world can compare with you!"

"How kind of you, Peta. But, then, I have been weaving ever since I could hold a bobbin."

"And you work so quickly, too."

Arachne smiled, her dark eyes shining with pride.



Think and Write

Use what you know and what you have just learned from the myth and graphic organizer to write your answers.

- Write a new ending for this Greek myth. Start your ending just after Athena and Arachne finish their tapestries.  
\_\_\_\_\_  
\_\_\_\_\_

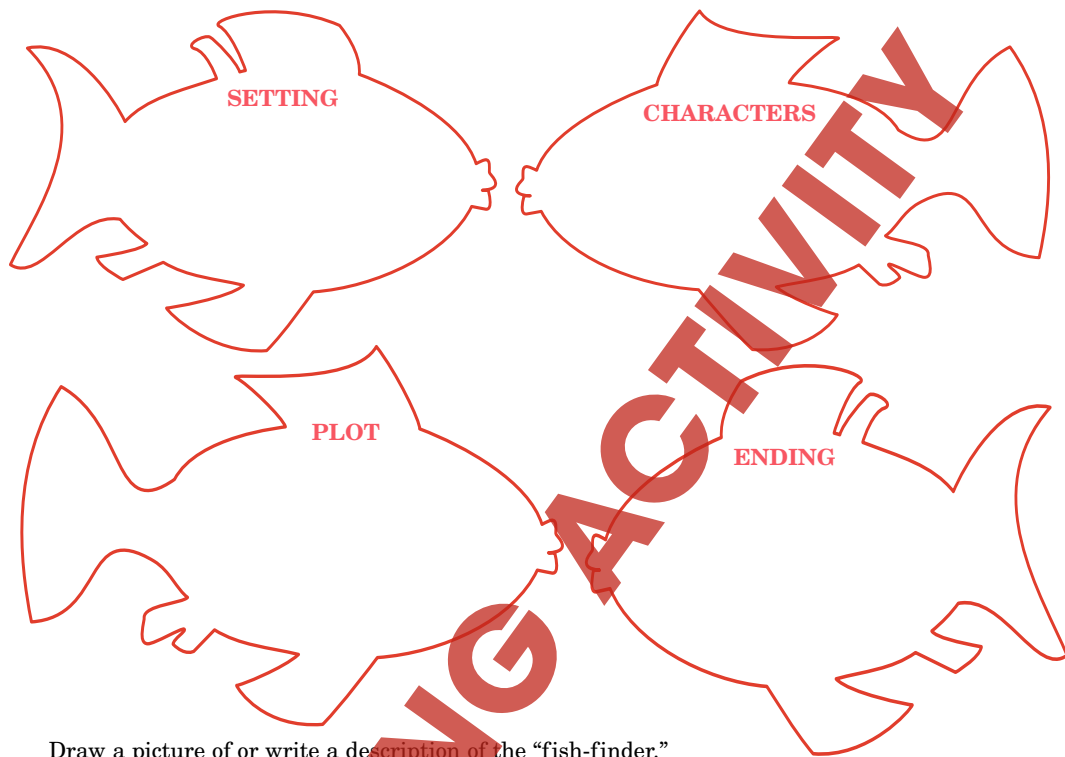
- Look up "arachnid" in the dictionary. Compare the definition to what the myth describes as Arachne's fate "to this day."  
\_\_\_\_\_  
\_\_\_\_\_

Complete the graphic organizer. Finish each sentence.

1. Jeremy and Kaela went on a balloon ride.  
2. A gust of wind almost knocked them down.  
3. The pilot \_\_\_\_\_  
4. The wind swept the balloon \_\_\_\_\_  
5. Jeremy \_\_\_\_\_  
6. Kaela \_\_\_\_\_  
7. The balloon began to \_\_\_\_\_  
8. Jeremy grabbed the \_\_\_\_\_  
and \_\_\_\_\_  
9. The balloon \_\_\_\_\_  
10. Finally, the balloon \_\_\_\_\_  
and \_\_\_\_\_

Below the lightbulb is a drawing of a hot air balloon basket on a tripod stand.

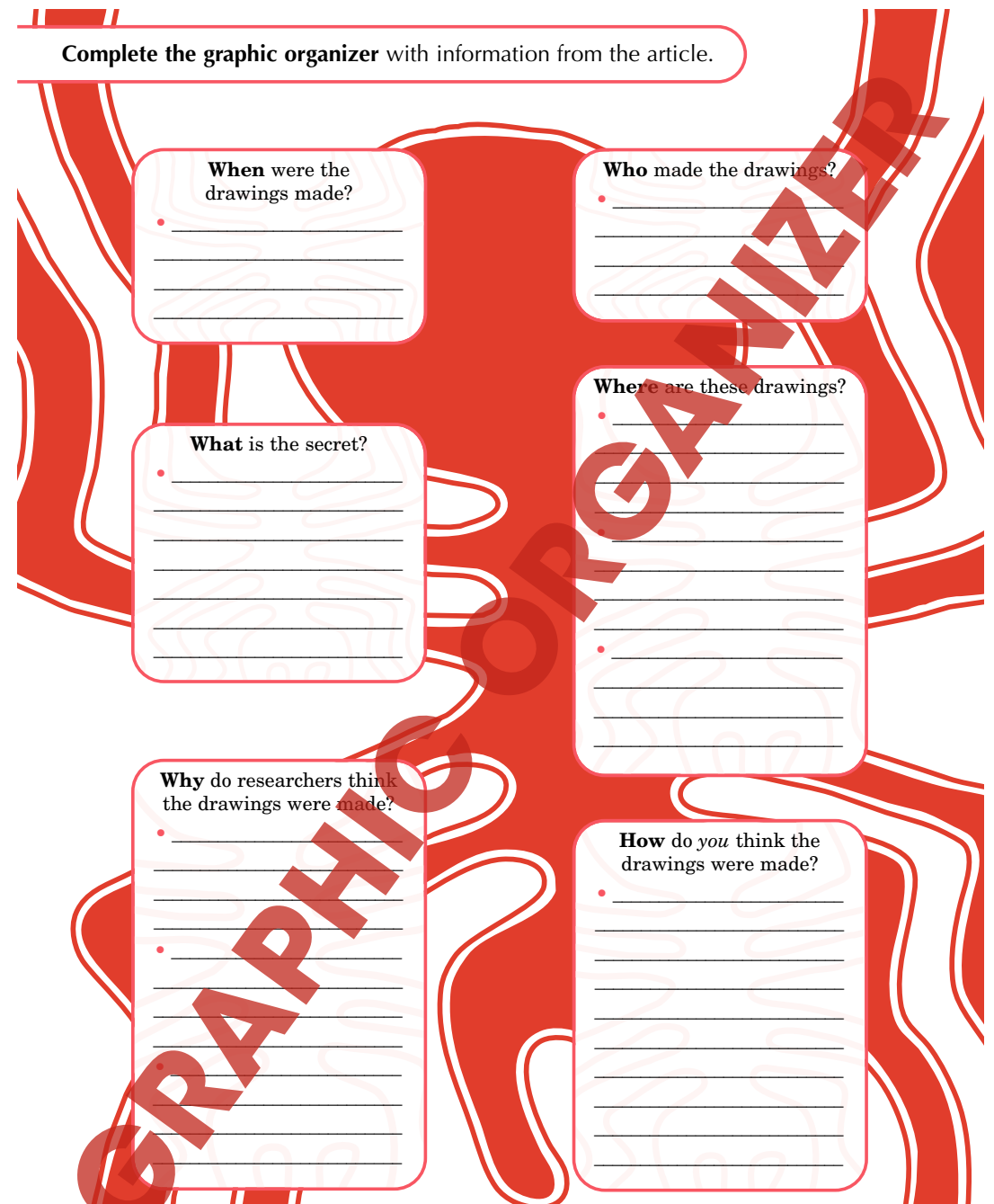
Complete the graphic organizer with information from the story.  
Put your answers in the FISH.



Draw a picture of or write a description of the "fish-finder."

DRAWING ACTIVITY

Complete the graphic organizer with information from the article.



Reread the article and study the graphic organizer.  
Circle each correct answer.

1. In what country are the Nazca Desert drawings located?
  - a. USA
  - b. Egypt
  - c. Peru
  - d. Brazil
2. Pampa, a huge stretch of desert, means
  - a. flat place
  - b. pasture land
  - c. wa'kas
  - d. Spanish river
3. What is probably *not* a reason why the Nazcas created the drawings?
  - a. to communicate with gods and nature
  - b. for visitors from other planets
  - c. as a calendar for agriculture
  - d. to frighten foreign invaders
4. Another contribution attributed to the Nazca people was
  - a. a library system
  - b. irrigation canals
  - c. farm machinery
  - d. construction blueprints
5. What objects are scattered along the pathways or drawings?
  - a. broken pottery and seashells
  - b. parts of a hot-air balloon
  - c. early farm equipment
  - d. spokes from a wheel

Analyze and Write

Interpret the article and graphic organizer.  
Write your answers on the lines below.

6. Explain the meaning of this statement: The Nazca society lived "in harmony with nature."

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7. Review the reasons proposed for the Nazcas' drawings. Which *one* do you believe is the best reason and why?

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8. Using examples from the article, explain why water was so important to the Nazca society.

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Complete the graphic organizer with information from the story.

