

California

Wonders

ELD Companion Worktext

Unit 2 ●

Mc
Graw
Hill
Education



TALK ABOUT IT

Weekly Concept Influences



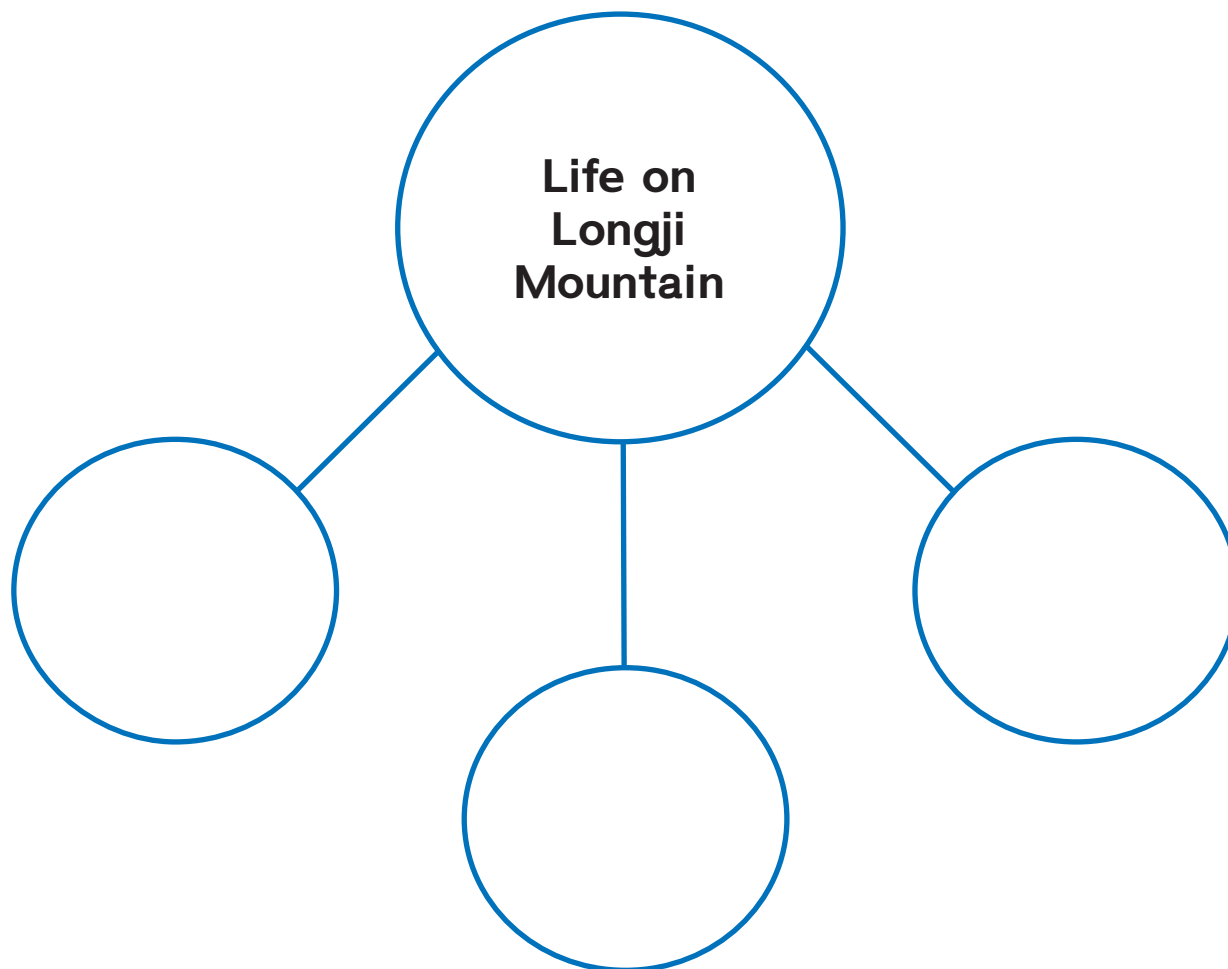
Essential Question

What influences the development of a culture?

» Go Digital



Look at the photo. How do the people farm on the mountain?
Write words in the chart about what you see.



Discuss how the land affects farming on Longji Mountain. Use words from the chart. Complete the sentences.

The farmers are growing _____. They cut _____
into the mountain. They _____ the fields with water.

More Vocabulary



Look at the picture. Read the word. Then read the sentence.

Talk about the word with a partner. Write your own sentence.



amazement

The children watched the insect in **amazement**.

Complete the sentence. Write the word.

We watched the show in _____.

What have you watched in **amazement**?

I have watched _____ in amazement.



display

The fans **display** their excitement.

What word means the same as *display*?

cry show walk

Where do you **display** your excitement?

I display my excitement at _____
_____.

Words and Phrases: *your, our*



The word *your* tells what belongs to you.

What do you like?

You like **your** new bicycle.



The word *our* tells what belongs to us.

What are we doing?

We are reading **our** books.



Talk with a partner. Look at the pictures. Read the sentences.

Write the word that completes the sentence.



You need _____ pen.
your our



We are playing _____ favorite game.
your our

**1 Talk About It**

Look at the illustration. Read the title. Discuss what you see. Use these words.

secret girl woman weaving

Write about what you see.

The story is about _____

Who are the people you see?

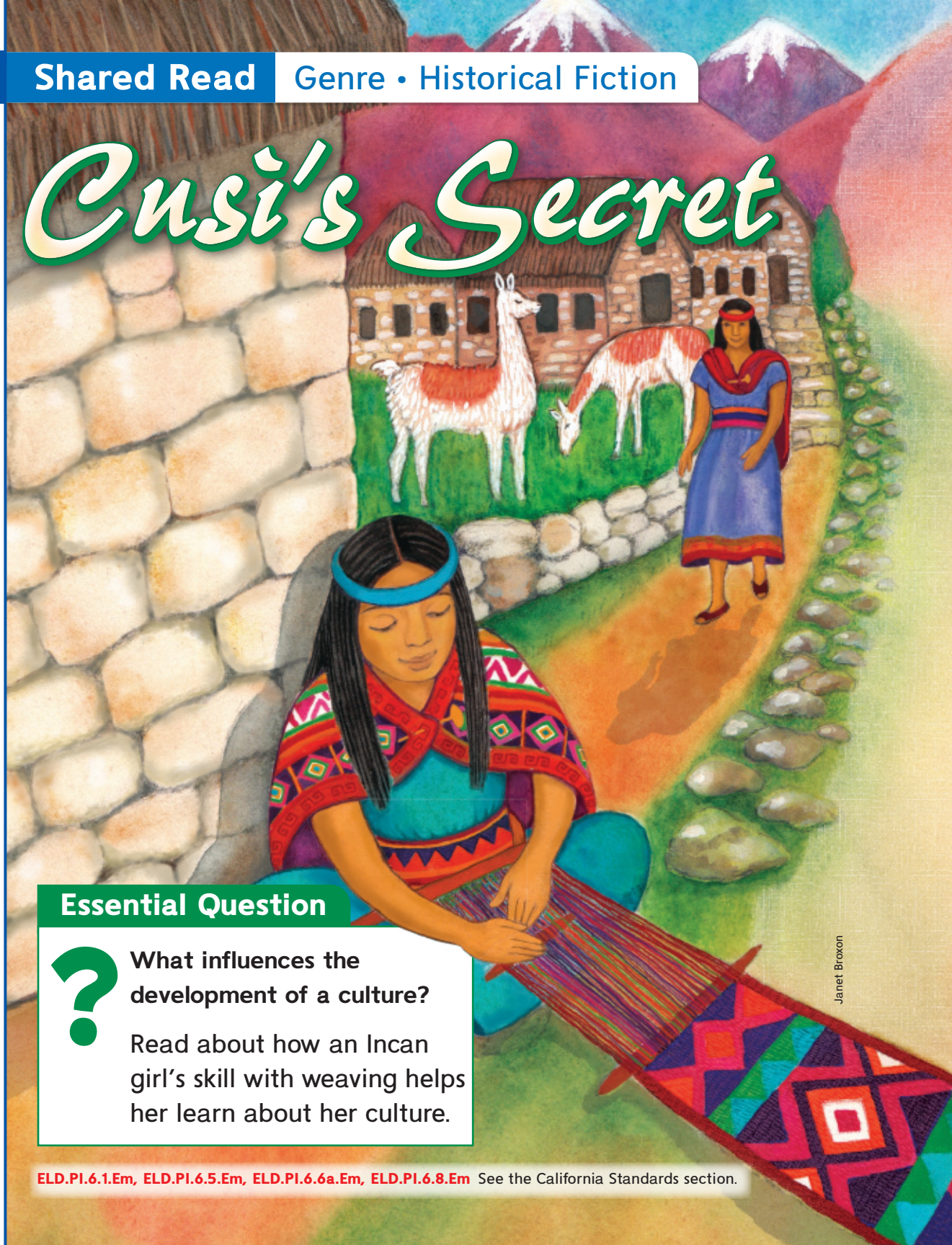
The people are _____

What is the girl doing?

The girl is _____

Take notes as you read the story.

Cusi's Secret



Essential Question



What influences the development of a culture?

Read about how an Incan girl's skill with weaving helps her learn about her culture.

Janet Broxon

The Inca value beautiful textiles, or cloth. The year is 1430, and Cusi is an 11-year-old Incan girl with a special talent for weaving. Although few girls are allowed to receive an education in Incan society, Cusi dreams of going to school.

Learning from Family

Cusi and her mother worked at their handheld looms. Cusi asked, “Mama, how did our family become such fine weavers?”

“I learned how to weave from my mother, your grandmother,” Cusi’s mother said. “Your grandmother learned from her mother, too.”

Cusi gazed over at the girls’ schoolhouse on a nearby hill. “How I wish I could go there,” Cusi said. “Why do so few girls have a chance to learn?”

School

Cusi saw one of the school’s *mamaconas*, or teachers, walking along a nearby path. The woman stopped to watch Cusi weave. Cusi pretended not to see the teacher. But she did her very best to show off her skills.

Cusi’s hands glided over the woolen strands, darting as quickly as a hummingbird flies. The teacher watched in **amazement**.

Then Cusi looked up to see her parents greeting the teacher at the door. The teacher talked to them. “I watched your daughter working at her loom. She is young to have such expertise. Will you allow her to become one of my students?”

Text Evidence



1 Specific Vocabulary ACT

Read the second sentence in the first paragraph. The word *talent* means “a natural ability to do something well.” What is Cusi’s talent?

Cusi has a talent for _____.

2 Comprehension Point of View

Read the second paragraph. Circle the nouns and pronouns that tell you the story is told from the third-person point of view. What does Cusi want to know? Underline the question.

3 Sentence Structure ACT

Read the fourth paragraph. Who is speaking? Underline the words that tell you. Where does Cusi wish she could go?

Cusi wishes she could go to the
_____.

Text Evidence



1 Comprehension

Point of View

Read the first sentence. Circle the nouns and pronouns that tell you the story is written from the third-person point of view. Why didn't Cusi "jump for joy"? Underline the words that tell you.



2 Talk About It

What does Cusi learn at school? Discuss with a partner. Then write about it.

At school, Cusi learns _____

_____.

3 Specific Vocabulary **ACT**

Read the last sentence of the fifth paragraph. The verb *fascinated* means "interested someone very much." What fascinated Cusi?

The _____
fascinated Cusi.

Cusi wanted to jump for joy, but she knew she couldn't **display** her emotions. Cusi's father said, "We would be honored to have Cusi attend school. An education will be of great benefit to her."

Cusi felt hopeful. But she was nervous, too.

Learning at School

Cusi found living at the school so different from being at home. She learned about Incan history and beliefs. She also learned how to prepare foods.

The highlight of Cusi's new life was weaving class. She loved learning to spin yarn from the wool of *vicuñas*. Cusi had seen the tiny camels roaming distant hills. Once on market day, she had even secretly stroked a garment made from their silky wool. Cusi knew only royal people could wear such robes.

One afternoon, Cusi began to daydream in class. She remembered the time she had seen a village elder using a *quipu*. He used it to count the alpacas in the herds. The counting tool, made by knotting strands of wool, **fascinated** her.

Cusi had asked the man how to use the counting threads. The man had shouted angrily at Cusi. "Only men may use the *quipu*!"

Cusi had run away. But she never forgot about the *quipu*. Even now, her fingers worked at tying knots in a wool cord. She knew the *quipu* was a key to great knowledge.

ELD.PI.6.1.Em, ELD.PI.6.5.Em, ELD.PI.6.6a.Em, ELD.PI.6.6c.Em, ELD.PI.6.8.Em, ELD.PI.6.10a.Em, ELD.PII.6.2a.Em See the California Standards section.

A classmate's shout startled Cusi from her thoughts. "Cusi fell asleep!" The girls broke into laughter. Cusi hid the knots in her lap.

"Enough!" the teacher said to quiet the class. "Cusi, please step outside."

Keeping a Secret

Cusi held the knotted wool behind her back. "Show me what you have made," Mamacona said sternly. Cusi gave her the knots. "Is this a *quipu*? Women should not have these things."

"But if I knew how to use the *quipu*," Cusi pleaded, "I could keep school records. Then the royal merchants could no longer cheat us when buying our *vicuña* robes."

Mamacona had also had a **thirst for knowledge** when she was a girl. Her brother had secretly taught her how to keep accounts with the *quipu*.

"I will teach you how to make a *quipu*," she whispered. Cusi's face lit up. "But you must promise never to tell anyone!"

Cusi hugged her teacher. "I promise. I will learn, and I will forever keep our secret!"

Make Connections



Talk about the importance of wool and weaving in the Incan culture. **ESSENTIAL QUESTION**

Describe a time when you learned something you had wanted to know for a long time. **TEXT TO SELF**

ELD.PI.6.1.Em, ELD.PI.6.5.Em, ELD.PI.6.6a.Em, ELD.PI.6.6c.Em, ELD.PI.6.8.Em, ELD.PI.6.10a.Em, ELD.PII.6.2a.Em See the California Standards section.

Text Evidence



1 Sentence Structure **ACT**

Read the first paragraph. Circle the punctuation marks that show you someone is speaking. What did Cusi's classmate shout?

Her classmate shouted,

"_____!"

2 Specific Vocabulary **ACT**

Read the first sentence of the fifth paragraph. The idiom *a thirst for knowledge* means "a desire to know." Who had also had a thirst for knowledge when she was a girl?



COLLABORATE

3 Talk About It

What does Mamacona agree to do at the end of the story? What does Cusi promise to do?

Mamacona agrees to _____.

Cusi promises to _____.

Write to Sources

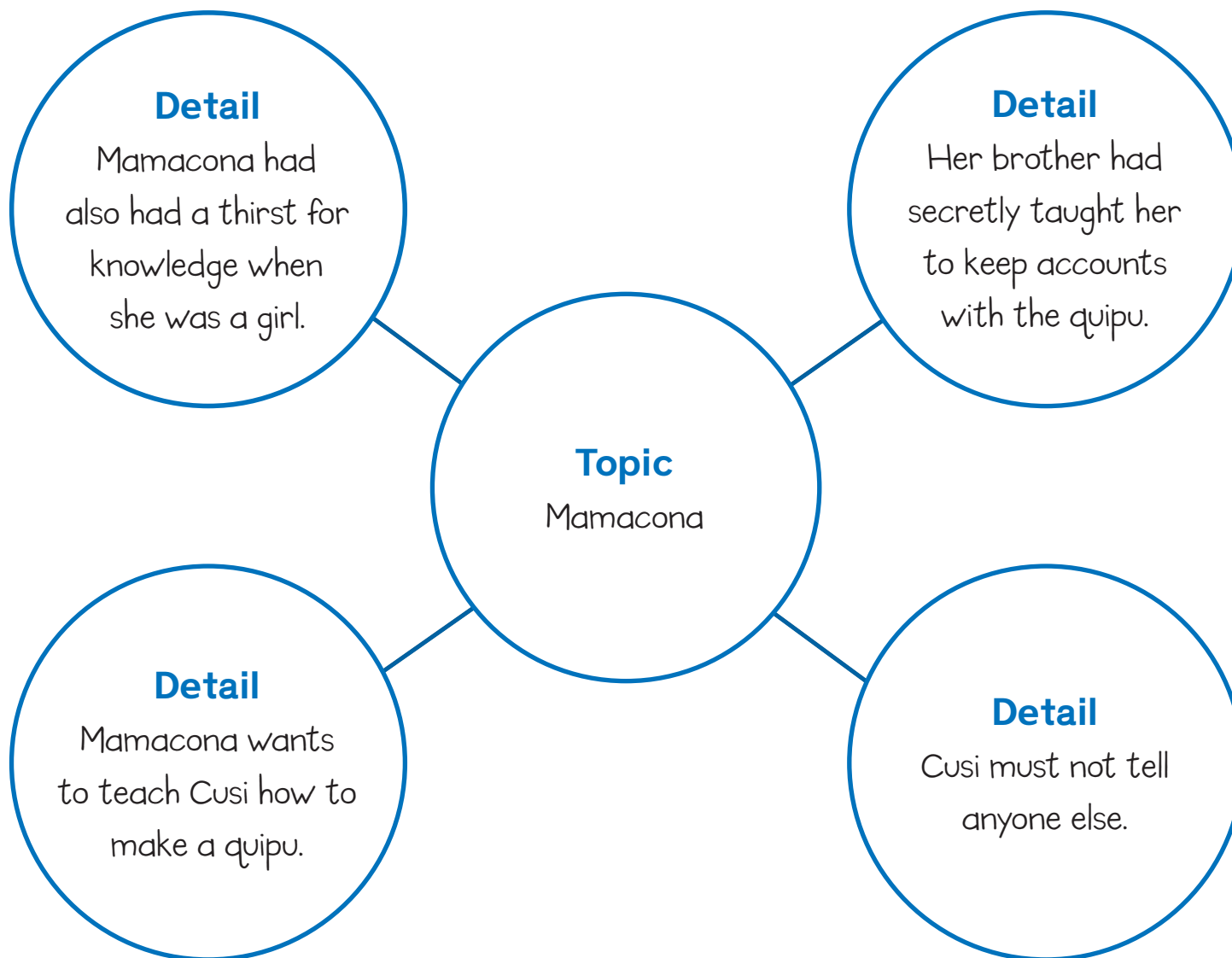


Nicolás

Take Notes About the Text I took notes on the idea web to answer the prompt: *Write a paragraph from Mamacona's point of view. Tell how she feels about teaching Cusi how to use a quipu.*





pages 44–47



Respond to the Text



Partner Discussion Work with a partner. Read the questions about “Cusi’s Secret.” Show where you found text evidence. Write the page numbers. Then discuss what you read.

| | |
|---|---|
| <p>Why is Cusi invited to attend school?</p> <p>A teacher from the girls’ school _____.</p> <p>Cusi does her best to _____.</p> <p>The teacher is amazed. She _____.</p> | <p>Text Evidence </p> <p>Page(s): _____</p> <p>Page(s): _____</p> <p>Page(s): _____</p> |
| <p>What does Cusi learn about her culture?</p> <p>Cusi learns about _____ at school.</p> <p>Cusi wants to learn _____.</p> <p>Mamacona agrees _____.</p> | <p>Text Evidence </p> <p>Page(s): _____</p> <p>Page(s): _____</p> <p>Page(s): _____</p> |



Group Discussion Present your answers to the group. Cite text evidence for your ideas. Listen to and discuss the group’s opinions.



Write Work with a partner. Look at your notes about “Cusi’s Secret.” Write your answer to the Essential Question. Use text evidence to support your answer. Use vocabulary words in your writing.

How does Cusi learn about her culture?

A teacher from the girls’ school watches _____

and _____.

Cusi learns about _____ at school.

Cusi is able to learn about her culture because _____

_____.



Share Writing Present your writing to the class. Discuss their opinions. Talk about their ideas. Explain why you agree or disagree with their ideas. You can say:

I agree with _____.

That’s a good comment, but _____.

Write About the Text I used notes from my idea web to write a paragraph from Mamacona's point of view.

Student Model: *Narrative Text*

It is a risk to teach Cusi how to use a quipu. I wanted to say no. I almost did. Then I remembered something. I had had a thirst for knowledge when I was a girl, too. My brother had secretly taught me to keep accounts with the quipu. Today, this skill helps me at work. I want to help Cusi learn this skill, too. I know she will not tell anyone else. She will keep the secret. I have decided to take the risk to help Cusi.

TALK ABOUT IT



Text Evidence

Draw a box around a sentence that comes from the notes. Why does Nicolás use this detail in his paragraph?

Grammar

Circle a present tense verb. Why does Nicolás use this present-tense verb in his paragraph?

Connect Ideas

Underline the last two sentences. How can you use the word *so* to combine the sentences to connect ideas?

Your Turn



Write a paragraph from Cusi's point of view. Tell what she will do the next time she sells vicuña robes to the royal merchants. Use text evidence.

>> Go Digital

Write your response online. Use your editing checklist.

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TALK ABOUT IT

Weekly Concept Influences



Essential Question

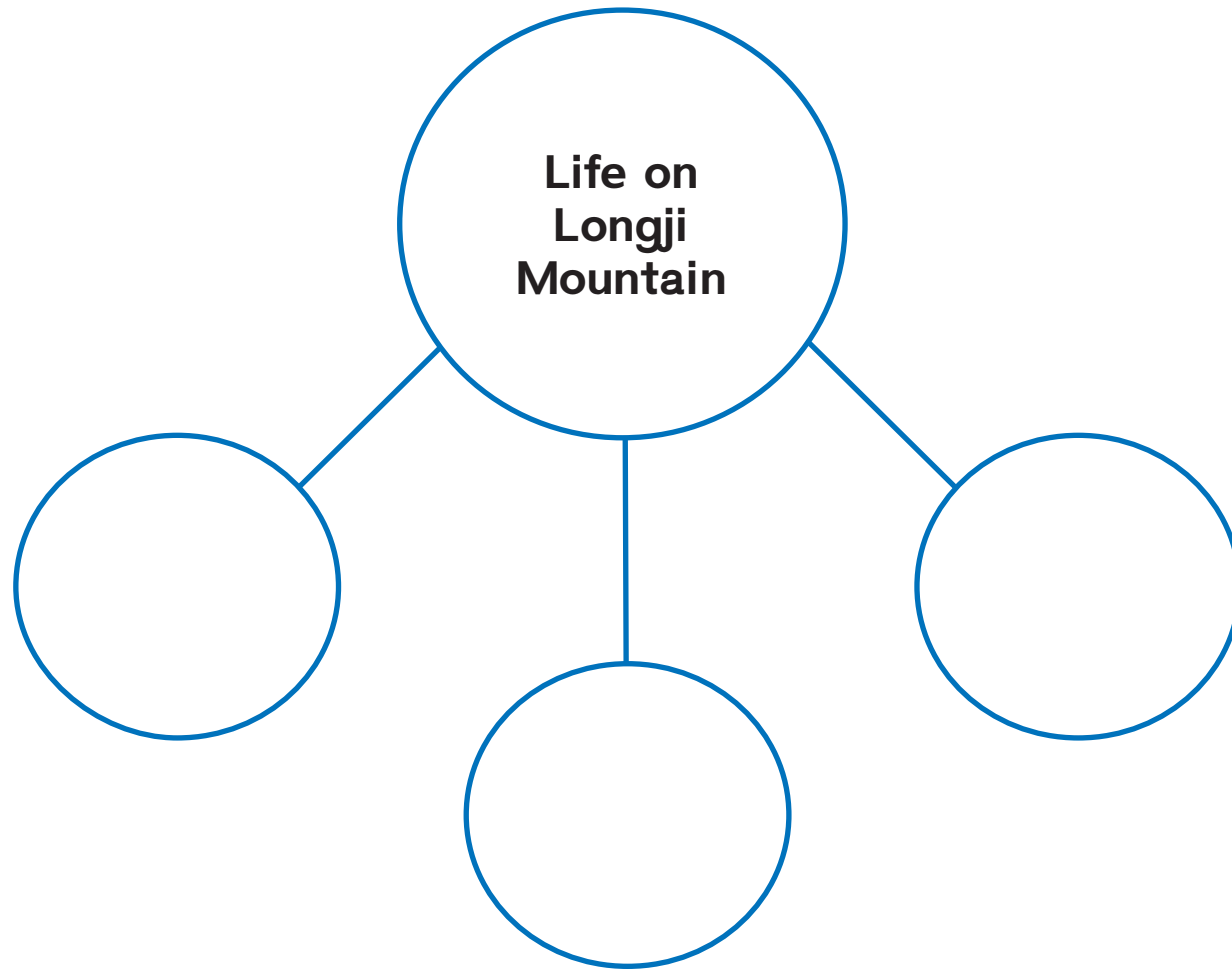
What influences the development of a culture?

» Go Digital





What does the photo show about farming on Longji Mountain?
Write words in the chart about what you see.



Discuss how the land influences the farming culture on Longji Mountain. Use words from the chart. You can say:

The people of Longji Mountain farm by _____. They farm this way because _____.

More Vocabulary



COLLABORATE

Look at the picture and read the word. Then read the sentence.

Talk about the word with a partner. Write your own sentence.



amazement

The girls looked in **amazement** as the insect crawled by.

I looked in *amazement* when _____.



display

The sports fans often **display** their excitement.

I *display* my excitement when _____.



longingly

Claudio looked **longingly** at the new bicycle.

I once looked *longingly* at _____.



optimism

The farmer showed **optimism** even when there was no rain.

Another word for *optimism* is _____.

Words and Phrases

Phrasal Verbs

show off = show something proudly

My brothers often show off their basketball skills.

lit up = showed excitement

My face lit up when I received an A for my report.

Read the sentences below. Write the phrasal verb that means the same thing as the underlined words.

The students show proudly their paintings at the school fair.

The students _____ their paintings at the school fair.

My friend's face showed excitement when she received a new watch.

My friend's face _____ when she received a new watch.

» **Go Digital** Add these phrasal verbs to your New Words notebook. Write a sentence to show the meaning of each.



patiently

The students waited **patiently** for their lunches.

I wait *patiently* to buy _____.



sternly

The principal talked to the students **sternly** when they brought their cell phones to class.

My teacher talked to me **sternly** when _____.

**1 Talk About It**

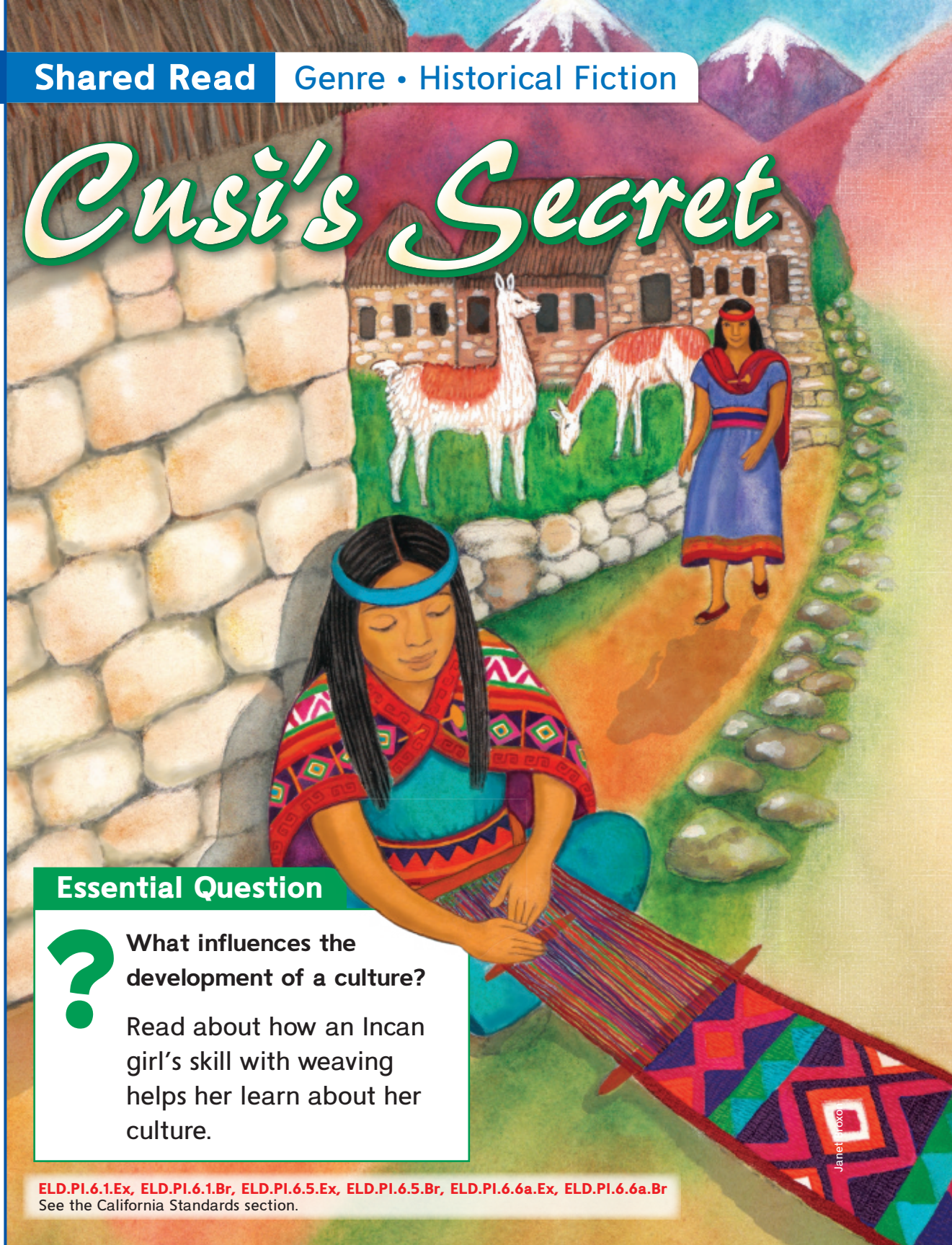
Read the title. Talk about what you see. Write your ideas.

What does the title tell you?

What does the illustration show?

Take notes as you read the story.

Cusi's Secret

**Essential Question**

What influences the development of a culture?

Read about how an Incan girl's skill with weaving helps her learn about her culture.

Beautiful textiles had great value to the Inca, whose empire arose in what is now Peru. The year is 1430, and 11-year-old Cusi is an Incan girl with a special talent for weaving. Although few girls were allowed to receive an education in Inca society, Cusi dreams of going to school.

A Family Tradition

As they did most mornings, Cusi and her mother were working at their handheld looms. A curious girl, Cusi asked, “Tell me again, Mama: How is it that our family became such fine weavers?”

“When I was a girl, your grandmother taught me to shear wool from the alpaca in our herds and then to weave with it,” Cusi’s mother **patiently** responded. “It was *her* mother—your great grandmother—who had passed our family’s legacy on to her.”

When the sun grew warm, Cusi took her loom to the shadows beneath the eaves of their house. Alone now, she gazed over at the girls’ schoolhouse gleaming on a nearby hill. “How I wish I could go there,” she said **longingly**. “I do not understand why there are schools for all the boys but so few girls have a chance to learn. It is not fair!”

A Special Invitation

As Cusi was voicing her thoughts, she spied one of the school’s *mamaconas*, or teachers, walking along a nearby path. Cusi fell silent as the woman stopped to watch her weave. Pretending not to see the teacher, she did her very best to show off her skills.

Cusi began working a vibrant pattern into the perimeter of the cloth. Her hands deftly glided over the woolen strands, darting as quickly as a hummingbird flies. The teacher watched in **amazement**, impressed by the loveliness and symmetry of Cusi’s design.

Then Cusi’s **concentration was broken** by a knocking sound. She looked up to see her parents greeting Mamacona at the door. Humbly, the teacher said to them, “I watched your daughter working at her loom. She is young to have such expertise. Will you allow her to become one of my students?”

Text Evidence

1 Sentence Structure **ACT**

Read the first sentence of the first paragraph. Circle the pronoun *they*. Underline the nouns that the pronoun *they* refers to. Who worked on looms most mornings?

2 Comprehension Point of View

Read the third paragraph. Circle the pronouns that tell you the story is written from the third-person point of view.

3 Specific Vocabulary **ACT**

Read the last paragraph. The idiom *concentration was broken* means “thinking was interrupted by someone or something.” Why is Cusi’s concentration broken?

Text Evidence



1 Specific Vocabulary ACT

Read the second sentence in the fourth paragraph. The word *relished* means “got great pleasure or satisfaction from something.” What does Cusi relish learning in weaving class?

2 Sentence Structure ACT

Read the first sentence of the fifth paragraph. The word *while* tells you that two things happen at the same time. When did Cusi begin to daydream? Draw a box around the part of the sentence that tells you.



COLLABORATE

3 Talk About It

Discuss why the man shouts at Cusi when she asks how to use the *quipu*. Then write about it.

Hearing this, Cusi wanted to rush forward and shout for joy, but she knew Incan girls should not **display** such impudence. So she remained still. After what seemed like hours, Cusi’s father spoke. “We will miss her, but yes, we would be honored to have Cusi attend school. An education will be of great benefit to her.”

That night, Cusi’s parents made the arrangements for her to begin school. She would leave them in just one week. Cusi felt such **optimism**, but she was nervous, too.

Much to Learn

Cusi found living at the school so different from being at home. She had to memorize the essentials of Incan history and beliefs, and she also learned to prepare foods, including *chicha morada*, a special drink made from purple corn.

But the highlight of Cusi’s new life was weaving class. She **relished** learning to spin yarn from the precious wool of *vicuñas*. Cusi had glimpsed the tiny camels roaming distant hills, and once on market day she had even secretly stroked a garment made from their silky

wool. She knew only royal people could wear such robes. “It is a privilege just to touch fibers as fine as these,” she sighed contentedly.

One afternoon, while the other girls were practicing techniques she had already mastered, Cusi began to daydream. Her thoughts drifted back to a day when she had seen a village elder using a *quipu* to count and record the number of alpacas in the herds. The counting tool, made by knotting strands of wool, had fascinated her.

“Excuse me, sir,” she had said to the man. “Will you please show me how to use the counting threads?”

With a sneer of derision, the man had shouted angrily at Cusi. “Foolish girl! Has no one told you only men may use the *quipu*? Never speak such nonsense again!”

Cusi had run away as fast as her legs would take her, yet she never forgot about the *quipu*. Even now, as she recalled that long ago scene, her fingers worked at tying knots in a wool cord. She was convinced the secrets of this forbidden tool were the key to great knowledge.

Suddenly, a classmate's shout startled Cusi from her thoughts. "Cusi has fallen asleep!" The girls broke into laughter and, blushing, Cusi hid the knots in her lap.

"Enough!" the teacher said to quiet the class. "Cosy, please step outside."

A Secret to Treasure

When they were alone, Mamacona gestured toward the knotted wool that Cusi held behind her back. "Show me what you have made," she said **sternly**. When Cusi gave her the knots, the woman's eyes widened in alarm. "Is this a *quipu*? Women should not possess these things. You take great risk!"



"But if I knew how to use the *quipu*," Cusi pleaded, "I could keep school records, and the royal merchants could no longer cheat us when buying our *vicuña* robes."

Mamacona struggled with her thoughts. She knew well the ban against women using the *quipu*, but she herself had possessed this thirst for knowledge when she was a girl. She recalled how her brother had secretly taught her to keep accounts with the *quipu*. In the end, she **was won over** by Cusi's hopeful plea.

"I will teach you to make a *quipu* properly," she whispered. Cusi's face lit up. "But...you must promise never to tell anyone!"

Cusi hugged her teacher. "Thank you, Mamacona. I promise. I will not disappoint you. I will learn, and I will forever keep our secret!"

Make Connections



Talk about the importance of wool and weaving in the Inca culture.

ESSENTIAL QUESTION

Describe a time when you learned something you had wanted to know for a long time. **TEXT TO SELF**

ELD.PI.6.1.Ex, ELD.PI.6.1.Br, ELD.PI.6.5.Ex, ELD.PI.6.5.Br, ELD.PI.6.6a.Ex, ELD.PI.6.6a.Br, ELD.PI.6.6b.Ex, ELD.PI.6.6b.Br, ELD.PI.6.8.Ex, ELD.PI.6.8.Br See the California Standards section.

Text Evidence



1 Comprehension

Point of View

Read the first paragraph.

Circle the nouns and pronouns that tell you the story is written from the third-person point of view.

2 Sentence Structure **A C T**

Read the first sentence in the third paragraph. Draw a box around the prepositional phrase that indicates the location of the knotted wool.

3 Specific Vocabulary **A C T**

Read the last sentence of the fifth paragraph. The idiom "was won over" means "was persuaded." Write the sentence that tells you what won over Mamacona.

Respond to the Text



Partner Discussion Work with a partner. Answer the questions. Discuss what you learned about “Cusi’s Secret.” Write the page numbers where you found text evidence.

| | |
|--|--|
| <p>Why is Cusi invited to attend school?</p> <p>A teacher from the girls’ school watches _____.</p> <p>So Cusi _____.</p> <p>The teacher is impressed and _____.</p> | <p>Text Evidence </p> <p>Page(s): _____</p> <p>Page(s): _____</p> <p>Page(s): _____</p> |
| <p>What does Cusi learn about her culture?</p> <p>At school, Cusi learns _____.</p> <p>_____.</p> <p>Cusi wants to learn _____, but _____.</p> <p>_____.</p> <p>Mamacona agrees _____.</p> | <p>Text Evidence </p> <p>Page(s): _____</p> <p>Page(s): _____</p> <p>Page(s): _____</p> |



Group Discussion Present your answers to the group. Cite text evidence to justify your thinking. Listen to and discuss the group’s opinions about your answers.



Write Review your notes about “Cusi’s Secret.” Then write your answer to the Essential Question. Use text evidence to support your answer. Use vocabulary words from this week’s reading in your writing.

How does Cusi learn about her culture?

A teacher from the girls’ school watches _____
and _____.

At school, Cusi learns about _____
_____.

Therefore, Cusi is able to learn more about _____ because
_____.



Share Writing Present your writing to the class. Discuss their opinions. Think about what the class has to say. Did they justify their claims? Explain why you agree or disagree with their claims.

I agree that _____.

I disagree with _____ because _____.

Write to Sources



Nicolás

Take Notes About the Text I took notes on this idea web to answer the prompt: *Write a paragraph from Mamacona's point of view. Tell how she feels about teaching Cusi how to make and use a quipu. Use details from the text.*



pages 116–119

Detail

Mamacona struggled with her thoughts. She knew about the ban against women using a quipu.

Detail

Mamacona had also possessed a thirst for knowledge when she was a girl.

Topic

Mamacona

Detail

Her brother had secretly taught her to keep accounts with the quipu.

Detail

In the end, Mamacona was won over by Cusi's hopeful plea.

Write About the Text I used notes from my idea web to write a paragraph from Mamacona's point of view.

Student Model: *Narrative Text*

At first, I didn't know whether I should teach Cusi how to make and use a quipu. It is a great risk because of the ban against women using a quipu. But then I thought about my own childhood. I had also possessed a thirst for knowledge when I was a young girl. My brother had secretly taught me how to use the quipu. Knowing how to use the quipu is important knowledge. It has helped me in my life. It has helped me in my work. I want to help Cusi learn these skills, too. She is very hopeful about learning and using them.

TALK ABOUT IT



Text Evidence

Draw a box around a sentence that comes from the notes. Why does Nicolás use this detail in his paragraph?

Grammar

Circle the verb phrase in the seventh sentence. Why does Nicolás use the present perfect form of the verb in this sentence?

Condense Ideas

Underline sentences 6-8. How can you combine the sentences to condense ideas?

Your Turn



Write a paragraph from Cusi's point of view. Describe what she will do the next time she sells her vicuña robes to the royal merchants. Use text evidence for support.

>> Go Digital

Write your response online. Use your editing checklist.