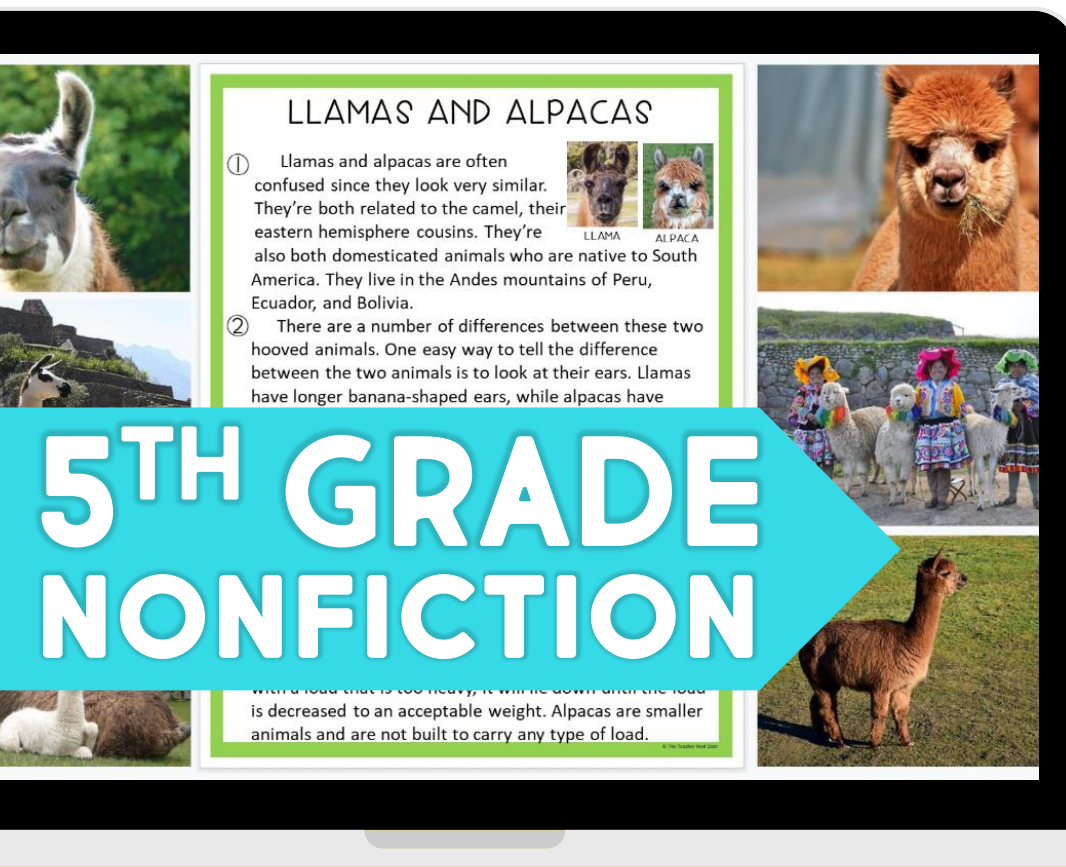


# KNOWLEDGE BUILDERS



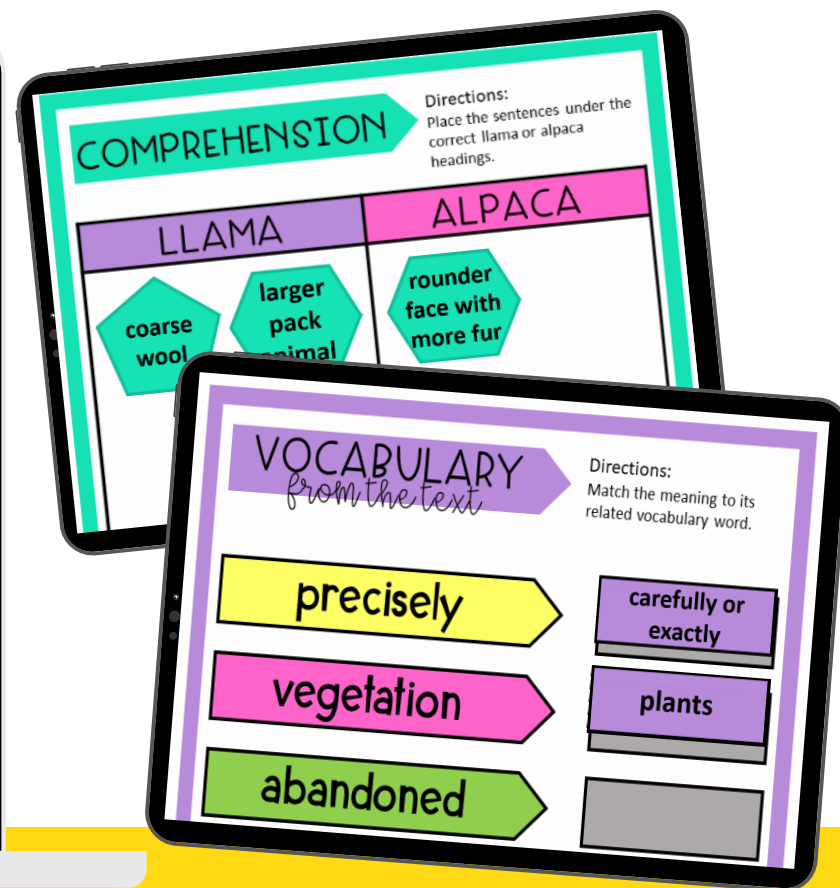
## LLAMAS AND ALPACAS

① Llamas and alpacas are often confused since they look very similar. They're both related to the camel, their eastern hemisphere cousins. They're also both domesticated animals who are native to South America. They live in the Andes mountains of Peru, Ecuador, and Bolivia.

② There are a number of differences between these two hooved animals. One easy way to tell the difference between the two animals is to look at their ears. Llamas have longer banana-shaped ears, while alpacas have

With a load that is too heavy, it will lie down until the load is decreased to an acceptable weight. Alpacas are smaller animals and are not built to carry any type of load.

### 5TH GRADE NONFICTION



### COMPREHENSION

Directions: Place the sentences under the correct llama or alpaca headings.

LLAMA	ALPACA
coarse wool	rounder face with more fur
larger pack animal	

### VOCABULARY

from the text

Directions: Match the meaning to its related vocabulary word.

precisely	carefully or exactly
vegetation	plants
abandoned	

# TEXT EVIDENCE

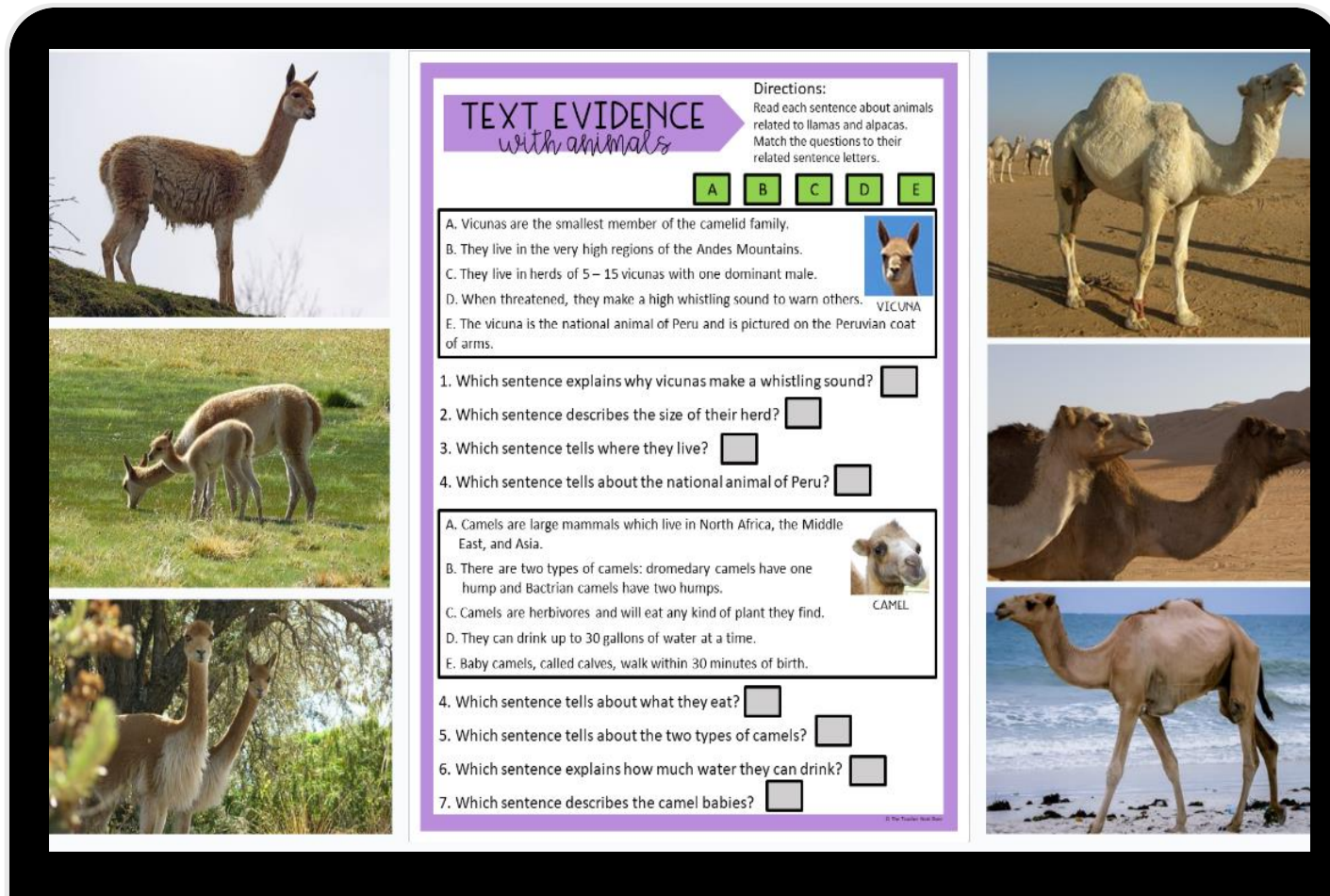
## THE TEACHER NEXT DOOR

# DIGITAL FORMAT

DRAG AND DROP – INTERACTIVE

NO-PREP, EASY TO ASSIGN

JUST CLICK AND SEND! 



The digital assignment interface is displayed on a laptop screen. It features a central text evidence section with two animal categories: vicunas and camels. Each category includes a list of facts (A-E) and four multiple-choice questions. To the left of the text are three images of vicunas in different environments. To the right are three images of camels in different environments. A pink arrow points from the text evidence section towards the right side of the screen, where a large black circle contains a white computer monitor icon.

**TEXT EVIDENCE**  
*with animals*

**Directions:**  
Read each sentence about animals related to llamas and alpacas. Match the questions to their related sentence letters.

**VICUNA**

A. Vicunas are the smallest member of the camelid family.  
B. They live in the very high regions of the Andes Mountains.  
C. They live in herds of 5 – 15 vicunas with one dominant male.  
D. When threatened, they make a high whistling sound to warn others.  
E. The vicuna is the national animal of Peru and is pictured on the Peruvian coat of arms.

1. Which sentence explains why vicunas make a whistling sound? ☐  
2. Which sentence describes the size of their herd? ☐  
3. Which sentence tells where they live? ☐  
4. Which sentence tells about the national animal of Peru? ☐

**CAMEL**

A. Camels are large mammals which live in North Africa, the Middle East, and Asia.  
B. There are two types of camels: dromedary camels have one hump and Bactrian camels have two humps.  
C. Camels are herbivores and will eat any kind of plant they find.  
D. They can drink up to 30 gallons of water at a time.  
E. Baby camels, called calves, walk within 30 minutes of birth.

4. Which sentence tells about what they eat? ☐  
5. Which sentence tells about the two types of camels? ☐  
6. Which sentence explains how much water they can drink? ☐  
7. Which sentence describes the camel babies? ☐






# TWO PASSAGES

READING SKILL FOCUSED

HIGH-INTEREST STORIES

THAT KEEP STUDENTS ENGAGED!





### MACHU PICCHU

① Machu Picchu (Mah-choo Peek-choo) is an abandoned stone city built by the Incas. It can be found at 8,000 feet above sea level in the Andes Mountains of Peru in South America. Archaeologists believe that the city was built in the 1400s, at the height of the Inca Empire.


② No one is sure why the Inca King Pachacutec decided to build the city. Some think since it was built in a beautiful location and was warmer than the capital city of Cuzco, that it may have been built as a refuge for the Inca aristocracy. Some think since it contains several different temples, it was built as a religious center. Others believe that the steep cliffs and narrow trails may mean that it was built as a fortress. Possibly, it was built for a combination of these theories.

③ Machu Picchu is made up of over 150 buildings, including houses, baths, temples, and sanctuaries. Most of the buildings were made from granite stones which were precisely cut and wedged tightly together. The Incas didn't use mortar to hold the stones together. Each stone was heavy, weighing 50 lb. or more. Workers moved the rocks up steep hills using grass ropes and levers. It is thought that they didn't use carts or animals to move the stones.

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The Temple of the Sun



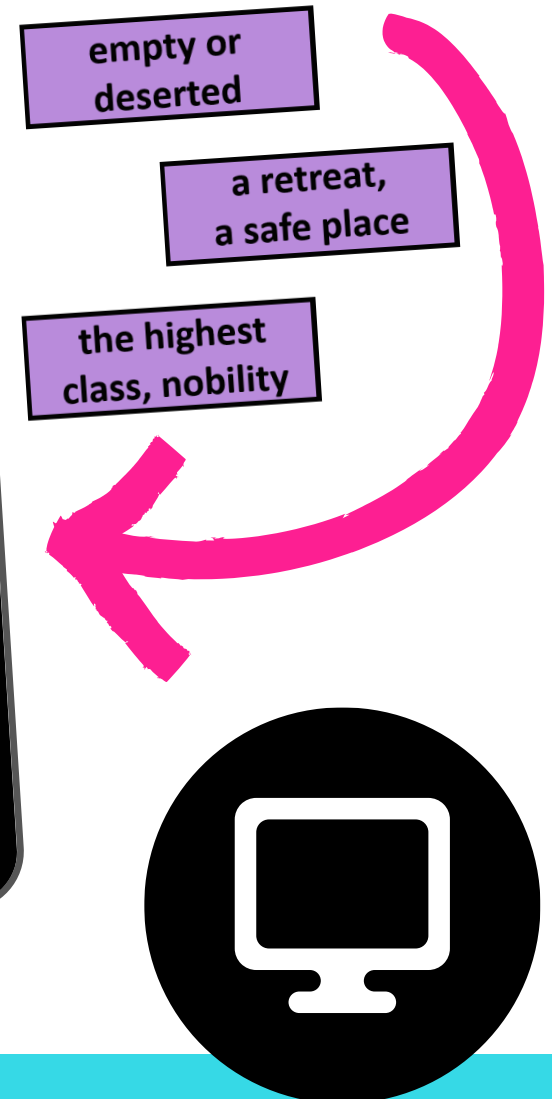
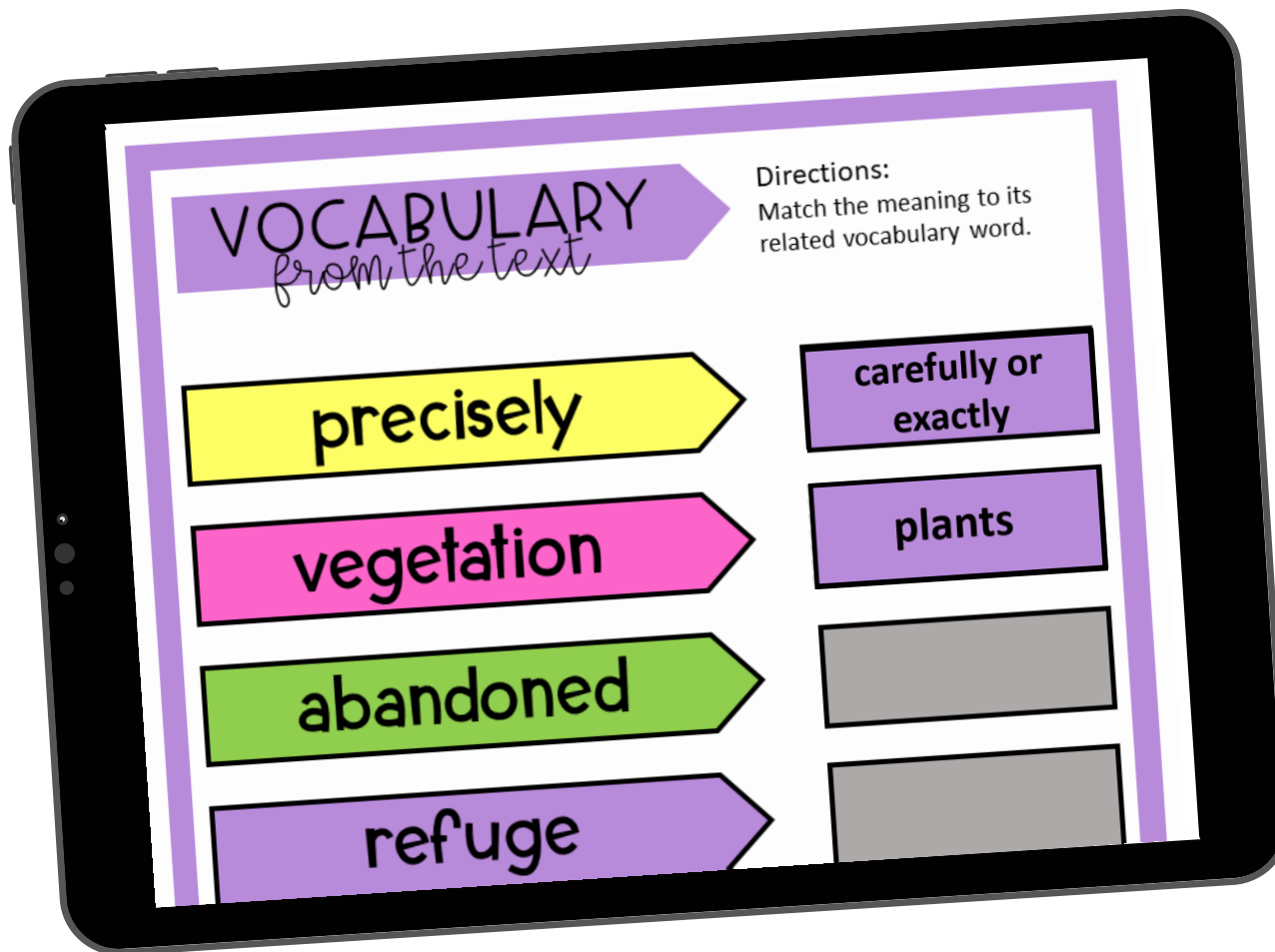
USE FOR  
CENTERS OR  
INDEPENDENT  
WORK





# VOCABULARY

TARGET WORDS IN CONTEXT  
FROM THE PASSAGE  
WITH INTERACTIVE PRACTICE!



# COMPREHENSION

STUDENTS PRACTICE  
DIGGING INTO THE TEXT  
TO SHOW UNDERSTANDING!

**COMPREHENSION**

Directions: Place a star in the box next to the correct answer.

1. On which continent is Machu Picchu located?

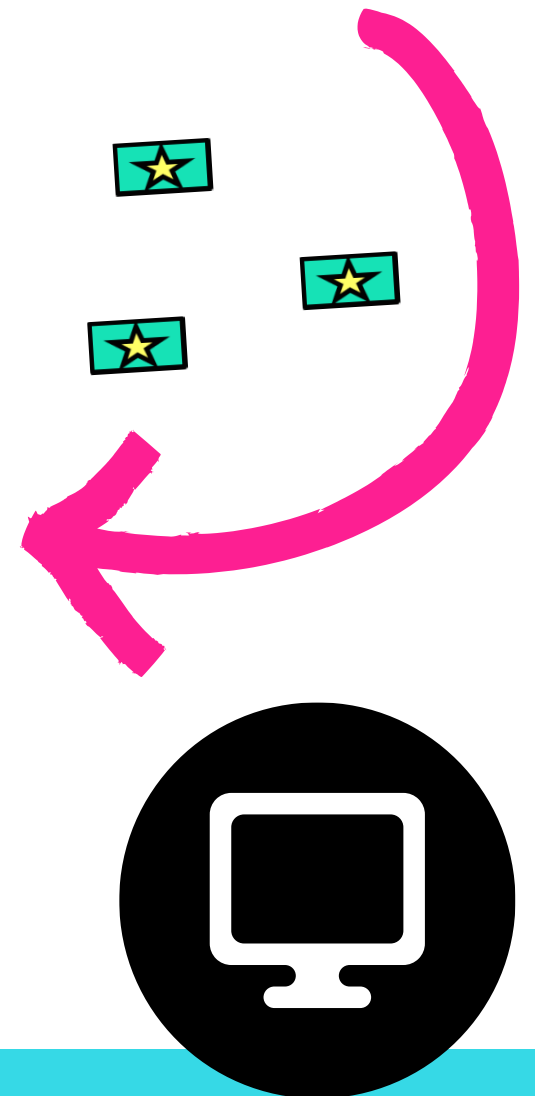
<input checked="" type="checkbox"/>	A. Cuzco
<input type="checkbox"/>	B. North America
<input checked="" type="checkbox"/>	C. South America

2. How were the buildings made?

<input checked="" type="checkbox"/>	A. Cut stone
<input type="checkbox"/>	B. Wood and mud
<input type="checkbox"/>	C. Cut stone with mortar

3. How did the Incas prepare land for agriculture?

<input type="checkbox"/>	A. They used oxen to plow the fields.
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# SKILLS FOCUSED

## REINFORCE THE

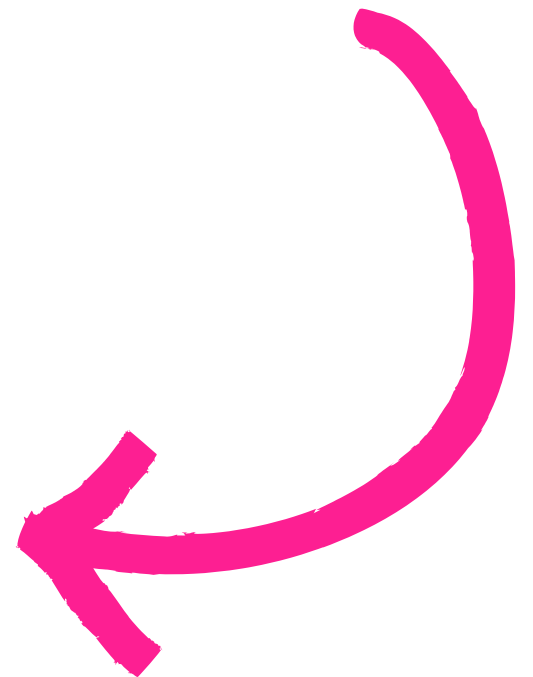
## TEXT EVIDENCE CONCEPT

## USING A VARIETY OF APPROACHES!

**TEXT EVIDENCE**  
*using text clues*

Directions:  
Match the question about the *Machu Picchu* text to the number of the paragraph where the answer is found.

①	②	③	④	⑤	⑥	⑦
PARAGRAPH NUMBER	TEXT QUESTIONS:					
	1. How many tourists visit Machu Picchu each year?					
	2. How were the buildings made?					
	3. Which crops did they grow?					
	4. Why did they build Machu Picchu?					
	5. Why didn't the Spanish find Machu Picchu?					



# ASK THE EXPERTS

**"GREAT PRACTICE, REVIEW  
AND ASSESSMENT!  
I LOVED IT!"**

– CHARLENE, 5TH GRADE TEACHER

**"THIS IS AN AMAZING  
RESOURCE! I LOVE THE  
INTERACTIVE COMPONENTS!"**

– JENNIFER, 5TH GRADE TEACHER

**"I FELT LIKE THIS WAS  
TIME AND MONEY WELL  
SPENT!"**

– REBECCA, 5TH GRADE TEACHER

# KNOWLEDGE BUILDERS FAQ

## Which classrooms would benefit from a Digital Text Evidence Unit like this?

This set of Text Evidence Knowledge Builders is for you **if your reading curriculum is lacking** when it comes to focused reading skills practice or your students could benefit from more content knowledge. If you'd like to **stop endlessly searching for high-interest reading activities** that align with this reading standard and are looking for **easy-to-use** reading activities, this resource is for you.

## What age is best suited for this Knowledge Builder?

This digital reading unit is **aligned to 5th grade reading standards**. It can also be used with **older students in need of extra practice** and support or for **enrichment for younger students**. Teachers, homeschool educators, and tutors have used the materials successfully.

## How can this resource be used in my classroom?

This resource is **extremely versatile**. Many teachers will use the knowledge builder as part of their weekly literacy stations. You can also use the digital unit for independent work, partner practice, test prep, and for whole-class lessons. Our **best recommendation is to use them for independent or partner work while you meet with small groups to differentiate**.



# WHO IS TTND?

At **The Teacher Next Door**, we know that you strive to be an effective reading teacher while maintaining a healthy work-life balance. In order to do that, you need resources that are impactful yet simple. The problem is that most reading resources and curriculums out there are far from simple. The pages upon pages of daily lesson plans are just plain overwhelming. We believe teachers should be living their lives outside the classroom and not spending hours lesson planning and searching for resources.

Now, more than ever, teachers need space to be themselves, which is why we create and support teachers with time-saving tips and standards-aligned resources.

**We can't wait to help you get started.**

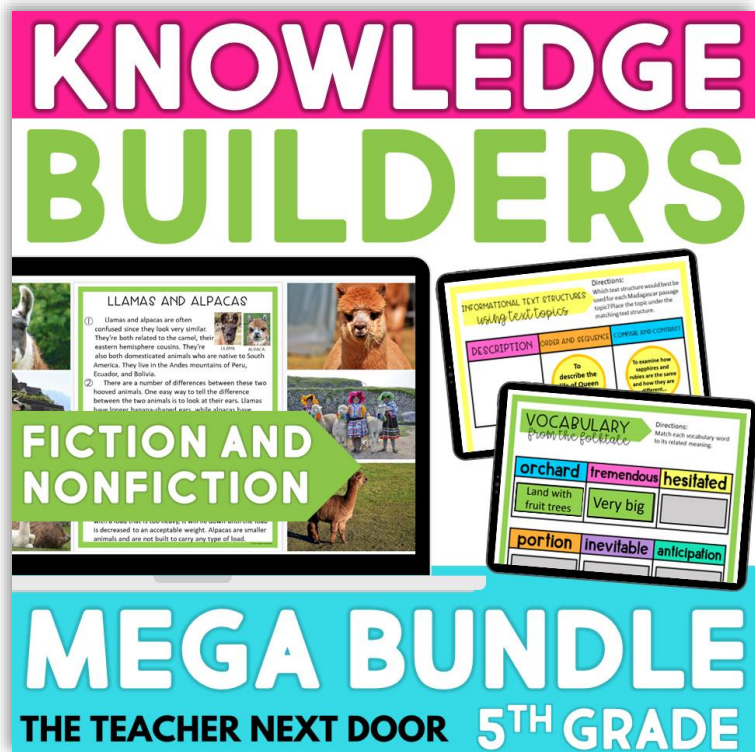
**A NOTE ABOUT OUR CEO AND FOUNDER:** Jenn Larson is the creator and founder of The Teacher Next Door. With over 20 years of experience in the classroom and a Master's Degree in Curriculum and Instruction, Jenn specializes in creating resources for upper elementary students. Her goal is to support teachers by providing ready-to-use resources that target standards and help students grow in amazing ways.

**REACH OUT AT: [contact@the-teacher-next-door.com](mailto:contact@the-teacher-next-door.com)**



**THE TEACHER  
NEXT DOOR**

# TAKE BACK YOUR TEACHER TIME!



**BUY NOW**



**NO MORE HOURS OF LESSON PLANNING!**  
**YOUR FUTURE TEACHER-SELF WILL**  
**THANK YOU, YEAR AFTER YEAR.**

**THE TEACHER NEXT DOOR**