

TEACHER'S GUIDE

JOURNEY TO SUCCESS[®]

LEVEL
5

BUILDING BASIC SKILLS IN READING AND WRITING



New Readers Press[®]
ProLiteracy's publishing division

Journey to Success®: Building Basic Skills in Reading and Writing
Teacher's Guide Level 5
ISBN 978-1-944057-09-1

Copyright © 2018 New Readers Press
New Readers Press
ProLiteracy's Publishing Division
101 Wyoming Street, Syracuse, New York 13204
www.newreaderspress.com

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the United States of America
10 9 8 7 6 5 4 3 2 1

Proceeds from the sale of New Readers Press materials support professional development, training, and technical assistance programs of ProLiteracy that benefit local literacy programs in the U.S. and around the globe.

Editorial Director: Terrie Lipke
Assistant Editor: Laura McLoughlin
Cover Design: Cathi Miller
Technology Specialist: Maryellen Casey

ABOUT <i>JOURNEY TO SUCCESS</i>[®]	5
TO THE TEACHER	7
UNIT 1	WORK AND LIFE SKILLS
	Lesson 1: Food for Thought 9
	Lesson 2: Job Hunting Strategies 12
	Lesson 3: Decisions, Decisions 16
UNIT 2	SOCIAL STUDIES
	Lesson 4: Westward Expansion 19
	Lesson 5: Voting Rights 22
	Lesson 6: World War II 26
UNIT 3	SCIENCE
	Lesson 7: Disease Strikes the World 29
	Lesson 8: Invasive Species 32
	Lesson 9: Too Little Rain, Too Much Rain 35
UNIT 4	LITERATURE
	Lesson 10: The Open Boat 39
	Lesson 11: The Last Leaf 42
	Lesson 12: Folktales 45

PHOTOCOPY MASTERS

Common Prefixes	49
Common Suffixes	50
Common Roots	51
Master 1: Vocabulary Knowledge Rating Chart	52
Master 2: Personal Dictionary	53
Master 3: K-W-L Chart	54

GRAPHIC ORGANIZERS

Master 4: Key Details	55
Master 5: Reasons and Evidence	56
Master 6: Cause and Effect	57
Master 7: Main Idea and Details	58
Master 8: Purpose and Point of View	59
Master 9: Inferences	60
Master 10: Synthesize	61
Master 11: Venn Diagram	62
Master 12: Sequence	63
Master 13: Language and Imagery	64
Master 14: Character	65
Master 15: Theme	66

Journey to Success is a reading and writing program designed for adult learners. The student books and accompanying teacher's guides represent research-based principles and best teaching practices.

Journey to Success develops explicit connections between reading in the content areas, vocabulary, writing, speaking and listening, and language instruction as suggested by the College and Career Readiness Standards for Adult Education.

Each student book is divided into four units: Work and Life Skills; Social Studies; Science; and Literature. Each unit contains three 10-page lessons and a unit review. Students work with authentic reading selections that include practical, informational, and literary texts. Writing assignments reflect real-world and academic activities that draw on elements of the readings.

In *Journey to Success*, students work independently and collaboratively. Students complete some activities on their own, while other activities involve pair, group, and whole class work. Many activities allow students to discuss ideas and share responses, providing opportunities for speaking and listening practice.

Extension activities in each lesson encourage students to research topics, analyze information, and apply skills to new situations. In addition, each lesson ends with a **Think and Discuss** feature that further extends the content of the lesson. Students engage in group discussions, respond to stimuli such as quotations and photographs, and connect the lesson's content to real-world scenarios. Students draw on their knowledge and life experiences and learn how the readings are relevant beyond the classroom.

Answer Keys at the back of student books allow students to monitor their progress and work at an individual pace.

The *Journey to Success* teacher's guides provide lesson-by-lesson support for both new and experienced teachers. Notes for each lesson include valuable background information about reading topics; vocabulary tips; English language learner activities; extension activities; and teaching ideas and support for each activity in the lesson. Photocopy masters include blank copies of vocabulary resources as well as graphic organizers used with the reading selections.

The teacher's guides also include a level review covering all reading skills in the level. Along with unit reviews, the level review provides students with test-like practice to measure their mastery of the reading skills.

Paired Readings

Lessons have a consistent format that includes a pair of readings that allows reading content to be presented in discrete, manageable pieces. This maintains student interest and attention, and it provides flexibility in teaching the lessons. Paired readings create multiple opportunities to practice the targeted reading skill in varied contexts. In addition, students develop their critical thinking skills by analyzing, evaluating, and synthesizing information from multiple texts.

The nonfiction readings in *Journey to Success* incorporate text features such as headings, maps, photographs with captions, graphs, diagrams, and charts. These are features that students encounter regularly at work, at home, at school, and in the community. Students learn to interpret these features and use them to enhance their understanding of the text.

Most literature selections in *Journey to Success* are works by well-known writers in the public domain. The selections have been adapted to preserve the original content, language, and style when possible while making vocabulary and sentence structure accessible for readers at various levels.

Reading Strategies

Research shows that students get more out of reading if they use reading strategies that help them actively engage in the reading process. *Journey to Success* teaches students a number of strategies they can use before and during reading to improve their reading comprehension.

Before Reading strategies include previewing, skimming, setting a purpose for reading, and using prior knowledge.

During Reading strategies include making connections, taking notes, visualizing, rereading, and asking and answering questions. These strategies encourage students to draw on their life experiences and to monitor their understanding as they read. Questions and prompts in the margins encourage students to use the strategies with each reading selection.

Reading Skills

Journey to Success covers key reading skills that help students master the College and Career Readiness Standards for Adult Education. Students practice applying the skills to each of the paired readings.

Scaffolded instruction introduces the skill after **Reading 1**, the first reading selection. Students may interact directly with the text by circling signal words or underlining key details or evidence. Students respond to a variety of question types and formats, including multiple choice, literal comprehension, and open-ended inferential questions. Students deepen their understanding of the reading skill with the **Reading 2** selection.

A variety of graphic organizers help students record, organize, and understand information from the texts. Copies of these graphic organizers are included in each *Journey to Success* teacher's guide.

Vocabulary and Word Analysis Skills

Comprehension and learning are dependent on vocabulary knowledge. *Journey to Success* offers the direct and explicit **Vocabulary** instruction that students need in order to improve their comprehension. Students are pre-taught meaningful high-utility words before they encounter the words in context of the readings. There is also instructional support for technical, domain-specific vocabulary. Lessons provide multiple exposures and practice opportunities for key vocabulary.

Vocabulary Tips coach students on using multiple meanings, dictionary definitions, parts of speech, and context clues to determine word meanings. Each lesson also provides a word analysis activity where students practice using common affixes and roots.

Writing

Most students who struggle with reading have difficulty writing. Writing can be intimidating because it requires the coordination of many elements, such as determining a purpose, choosing a topic, developing and organizing ideas, spelling correctly, and structuring sentences.

Journey to Success integrates **Writing** instruction with the content, theme, or form of the reading selections. Students complete writing assignments that include informative and explanatory, opinion, and narrative pieces. Writing products include functional and academic pieces that resemble the types of writing adults may produce at home, work, and school.

The lessons approach writing as a process. Following a brief introduction to the writing form or product they will be working on, students review a list of characteristics to include in their writing and a writing prompt connected to the lesson's theme or content. Then they brainstorm, plan, and prewrite using a graphic organizer; draft their writing; and revise and edit.

Language Mini-Lessons in the back of each student book provide additional practice with the conventions of standard English.

Teaching Notes

This Teacher's Guide includes lesson-by-lesson strategies, activities, classroom management tips, discussion prompts, and explanations that benefit both new and experienced teachers.

Teacher's notes include:

- Background information about the lesson's topics
- Suggestions for activating students' prior knowledge and helping students make connections to their own lives
- Discussion prompts
- English language learner support activities
- Support for fluency
- Tips for teaching lesson-specific vocabulary, such as multiple meanings, irregular spelling and pronunciation, and parts of speech
- Additional information about teaching text features, reading strategies, and reading skills
- Tips for helping students connect to the writing forms and topics
- Extension activities that encourage students to analyze, synthesize, and apply the lesson content in new ways

Teaching Fluency

To read fluently, students need to hear and understand what fluent reading sounds like. When you read a passage from the lesson aloud, point out your reading behaviors. Students will transfer your reading behavior to their own reading.

Repeated readings (when students practice reading by re-reading short passages aloud multiple times) is an effective strategy for promoting fluency. It should be a regular activity for students who need to improve speed, accuracy, or expression.

- **Echo readings** Students imitate fluent reading as modeled by you. Choose a passage from the lesson to read aloud. Read a line of text. Break the text into phrases as needed. The class repeats the line back to you. Continue for the rest of the passage.
- **Paired repeated readings** Place students in pairs. Give them time to read the passage from the lesson silently. Then have partners take turns reading aloud and listening. Circulate and listen to the reading to see if any students need to continue working with the same passages during the next fluency practice, or if they are ready to work on a different passage.
- **Reading to the teacher** Students read a passage from the lesson aloud to you. This is a good opportunity for you to evaluate their strengths and weaknesses and to give specific feedback on accuracy and prosody.

Tracking Student Progress

You can monitor an individual student's reading progress in an informal one-on-one setting.

1. Choose an unfamiliar passage of approximately 100 words from a later lesson or the next level book of *Journey to Success*. Have the student read the passage aloud to you.
2. On another copy of the passage, put an X over each word that the student read incorrectly. Each time the student substitutes, omits, or inserts a word, count it as an error. If the student corrects himself or herself, it isn't an error.
3. Total the errors and determine the percentage of words that the student read correctly.

Record students' reading accuracy every few weeks.

PHOTOCOPY MASTERS

Vocabulary Knowledge Rating Chart (Master 1)

Knowledge rating is a strategy for assessing students' knowledge of key vocabulary words and phrases. Research shows that using the strategy before and after reading reinforces students' understanding of the vocabulary.

1. List the key vocabulary words from a lesson opener on the Vocabulary Knowledge Rating Chart and distribute copies to the class. Before reading, review the vocabulary and identify challenging words. Students rate their understanding of each word in the "Before You Read" column.
2. After completing the lesson, students re-visit the Vocabulary Knowledge Rating Chart. Students complete the "After You Read" column. Students who score their knowledge of any word below 3 should review the associated vocabulary activities. Have students look the word up in a dictionary and use it in original sentences to help improve their mastery.

Personal Dictionary (Master 2)

Personal dictionaries increase students' vocabulary and help students learn the meanings of new words by accommodating their individual learning style and needs.

1. Print multiple copies of the Personal Dictionary for each student. Students may want to staple pages together or keep them in a folder or binder.
2. When students come across a new vocabulary word, either in *Journey to Success* or other print

material, they fill out a row in their dictionary. After writing the word, students can look up its meaning, give an example of how the word is used in a sentence, note what part of speech it is, translate it, or even sketch it. Encourage students to ask for help when needed.

K-W-L Chart (Master 3)

Using Know, Want to Know, Learned (K-W-L) charts helps activate students' prior knowledge and is a good pre-reading strategy for reading informational text. Some lessons call for the use of this chart explicitly, but it can be used with any lesson.

Because students are setting their own learning objectives, K-W-L charts encourage active reading and comprehension.

1. In the *K* column of the K-W-L chart, students brainstorm and write down what they know about the topic they are going to read about.
2. Students generate a list of questions about what they want to learn about the topic and write them in the *W* column.
3. During and after reading, students answer their questions and record them in the *L* column of the chart.

Additional Photocopy Masters

Each level of *Journey to Success* has blank graphic organizers to help students practice the reading skills in that level. Teacher's guide notes suggest when to use each master.

LESSON 1: FOOD FOR THOUGHT (pp. 8–17)

Introduce the Lesson (p. 8)

Have students read the lesson title. Explain that the phrase “food for thought” is an idiom. Invite students to share what they think the phrase means (something worth thinking seriously about).

Explain that both readings in this lesson will be about how we get food. Have students discuss different ways they procure food for themselves and their families, such as stores (grocery stores, warehouse clubs, convenience stores), farmers’ markets, restaurants, and home gardens. Generate a list on the board and discuss the pros and cons of the different options.

Review the lesson goals. Explain that students will:

- read two passages that discuss shopping at a grocery store and growing food in a community garden; point out that as they read, they should think about what each article explains or gives information about
- practice understanding words with the prefix *trans-*.
- write a procedural text about how to be a smart shopper

Pre-Teach the Vocabulary

Read aloud the key vocabulary and content vocabulary words and their definitions. Explain that students will read these words in the passages and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult words such as *nutritious* and *perimeter*. Point out the irregular spelling and pronunciation of the word *aisle*.
- Provide support for challenging conceptual words (such as *access* and *appeal*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that some of the words, such as *access*, *appeal*, *budget*, and *display* can be either nouns or verbs.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 9)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 8 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about ways people typically shop for food in their home country or home culture. Have students describe what the shops or markets are like, what products they have, and how they compare to stores in the United States.

Review the Vocabulary Tip. Explain that many words can have multiple meanings and be different parts of speech. When students read a word that they don’t know, they can look for clues in surrounding text.

Have students answer the questions and share the clues they found. Challenge students to use each definition of *display* in a sentence. Invite volunteers to share their sentences with the class.

READING 1 (pp. 10–11)**Pre-Reading Strategy: Use Prior Knowledge (p. 10)**

Tell students they will be reading the article “Be Smart at the Grocery Store.”

Explain that students will think about what they already know about the topic prior to reading the article. Point out that this can help them better understand the information.

Tell students that before they read the article, they should read the title and subheadings and look at the diagram. Explain that a diagram is a drawing that helps explain something.

When students use prior knowledge, they should:

- read the title and subheadings to find out the topic of the article
- look at the diagram to see what it shows
- think about what they already know about the topic or about what they want to find out

Provide students with a copy of the K-W-L Chart (Master 3). Have them fill out what they know about shopping at the grocery store and what they want to find out. Point out that they will complete the third column after they finish reading the article.

Have students answer the questions. Discuss what they already know and what they want to find out.

Reading Strategy: Take Notes

Explain that taking notes while they are reading can help students find and remember important facts and key details.

As they read, students should jot down notes in the margin and underline or circle key details. They can use their notes to help them answer questions and find key information after they have finished reading.

Point out the prompts in the margin. After students have finished reading the article, have them share the notes they wrote.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 11)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.


Reading Skill: Recall Key Details

Explain the reading skill. Tell students that informational texts answer questions such as *Who? What? When? Where? Why?* and *How?* These texts give facts, details, definitions, and examples. Paying attention to these details can help students understand the text and help them draw conclusions about the information.

Have students answer the questions. Point out that they should be looking for details in the text. Ask students to find the sentences in the article where the information can be found. Have volunteers read those sentences aloud.

Have students check their answers in the Answer Key.

Ask students to complete their K-W-L chart with what they learned in the article. Invite them to share the information that was new to them.

 **Improve Your Reading** Pair students. Have them silently read paragraph 1 at least twice. Then have them take turns reading aloud and listening to their partner. Remind students to pay attention to punctuation marks and to how words can be grouped together into phrases.

READING 2 (pp. 12–13)**Practice the Skills (p. 12)**

Have students look at the second article, “Community Gardens.” Remind them to read the title and headings and to look at the photos and the caption to give them an idea what they will be reading about.

Ask students to think about what they already know about community gardens. Provide students with a copy of the K-W-L Chart (Master 3). Have them fill out what they know about community gardens and what they want to find out. Point out that they will complete the third column after they finish reading the article.

Have students look at the before and after photos showing a vacant lot that became a community garden. Encourage them to think about how the photos support ideas in the text.

Then have students answer the questions and share their responses.

Remind students to take notes and complete the prompts in the margin as they read the article. Explain that in addition to making notes in the margin, they can underline or circle important facts and details. After students have finished reading, have them share the notes they took.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 13)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Recalling Key Details

Review the reading skill. Explain that key details might answer questions about *who, what, when, where, why,* and *how*. Recalling details from the text can help them understand the big ideas and draw conclusions about the information.

- Have students reread paragraph 1. Before they answer the questions, have them circle the question words that give clues about what kind of detail they are looking for (*what, how many, who*). Have students share their answers.

- Explain that a graphic organizer can help students recall several details about a topic.
- Have students complete the graphic organizer with details about how food goes from farms to your table.
- Then have students use the details to answer questions 8–9.
- Ask students to check the answers to the practice activities in the Answer Key.

If students need more practice with recalling key details, provide them with a copy of the Key Details graphic organizer (Master 4). Guide them to complete the organizer using the first article or other sections of the second article.

Ask students to complete their K-W-L chart with what they learned in the article. Invite them to share the information that was new to them.

Fluency **Improve Your Reading** Have students listen and silently read along as you read paragraphs 2 and 3. Tell them to listen to your tone and expression. Then have them choral read the paragraphs with you.

DEVELOP YOUR UNDERSTANDING (pp. 14–15)

Respond to the Readings (p. 14)

Have students answer the questions and check their answers in the Answer Key. Invite students to share their answers. Discuss what they learned in the first article that could help them be better shoppers.

Extension Have students discuss some of the barriers people face to eating enough fresh and healthy whole foods. Encourage them to think about issues such as time, money, and availability.

Use Word Parts: Prefix *trans-*

Remind students that prefixes are word parts found at the beginning of some words. Explain that the prefix *trans-* means “across” or “through.” Point out that knowing a prefix can make it easier for students to read words as well as to figure out their meaning.

Write the word *transport* on the board. Explain that the root *port* means “carry.” Ask students what they think the word *transport* must mean (carry across). Have students look at the words in the box and look for word parts they might already know.

Then have students complete the activity and check their answers in the Answer Key. Invite students to share the sentences they wrote for 6–7.

Review the Vocabulary (p. 15)

Have students complete the activities and check their answers in the Answer Key.

Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 16–17)

Write a Procedural Text (p. 16)

Explain to students what a procedural text is. Show students a simple example, such as a recipe. Point out that a recipe tells readers how to do something and gives them steps to complete in order.

Read the list of features that students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Point out that students can do additional research online to find out more tips about smart grocery shopping. They can use tips from their own experience, from the first article, and from the research in their procedural text. If students want to use information from the first article, be sure they are rephrasing it in their own words.

Then guide students through the steps:

Plan: Point out that students can use a graphic organizer to plan their writing. Emphasize the importance of correct or logical order in a procedural text.

Explain that a title will tell readers what to expect. Have students come up with headings that organize their ideas.

Write: Have students use the ideas they wrote in their graphic organizer to write their procedural text. Explain that the first sentence should tell the purpose of the text. Students should also use present tense.

Review: Have students use the checklist to check their work and make any needed changes. Then have students read their writing aloud to a partner. Ask partners to discuss how their procedural texts were similar and different.

Have students complete the Language Skills Mini-Lesson on sentence fragments on page 135 and check their answers in the Answer Key.

Think and Discuss (p. 17)

Read aloud the information and point out the pie chart.


Put students in small groups. Have them discuss the questions. Invite groups to share what they discussed with the entire class.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss the kinds of produce that are traditional in their country or culture. Have students discuss which of these foods are common in stores and whether people grow such foods at home. If possible, put students from at least two different countries or cultures in each group.
- Have students research a major grocery store chain in your area. Ask students to create a diagram showing the layout of the store. Have them pay attention to where specific departments are located and to placement of products on endcaps and at checkouts. Have students write a brief analysis and share their observations with the class.
- Have students research a specific community garden, either in your community or in a nearby city. Ask them to find out where the land is, how many people garden there, what people grow, and how the garden benefits the community. Invite students to share their findings with the class.

LESSON 2: JOB HUNTING STRATEGIES (pp. 18–27)

Introduce the Lesson (p. 18)

Have students read the lesson title. Explain that a strategy is part of a plan to reach a goal. Tell students that the readings in this lesson will be about different ways to look for a job. One article will be about looking for work online, and the other will be about work opportunities other than full-time employment.

Invite students to share their experiences and what they know about finding a job. Then ask students if they know of other ways to get a job they really want. If needed, provide general background information about the topics.

Discuss different types of work and industries.

Explain that some fields require online applications. Others might require a resume, which lists the applicant's experience, skills, and education.

Invite students to discuss their experiences with online and in-person applications. If they were to look for a job today, which method would they use?

If necessary, explain more about job search websites, where job seekers can look at different job listings and apply for jobs.

Then discuss networking websites, where users can build profiles showing their employment history, education, and so forth. Invite students to compare social networking websites with job networking websites.

Review the lesson goals. Explain that students will:

- read two articles that discuss ways to hunt for work as well as some alternatives to full-time work; point out that these are informational articles.
- practice understanding words with the prefix *con-*
- write a cover letter

Pre-Teach the Vocabulary

Read aloud the key vocabulary and content vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.

- Model pronunciation of difficult words such as *advantage* and *strategy*. Point out the common spelling and pronunciation rule that when *g* is followed by *e*, *i*, or *y*, it usually makes the /j/ sound.
- Provide support for challenging concept words (such as *convince* and *strategy*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that the word *profile* can be either a noun or a verb.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 19)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 18 or a dictionary for help. Invite volunteers to share their answer with the class.

ELL Invite students from different cultural backgrounds to tell how people usually find work in their home country or culture. Ask them to discuss a particular job that is different in U.S. culture compared with their home culture.

Review the Vocabulary Tip. Explain that students should use context to help them figure out the meaning of words they don't know. An author may use a synonym for an unfamiliar word in a nearby sentence. Have students answer the question and share their answer. Challenge students to write an original sentence using the word *respond*. Then have them give examples of how they respond to different situations.

READING 1 (pp. 20–21)

Pre-Reading Strategy: Preview (p. 20)

Tell students that they will use the pre-reading strategy of previewing. Explain that previewing can help them better understand what they will learn about.

Explain that when students preview, they should:

- read the title and think about its meaning
- read the headings to see what the sections of the article will be about
- look at photos, diagrams, and graphics, along with any captions

Reading Strategy: Monitor Understanding

Explain that readers should think about the information they are learning as they read. They should ask themselves questions to confirm their understanding. Then they can answer those questions by returning to the text. Tell students that asking questions in this way will help them pay attention to what they read.

Point out the sample question in the margin. Explain that asking and answering questions to monitor their understanding will help them remember important information from the article. Point out that the remaining prompts in the margin ask students to ask their own questions while they read.

After students have finished reading the passage, have them share the questions they asked and answered along the way.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 21)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Identify Reasons and Evidence

Explain the reading skill. Tell students that authors of informational text make statements or claims. They must support their points by giving readers reasons and evidence.

Reasons explain *why*. Evidence proves something happened. Writers often use examples as evidence.

Point out that authors may use signal words and phrases, such as *because* and *for example*, when they are giving reasons and evidence

Have students answer the questions and check their answers in the answer key.

Fluency **Improve Your Reading** Pair students. Have them silently read paragraph 3, decoding any unknown words the first time through. Partners can help each other decode words, as needed. Then have them read the paragraph several more times, focusing on reading at a natural speed. Then have each student read the paragraph aloud with a partner.

READING 2 (pp. 22–23)**Practice the Skills**

Have students preview the second article. Point out the list of bullet points. Explain that authors use bullet points to make a list of items easier to read. Each bullet is used for a new topic in the list.

Have students find the headings in the article. Provide vocabulary support if they aren't sure what *volunteer* and *internship* mean.

Then have students look at the photo and read the caption. Discuss what the people in the photo are doing and how it might be helping them.

Have students answer the questions. Discuss their responses.

Remind students to ask questions so they can monitor their understanding as they read. Point out the prompts in the margin and have them answer the question in the first prompt. Then have them create their own questions as directed in the second and third prompts and work to answer those questions as they read the article.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 23)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Identifying Reasons and Evidence

Review the reading skill. Remind students that authors support their reasons by using reasons and evidence.

Point out that an author might give several reasons for something or a lot of evidence and examples. Taking a closer look at each reason or each piece of evidence can help readers decide whether they agree with the author's point or claim.

- Explain that a graphic organizer can help students identify reasons and evidence. They can use the information to better understand the author's point.
- Have students complete number 1 on the graphic organizer (The Author's Claim or Point) and share their answers before they record evidence.

- Point out that in this article, there is a list of reasons and evidence—examples of how workers benefit from volunteering, internships, and part-time jobs.
- Have students complete the graphic organizer and answer the questions.
- Ask students to check the answers to the practice activities in the Answer Key.

If students need more practice identifying reasons and evidence, provide them with a copy of the Reasons and Evidence graphic organizer (Master 5). Have them complete the graphic organizer using the first article or another piece of informational text.

Fluency **Improve Your Reading** Read aloud the bulleted list in the article. Point out how you pause appropriately when you come to commas and periods, along with the pauses you take between list items/ between bullet points. Then choral read the list with students. Emphasize again the ways punctuation affects reading pace.

DEVELOP YOUR UNDERSTANDING (pp. 24–25)**Respond to the Readings (p. 24)**

Have students answer the questions and check their answers in the Answer Key. Invite them to share their answers to questions 2 and 4. Ask students to share their answers to the questions.

Extension Discuss other ways students might know of finding a job. Have students write a brief summary of different job hunting methods, including those in the articles. As a class, discuss the pros and cons of different methods.

Use Word Parts: The Prefix con-

Explain that the prefix *con-* means “with” or “thoroughly.” Remind students that they use prefixes to break words into parts to pronounce them and to get clues about the meaning of the word.

Write these words on the board: *connect*, *conclude*. Underline the prefix in each word. Point out that the prefix is combined with other word parts to make words. Provide students with definitions.

Have students complete items 1–5 and check their answers in the Answer Key. Then have students complete items 6–7 and share their sentences.

Review the Vocabulary (p. 25)

Have students complete the activities and check their answers in the Answer Key.

Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 26–27)**Write a Cover Letter (p. 26)**

Remind students that in this lesson, they read two articles discussing ways of getting jobs. In both articles, the author included reasons and evidence to support the claims or points the author was making.

Explain that when students are applying for jobs, the point they need to make is that they should be hired. They can support their point with reasons and evidence, such as their experience, skills, and education.

Discuss what a cover letter is and what it usually contains. Point out that not all types of jobs require a resume and cover letter. Ask students to think about why a cover letter should be polite, correct, and detailed. Have them share their ideas. You may want to have students visit career websites to view sample cover letters. Discuss what these letters include and how they are written.

Read the list of features that students should include in their cover letters. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should write a cover letter that describes why the employer should hire them, including evidence and examples of work experience, skills, and education and training.

Then guide students through the steps:

Plan: Have students brainstorm a job that they would like to apply for. Help students see things from the employer’s point of view. What are the employer’s needs? Have students think about how their own experience, skills, and education match up with what the employer wants. Point out that these things will be the reasons and evidence they use in their letters.

Students should use the graphic organizer to plan their cover letter. Review the content that goes in each section.

Explain to students that they should start a new paragraph for each new point or topic they write about.

Write: Have students use the ideas they wrote in their graphic organizer to write their cover letter. Remind them

that the first paragraph should be a sentence about the job they are applying for. The middle paragraphs should give reasons and examples showing why they are a good match. The final paragraph should thank the employer, summarize the letter, and encourage the employer to contact them.

Review: Have students use the checklist to review their cover letters and make any needed changes. Then have students read their writing aloud to a partner. Ask partners to discuss what they learned about their partner’s work history and goals, along with how working with a partner improved their own writing.

Think and Discuss (p. 27)

Put the students in small groups and have them discuss the questions about starting a business.

Have groups share their responses as you record their ideas on the board.


Finally, have students share their response to the final question—whether or not they would start their own business.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rate any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss whether work plays a different role in their culture or home country compared with the United States. If possible, put students from at least two different countries in each group.
- Have students research steps they can take toward a longer-term job or career goal. Have them create a timeline, with goals along the way, ending with the goal job.
- Have students research volunteer opportunities in your community. Have them write a brief description of several volunteer jobs and describe how the work might help the volunteer as well as the community.

LESSON 3: DECISIONS, DECISIONS (pp. 28–37)**Introduce the Lesson (p. 28)**

Have students read the lesson title. Explain that the readings in this lesson will be about decisions. Invite students to share any information they have about making decisions and about credit and debit cards. If needed, provide general background information about the topic.

Your life is shaped by the choices you make, so it's important to make the decisions that will take your life in the direction you want. Many people are paralyzed by the idea of change and find it difficult to make decisions. Following a decision-making process can make the experience feel less frightening and can make it more likely that the decision you make will be a good one.

Credit cards and debit cards have their advantages and disadvantages. Understanding what they are, how they work, and the differences between the two can influence your decision about which card to use.

Review the lesson goals. Explain that students will:

- read two articles that give information about making decisions—how to make good choices and credit cards and debit cards. Point out that as they read, they should think about what information they are learning
- practice using the suffix *-ic*
- write a narrative paragraph

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words such as *specific*.
- Provide support for conceptually challenging words (such as *values* and *consequences*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 29)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 28 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to talk about how they or their family members made the decision to move to the United States.

Review the Vocabulary Tip and have students explain their answer choices. Challenge students to write sentences using the word *limit* as a noun and as a verb. Invite volunteers to share their sentences with the class.

READING 1 (pp 30–31)**Pre-Reading Strategy: Set a Purpose for Reading (p. 30)**

Explain that students will use the pre-reading strategy of setting a purpose for reading. Tell students that setting a purpose for reading the article before they read can help them better understand what they are going to read.

When students set a purpose for reading, they should:

- skim the article to find out what they will be reading about
- ask themselves what they already know about the topic
- think about what they will learn

Discuss students' answers to the questions. If necessary, point out the text features and explain that authors use headings to organize information and tell what a section of text is about.

Reading Strategy: Making Connections

Explain that making connections is a strategy students can use while they read. Making connections can help them picture what is happening as they read and help them better understand what they are reading.

Point out the prompts in the margin and tell students they should visualize what is happening. After students have finished reading the article, have them share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 31)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Understand Cause and Effect

Explain the reading skill. Tell students that understanding cause and effect will help them understand what they are reading.

Tell students that when they understand the concept of cause and effect, they understand why things happen the way they do. Explain that a cause and effect relationship exists when one event (the cause) makes another event happen (the effect). For example, you woke up at 6:00 this morning because your alarm went off. You set your alarm to go off at 6:00 because that's when you wanted to wake up. If there is no cause, there is no effect.

Explain that students will practice recognizing cause and effect relationships.

Have students complete the first practice activity. Have volunteers share and explain their answer.

Model the second activity by doing the first item as a class. Explain that sometimes the first sentence is the cause, and sometimes it is the effect. Point out the Hint. Then have students work in pairs to complete the activity. Have various students write different answers on the board.

Improve Your Reading Have students reread the steps silently. Then have them work in groups of three, taking turns reading the steps aloud.

READING 2 (pp 32–33)**Practice the Skills**

Have students preview the second article and answer the questions. Discuss students' answers. If necessary, point out and discuss the text features.

Distribute the Know, Want to Know, Learned (K-W-L) chart (Master 3) to help students draw on their background knowledge before they read the passages.

- Have the class work as a whole to brainstorm and write down what they know about the topics in the K column.
- Ask students to generate a list of questions about what they want to learn about the topics and write them in the W column.

Remind students to make connections as they read the article. Point out the prompts in the margin and tell students they should make personal connections to the text. After students have finished reading, have students share what they their responses to each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 33)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Understanding Cause and Effect

Review the reading skill. Explain that a cause and effect graphic organizer can help students identify the main idea and find the details that support the main idea. Point out the different parts of the organizer.

- Have students complete the first activity. Encourage them to use a different signal word to connect each pair of sentences. Remind students that they can switch the order of the sentences if that makes it easier for them to make the connection. Ask students to share their answers with the class.
- Explain that a cause can have more than one effect. Brainstorm a list of effects that are caused by a really bad thunderstorm, for example.
- Talk about the graphic organizer. Explain that the information in the large oval, *The money you spend when you use a debit card comes directly from your bank account*, is the cause, and that students should fill in the smaller ovals with effects (for example, *there are no monthly fees*).
- Have students check the answers to the practice activities in the Answer Key.

If students need more practice with understanding cause and effect, provide them with a copy of the Cause and Effect graphic organizer (Master 6). Guide them to complete the organizer using the Credit Cards section or sections from other articles.

Improve Your Reading Ask students to read paragraph 6 silently. Have them read it two to three times, paying attention to punctuation marks. Then have them work with a partner and alternate reading each sentence aloud.

DEVELOP YOUR UNDERSTANDING (pp. 34–35)**Respond to the Readings (p. 34)**

Ask students to check their answers to questions 2–4 in the Answer Key. Read aloud question 1 and 5 and invite students to share their thoughts and understanding.

Have students return to their K-W-L chart and answer the questions from the W column. Help students record their answers in the L column.

Extension

There are people who put off getting a credit card because they don't understand them, and they are afraid of getting into massive debt. Maybe you know some of those people. What advice can you give them after reading "Making Good Decisions" and "Credit Card or Debit Card?"

Use Word Parts: Suffix *-ic*

Explain the meaning of the suffix *-ic*. Tell students the suffix can be added to nouns to make adjectives.

Write these nouns on the board: *graph*, *symbol*, and *geography*. Model adding the suffix *-ic* to each word. Review the meaning of each noun and the adjective that is formed when the suffix is added. Point out that they need to drop the *y* in *geography* before adding *-ic*.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 35)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 36–37)

Write a Narrative Paragraph (p. 36)

Read aloud the writing prompt. Then guide students through the steps:

Plan: Point out that students can use a cause and effects graphic organizer to plan their writing. As a class, have students brainstorm a list of large, important, or challenging decisions they've had to make. If necessary, prompt them with ideas, such as making a large purchase, changing jobs, or going back to school.

Write: Point out that students can use the graphic organizer to plan their writing.

Have students use the ideas they wrote in their graphic organizer to write their paragraph. Explain that the first sentence should introduce the situation. Their last sentence should be a conclusion that wraps up the ideas in the paragraph.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to and discuss what they understood.

Have students complete the Writing Skills Mini-Lesson on frequently confused words on page 136.

Think and Discuss (p. 37)

Put students in small groups. Have them come to agreement on the person or people and the situation in which they did something wrong. If necessary, create a class list of possible things someone might do wrong, such as taking credit for someone else's work, lying, cheating on a test, being late to work regularly, or getting too much change at a store and keeping it.

Have each group brainstorm a list of possible solutions. Then have them vote on the best option. Ask volunteers to share their answers with the class.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

- ELL** Write this proverb on the board: *Don't base your decisions on the advice of those who don't have to deal with the results.* Have students discuss what they think the saying means. Then ask them to share proverbs or sayings about making decisions from their native culture.
- Have a class discussion about this paradox: *Not to decide is to decide.* Explain that a paradox is a statement that seems to say two opposite things but that may be true.

If necessary, tell students that this paradox means that if you don't make up your mind, that is a decision to not make up your mind. For example, if a friend asks what you want to do tonight, and you answer, "I don't know. What do you think?" you have made the decision to let your friend choose what you will do.
- Ask students if they'd rather have a credit card or debit card. Have them work in groups according to their preference and make a list justifying their choice.

UNIT REVIEW (p. 38)

Have students complete the Unit 1 Review to review the unit's reading skills.

LESSON 4: WESTWARD EXPANSION (pp. 40–49)**Introduce the Lesson (p. 40)**

Have students read the lesson title. Explain that westward expansion refers to the process of the United States growing and expanding westward from the Mississippi River to the Pacific Ocean. Tell students that the articles they will read each deal with methods of transportation that helped people reach and settle in the west.

Invite students to share any information they have about westward expansion, the Oregon Trail, or the building of the Transcontinental Railroad.

You may wish to show a map of the United States to illustrate territorial acquisitions. If needed, provide general background information.

During the 1800s, the United States obtained the Louisiana Territory, Texas, the Oregon Territory, and the lands that became other western states like California. Many people believed it was the country's destiny to expand to the Pacific Ocean.

People moved west for a number of reasons. The government used the Homestead Act to give people free land if they lived on it and improved it for five years. The California Gold Rush also encouraged many to seek their fortunes in the west.

Review the lesson goals. Explain that students will:

- read two articles that give information about how people moved west; point out that as they read, they should think about what information they are learning
- practice using the roots *vers* and *vert*
- write an informative text

Pre-Teach the Vocabulary

Read aloud the key vocabulary and content vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *transcontinental*. Point out that the word *progress* has different pronunciations depending

on whether it is a verb or noun. Pronounce each form of the word and use it in a sample sentence.

- Point out the spelling of *challenge*, *exhausting*, and *dynamite*.
- Provide support for concept words (such as *doubt* and *establish*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 41)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 40 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about their former hometown, school, or job. Have them use the word *former* in their responses.

Review the Vocabulary Tip and have students explain their answer choice.

READING 1 pp. 42–43**Pre-Reading Strategy: Preview (p. 42)**

Explain that students will use the pre-reading strategy of previewing. Remind students that before they read an article, they can preview it. Previewing can help them better understand the text as they read.

When students preview, they should:

- read the title and think about its meaning
- read the first sentence or two to see what the article will be about
- read any headings to see what the parts of the article will be about and to how the information is organized
- look at any maps, photos, diagrams, or other graphics and think about what they show

Have students preview the article and answer the questions. If necessary, point out the text features and explain that authors use headings to organize information and tell what a section of text is about.

Then have students look at the map in the article. Point out that this is a simple map and does not need a key or a compass rose. Ask students what part of the

United States is shown on the map and what that helps them understand about the Oregon Trail. Have them identify the starting and ending points of the trail. Discuss students' answers to the questions.

Reading Strategy: Visualize

Explain that visualizing is a strategy students can use while they read. Visualizing can help them picture what is happening as they read. It can help them understand important details and ideas in a text while they are reading.

Point out the prompts in the margin and tell students they should visualize what is happening. After students have finished reading the article, have them share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 43)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Find the Main Idea and Details

Explain the reading skill. Point out that there are many times in school, at work, and at home when people need to figure out a main point of a text.

Explain that students will practice finding the main idea of a paragraph. Point out that sometimes one sentence will tell the main idea. Often the first sentence of a paragraph tells the main point. Have students complete the first practice activity. Check that they underlined the first sentence. Have volunteers write the details on the board. Discuss how each detail relates to and supports the main idea.

Explain that sometimes authors do not put the main idea of a paragraph first. A main idea sentence can appear anywhere in a paragraph. For example, sometimes authors will build up to the main point by giving many details first.

Have students complete the second practice activity and explain their answer.



Improve Your Reading Pair students. Have them silently read paragraph 5 at least twice. Then have them take turns reading aloud and listening to their partner. Remind students to pay attention to their speed as they read.

READING 2 pp. 44–45

Practice the Skills (p. 44)

Have students preview the second article and answer the questions.

Have students look at the map. Point out the key on the map. Draw students' attention to how the two railroads on the map match the headings in the article.

Discuss the photograph. Ask students what the photograph shows. Explain that they should read the caption as they preview the article. Point out that a caption may give information that helps them understand an image.

Discuss students' answers to the questions. If necessary, point out and discuss the text features.

Remind students to visualize as they read the article.

Point out the prompts in the margin and tell students they should visualize what the text describes. After students have finished reading, have students share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 45)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Finding the Main Idea and Details

Review the reading skill. Explain that a main idea may be stated directly in a single sentence, or it may be implied. When a main idea is implied, students will need to think about how the details in a paragraph are connected to find the main idea.

Point out the different parts of the graphic organizer.

- Have students complete the first graphic organizer. Remind them that sometimes the main idea of a paragraph is stated in a single sentence.
- Have students complete the second graphic organizer. Remind them that sometimes the main idea is implied. Point out the Hint.
- Have students check the answers to the practice activities in the Answer Key.

If students need more practice with finding the main idea and details of a paragraph, provide them with a copy of the Main Idea and Details graphic organizer (Master 7). Guide them to complete the organizer using paragraphs from either of the reading selections.

Fluency **Improve Your Reading** Tell students to listen and read along silently as you read paragraph 1 aloud. Have them pay attention to your tone and expression. Then have them choral read the paragraph with you.

DEVELOP YOUR UNDERSTANDING (pp. 46–47)

Respond to the Readings (p. 46)

Have students answer the questions and check their answers in the Answer Key. Invite students to share their responses to question 6.

Extension Ask students to visualize traveling across the country by wagon train and by railroad in the 1800s. Have them compare and contrast the two experiences and write a paragraph describing the trips. Invite volunteers to share their paragraphs with the class.

Use Word Parts: Roots *vers* and *vert*

Explain that a word root is a basic part that can be combined with other roots, prefixes, and suffixes to form words. Many English words have roots that come from Latin and Greek. Knowing the meaning of roots and other word parts can help students figure out the meanings of words.

Explain that the roots *vers* and *vert* mean “turn.” Write the words *vertical*, *advertise*, *anniversary* on the board. Underline the root and review the meaning of each word.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 47)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences they wrote using the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 48–49)

Write an Informative Text (p. 48)

List some common types of informative texts. Invite students to name other examples of writing that give facts and information. List their examples on the board.

Discuss the features students should include in their informative texts. Make sure students understand each one. Remind students that in the reading part of the lesson, they practiced finding the main idea of a paragraph. Point out that when they write, their paragraphs should contain main ideas. All of the sentences in a paragraph should be related and deal with the same topic.

Read aloud the writing prompt. Point out that students should use facts and information from “The Oregon Trail” and their own research in their writing. Remind students that when they are using source material, they must put it into their own words.

Then guide students through the steps:

Plan: Point out that students can use a graphic organizer to plan their writing. Explain that their topic and main idea go in the top box. As a class, have students brainstorm possible main idea sentences.

Explain that students will write supporting details such as facts, examples, and information in the Detail boxes. Point out that the details must support the main idea and that not all facts in the article will be useful.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Explain that the first sentence should tell the main idea. Their last sentence should be a conclusion that wraps up the ideas in the text.

Review: Have students use the checklist to check their informative text and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to listen for the supporting and discuss what they understood.

Have students complete the Writing Skills Mini-Lesson on capitalization on page 137.

Think and Discuss (p. 49)

Point out the excerpts and explain that they come from journals of people who traveled the Oregon Trail in the 1800s.

Fluency Read the excerpts aloud, modeling proper expression and pacing. Then have students read the excerpts chorally with you.

Put students in small groups. Have them discuss what each excerpt describes. Then have them respond to the questions.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

- **ELL** Have students work in small groups and discuss how people traveled in the 1800s in their home country or region. Prompt them with questions such as *Were there routes that people followed? How did they travel? Why did they travel?*
- Point out that each article has a map showing a route that connected the eastern United States to the west. Have students research other main western travel routes, such as the Santa Fe Trail, the California Trail, and the Mormon Trail. Ask students to create a map showing these main travel routes.
- Have students review what they learned about the Chinese railroad workers in the second article. Have them research the Chinese Exclusion Act of 1882, which prohibited immigration of Chinese laborers. Have students discuss what the act did and whether they think the act was fair.

LESSON 5: VOTING RIGHTS (pp. 50–59)**Introduce the Lesson (p. 50)**

Have students read the lesson title. Invite students to share whether they have ever voted in local, state, or national elections and to explain why they have or have not voted.

Explain that both readings in this lesson will be about the history of voting rights in the United States. Ask students to share what they already know about the history of voting in the United States.

Explain that in this lesson, students will read one pair of texts about African American voting rights and another pair of texts about women getting the right to vote.

Provide general background about the topics.

After the Civil War, African Americans were freed from slavery, but many African American men were not allowed to vote. As a result, Congress passed the 15th Amendment in 1870, which said that the right to vote could not be denied based on race. Even with the amendment, African American men faced difficulties voting, and these difficulties lasted long into the 1900s.

The voting rights movement for women in the United States (also called the suffrage movement) became organized around 1850. A few states gave women the right to vote in state elections, but suffragists wanted a constitutional amendment to give all women voting rights. In the early 1900s, suffragists publicly marched and demonstrated. Many women took on new roles during World War I, supporting the military and working in factories. The 19th Amendment, which gave women the right to vote, was ratified in 1920.

Review the lesson goals. Explain that students will:

- read selections about the Fifteenth Amendment and women's suffrage
- practice understanding words with the prefix *inter-*
- write a letter to the editor to persuade people to vote

Pre-Teach the Vocabulary

Read aloud the key vocabulary and content vocabulary words and their definitions. Explain that students will read these words in the selections and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult and irregularly spelled words such as *cooperation*.
- Provide support for challenging conceptual words (such as *eligible* and *emphasize*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that some of the words, such as *barrier* and *deny*, can have multiple meanings.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 51)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 50 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Help students activate vocabulary by having them tell about voting in their home country. Ask students to describe what they know about the history of voting, what the requirements are to vote, and whether people treat voting as an important process.

Review the Vocabulary Tip. Remind students that when they read a word that they don't know, they can look for clues in surrounding text. Sometimes authors give examples that can help readers figure out the meaning of a word.

Have students answer the questions and share the examples they found. Invite volunteers to share their definition of *barriers*.

READING 1 (pp. 52–53)

Pre-Reading Strategy: Skim (p. 52)

Before students read this pair of texts, point out the tip in the margin. Explain that students will be reading some historical documents in this lesson. The authors of those materials used terms such as “colored” and “Negro,” which were appropriate at the time they were writing, but are not appropriate now. Remind students to use the term “African American” in their writing and discussions.

Tell students that they will use the pre-reading strategy of skimming. Explain that skimming is a way to quickly get an idea of what a text is about. Skimming can

help them know what to expect and pay attention to important details when they read the text later. Be sure students understand that skimming is not a substitute for carefully reading a text.

When students skim, they should:

- read the title
- read the description of each of the texts
- skim the first sentence of a few paragraphs
- look at any graphics that go with the text

Have students answer the questions. Discuss their answers.

Reading Strategy: Take Notes

Explain that taking notes while they are reading can help students find and remember important facts and key details.

As they read, students should jot down notes in the margin and underline or circle key details. They can use their notes to help them answer questions and find key information after they have finished reading.

Point out the prompts in the margin. After students have finished reading each of the texts, have them share the notes they wrote.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 53)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of each text. If necessary, help students turn back to the texts to find the answers.

Reading Skill: Analyze Purpose and Point of View

Explain the reading skill. Discuss some different purposes authors have for writing and encourage students to name examples of text types that serve different purposes.

Discuss how an author's point of view can shape his or her writing. Model examples of how people can see the same event differently. For example, discuss how fans and players for opposing sports teams might view a referee's call differently. Explain that a writer's point of view can shape how he or she writes about a topic.

Have students answer the questions and check their answers in the Answer Key.

Fluency **Improve Your Reading** Model reading aloud paragraph 2 of Text 2, emphasizing tone and expression. Then have students choral read the paragraph with you.

READING 2 (pp. 54–55)

Practice the Skills (p. 54)

Explain that students will be reading two different texts about women’s suffrage. Tell them to look for clues about how each author views the topic of women’s voting rights.

Point out the poster with Text 3. Explain that it shows a woman working alongside a man in a weapons factory from around 1915, the time of World War I.

Have students look at the postcard next to Text 4. Explain that postcards with political messages like this one were common in the early 1900s.

Have students skim Texts 3 and 4 and answer the questions. Remind them that when they skim, they read quickly to get a general idea about the text. Have students share their answers to the questions.

Remind students to take notes and complete the prompts in the margin as they. Explain that in addition to making notes in the margin, they can underline or circle important facts and details. After students have finished reading, have them share the notes they took.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 55)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the texts. If necessary, help students turn back to the texts to find the answers.

Reading Skill: Practice Analyzing Purpose and Point of View

Review the reading skill. Remind students that an author’s purpose is the reason he or she wrote a text. Explain that an author can have a neutral point of view when writing an informational text because he or she is presenting facts. Authors of opinion pieces and persuasive texts can view issues with a positive or negative point of view. Readers can pay attention to the language authors use to help them understand the author’s point of view.

Have students complete the graphic organizer using Text 3, Text 4, and the postcard.

- Have students record how each text presents and organizes information. If necessary, point out the brief description before Texts 3 and 4 and the caption of the postcard.
- Explain that they should think about what the author’s point is for writing the text.
- Have students think about what kinds of reasons and evidence each author uses.
- Then have students describe the author’s point of view.
- Ask students to check the answers in the Answer Key.

If students need more practice with analyzing purpose and point of view, provide them with a copy of the Purpose and Point of View graphic organizer (Master 8). Guide them to complete the organizer using the first pair of texts.

Fluency **Improve Your Reading** Have students practice reading paragraphs 1 to 3 of Text 3 silently. Tell them to pay attention to punctuation marks, including the exclamation point, question mark, period, and dashes. After students have practiced reading the passage silently, have them read it aloud to a partner.

DEVELOP YOUR UNDERSTANDING (pp. 56–57)

Respond to the Readings (p. 56)

Have students answer the questions and check their answers in the Answer Key. Invite students to share their answers. Discuss what they learned from the pair of texts and how they answered question 5.

Extension Have students work in small groups to research voting rights milestones in the United States and create a time line showing important events. Have groups share their time lines with the class.

Use Word Parts: Prefix *inter-*

Remind students that prefixes are word parts found at the beginning of some words. Explain that the prefix *inter-* means “between” or “among.” Point out that knowing a prefix can make it easier for students to read words as well as to figure out their meaning.

Write the word *interlocked* on the board. Ask students what they think the word *interlocked* must mean (locked between). Have students look at the words in the box and look for word parts they might already know.

Then have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 57)

Have students complete the activities and check their answers in the Answer Key.

Invite volunteers to share the sentences they wrote using the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 58–59)

Write a Letter to the Editor (p. 58)

Discuss with students how they know that Texts 3 and 4 of this lesson were persuasive. Have them identify what the authors wanted to persuade readers to do. Then have them cite examples of techniques the authors used to persuade.

Explain that a letter to the editor can also be a persuasive text. These letters usually express a reader's opinion about a topic and may urge the reader to take action on an issue.

Read the list of features that students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should do additional research about voting to find reasons to support their opinion.

Then guide students through the steps:

Plan: Have students think about their purpose and audience before they start writing.

Point out that students can use a graphic organizer to plan their writing. Explain that reasons will support their opinion and help convince readers to take action.


Write: Have students use the ideas they wrote in their graphic organizer to write their letter to the editor. Remind students to include the elements of a letter, including a greeting and closing.

Review: Have students use the checklist to check their work and make any needed changes. Then have students

read their writing aloud to a partner. Ask partners to discuss how their letters to the editor were similar and different.

Think and Discuss (p. 59)

Have students read the information about Frederick Douglass.

 Read aloud the quotation, modeling proper pacing and expression. If necessary, explain the meaning of words such as *urgency* and *obtain*. Then have students read the quote aloud with you.


Put students in small groups. Have them discuss the questions. Invite groups to share what they discussed with the entire class.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students research the history of voting rights in their home country. Invite them to share their findings with the class.
- Have students go online to find examples of the literacy tests used to prevent African Americans from registering to vote. Ask students to take the test. Have them write a summary of the experience and explain why the tests were difficult and unfair.
- Have students research the percent of Americans who voted in the most recent presidential election. Encourage them to graph the data by age range of voters. Have them interpret their findings and share them with the class.

LESSON 6: WORLD WAR II (pp. 60–69)**Introduce the Lesson (p. 60)**

Have students read the lesson title. Explain that the readings in this lesson will be about life for some Americans during World War II. Invite students to share what they know about the war effort at home and the roles that the Navajo and other Native Americans played in ensuring a successful end to the war. If needed, provide general background information about the topic.

The home front of the United States in World War II supported the war effort in many ways. Women entered the workforce. Gas, food, and clothing were rationed. People collected items like scrap metal and cooking fat (the glyceride was used to make bullets and gunpowder) to be used to build weapons and other military supplies. Consumer goods like automobiles and refrigerators were not produced. Rotating blackouts saved fuel.

Early in the war, bilingual Navajo speakers were recruited by the U.S. Marine Corps. They were asked to develop a secret code based on their native language to communicate critical information during battle. The original code consisted of 211 key words and military terms.

Navajo code talkers were used in every major operation involving the Marines in the Pacific theater. During the invasion of Iwo Jima, a small unit of six Navajo code talkers sent and received over 800 messages in 48 hours, without error. The code remained unbroken throughout the course of the war.

Review the lesson goals. Explain that students will:

- read two articles that give information about the roles of civilians on the home front and the Navajo code talkers during World War II
- practice understanding the suffix *-ive*
- write a narrative paragraph about a person who had to make a sacrifice

Pre-Teach the Vocabulary

Read aloud the key vocabulary and content vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.

- Model pronunciation of difficult words.
- Review the content vocabulary words and their definitions. Point out how the words are related.
- Provide support for conceptually challenging words by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 61)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 60 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL If appropriate, ask volunteers to talk about the role the people of their native country played during World War II.

Review the Vocabulary Tip and have students explain their answer choices.

READING 1 (pp. 62–63)**Pre-Reading Strategy: Set a Purpose for Reading (p. 62)**

Explain that students will use the pre-reading strategy of setting a purpose for reading. Tell students that when they read with a purpose, they will stay focused on what's most important, build their understanding, and become better readers.

Remind students that they set a purpose for reading whenever they follow a recipe or directions, read for specific information, or read to relax. Before they read, they think about what they expect to learn and what they already know.

Discuss students' answers to the questions.

Reading Strategy: Ask and Answer Questions

Explain that to make sense of the text, students should ask themselves questions as they read. When they ask their own questions, students become more proficient readers. It helps students interact with the text, sets a purpose for reading, may help students anticipate test questions.

Model the process for students using the example prompt or your own question. Point out the prompts in the margin. Explain that the first one is an example of a

question a reader might ask. After students have finished reading the passage, have them share the questions they asked and the answers they found.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 63)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Make Inferences


Explain the reading skill. Read aloud the instruction. Point out that when students make inferences, they find clues in the text and images to get answers. They add those clues to what we already know or have read. There should be support for their inferences.

Explain that students will practice making inferences. Point out that they may be able to make multiple inferences from one sentence.

Have students reread the paragraph with the first activity. Then have them read the sentences in 1–5. As students read each item, ask them to provide support for the statements they mark *I*. If they can't find anything to back up the statement or if what they find contradicts the statement or what they already know, they should mark *X*.

If students are having difficulty, do the first item with them. Help them find the facts and help them use what they already know to make inferences about the information. Point out that they may have to make inferences based on the entire passage, not just one sentence.

Follow a similar process with the next paragraph.

 **Improve Your Reading** Pair students. Have them silently read paragraph 4 of “The Home Front” as you read it aloud. Then have students read aloud with you. Remind students to pay attention to how you group words together and when your intonation rises and falls.

READING 2 (pp. 64–65)

Practice the Skills

Have students set a purpose for reading the second article and answer the questions. Discuss their answers.

Remind students to ask and answer questions as they read the article. Point out the prompts in the margin. After students have finished reading, have them share what questions they asked and what answers they found. Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 65)


After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Making Inferences

Review the reading skill. Remind students that when they make inferences, they use information from the text and what they know to form a new understanding. Have students use the graphic organizer to complete the activity.

If students have difficulty answering, help them find facts in the article. Then help them use what they already know to make inferences about the information.

- Tell students to list information they learned about the Navajo code talkers. Then have them add what they already knew. (Some students might have seen *Windtalkers*, a movie about two U.S. Marines assigned to protect two U.S. Marine Navajo code talkers.) Finally, have them put the information together to make an inference.
- If students need more practice with making inferences, provide them with a copy of the Making Inferences graphic organizer (Master 9). Guide them to complete the organizer using other parts of the articles.

 **Improve Your Reading** Ask students to read paragraph 5 silently. Have them read it two to three times, paying attention to punctuation marks. Then have them work with a partner and alternate reading each sentence aloud.

DEVELOP YOUR UNDERSTANDING (pp. 66–67)

Respond to the Readings (p. 66)

Ask students to check their answers to questions 1–4 in the Answer Key. Invite students to share their responses to question 5.

Extension

Have students discuss if they think it would be easy or difficult for them to make sacrifices for their country. What would be the hardest things to give up?

Use Word Parts: Suffix *-ive*

Explain the meaning of the suffix *-ive*. Tell students the suffix is added to the end of a word, root, or base, it creates an adjective.

Write these words on the board: *invent* and *defense*. Model adding the suffix *-ive* to each word. Point out the spelling change in *defense* (dropping the *e* before adding *-ive*). Review the meaning of each adjective that was formed when the suffix is added.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 67)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences they wrote using the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 68–69)

Write a Narrative Paragraph (p. 68)

Plan: Read aloud the writing prompt. Have the class to think of the sacrifices that people make. If necessary, prompt them with ideas, such as selling something you love to help a friend, moving back home to take care of your elderly parents, joining the military to defend your country, or doing volunteer work on your day off.

Write: Point out that students can use the graphic organizer to plan their writing.

Have students use the ideas they wrote in their graphic organizer to write their paragraph.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to discuss what they understood.

Have students complete the Language Skills Mini-Lesson about shifts in tense on page 138 and check their answers in the Answer Key.

Think and Discuss (p. 69)

Explain that propaganda is a way of influencing people. Different departments of the U.S. government used thousands of different posters during World War II. The posters mostly had a positive message and were created to connect civilians on the home front to soldiers fighting overseas.


Have students work in small groups to discuss the posters in this lesson and answer the questions. Ask volunteers to share their group's answers with the class.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Ask volunteers to describe a special person or group of people who helped their country during a difficult time, such as a war.
- Tell students that in 1943, a Gallup Poll asked Americans, "Do you understand how the food point rationing system works?" and only 53 percent of men answered "Yes." 76 percent of women answered "Yes." Ask students to share their opinions as to why that was true. Do they think that if food were rationed today (more than 70 years later), more women than men would still answer "Yes"? Encourage students to explain their answers.
- If necessary, explain that Gallup is a company known for its public opinion polls.
- Go to the Navajo Code Dictionary website at <http://tinyurl.com/y9kyqatc>. Print out the code dictionary and have students use it to write coded messages they can share with the class.

UNIT REVIEW (p. 70)

Have students complete the Unit 2 Review to review the unit's reading skills.

LESSON 7: DISEASE STRIKES THE WORLD (pp. 72–81)

Introduce the Lesson (p. 72)

Read aloud the lesson title. Explain that the readings in this lesson will be about major diseases that spread through the world.

Read aloud the article titles. Explain that the Black Death is a name given to a disease that struck the world in the mid-1300s. Pre-teach the content vocabulary word *pandemic* and explain the second article tells about a disease that struck in the 20th century.

Activate prior knowledge by having students identify what they know about life in the 1340s and in 1918. Create a three-column chart on the board with the headings 1340s, 1918, and today. Have students discuss differences in scientific understanding of the world, medicine, and treatment of disease.

If needed, provide additional background information about diseases.

One of the articles discusses a disease caused by a kind of bacteria, and the other discusses illness caused by a virus.

Today we understand that bacteria and viruses can cause illnesses like colds, the flu, and tuberculosis. But it wasn't until the 1670s that bacteria were first observed under a microscope. Even then, scientists did not understand the role of bacteria in spreading illness. It wasn't until the late 1800s that scientists understood the role of bacteria and viruses in causing disease.

Review the lesson goals. Explain that students will:

- read two articles that give information about diseases in history
- practice using the root *bio*
- write an explanatory text

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.

- Model pronunciation of difficult words like *contagious* and *plague*. Point out that the letter *g* is pronounced differently in these two words.
- Provide support for conceptually challenging words like *origin* and *thrive* by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that several of the vocabulary words have multiple meanings and that the word *report* can be either a noun or a verb.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 73)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 72 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about any contagious diseases they know of and to describe the symptoms. Have them use the words *contagious* and *symptom* in their responses.

Review the Vocabulary Tip and have students explain their answer choices. Have students practice their dictionary skills by looking up the word *report* and identifying different parts of speech and definitions. Ask students to use the different meanings in original sentences. Invite volunteers to share their sentences with the class.

READING 1 (pp. 74–75)

Pre-Reading Strategy: Preview (p. 74)

Explain that students will use the pre-reading strategy of previewing. Remind them that previewing can help them better understand what they will learn about.

When students preview, they should:

- read the title and think about its meaning
- read the headings to see what the sections of the article will be about
- look at maps, photos, diagrams, or other graphics, read any titles or captions, and think about what the visuals show

Have students look at the title. Ask students to think about what the Black Death was and why the disease got that name.

Remind students that authors use headings to organize information and tell what a section of text is about.

Then have students read the title of the map. Point out the key and have students look at the shading on the map.

Discuss students' answers to the questions. If necessary, review the text features

Reading Strategy: Take Notes

Explain that taking notes can help students find and remember important facts and ideas as they read. As they read, students should jot down notes in the margin. They can also underline, circle, or highlight key details. They can write a question mark next to text they don't understand and go back to that part of the text later. Point out that they can use their notes to help them answer questions and find key information after they have finished reading.

Point out the prompts in the margin. After students have finished reading the article, have them share any notes they wrote.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 75)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Synthesize

Explain the reading skill. Tell students that synthesizing uses several other skills. For example, before readers can synthesize, they need to be able to find main ideas, identify important details, summarize, and infer.

Point out that the root *syn* in *synthesize* means "together." Explain that synthesizing means putting together important facts and information and using the information to form a new understanding of a text.

Have students complete questions 1–4. Have them share their answers. If students have difficulty answering, help them find the important details in the article.

Then have students answer the remaining questions and check their answers in the Answer Key.



Improve Your Reading Have students read paragraph 1 silently, sounding out any long or difficult words. Remind them to break words into parts to make them easier to read. Then have students take turns reading the paragraph aloud to a partner.

READING 2 (pp. 76–77)

Practice the Skills

Have students read the title and headings of the second article and predict what it will be about and how it will be organized.

Point out the advertisement. Have students describe what they see in the picture and what the text says. Have them read the caption. Remind them that captions can provide additional information about graphics.

Have students answer the questions. Discuss students' answers. If necessary, point out the text features.

Remind students to take notes as they read the article. After students have finished reading, have them share the notes they took.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 77)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Synthesizing

Review the reading skill. Remind students that when they synthesize, they put together important information and use it to form a new understanding.

Show students the graphic organizer. Explain that they can find important information in each part of the article and use it to draw conclusions. Then they can synthesize all the information in the article.

- Point out that some information has already been entered.
- Have students complete the remaining parts. Invite students to share the important information and conclusions they formed as they work on the organizer.
- Have students check their answers in the Answer Key.

If students need more practice with synthesizing, provide them with a copy of the Synthesize graphic organizer (Master 10). Have them use the organizer with the first article or with another informational text.

Fluency **Improve Your Reading** Discuss with students how to read the dates and the numbers in paragraphs 2–3. Then have students practice reading the paragraph silently. After they have read it two or three times, have them read it aloud to a partner.

DEVELOP YOUR UNDERSTANDING (pp. 78–79)

Respond to the Readings (p. 78)

Ask students to check their answers to questions 1–4 in the Answer Key. Invite students to share the similarities they found for question 5.

Extension Have students research current advice for avoiding and stopping the spread of the flu. Have them summarize the advice and compare it to steps people might have taken during the 1918 flu.

Use Word Parts: Root *bio*

Explain the meaning of the root *bio*. Remind students that roots can give them a clue about the meaning of an unknown word.

Ask students to name any words they know that contain the root *bio*. Have them explain the meaning of the words.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 79)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences they wrote using the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 80–81)

Write an Explanatory Text (p. 80)

Explain that explanatory texts help readers learn more about a topic. They may explain how something works or how something happened. Invite volunteers to give some examples of explanatory texts they have read. List examples on the board.

Explain that students will be writing an explanatory text about one of the two diseases from the articles. Discuss the features students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should use information and details from the article. If students would like to add additional facts and information, suggest some appropriate internet sources.

Then guide students through the steps:

Plan: Have students complete the graphic organizer with information from each article. Then have them choose the disease they want to write about.

Remind students that when they use ideas from sources, they should paraphrase or rephrase the idea in their own words.

Write: Have students use the ideas they wrote in their graphic organizer to write their explanatory text. Encourage students to write an attention-getting first sentence. They should also write a conclusion that summarizes their main point.

Review: Have students use the checklist to check their writing and make any needed changes. Then have students read their explanatory text aloud to a partner. Ask partners to listen and ask any questions they have about their partner's writing.

Have students complete the Language Skills Mini-Lesson on commas on page 139 and check their answers in the Answer Key.

Think and Discuss (p. 81)


Have students look at the newspaper and read the large headline across the top. Then read the quotation aloud. Have students discuss the questions in small groups.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss whether pandemics like bubonic plague or the 1918 flu struck their home country. How do health officials today respond to major disease outbreaks? If possible, combine students from different countries or regions.
- Have students research outbreaks of bubonic plague and create a timeline showing when the major outbreaks were. Have them synthesize the information and discuss in small groups why the disease might have kept recurring.
- Explain to students that even though flu vaccines are available each year in the United States, many people do not get them. Have students list reasons why people probably do or don't get a flu shot.

LESSON 8: INVASIVE SPECIES (pp. 82–91)**Introduce the Lesson (p. 82)**

Read aloud the lesson title. Explain that the readings in this lesson will be about invasive species. Pre-teach the vocabulary word *invasive* and explain that it means “tending to spread easily.” Introduce the related words *invade* and *invader* and point out that these words relate to the spread of something harmful.

If needed, provide additional background information about invasive species.

Some species that are introduced to a new area can have harmful effects. They might come from a place where they are part of a healthy ecosystem. However, when invasive species move to a new place, they may not have any predators. They may take resources from plants and animals that live here. This can cause a variety of problems.


Review the lesson goals. Explain that students will:

- read two articles that give information about invasive species
- practice using the root *rupt*
- write a report

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Point out that some of the words can be different parts of speech. Remind students to use context to figure out how a word is being used. For example, *decline*, *impact*, and *import* can all be both nouns and verbs; *potential* can be both an adjective and noun.
- Provide support for challenging concept words, such as *intentional* and *potential*, by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

 Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 83)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 82 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to discuss any invasive species they know about. Have them share names of items imported to or from their home country.

Review the Vocabulary Tip and have students explain their answer choice. Have students practice finding antonyms for other vocabulary words, such as *aggressive*, *intentional*, and *undetected*.

READING 1 (pp. 84–85)**Pre-Reading Strategy: Set a Purpose for Reading (p. 84)**

Tell students that they will use the pre-reading strategy of setting a purpose for reading. Explain that setting a purpose for reading means thinking about what you want to learn or find out before you read carefully. Point out that setting a purpose can help readers focus on the most important information and details.

When students set a purpose for reading, they should:

- read the title and think about its meaning
- skim the selection to see what it's about
- review any graphic features, such as photos, maps, diagrams, or charts
- read any questions that they will need to answer after reading the text
- think about what they should pay attention to as they read

Have volunteers read aloud some of the questions on page 85. Point out that students should look for answers to these questions as they read.

Then have students answer the pre-reading questions. Discuss students' answers to the questions. If necessary, reread the headings and point out the photos and captions. Stress that students can skim the article quickly before reading to get a general idea about the text.

Reading Strategy: Make Connections

Explain that readers can make connections to ideas in the text as they read. They can make connections to things they know, have seen, or have read about. Explain that making connections can help readers better understand ideas in the text.

Point out the prompts in the margin. Explain that these questions ask students to make connections to ideas in the text. After students have finished reading the article, have them share the connections they made.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 85)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Compare and Contrast

Explain the reading skill. Tell students that authors sometimes compare and contrast two or more topics to help readers understand how they are alike and different. Point out that sometimes authors directly compare or contrast things. They may use signal words to show that two things are being compared or contrasted. Read the signal words in the chart aloud. Explain that sometimes, authors aren't direct in comparing and contrasting. The reader must use the information in a text to infer how things are alike and different.

Have students complete the practice activities. If students have difficulty answering, help them turn back to the text to find the details. Have students check their answers in the Answer Key.

Fluency **Improve Your Reading** Have students read paragraph 4 silently, paying attention to punctuation marks. Remind them to pause as they come to commas and the colon. Then have students take turns reading the paragraph aloud to a partner.

READING 2 (pp. 86–87)**Practice the Skills**

Have students set a purpose for reading before they read the second article. Remind them to read the title and headings and to quickly skim the text to find out what it's about. Have students look at the questions on page 87 so that they know what to look for as they read.

Then have students answer the questions and share their responses.

Remind students to answer the questions in the margin and make connections as they read the article. After students have finished reading, have them share the connections they made.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 87)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Comparing and Contrasting

Review the reading skill. Explain that students can think about how red imported fire ants and Asian long-horned beetles are alike and different. Remind students that sometimes authors compare things indirectly. Students may need to infer how the two types of insects are alike and different.

Explain that a Venn diagram is a way to organize information when comparing and contrasting. Point out the different parts of the Venn diagram and what goes in each part.

- Have students complete the Venn diagram. Explain that some information has already been entered.
- For items 3–5, explain that students can write any details that show similarities. If necessary, turn back to the text to find details.
- Have students check their answers in the Answer Key. Discuss students' answers to question 9.

If students need more practice with comparing and contrasting, provide them with a copy of the Venn Diagram graphic organizer (Master 11). Have them use the organizer with the first article to compare and contrast Burmese pythons and wild hogs.

Fluency **Improve Your Reading** Ask students to listen while you read paragraph 3 aloud. Tell them to listen to how you group words together. Then have students chorally read the paragraph with you.

DEVELOP YOUR UNDERSTANDING (pp. 88–89)

Respond to the Readings (p. 88)

Ask students to check their answers to questions 1–4 in the Answer Key. Invite students to share their responses to question 5 and explain their thinking.

Extension Have students create a 4-column chart and list problems caused by each of the invasive

species. Ask students which species they would not want to encounter in the wild and explain why. Then have them discuss which species might hurt people indirectly.

Use Word Parts: Root *rupt*

Explain the meanings of the root *rupt*. Remind students that roots can give them a clue about the meaning of an unknown word. Point out that *rupt* is not a word. It must be combined with other word parts in order to form words.

Have students complete items 1–6 and check their answers in the Answer Key. Then have students complete items 7–8 and share their sentences.

Review the Vocabulary (p. 89)

Have students check their answers in the Answer Key. Invite volunteers to share the sentences they wrote using the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 90–91)

Write a Report (p. 90)

Ask students to share examples of different kinds of reports they have written, read, or heard about. Record their answers on the board.

Point out that reports are a type of informational text. They are meant to increase knowledge and give information about a topic. They may include facts, details, and examples.

Explain that students will be working on their own report about an invasive species. You may wish to share sample reports about invasive species available online to use as models.

Discuss the features students should include in their report. Make sure students understand each one.

Read aloud the writing prompt. Point out that students can write about one of the species named in the articles or one of their own choice. They should use information from the articles and from internet research to write their reports.

Then guide students through the steps:

Plan: Help students select their topic. Tell students that they should take notes from sources about their topic.

As needed, provide some guidance on using sources. Be sure students are writing information using their own words and not copying directly from sources.

Explain that the graphic organizer can help students organize the details in their reports. They may want to use some of the categories from the graphic organizer as headings in their report.

Write: Have students use the information they wrote in their graphic organizer to write their report. Explain that students may want to include a photo of the species to support information in their report.

Review: Have students use the checklist to check their report and make any needed changes. Then have students read their report aloud to a partner. Ask partners to listen and ask any questions they have about the paragraph.

Think and Discuss (p. 91)

Point out the photograph. Ask students to describe what they see and why the sign might be posted. Have a volunteer read the caption aloud. Ask students to think about how zebra mussels might get spread.


Have students discuss the questions in small groups.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss native and invasive species in their home country. If needed, prompt them with questions such as *Where did the invasive species come from? What harm do they do? What steps are people taking to stop the invasive species? How do invasive species affect native species?*
- Have students research an invasive species found in your area. Invite students to share pictures and details about why this species is a problem.
- Have students analyze the map of red imported fire ant range. Ask them to use details from the text and information on the map to infer why the insects live where they do. Have them think about what the area of potential infestation tells them. Invite students to share their thinking with the class.

LESSON 9: TOO LITTLE RAIN, TOO MUCH RAIN (pp. 92–101)

Introduce the Lesson (p. 92)

Have students read the lesson title. Explain that the readings in this lesson will be about extreme weather. Invite students to share any information they have about the Dust Bowl and mudslides. If needed, provide general background information about the topics.

The Great Plains, also called *Great American Desert*, encompass parts of 10 states (Montana, North Dakota, South Dakota, Wyoming, Nebraska, Kansas, Colorado, Oklahoma, Texas, and New Mexico.)

Coinciding with the economic impact of the 1929 stock market crash, the southern Great Plains experienced devastating dust storms, drought, and land erosion during the Dust Bowl era of the “Dirty Thirties.”

Mudslides, referred to as debris flows by scientists, occur on hillsides and steep slopes when heavy rains batter the soil, loosening and liquefying it into a fast-moving mud dragged down hillsides by gravity. The flood of mud picks up the loose debris, trees, and boulders in its path, becoming powerful enough to wipe out entire communities downstream.

The January 2018 mudslides of Southern California were caused by soil saturation from heavy rainfall and deforestation due to recent wildfires. Their devastation was felt most in Santa Barbara County.

Review the lesson goals. Explain that students will:

- read two articles that give information about extreme weather—droughts and mudslides; point out that as they read, they should think about what information they are learning
- practice using the suffix *-en*
- write an informational text

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.

- Model pronunciation of difficult words such as *absorb* and *collapse*. Point out the spelling and pronunciation of *drought*.
- Provide support for conceptually challenging words, such as *drought*, by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 93)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 92 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about the kinds of extreme weather that their country is prone to.

Review the Vocabulary Tip. Explain that many words have multiple meanings. When students read a word that they don't know, they can look for clues in surrounding text.

Ask students to share their answer to the question.

READING 1 pp. (94–95)

Prereading Strategy: Skim (p. 94)

Explain that before students read an article, they can skim it. Point out that skimming can help them better understand what they are going to read.

When students skim, they should:

- read the title
- read the first sentence or two to see what the article will be about
- look at any maps, photos, or diagrams and think about what they show

Reading Strategy: Reread

Explain that rereading is a key skill in becoming a good reader. Tell students that it is important to acknowledge if what they're reading doesn't make sense to them or if they can't remember something.

Tell students that when they reread, they should slow down and pay attention to the words and meaning more carefully. Rereading will help students read with greater

accuracy and fluency, allowing them to better understand what they have read.

Note that some students might think that rereading is the sign of being a poor reader. Point out that the best readers reread to help with comprehension.

Point out the prompt in the margin and tell students they should reread when they need to answer a complex question or when they aren't sure of an answer. Remind them that rereading is the most effective way to improve their reading skills.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 95)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Identify Sequence

Explain the reading skill. Tell students that sequencing is a way to organize information. It is the ability to understand and retell in chronological order, the order in which events occurred.

Explain that events might have happened in the past (the Dust Bowl; what happened on your way to class) or in the present to describe something typical (what happens if there is no rain; directions to your home).

Ask students when they might want to sequence information.

Have students answer the questions. Have students share and explain their answers to the class.

Improve Your Reading Pair students. Have them silently read paragraph 4 at least twice. Then have them take turns reading aloud and listening to their partner. Remind students to pay attention to words that cause them to stumble and to read for the author's message.

READING 2 (pp. 96–97)

Practice the Skills (p. 96)

Have students skim the article and answer the questions. Discuss students' answers. If necessary, point out and discuss the text features.

Remind students to reread when they need to, and to respond to the prompt in the margin.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 97)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Identifying Sequence

Review the reading skill. Remind students that sequencing is identifying the components of a text, such as the beginning, middle, and end. It is also the ability to retell the events within a text in the order in which they occurred.

Have students review the graphic of “How Heavy Rain Causes Mudslides.” Tell them to complete the first activity.

Have students check their answers in the Answer Key.

Ask students to look at the graphic organizer. Explain that a sequence graphic organizer can help them identify the order in which things happen or happened. Point out how the arrows continue from one row to the next, left to right, just like text.

Have students work in pairs to complete the graphic organizer. Then ask volunteers to share their answers with the class.

If students need more practice with finding the main idea and details of a paragraph, provide them with a copy of the Sequence graphic organizer (Master 12). Guide them to complete the organizer using other paragraphs from the reading selections.

Improve Your Reading Tell students they will practice reading aloud. Have students reread paragraph 1 silently as you read aloud several times. Then choral read the paragraph with them. Focus their attention on punctuation clues, pausing briefly at commas and longer at periods.

DEVELOP YOUR UNDERSTANDING (pp. 98–99)

Respond to the Readings (p. 98)

Ask students to check their answers to questions 1–4 in the Answer Key. Read aloud question 5 and invite students to share what they learned from the two articles.

Extension

Have a class discussion about the things that are the same and different between the Dust Bowl and mudslides. Are they more alike than different or more different than alike? Have students create a chart to track their answers.

Use Word Parts: Suffix *-en*

Explain the meaning of the suffix *-en*. Tell students the suffix can be added to nouns to make adjectives.

Write these words on the board: *tight*, *wide*, *length*. Model adding the suffix *-en* to each word. Review the meaning of each adjective or noun and the verb that is formed when the suffix is added.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 99)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences they wrote using the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 100–101)

Write an Informational Text (p. 100)

Explain to students what an informational text is. Show students examples of an informational texts, such as a textbook or an article about healthy eating. Explain that both items are nonfiction. They inform the reader; the writer doesn’t share his or her opinion. They include relevant facts and details

Ask students to name informational texts (reports, instructions, biographies, etc.).

Read the list of features that students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Point out that students can do additional research online to find out more about the dangers of droughts and mudslides.

Then guide students through the steps:

Plan: Point out that students can use a sequence graphic organizer to plan their writing.

Write: Have students use the ideas they wrote in their graphic organizer to write their informational text. Explain that the first sentence should tell the purpose of the text.

Review: Have students use the checklist to check their work and make any needed changes. Then have students read their writing aloud to a partner. Ask partners to discuss what they understood.

Have students complete the Writing Skills Mini-Lesson on conditional sentences on page 140.

Think and Discuss (p. 101)

Introduce the song “So Long, It’s Been Good to Know Yuh” (originally called “Dusty Old Dust”). Explain to students that it is a song by Woody Guthrie. Guthrie, an American folk musician, is closely identified with the Dust Bowl and Great Depression and the economic, cultural, political issues related to them. Students may be familiar with his song “This Land Is Your Land.” “So Long, It’s Been Good to Know Yuh” is about the Black Sunday dust storm.

Introduce any new vocabulary and have students read the lyrics. Explain that *yuh* means “you,” and that the apostrophes stand for missing letters *d* (in *and*) and *g* (in *getting*, *singing*, and *drifting*.)

If possible, download and play a recording of the song.



Read the song aloud, modeling proper expression and pacing. Then have students read the song (or just the chorus) along with you.


As a class, have students discuss the meaning of the song. Ask if the song has any significance today.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss a bad storm that occurred in their native country. What were some of the effects? If possible, put students from at least two different countries in each group.
- Remind students that the Dust Bowl taught us about the need to take care of our soil. Right now, our climate is changing. Ask the class to discuss if the Dust Bowl could happen again. Encourage them to go online to find facts to support their opinions.
- There are many excellent videos available online of mudslides (including the 2018 California mudslides) and about how mudslides occur. Have the class watch a video and discuss what they saw and learned.

UNIT REVIEW (p. 102)

Have students complete the Unit 3 Review to review the unit’s reading skills.

LESSON 10: THE OPEN BOAT (pp. 104–113)**Introduce the Lesson (p. 104)**

Explain to students that they will be reading selections from the short story “The Open Boat,” by Stephen Crane. Tell students that the story was published in 1897 and is based on a real event.

Provide students with background information about Stephen Crane and the story. You may wish to display a map that shows Florida and Cuba.

Stephen Crane was an American author well known for his Civil War novel *The Red Badge of Courage*. In 1896, at the age of 26, Crane was working as a newspaper correspondent. He was assigned to cover the war in Cuba.

Crane boarded a ship called the SS Commodore in Jacksonville, Florida. During the trip, the ship got stuck on a sandbar and was damaged. It later sank.

Stephen Crane and three other men boarded a 10-foot dinghy, a small boat. They spent nearly 30 hours on the dinghy battling waves and sea currents. The men finally tried to land the boat at Daytona Beach.

Crane wrote of the events in a newspaper article a few days after the event. Later he crafted the story “The Open Boat.”

Explain that students will read excerpts from the first two sections of the story. As they read, they should pay attention to details that make the story realistic.

You may wish to provide a list of terms that would be helpful as students read the excerpts, such as *bow*, *stern*, *dinghy*, *horizon*, and *oiler*. Explain that an oiler was a person whose job was to oil machinery in places like ships, mines, and factories.

Review the lesson goals. Explain that students will:

- read two excerpts from the story “The Open Boat,” by Stephen Crane
- practice using the prefixes *super-*, *sur-*
- write a description

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the excerpts and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *stationary* and *temporarily*. Remind students that when they read these words, they should look for familiar base words, roots, and affixes.
- Explain that the words *grace* and *survey* can be both nouns and verbs and that students should use context to figure out the correct part of speech when reading.
- Provide support for challenging concepts (such as *grace* and *grim*) by modeling their use. Have students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 105)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 104 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Ask students to discuss the key vocabulary word navigation. Have them explain how they find their way around. Invite students to share ways people in their home country or culture find their way. How does it compare to the way people on the ship shown on page 104 would have navigated?

Review the Vocabulary Tip and have students discuss their answers. Ask students to explain how they used context clues to figure out the correct meaning.

READING 1 (pp. 106–107)**Pre-Reading Strategy: Set a Purpose for Reading (p. 106)**

Tell students that they will use the pre-reading strategy of using prior knowledge. Explain that they will use what they already know to help them as they read.

Point out that students do not need to have been on a boat on the ocean in order to use prior knowledge. They can think about other stories they have read and TV shows and movies they have seen that show shipwrecks

or life boats. They can apply their understanding from other texts or personal experience to this story.

When students use prior knowledge, they should:

- read the title and think about its meaning
- skim the story to find out what it's about
- think about what they already know about the topic

Discuss students' answers to the questions. Stress that students can skim before reading to get a general idea about the topic of the selection.

Reading Strategy: Visualize

Remind students that when they visualize, they create a picture in their mind. Visualizing can help them better understand and remember what they are reading. Explain that this story has a lot of imagery, figurative language, and sensory details. Picturing what is happening will help students understand the main conflict of the story.

Point out the prompts in the margin and tell students they should visualize the details. After students have finished reading the selection, have them share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 107)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood what is happening in the story. If necessary, help students turn back to the story to find the answers.

Reading Skill: Understand Figurative Language and Imagery

Explain the reading skill. Tell students that figurative language is language that has a meaning other than its literal or ordinary meaning.

Point out the definitions and examples of simile, metaphor, and personification. Discuss with students what the examples help them understand (for example, *a voice like butter* would probably sound soft, rich, and smooth).

Have students answer the questions. If students have difficulty answering, help them find evidence in the text and guide them to interpret it.



Improve Your Reading Have students read paragraph 7 silently, paying attention to their speed and pacing as they read. After students have read the paragraph two or three times, have them take turns reading aloud to a partner.

READING 2 (pp. 108–109)

Practice the Skills

Have students think about what they already know from prior experience and from reading the first part of the story.

Have them skim this excerpt and look at the photograph. Ask them what they think will happen.

Then have students answer the questions and share their responses.

Point out the prompts in the margin and tell students they should visualize what the story describes. After students have finished reading, have them share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 109)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main events from the selection. If necessary, help students turn back to the story to find the answers.

Reading Skill: Practice Analyzing Figurative Language and Imagery

Review the reading skill. Remind students of the definitions of simile, metaphor, and personification. Explain that students will analyze the figurative language in the selection. They will then use what they've found in the selections to form an overall understanding of the story.

Have students answer questions 1–7. Then have them complete the graphic organizer with details about the sea. After students have recorded details, have them draw a conclusion about why the author includes this imagery.

Have students check their answers in the Answer Key.

If students need more practice with analyzing figurative language and imagery, provide them with a blank copy of the Language and Imagery graphic organizer (Master 13). Provide students with another text to practice on.

Fluency **Improve Your Reading** Ask students to practice reading paragraphs 3 and 4 silently. Have them pay attention to punctuation and phrasing as they read. Then have students take turns reading the paragraph aloud to a partner.

DEVELOP YOUR UNDERSTANDING (pp. 110–111)

Respond to the Readings (p. 110)

Have students answer the questions and check their answers in the Answer Key. Invite students to share their responses to questions 4 and 5.

Extension Have students create a chart to record examples of figurative language and imagery in the selections. Have students cite examples from the story and determine whether each is a simile, metaphor, personification, or other kind of imagery. Invite students to share their charts with the class. Have them name the examples they thought were most effective at creating a picture in the reader's mind.

Use Word Parts: Prefixes *super-* and *sur-*

Explain that the prefixes *super-* and *sur-* can mean “on top of; over; above; beyond.” Point out that the vocabulary word *survey* has the prefix *sur-*.

Have students complete items 1–6 and check their answers in the Answer Key. Then have students complete items 7–8 and share the sentences they wrote.

Review the Vocabulary (p. 111)

Have students check their answers in the Answer Key. Invite volunteers to share the sentences they wrote using the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 112–113)

Write a Description (p. 112)

Point out that the story students have been reading has a lot of imagery and description. Explain that strong description can be part of fiction, but that writers of informational and persuasive texts can also incorporate elements of description into their writing.

Invite students to generate examples of times they have seen strong description in something they have read. If necessary, prompt them with examples, such as a travel brochure, a sports article, or a news article about a natural disaster.

Explain that students will be writing a description of an event or a place.

Discuss the features students should include in their descriptions. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should write their text about either an event or a place.

Then guide students through the steps:

Plan: Have students use the web graphic organizer to plan their writing. Explain that the event or place they are writing about will go in the center circle. Details go in the outer circles.

Encourage students to brainstorm sensory details beyond just visual details. Point out that they may also include details like sounds, smells, or feelings. If necessary, refer to the reading selections to look at examples of how Stephen Crane described being at sea.

Write: Have students use the ideas they wrote in their graphic organizer to write their descriptive texts. Remind them to include sensory details that help the reader picture the place or event.

Review: Have students use the checklist to check their text and make any needed changes. Then have students read their description aloud to a partner. Ask partners to listen and describe what they visualized.

Have students complete the Language Skills Mini-Lesson on run-on sentences on page 141.

Think and Discuss (p. 113)

Read the text aloud and point out that the excerpt comes from Stephen Crane's newspaper article.

Fluency Read the excerpt aloud, modeling proper expression and pacing. If needed, explain the meaning of *machinery* and *inferno*. Then have students read the quote chorally with you.

Have students discuss the questions in small groups.


Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each

word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss what it would feel like to be on a lifeboat on a rough sea. Encourage students to use sensory words and details in their descriptions. Have them refer to “The Open Boat” and explain some of Stephen Crane’s language, such as the bathtub or bucking bronco comparisons.
- Have students work in small groups to discuss aspects of “The Open Boat” that show it is realistic fiction. Encourage them to analyze setting, characters, and plot. Have students organize their examples in a chart and discuss as a class what makes the story realistic.
- Provide students with a familiar topic for a story, such as a crowded bus or a noisy classroom. Have students work in small groups to write a couple of descriptive paragraphs modeled after Stephen Crane’s writing style in “The Open Boat.” Encourage students to incorporate examples of figurative language and imagery in their writing. Have a volunteer read the group’s work aloud to the class.

LESSON 11: THE LAST LEAF (pp. 114–123)

Introduce the Lesson (p. 114)

Explain to students that short stories are works of fiction. They are shorter and less complex than novels.

Tell students that they will be reading excerpts from the short story “The Last Leaf,” by O Henry (born William Sydney Porter). O Henry (1862–1910) is an American writer, known for short stories with surprise twists and unexpected endings.

The story been simplified and adapted to make it easier for readers to understand.

Provide students with background information about the story.

This story takes place in the first decade of the 20th century in Greenwich Village, New York City. The Village has always attracted artists looking for good light and low rent. One November, there was an outbreak of pneumonia.

This story is written in a realistic style. It tells about people who could be real who behave in ways that are true to life.

Explain that in the story, there are two young artists, Sue and Johnsy, who share an apartment in the Village. Johnsy has pneumonia. Remind students that while pneumonia can be cured today with antibiotics, the antibiotics weren’t discovered until the 1940s.

Review the lesson goals. Explain that students will:

- read the short story “The Last Leaf,” by O Henry
- practice using the prefix *non-*
- write a character analysis

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the articles and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words such as *pneumonia*.
- Provide support for conceptually challenging words (such as *failure*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 115)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 114 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about what they know about city life in their native country in the beginning of the 1900s. Encourage them to talk about painters and other creative people. Where did they live? Did they form a community? What was their typical financial situation?

Review the Vocabulary Tip and have students explain their answer choice.

READING 1 (pp 116–117)

Pre-Reading Strategy: Set a Purpose for Reading (p. 116)

Explain that students will use the pre-reading strategy of setting a purpose for reading. Tell students that setting a purpose for reading the article before they read can help them better understand what they are going to read.

When students set a purpose for reading, they should:

- skim the article to find out what they will be reading about
- ask themselves what they already know about the topic
- think about what they will learn

Discuss students' answers to the questions. If necessary, point out the text features and explain that authors use headings to organize information and tell what a section of text is about.

Reading Strategy: Take Notes

Remind students that taking notes can help students find and remember important details as they read. As they read, students should jot down notes in the margin and underline key details. They can use their notes to help them answer questions and find key information after they have finished reading.

Point out the prompts in the margin. Tell students that they should make notes as they read. After students have

finished reading the selection, have them share any notes they wrote.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 117)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Analyze Characters

Explain the reading skill. Have students identify the characters in the story. Discuss some of the ways authors reveal information about their characters. Point out that sometimes the author states information about characters directly. Other times, it's up to the reader to make inferences about character through their appearance, speech, thoughts, and actions. Character traits are part of a character's personality.

Explain that students can use the clues in the story to make inferences about the character.

You may want to provide some lists of common character traits and review their meanings. Encourage students to add their own ideas and/or to divide the list into positive and negative traits.

Have students answer the questions. If students have difficulty answering, help them look for answers in the text. Have them explain their thinking.

Improve Your Reading Have students read paragraphs 6 to 13 silently, paying attention to their expression as they read. Then have partners alternate reading the paragraphs, saying the quotes the way the characters might speak.

READING 2 (pp. 118–119)

Practice the Skills (p. 118)

Have students preview the second article and answer the questions. Discuss students' answers.

Point out the prompts in the margin and tell students they should take notes as they read. After students have finished reading, have them share their notes.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 119)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Analyzing Characters

Review the reading skill. Explain that a graphic organizer can help students understand and identify the traits of the characters they are reading about. Point out the different parts of the organizer.

- Have students go back and reread “The Last Leaf.” As they read, encourage them to take notes or underline what the characters say and do that reveal their character.
- Point out that Behrman doesn’t have any lines in this version of the story.
- Have students share the details they wrote in their graphic organizer.
- Ask students what they concluded about each character. If necessary, prompt them with character traits.
- Have students check their answers in the Answer Key.

If students need more practice with analyzing characters, provide them with a copy of the Character graphic organizer (Master 14). Have them practice identifying character details and traits using common and familiar stories.

Improve Your Reading Ask students to practice reading paragraphs 9 and 10 silently. Tell them to pay attention to their phrasing, or how words can be naturally grouped together. Then have partners take turns reading the paragraph aloud.

DEVELOP YOUR UNDERSTANDING (pp. 120–121)**Respond to the Readings (p. 120)**

Ask students to check their answers to questions 1–4 in the Answer Key.

Extension Ask students to discuss whether or not they would take care of a good friend who got sick.

Use Word Parts: Prefix *non-*

Explain the meaning of the prefix *non-*. Tell students the prefix can be added to nouns to make adjectives.

Write these words on the board: *stick*, *verbal*, and *violent*. Model adding the prefix *non-* to each word. Review the meaning of each word that is formed when the prefix is added.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 121)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences they wrote using the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 122–123)**Write a Character Analysis (p. 122)**

Explain to students that they will be writing a character analysis about one of the two main characters in the selection. Point out that they will practice using some of the same skills they used in the reading part of the lesson: finding details and evidence and making inferences about characters.

Discuss the features students should include in their character analysis. Make sure students understand each one. Explain that evidence means proof or examples that explain their point.

Read aloud the writing prompt. Then guide students through the steps:

Plan: Have students use the graphic organizer to record details, examples, and other evidence. Remind students to use evidence from both excerpts from the story.

You may want to provide students with vocabulary that supports their opinion about the character. If necessary, provide some character traits, such as *courageous*, *caring*, *hopeless*, *rational*, and provide the meaning of each word.

Write: Have students use the information they wrote in their graphic organizer to write their character analysis. Remind them to include evidence that supports their ideas about the character.

As needed, model how to use quotation marks when quoting from the story.

Review: Have students use the checklist to check their paragraph and make any needed changes. Then have students read their paragraph aloud to a partner. Ask partners to and discuss what they understood.

Have students complete the Writing Skills Mini-Lesson on commas and quotation marks on page 142.

Think and Discuss (p. 123)


Put students in small groups. Have them discuss Behrman's willingness to risk his life to save Johnsy's. Would they be willing to risk their own life to save another person?

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students share the names of famous artists from their native country. If possible, ask them to show pictures of their work.

- There are many videos of "The Last Leaf" available online. Download one and play it for the class.

Have students work in groups to talk about how the video is the same and different from what the visualized.

Since the short story has been edited to fit the format of this book, have students identify additional information they have learned from the video.

- O Henry is famous for the surprise endings in his stories. In "The Last Leaf," the surprise is that the leaf on the vine wasn't real.

Have the class brainstorm a list of possible other ways the story could have ended. Then them vote on the best option. Ask volunteers to share their answers with the class.

LESSON 12: FOLKTALES (pp. 124–133)

Introduce the Lesson (p. 124)

Tell students that in this lesson they will be reading two folktales from different parts of the world. Explain that a folktale is a kind of fiction.

Describe the characteristics of folktales: Folktales are stories that were passed down for many years by word of mouth before being written down. Folktales often teach a lesson. Characters can be animals or people, and they often face a difficult test or challenging situation.

Provide students with background information about the two folktales in the lesson.

The first folktale in the lesson is called "Zomo the Rabbit." It comes from West Africa, but the story is widely known. It is said to be the basis for the cartoon character Bugs Bunny and the storybook character Brer Rabbit.

The second folktale, "The Magpie and the Fox," is a version that came from Korea. Similar versions of this story can be found in other parts of the world, including Ireland and Sweden.

Tell students many well-known movies and cartoons have been based on folktales. For example, *Snow White and the Seven Dwarves* is a folktale, and so is *The Little Mermaid*.

Review the lesson goals. Explain that students will:

- read two folktales: "Zomo the Rabbit" and "The Magpie and the Fox"
- practice using the prefix *en-*
- write a comparison

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will read these words in the stories and that they will practice using the words.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *implement*.
- Point out that the vocabulary word *implement* can be either a noun or a verb.

- Explain that the word *refuse* can be a verb or a noun meaning “garbage.” Model the different pronunciation of the verb and noun forms.
- Provide extra support for concepts such as *entice* and *evade* by having students give examples of behaviors that entice and behaviors that evade. Have them explain their reasoning. If students use a word incorrectly, reframe their examples.

ELL Encourage students to identify any vocabulary words that are cognates to words they know in their first language.

Use the Vocabulary (p. 125)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 124 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about a popular folktale from their culture or home country. Invite them to share the story’s characters, plot, and lesson.

Review the Vocabulary Tip and have students answer the questions. Ask students to share the clues they used to determine the correct meaning.

READING 1 (pp. 126–127)

Pre-Reading Strategy: Set a Purpose for Reading (p. 126)

Explain that students will set a purpose for reading. Remind them that setting a purpose before they read can help them pay attention to the most important parts of the story.

When students set a purpose for reading, they should:

- read the title and think about its meaning
- skim the text to see what it’s about
- read any questions they will need to answer after reading the text
- think about what they want to find out as they read

Review the tip with students and ask whether they agree with the advice. Then discuss students’ answers to the questions.

Reading Strategy: Predict

Explain that a prediction is a careful guess based on what the reader knows about the story. A prediction can also consider what typically happens in a genre of story such as folktales. Tell students that while they read, they should think about what is happening and predict what is likely to happen next in the story.

Point out the prompts in the margin and tell students they should make predictions as they read.

After students have finished reading the story, have them share their predictions and discuss whether they were correct.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 127)

After students have finished reading, have them answer the questions. Review their answers to make sure they understood the story. If necessary, help students turn back to the story to find the answers.

Reading Skill: Understand a Story’s Theme

Explain the reading skill. Tell students that the theme is a story’s main message or lesson about life.

Point out that some folktales have an obvious theme or lesson. Other times, readers need to think about characters and events in the story to figure out the theme.

Tell students they should think about what characters do in a story and what happens as a result. Ask students to think about what the characters learn.

Have students answer the questions and check their answers in the Answer Key. If students have difficulty answering, or if they answer incorrectly, have them turn to the text to find the answer.

Fluency **Improve Your Reading** Have students read paragraph 4 silently. Then model reading the paragraph aloud. Have students choral read the paragraph with you.

READING 2 (pp. 128–129)**Practice the Skills**

Have students set a purpose for reading the second selection. Remind them to read the title and to quickly skim a few sentences of the story. Have them look at the questions on page 129 and think about what they need to pay attention to as they read.

Then have students answer the questions. Discuss their answers.

Read aloud the direction line and remind students to make predictions about the story as they read. Point out the prompts in the margin.

After students have finished reading, have them share their predictions and discuss whether they were accurate.

Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 129)


After students finish reading, have them answer the questions. Review their answers to make sure they understood the story. If necessary, help students turn back to the story to find the answers.

Reading Skill: Practice Understanding a Story's Theme

Review the reading skill. Explain that the theme of a folktale is the main message or lesson.


Discuss with students each section of the graphic organizer. Have students complete the graphic organizer and check their answers in the Answer Key. Discuss what they wrote in each section. If students answered incorrectly, turn back to the text and guide them to find the correct information.

If students need more practice with determining theme, provide them with a blank copy of the Theme graphic organizer (Master 15). Have them complete the graphic organizer using “Zomo the Rabbit” or any other familiar story.

 **Improve Your Reading** Have students read paragraph 4 silently, paying attention to punctuation, especially the parenthesis and quotation marks. Model reading the paragraph aloud to students. Then choral read the paragraph with students.

DEVELOP YOUR UNDERSTANDING (pp. 130–131)**Respond to the Readings (p. 130)**

Have students answer the questions and check their answers in the Answer Key. Invite students to share their responses to questions 4 and 5.

 Have students read other examples of simple folktales. Ask them to summarize the characters and plot and determine the theme or lesson of each.

Use Word Parts: Prefix *en-*

Explain that the prefix *en-* means “in.” Write these words on the board: *enjoy*, *enable*, *encase*. Ask students what root or base word they see in each word. Explain that when students see a familiar root, they can use it to figure out the meaning of the word.

Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 131)

Have students check their answers in the Answer Key.

Invite volunteers to share the sentences they wrote using the vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

WRITING (pp. 132–133)**Write a Comparison (p. 132)**

Remind students that a comparison tells how two or more things are alike and different. Generate a list of ways students make comparisons on a daily basis.

Invite students to compare two movies or TV shows. Guide them to give relevant examples of similarities and differences.

Tell students that they will be writing a comparison of Zomo from “Zomo the Rabbit” and the fox from “The Magpie and the Fox.”

Discuss the features students should include in their comparison. Make sure students understand each one.

Read aloud the writing prompt. Then guide students through the steps:

Plan: Have students reread both folktales, taking notes about Zomo in the first folktale and the fox in the second one.

Then have students use the Venn diagram to plan their comparison. Review what they should write in each section. Be sure they understand the similarities go in the overlapping section.

Write: Have students use the ideas they wrote in their graphic organizer to write their comparison. Point out that the first sentence should tell who is being compared and whether the two characters are more alike or more different. If necessary, provide students with a model for their opening sentence.

Remind students to use linking words to connect ideas.

Review: Have students use the checklist to check their comparison and make any needed changes. Then have students read their comparison aloud to a partner. Ask partners to listen closely to each other's comparison. Have them discuss the most important ideas.

Think and Discuss (p. 133)


Read the instructions and questions aloud to students. Point out the illustration of the fox and have a volunteer read the caption. Then have them discuss the questions in small groups. Ask groups to share their ideas with the class.

Vocabulary Review

Have students review their Vocabulary Knowledge Rating Chart for the lesson and re-rate their knowledge of each word. If students rated any word less than a score of 3, have them complete a personal dictionary entry for the word.

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss animals or creatures that appear in folktales from their home countries. If possible, group students from different countries. Have students compare each animal's traits in one country with the same animal's traits in another country.
- Have students retell one of the folktales from a different point of view. For example, how would "The Magpie and the Fox" be different if it were told from the fox's point of view? How would he have viewed events compared to the way other characters view them? Ask students to jot down notes and retell the story to the class.
- Have students research the portrayal of foxes in folktales from different parts of the world. Are the traits the same in different places? Then have students repeat the exercise with quails or magpies.

UNIT REVIEW (p. 134)

Have students complete the Unit 4 Review to review the unit's reading skills.

PREFIX	MEANING	EXAMPLE
<i>anti-</i>	against	antiwar
<i>con-</i>	with, thoroughly	connect, conclude
<i>de-</i>	opposite of, down	decrease
<i>dis-</i>	not, opposite of	disagree, disappear
<i>en-</i> <i>em-</i>	cause to	enlarge empower
<i>fore-</i>	before	foresee
<i>il-</i> <i>im-</i> <i>in-</i> <i>ir-</i>	not, opposite of	illegal impossible incorrect irresponsible
<i>im-</i> <i>in-</i>	in, into	immigrate intake
<i>inter-</i>	among, between	interact
<i>mid-</i>	middle	midnight
<i>mis-</i>	bad, wrong	mistrust, misspell
<i>non-</i>	not, opposite of	nonfiction
<i>over-</i>	too much	overdo
<i>pre-</i>	before	preview
<i>re-</i>	again, back	rewrite, repay
<i>semi-</i>	half	semicircle
<i>sub-</i>	under, lower	subtitle
<i>super-</i> <i>sur-</i>	more than, over	supermarket, supervise surface
<i>trans-</i>	across	translate
<i>un-</i>	not, opposite of	unkind, unlock
<i>under-</i>	too little, below	undercooked, underwater
<i>uni-</i>	one	unite

SUFFIX	MEANING	EXAMPLE
-able -ible	is, can be	comfortable incredible
-al -ial	having characteristics of	national industrial
-ed	past form of regular verbs	walked
-en	made of	wooden
-en	make, become	widen
-er	more	longer
-er -or	one who	driver actor
-est	the most	kindest
-ful	full of	careful
-ic	having characteristics of	scientific
-ing	present participle verb form	working
-ion -tion -sion -ation -ition	act, process	invention introduction communication definition
-ity -ty	state or quality of	activity honesty
-ive -ative -itive	adjective form meaning tending toward, having the nature of	active informative repetitive
-less	without	sleepless
-ly	characteristic of	loudly
-ment	action or process	enjoyment
-ness	state of, condition of	happiness
-ology	study of	biology, psychology
-ous -eous -ious	possessing the qualities of	dangerous righteous serious
-s -es	plurals	windows dishes
-y	characterized by	sleepy

ROOT	MEANING	EXAMPLES
<i>act</i>	do	react, activity
<i>audi</i>	hear	audience, audition
<i>auto</i>	self	automobile, automatic
<i>bio</i>	life	biology, biography
<i>circ</i> <i>circum</i>	around, about	encircle circumference
<i>cycle</i>	circle	recycle, bicycle
<i>dic</i> <i>dict</i>	say	dictionary dictator
<i>duc</i> <i>duct</i>	make, lead	produce conduct
<i>geo</i>	earth	geography, geology
<i>graph</i>	write	autograph, paragraph
<i>jur</i> <i>jus</i>	law	jury justice
<i>mand</i> <i>mend</i>	order	command recommend
<i>meter</i> <i>metr</i>	measure	thermometer geometry
<i>migr</i>	change, move	migrate, immigrant
<i>multi</i>	many	multiple, multimedia
<i>phon</i>	sound	phonics, telephone
<i>port</i>	carry	transport, import
<i>rupt</i>	break, burst	disrupt
<i>scrib</i> <i>script</i>	write	prescribe scribble
<i>tele</i>	far off	television, telephone
<i>therm</i>	heat	thermometer, thermal
<i>vers</i> <i>vert</i>	turn	reverse convert
<i>vid</i> <i>vis</i>	see	video vision

Before you read the passage, brainstorm everything you know about the topic. Write your information in the WHAT I KNOW column. In the WHAT I WANT TO KNOW column, list the questions you have about the topic. After you read, write the answers to your questions in the WHAT I LEARNED column.

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED

DETAILS ABOUT _____

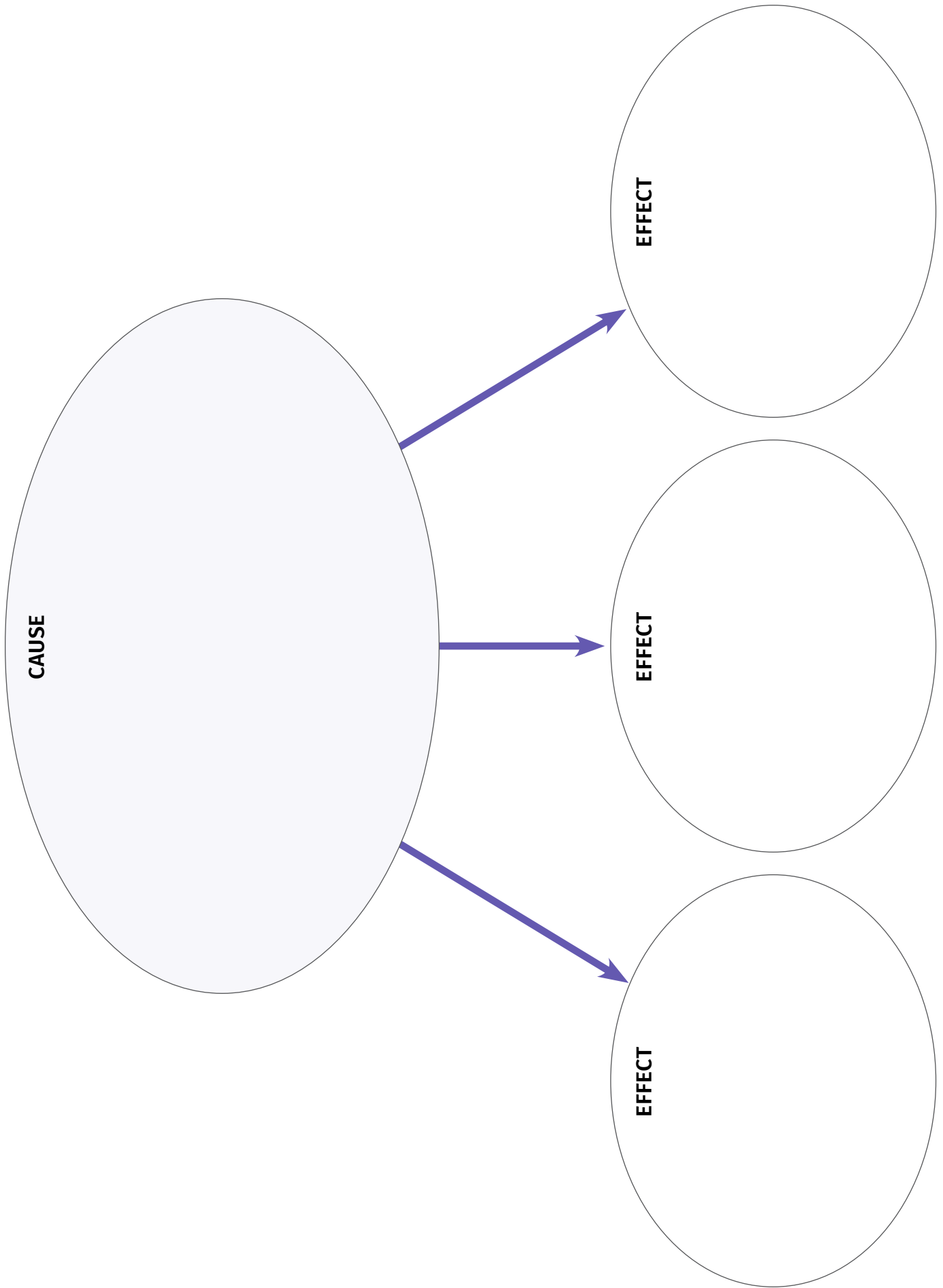
AUTHOR'S CLAIM OR POINT

REASON/EVIDENCE

REASON/EVIDENCE

REASON/EVIDENCE

REASON/EVIDENCE



STATED MAIN IDEA	


DETAIL	DETAIL	DETAIL	DETAIL

IMPLIED MAIN IDEA	


DETAIL	DETAIL	DETAIL	DETAIL

	TEXT 1	TEXT 2
Type of Text		
How is the information presented and organized?		
What does the author want the reader to understand? How does the author support his or her ideas?		
What is the author's point of view on the topic?		
What is the author's purpose for writing this text?		

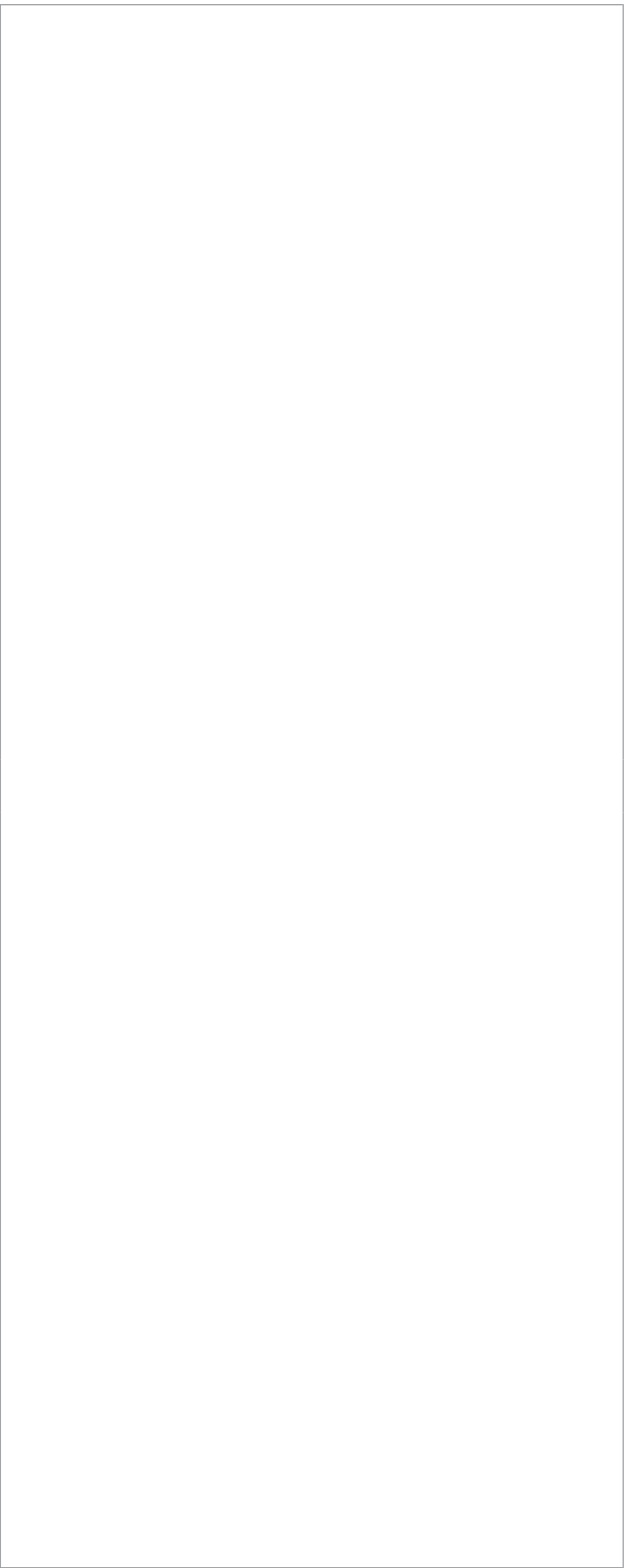
WHAT I ALREADY KNEW



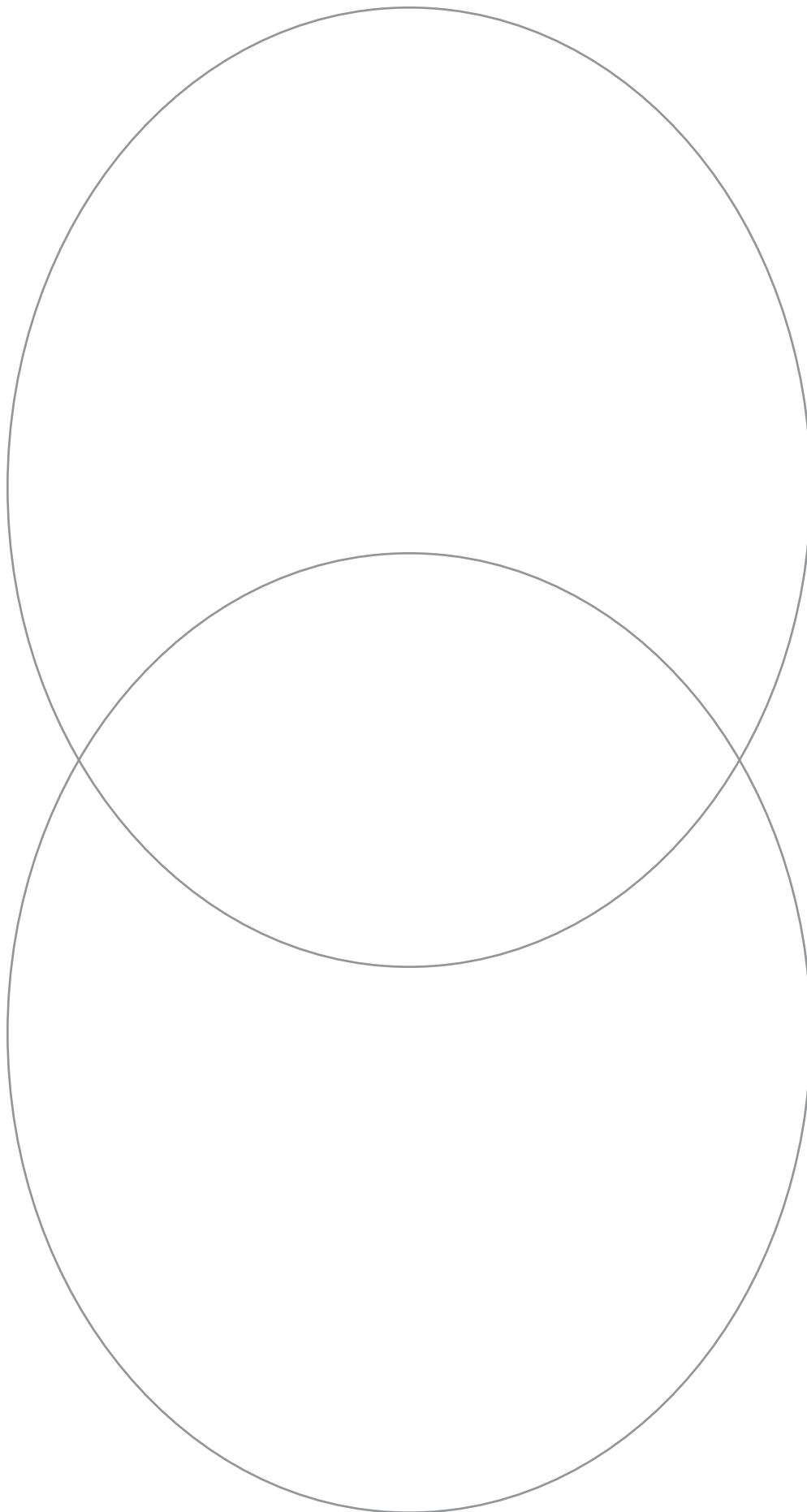
WHAT I READ



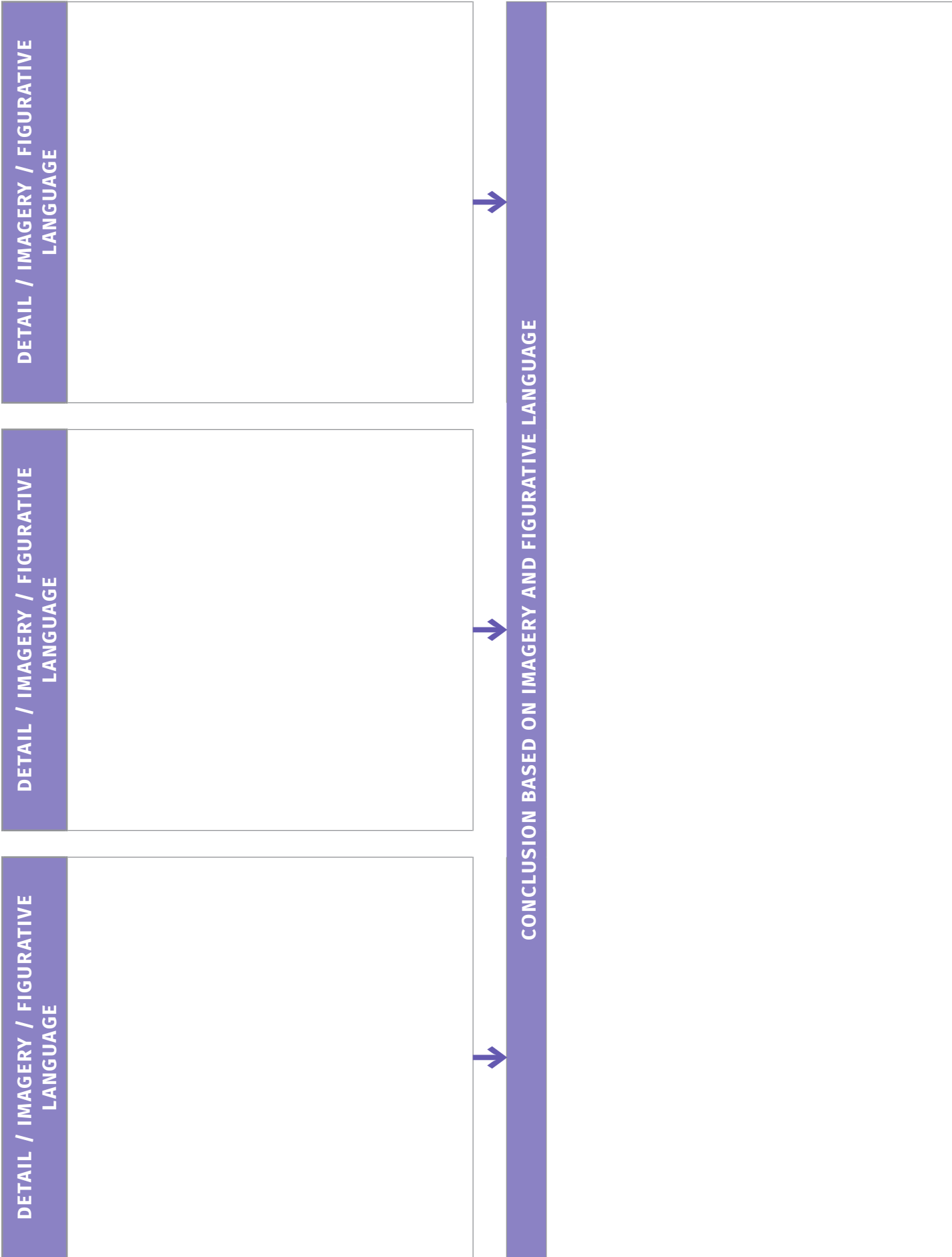
MY INFERENCE



CONCLUSION BASED ON THE INFORMATION	IMPORTANT INFORMATION
SYNTHESIS / OVERALL CONCLUSION	







CHARACTER	THOUGHTS AND FEELINGS	WORDS AND ACTIONS	WHAT YOU CAN INFER

WHO ARE THE MAIN CHARACTERS?



WHAT PROBLEM OR CONFLICT DO THE CHARACTERS FACE?



WHAT DO THE CHARACTERS DO ABOUT THE PROBLEM?



WHAT HAPPENS TO THE CHARACTERS? IS ANYONE REWARDED OR PUNISHED?



WHAT LESSON DO THE CHARACTERS LEARN? WHAT IS THE STORY'S THEME?