

TEACHER'S GUIDE

JOURNEY

TO SUCCESS™

LEVEL
4

BUILDING BASIC SKILLS IN READING AND WRITING



New Readers Press®
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Journey to Success™: Building Basic Skills in Reading and Writing
Teacher's Guide Level 4
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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 WORKING WITH OTHERS (pp. 8–17)

Introduce the Lesson (p. 8)

Have students read the lesson title. Explain that the readings in this lesson will be about the ways we interact with people at work. Invite students to share what they know about workplace communication and work teams. If needed, provide general background information about the topic.

Explain that research has shown that having employees working in teams is the best way for organizations to meet their goals. Team members do the job they're most qualified for and have the support of coworkers when needed.

A key part of being a strong team player is being able to communicate effectively. We communicate both verbally (with words) and nonverbally (without words). All of our nonverbal behaviors (facial expressions, body movements and posture, gestures, eye contact, space and voice) send strong messages.

Review the lesson goals. Explain that students will:

- read two articles that give information about body language and effective teamwork when working with others
- practice understanding the suffixes *-able* and *-ible*
- write a narrative paragraph about a time they had to work on a team

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 key vocabulary word.
- Model pronunciation of difficult words such as *reliable* and *knowledge*.
- Review the content vocabulary words and their definitions. Point out how *verbally* and *nonverbally* are related
- Provide support for conceptually challenging words (such as *confident*) 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. 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 With few exceptions (anger, fear, happiness, sadness, surprise), body language means different things in different cultures. Have students demonstrate and explain various body language, gestures, and facial expressions that have different meanings in their home culture and in the United States.

Review the Vocabulary Tip and have students explain their answer choice. Copy other sentences from the articles (or write your own) and provide answer options. Challenge students to define unknown words using context clues. Encourage more advanced students to try and figure out the meaning of the words without using the answer options.

READING 1 (pp. 10–11)

Pre-Reading Strategy: Use Prior Knowledge (p. 10)

Explain that students will use the pre-reading strategy of using prior knowledge. Tell them that before they read the article, they can preview it to find out what it will be about. Then they can think about what they already know about the topic. This can help them better understand what they are going to read.

Have students read the title. They should read the first two sentences. This will tell them what the article is about.

Point out the picture. Ask students what they see. Have them read the caption. Remind students that captions give more information about a picture or other graphic.

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
- look at any pictures and think about what they show

Discuss students' answers to the questions.

Reading Strategy: Take Notes

Explain that readers should take notes about important information as they read. This helps them focus on what they are learning, and gives them a way to review the information later.

Point out the prompts in the margin. Explain that each prompt is giving a clue about the important information in each paragraph. After students have finished reading the article, have them share the notes they took and what they found to be important.

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

Extension Ask students to stop reading for a moment. Tell them to pay attention to how they are sitting or standing, where their arms are, and what the expression on their face is. Ask, *If someone were to walk in the room right now, how might he or she judge you based only on your body language?* Discuss their answers as a class.

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: Identify Key Points and Details

Explain the reading skill. Tell students that identifying the key points and details and examples in a text will help them understand what they are reading.

Explain that students will practice finding the details and examples that support the key points. Point out that the first sentence of the first passage has been underlined because it introduces the key points in the two paragraphs (positive and negative body language) that follow.

Have students circle the main idea of each paragraph in the article. Check that they circled the first sentence in each.

Then have students complete the practice activity. Have volunteers write their answers on the board.

Fluency **Improve Your Reading** Pair students. Have them silently read paragraph 3 at least twice. Then have them take turns reading aloud and listening to their partner. Remind students to pay attention to how words can be grouped together.

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

Have students preview the second article and use prior knowledge to answer the questions. Discuss students' answers.

Remind students to take notes as they read the article. Point out the prompts in the margin. After students have finished reading, have them share what notes they took about what is important.

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 Identifying Key Points and Details

Review the reading skill. Explain that a key point and details graphic organizer can help students identify the key point and find the details or examples. Have students reread paragraph 2 and fill in the key point of the paragraph and the details that support the main idea. They can refer to the notes they took about that paragraph for help. Point out the different parts of the organizer.

- Have students complete the first graphic organizer. Remind them that sometimes a key point is often stated in a single sentence.
- Have students complete the second graphic organizer about paragraph 3.
- If students need more practice, provide them with a copy of the Key Points and Details graphic organizer (Master 4). Guide them to complete the organizer using other parts of the articles.

Fluency **Improve Your Reading** Tell students they will practice reading aloud. Have students read paragraph 3 of “Being Part of a Team” silently as you read it aloud or three times. Remind them to pay attention to punctuation clues, pausing briefly at commas and longer at periods. Then have students read the paragraph back to you as a class.

DEVELOP YOUR UNDERSTANDING (pp. 14–15)**Respond to the Readings (p. 14)**

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

Use Word Parts: Suffixes *-able* / *-ible*

Explain to students that a root word is a word on its own, even before a prefix or suffix is added. For example, the word *comfortable* consists of the word *comfort* and the suffix *-able*. A root is not a word when it stands alone. For example, the word *sensible* is made up of the root *sens* and the suffix *-ible*. Let students know that more words end in *-able* than *-ible*.

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

Review the Vocabulary (p. 15)

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. 16–17)**Write a Paragraph (p. 16)**

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

Read aloud the writing prompt. Point out that each sentence should tell about the student's experience.

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

Have students work in small groups to brainstorm ideas. If necessary, prompt them with ideas, such as working on a team to raise money, for a class project, or a neighborhood garage sale. Tell students to think about the process of planning as a team and how they felt. Was the team successful?

Write: 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 on sentence fragments on page 135 and check their answers in the Answer Key.

Think and Discuss (p. 17)

Put students in groups of three. Have them take turns reading the examples of how animals work in teams.

If students cannot think of additional animals on their own, encourage them to go online and read about elephants, ants, and dolphins. Explain any unknown vocabulary (*pack, pups, hive*). Use pictures as appropriate.

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 tell the class about gestures and facial expressions that people in the United States use that they find strange.
- Play a short video clip showing two or more people interacting, but turn off the sound. Let students watch several times. Then ask them about the relationship between the people based on their body language. Have students discuss what the people are feeling or thinking. What do they think the people are saying?
- Challenge the class by asking students to explain the saying “There’s no ‘I’ in team.”

LESSON 2 PROTECTING YOUR IDENTITY (pp. 18–27)

Introduce the Lesson (p. 18)

Have students read the lesson title. Explain that the readings in this lesson will be about identity theft and phishing. If needed, provide general background information about the topics.

- Tricking people into giving out their personal and financial data, such as passwords, Social Security numbers, or credit card or bank account numbers, is identity theft.
- The term “phishing” reflects how email messages are sent out as bait in the hope that someone will bite and get caught—just like a fish.
- Common acronyms related to the topic:
FTC: Federal Trade Commission (the federal agency that protects consumers)
PIN: personal identification number
APWG: Anti-Phishing Working Group (an international coalition developing a global response to electronic crime)

Review the lesson goals. Explain that students will:

- read two articles that give information about protecting themselves from scams; point out that as they read, they should think about what information they are learning
- practice using the prefix *uni-*
- write an opinion 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 *recognize* and *suspicious*.
- Provide support for challenging words (such as *fraud*) 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. 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 responses with the class.

ELL Invite students from different cultural backgrounds to tell about problems with identity theft in their native countries.

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

READING 1 (pp. 20–21)

Pre-Reading Strategy: Set a Purpose for Reading (p. 20)

Explain that students will use the pre-reading strategy of setting a purpose for reading. Tell students that their purpose might be to gain information, learn how to do something, solve a problem, form an opinion, or be entertained.

When students read for a purpose, they should:

- preview the article to get a general idea of what it is about
- read the title
- look at the subheads and photos
- set their purpose

Discuss students’ answers to the questions.

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 article.

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

Reading Strategy: Draw conclusions

Explain that drawing conclusions is a strategy students can use while they read. When they draw conclusions, they put together different pieces of information in the passage to help them better understand what they are reading.

Point out the prompts in the margin and tell students they should use information that is not directly stated in the passage to answer the questions. After students have finished reading the passage, have them share their answers 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. 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 the Key Idea Supporting Evidence

Explain the reading skill. Tell students that text evidence is evidence from an article that supports a specific point.

Ask students about situations in which they used evidence to prove a point. Explain that students will practice identifying supporting evidence. Have them reread the paragraph and underline the key idea. Then have them identify two examples of evidence that support it.

Have students complete the second practice activity. Ask them to share their answers.

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.

Improve Your Reading Have students reread paragraph 3 silently. Point out that many of these sentences are commands. Model reading the paragraph. Then have students work in groups of three and take turns reading the paragraph aloud.

READING 2 (pp. 22–23)

Practice the Skills (p. 22)

Have students answer the questions. Discuss their answers. Then ask them to share their purpose for reading with you.

Remind students that writers don't always state everything directly. Tell students that they can "read between the lines" by looking for clues in the article and using what they already know to draw conclusions. Point out the prompts in the margin. After students have

finished reading, have students share 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. 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 the Key Idea and Supporting Evidence

Review the reading skill. Explain that a graphic organizer can help students identify the key point and find the reasons that support it. Point out the different parts of the organizer.

- Have students complete the first graphic organizer.
- Have students complete the second graphic organizer.
- Have students check the answers to the practice activities in the Answer Key.

If students need more practice with identifying key ideas and evidence, provide them with a copy of the Key Ideas and Supporting Evidence graphic organizer (Master 5). Guide them to complete the organizer using passages from previous readings.

Fluency **Improve Your Reading** Tell students they will practice reading aloud. Have students reread paragraph 4 silently two or three times. Remind them to pay attention to punctuation clues, pausing briefly at commas and longer at periods. Then choral read the paragraph with them.

DEVELOP YOUR UNDERSTANDING (pp. 24–25)

Respond to the Readings (p. 24)

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

Extension Tell students that in both "Identity Theft" and "Phishing," they read about how to can protect themselves from scammers. Ask them what they can do to keep their identity and personal data safe in everyday life, not online.

Use Word Parts: Prefix *uni-*

Tell students that the prefix *uni-* means “one.”
Write these words on the board: *unicorn*, *unit*, and *united*.
Ask students to identify the prefix in the three words.
Review the meaning of each word.
Have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 25)

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. 26–27)**Write an Opinion Paragraph (p. 26)**

Explain to students that an opinion is what someone thinks or believes about a topic. It is different than a fact, which can be proven.

Read aloud the writing prompt.

Then guide students through the steps:

Plan: Tell students that they should cite evidence to support their opinions. Point out that they can use an opinion graphic organizer to plan their writing.

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

Encourage students to use evidence to support their opinion and to include phrases such as *according to the article* and *for example*.

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.

Think and Discuss (p. 27)

Explain that this quotation is from Frank Abagnale, whose personal story was the basis for the movie *Catch Me If You Can*. He was an identity thief for many years before he was caught by the FBI. He was later hired by the FBI to help investigate fraud.



Read the quote aloud, modeling proper expression and pacing. If needed, explain the meaning of consumer, former, and skeptical. Then have students read the quote aloud with you.

Put students in small groups. Have them talk about the quotation and what Abagnale wants us to know. What is their opinion of Abagnale’s message? How does his past as an identity thief affect their responses?

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 talk about some things the government in their native country does to help prevent identity theft.
- Ask students to look through their wallet, bookbag, or purse and find the personal or financial information they have with them. Have students make a list of what they find using terms like *name*, *address*, *credit card numbers*; and where they found them—on paycheck stubs, checks, driver’s license. Is there anything that they have with them that they realize that they shouldn’t carry around anymore?
- Ask students whose identity they would like to steal for a day. What would they do?

LESSON 3 GOOD HABITS FOR GOOD HEALTH (pp. 28–37)

Introduce the Lesson (p. 28)

Have students read the lesson title. Explain that a habit is something you do regularly. Tell students that the readings in this lesson will be about habits that can affect their health. One article will be about sitting, and the other will be about smartphone use. Invite students to describe how much time they spend sitting in a typical day. Then ask students about their cell phone use. If needed, provide general background information about the topics.

Discuss different types of jobs. Explain that some jobs require workers to sit a lot. For example, truck drivers, office workers, and call center employees all spend a lot of time sitting. Other jobs, like construction, restaurant jobs, and hairstyling require workers to stand a lot.

If necessary, explain that a smartphone is a small computer. It can connect to the internet. Smartphones use apps, short for applications, to do different jobs, like show a map, send texts, or give the current weather. Discuss different types of phones—landlines, basic cell phones, and smartphones, and ask students to think about how they differ.

Review the lesson goals. Explain that students will:

- read two articles that describe habits that can cause health problems. Point out that these are informational articles. As students read, they should think about what information they are learning.
- practice understanding words with the Latin root *act*.
- write a problem and solution 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 key vocabulary word.

- Model pronunciation of difficult words such as *cycle*. Point out the common spelling and pronunciation rule that when *c* is followed by *e*, *i*, or *y*, it usually makes the /s/ sound.
- Provide support for challenging concept words (such as *risk* and *quality*) 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 tell about a typical adult's daily life. Ask them to discuss how active people are and what kinds of activities are common at work and at home.

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 give examples that can help readers understand a word. Have students answer the questions and share their answers. Challenge students to write an original sentence using the word *device* and giving examples of devices. Invite volunteers to share their sentences with the class.

READING 1 (pp. 30–31)

Pre-Reading Strategy: Use Prior Knowledge (p. 30)

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

Tell students that before they read the article, they should look at the title and diagram. Explain that a diagram is a kind of picture that explains or shows something.

When students use prior knowledge, they should:

- read the title to find out what the article will be about

- 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 the risks of sitting and what they want to find out. Point out that they will complete the third column after they finish reading the article.

Discuss students' answers to the questions. If necessary, point out the title of the diagram and explain how each label shows a part of the body that can be affected by sitting.

Reading Strategy: Make Connections

Explain that readers can make connections to ideas in the text as they read. Point out that readers can make connections to events in their own lives, to ideas in other texts, and to things they have seen in the world. Making connections can help them pay attention to what they are learning.

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 passage, 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. 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: Identify Problem and Solution Text Structure

Explain the reading skill. Tell students that the structure of a text is the way that the author organizes ideas and information. Paying attention to the structure can help readers understand the main point and information in the text

Have students answer questions 1–2. Have them find and circle signal words in the text to help them answer the questions.

Have students complete questions 3–6 and share their answers.

Ask students to complete the *L* column in 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** 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. They should pause at the end of sentences and at commas.

READING 2 (pp. 32–33)

Practice the Skills

Have students look at the second article. Remind them to think about what they already know about the topic. Provide students with a copy of the K-W-L Chart (Master 3). Have them fill out what they know about any risks of using smartphones 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 students' answers. If necessary, point out the photograph. Ask students what it shows. Have them read the caption. Explain that a caption gives more information about a photograph or other graphic.

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

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 Identifying Problem and Solution Text Structure

Review the reading skill. Point out that a text might tell about a group of related problems. A text can also tell about multiple solutions to problems.

- Have students complete questions 1–2 and share their answers.
- Explain that a graphic organizer can help students sort out the problems and solutions in a text. Point out that in this article, there are several different problems that can be caused by too much smartphone use. Each problem might have a different solution.
- Have students complete the graphic organizer with the missing solutions and problem.
- Ask students to check the answers to the practice activities in the Answer Key.

If students need more practice, provide them with a copy of the Problem and Solution graphic organizer (Master 6). Guide them to complete the organizer using the first article, “The Risks of Too Much Sitting.”

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** Read aloud paragraph 5 as students listen. Point out how you change your tone and expression. Then have students choral read the paragraph with you.

DEVELOP YOUR UNDERSTANDING (pp. 34–35)

Respond to the Readings (p. 34)

Ask students to share their answers to the questions.

Extension Ask students if they can think of any other daily habits that can harm people’s health and the solutions to fix these unhealthy habits. Ask if they think it is easy or hard for people to make changes to improve their health.

Use Word Parts: Root *act*

Explain that many English words have parts that come from other languages. These word parts are called

roots. Roots can be combined with other roots, prefixes, and suffixes to form words. Point out that knowing the meaning of a root can help students figure out the meanings of words.

Explain that the root *act* means “do.” Point out that this root can stand alone as a word, but that many roots are not stand-alone words (for example, the roots *aud*, *vis*, *phon* must be combined to form words).

Write the vocabulary word *react* on the board. Underline the root *act*. Have students explain how they can use knowledge of the root to understand the definition of *react*.

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 Problem and Solution Paragraph (p. 36)

Remind students that in this lesson, they read two articles that were organized by problem and solution. Explain that people may be asked to come up with a solution to a problem at school, at work, or in the community. A problem and solution text describes the problem and offers a way to solve it. You may wish to discuss specific examples of problem and solution writing, such as editorials, letters to the editor, or business memos, with students.

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 describe a real problem and offer a solution. Discuss why it’s important to get a reader interested in the problem.

Then guide students through the steps:

Plan: Help students brainstorm topics. Ask them to think about things that bother them, or situations where they

think there's a better way of doing things. You may want to have them create a chart with possible topic ideas for school / work / community to find the best option.

Point out that students can use a Problem and Solution graphic organizer to plan their writing. Review the content that goes in each section of the graphic organizer.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Explain that the first sentence should state what the problem is. The next sentences should provide more detail and explanation about the problem. These sentences can get the reader interested in the problem. The paragraph should also tell about the solution. Finally, students should include a concluding sentence that restates the main point of their paragraph.

Review: Have students use the checklist to check their paragraphs and make any needed changes. Then have students read their writing aloud to a partner. Ask partners to discuss what they learned about the problem and what they think about the solution.

Have students complete the Language Skills Mini-Lesson on run-on sentences on page 136 and check their answers in the Answer Key.

Think and Discuss (p. 37)

Point out the photograph of farm workers from the 1940s. Invite students to describe what they see and imagine what this kind of work would have been like.

Have students use what they know to compare ways that life in the past was different from life today.

Then put students in small groups and have them discuss how technology affects their lives. Invite each group to share its 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 how people in their culture or home country use devices like smartphones. If possible, put students from at least two different countries in each group.
- Have students research the most common causes of car accidents today. Have them create a pie chart showing the causes (drunk driving, distracted driving, weather, etc.).
- Ask students to keep a daily journal to track how much they sit and what activities they do while sitting. Have students write a summary of their findings and discuss whether they think they sit too much.

LESSON 4 AMERICAN INDIANS (pp. 40–49)**Introduce the Lesson (p. 40)**

Have students read the lesson title. Explain that the readings in this lesson will be about American Indians. Point out that the terms *American Indians* and *Native Americans* can both be used. Invite students to share any information they have about the history of Native Americans. If needed, provide general background information about the topic.

After explorers from Europe came to the Americas in 1492, life changed for Native Americans. Europeans began moving to North America. At first they settled along the eastern coast. But as more and more settlers came and they formed the first U.S. government, they began moving west.

Soon the settlers wanted the lands where Native Americans lived. This created conflict between the U.S. government and American Indians, as the Indians were forced to leave their lands.

Review the lesson goals. Explain that students will:

- read two articles that give information about Native Americans. Point out that as they read, they should think about what information they are learning
- practice using the suffix *-al*
- write an informative paragraph using information from the articles

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. Point out that the word *separate* has different pronunciations depending on whether it is a verb or an adjective. Pronounce each form of the word and use it in a sample sentence.
- Provide support for challenging words (such as *conditions* and *traditional*) 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 traditional clothing, foods, or customs from their native culture or home country. Have them use the word *traditional* in their responses.

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

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

Explain that students will use the pre-reading strategy of previewing. Tell students that before they read an article, they can preview it. Previewing can help them better understand what they are going to 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 sections of the article will be about
- look at any maps, photos, or other graphics and think about what they show

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.

Ask students to explain what they think the title "The Trail of Tears" means. Have them explain their answer.

Then have students look at the map in the article. Ask if they ever use maps and why. Discuss the key features in most maps and show students how to use them. Start with the title and elicit that it tells what the map is about. Point out the map key and show how it explains what the different symbols on the map mean.

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 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. 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. Tell students that identifying the main idea and supporting details of a text will help them understand what they are reading.

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.

Explain that sometimes the main idea of a paragraph is not directly stated. Students will need to put the details in a paragraph together to find the main idea. Have students complete the second practice activity and explain their answer.

Fluency **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 words that cause them to stumble and to read for the author's message.

READING 2 pp. 44–45**Practice the Skills (p. 44)**

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

Discuss the photographs. Explain that students should read the caption. Point out that a caption may give information that helps them understand an image. Have students discuss ways that the man shown in the photographs has changed (such as hairstyle, lack of jewelry/ adornments, type of clothing). Ask why this might be important.

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 and details 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 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. Point out the hint in the margin.
- 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 other paragraphs from the reading selections.

Fluency **Improve Your Reading** Tell students they will practice reading aloud. Have students reread paragraph 5 silently two or three times. Remind them to pay attention to punctuation clues, pausing briefly at commas and longer at periods. Then choral read the paragraph with them.

DEVELOP YOUR UNDERSTANDING (pp. 46–47)

Respond to the Readings (p. 46)

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 In both “The Trail of Tears” and “Indian Boarding Schools” you read about how Native Americans had to start over in a new place. What do you think it would be like to start your life somewhere completely different? Visualize what the experience would be like. Then write your thoughts.

Use Word Parts: Suffix *-al*

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

Write these nouns on the board: *person, tradition, nation*. Model adding the suffix *-al* to each word. Review the meaning of each noun and the adjective 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. 47)

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

WRITING (pp. 48–49)

Write an Informative Paragraph (p. 48)

List some common types of informational writing. 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 paragraph. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should use facts and information from both articles in their writing.

Then guide students through the steps:

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

Explain that details such as facts, examples, and information go in the Detail boxes. Point out that the details must support the main idea and that not all facts in the articles will be useful. Have students refer back to both articles to find relevant details.

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 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 listen for the main idea and supporting details in the paragraph and discuss what they understood.

Have students complete the Language Skills Mini-Lesson on frequently confused words on page 137.

Think and Discuss (p. 49)

Point out the quotation and explain that these are the words of a student who attended an Indian boarding school.

Fluency Read the quote aloud, modeling proper expression and pacing. If needed, explain the meaning of the words *pride, braids, and buckskin clothes*. Then have students read the quote chorally with you.

Put students in small groups. Have them identify the thing they are most proud of. Then have them discuss how the quote made them feel.

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 school is like in their country. If possible, put students from at least two different countries in each group. Prompt them with questions such as *How many hours do they study a day? What classes do they take? Do they study trades? Do they have to travel far from their home in order to go to school?*
- Discuss the map of the Trail of Tears as a class. Then have individual students write a brief description of the map. Encourage them to read their description to you or to another student.
- Ask the class *Why do you think the government and boarding schools wanted to get rid of American Indian languages and cultures?* Have students work in small groups to make a list of reasons.

LESSON 5 IMMIGRANTS AND TENEMENTS (pp. 50–59)

Introduce the Lesson (p. 50)

Have students read the lesson title. Explain that the readings in this lesson will be about the people who immigrated to the United States from the 1820s through the 1880s. Invite students to share what they know about immigrants of the mid-19th century. If needed, provide general background information about the topic.

Remind students that the United States is a country of immigrants, starting as early as the Jamestown settlers who came here for economic reasons, the Pilgrims who left England for religious freedom, and the hundreds of thousands of slaves who arrived here against their will. Starting in the 1820s, there was a major wave of immigration, with the majority of people coming from Northern and Western Europe. Most of the immigrants of the mid-19th century were fleeing famine, persecution, and political unrest. The poorest, least skilled and least educated, ended up living in tenement housing. There were very few laws governing the construction of tenement buildings, and even those were rarely enforced. Jacob Riis' book, *How the Other Half Lives*, was the first time people learned about the overcrowded conditions and high mortality rate in the tenements. New York City officials passed the Tenement House Law in 1901, prohibiting the construction of new tenements on 25-foot lots and made improved sanitary and safety conditions (fire escapes, access to light, etc.) mandatory.

Review the lesson goals. Explain that students will:

- read two articles that give information about immigrants from Ireland and Germany who came to the United States in the mid-1800s and about the way many immigrants who settled in American cities lived
- practice understanding the root *migr*
- write a narrative paragraph about making a change

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 key vocabulary word.
- Model pronunciation of difficult words such as *neighborhood*.
- Review the content vocabulary words and their definitions. Point out how *starvation* and *famine* 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. 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 Ask volunteers who immigrated to the United States to share their experiences with the class. Ask them to talk about where they came from, when they came here, how they got here, who they came with, and where they lived at first.

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

READING 1 (pp. 52–53)**Pre-Reading Strategy: Set a Purpose for Reading (p. 52)**

Explain that students will use the pre-reading strategy of setting a purpose for reading. Tell students that when they read with a clear purpose, they will understand and remember more.

When students set a purpose for reading, they should:

- preview the article to get an idea of what it's about
- read any headings to see what sections of the article will be about
- look at any maps, photos, or other graphics and think about what they show
- read any captions to better understand the graphics

Discuss students' answers to the questions.

Point out the graph. Ask students what they see.

Explain that a bar graph is a visual display of data using bars of different heights and equal width to display data. The height of the bars on this graph shows the percent of Irish, German, and Other (all other countries) immigrants. The labels on the bottom shows the years the bars represent. The key tells by color you which country each bar represents and how it is represented (in percentages).

Discuss students' answers to the questions.

Reading Strategy: Monitor Understanding (Ask and Answer Questions)

Explain that readers should ask themselves questions as they read. This helps them pay attention to what they are learning. After they ask themselves a question, they should look for the answer.

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. 53)

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 on page 53. Point out that sometimes writers state information directly by giving facts and details. Readers can put this information together with what they know to form a new idea.

Explain that students will practice making inferences. Tell them that they can use both text and images when they infer.

Have students reread paragraph 1 and answer questions 1–3. Point out that questions 1 and 2 asks them to use information directly stated in the text, while question 3 asks them to make an inference.

Have students answer questions 4–6. 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.

Fluency **Improve Your Reading** Pair students. Have them silently read paragraph 3 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. 54–55)**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. 55)

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.

- Tell students to list information they learned about life in 19th-century tenements. Then have them add what they already know. 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 Inferences graphic organizer (Master 8). Guide them to complete the organizer using other parts of the articles.

Fluency **Improve Your Reading** Ask students to read paragraph 1 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. 56–57)**Respond to the Readings (p. 56)**

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 what it must have felt like for immigrants the first time they saw the tenements and neighborhood that would be their home.

Use Word Parts: Root *migr*

Remind students that a root is a word or word part from which other words grow by adding prefixes and suffixes. Explain that the root *migr* comes from Latin and means “to move to a new place.”

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

Review the Vocabulary (p. 57)

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

WRITING (pp. 58–59)**Write a Paragraph (p. 58)**

Plan: Read aloud the writing prompt. Have the class think of the kinds of changes people make in order to improve the quality of their life. If necessary, prompt them with ideas, such as immigrating, going back to school, making lifestyle changes (quitting smoking, eating healthfully, losing weight).

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.

Think and Discuss (p. 59)

Explain that the Statue of Liberty is a widely recognized landmark (an important building or monument) in New York Harbor. Emma Lazarus wrote “The New Colossus,” about the statue, and her poem is set on a wall inside its base.

Read the famous two lines from the poem aloud, modeling proper expression and pacing. If needed, explain the meaning of the words *huddled masses* and *yearning*. Then have students read the lines chorally with you.

Have students work in small groups to answer these questions: *What do you think it felt like for immigrants to*

see the Statue of Liberty for the first time? What did the statue and the lines from the poem mean to immigrants?

If appropriate, go online and print out the complete poem, “The New Colossus,” for further discussion.

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 students to share their expectations of life in the United States before arriving here.
- Explain that people emigrate and immigrate because of “push factors” (the reasons people leave their country) and “pull factors” (the reasons people move to a new place.) Ask students to make a list of push and pull factors related to *climate* (e.g., droughts), *economics* (e.g., job opportunities), *politics* (e.g., elections), and *culture* (e.g., discrimination) that might cause people to emigrate and immigrate.
- Have students create a list of famous immigrants and their contributions. Here are a few ideas to get the class started:
Gloria Estefan, singer, Cuba
Arnold Schwarzenegger, actor and politician, Austria
Salma Hayek, actress, Mexico
Dikembe Mutombo, basketball player, Congo

LESSON 6 GREAT AMERICAN LANDMARKS (pp. 60–69)

Introduce the Lesson (p. 60)

Have students read the lesson title. Explain that the readings in this lesson will be about two of the most well-known landmarks in the United States. Invite students to share any information they have about the Brooklyn Bridge or the Vietnam Veterans Memorial. Tell students that like the Statue of Liberty (Lesson 5), these two landmarks are iconic. Most people recognize the bridge and the wall even if they haven't studied them or seen them in person. If needed, provide general background information about the topics.

The Brooklyn Bridge is one of New York City's most visited and recognizable landmarks. The world's first steel-wire suspension bridge, the Brooklyn Bridge connects Manhattan and Brooklyn. It was planned and designed by John Roebling, a German immigrant.

Is there such a thing as "The Roebling Curse"? In 1869, John Roebling died of tetanus after his foot was crushed by a ferry. Three years later, his son, Washington Roebling, was crippled by Caisson's Disease (the bends). He was bedridden for the rest of his life.

The Vietnam War (1955–1975) was fought between North Vietnam (communist) and South Vietnam (anti-communist). South Vietnam was aided by the United States. The war divided our country. The anti-war movement grew as more and more veterans were killed or injured.

The Vietnam Veterans Memorial was founded by Jan Scruggs (Vietnam, 1969–1970) to recognize and honor the service and sacrifice of the three million Americans who served in the war. It's goal is to help them heal from their experiences in Vietnam and at home.

Review the lesson goals. Explain that students will:

- read two articles that give information about the Brooklyn Bridge and the Vietnam Veterans Memorial; point out that as they read, they should think about what information they are learning
- practice using the prefix dis-
- write a summary

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. Point out that the word *contest* has different pronunciations depending on whether it is a noun or a verb.
- Provide support for challenging words (such as *commitment* and *honor*) 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 Invite students from different cultural backgrounds to tell about an important landmark in their country.

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

READING 1 pp. (62–63)

Pre-Reading Strategy: Skim (p. 62)

Explain that students will use the pre-reading strategy of skimming. Tell students that before they read an article, they can skim it. Tell students that when they skim, they don't need to read every word.

When students skim, 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 sections of the article will be about
- look at any maps, photos, or other graphics and think about what they show

Discuss students' answers to the questions.

If appropriate, have students skim as a timed task to keep them from reading every word.

Reading Strategy: Synthesize

Explain that when they read, students can synthesize information. When they synthesize, they put together all the information and make a new idea about it.

Point out the prompts in the margin. Tell students to put together the information from the article. After putting the information together, they should think about what they understand.

When students have finished reading the article, have them share their answers to the prompts.

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: Summarize

Explain the reading skill. Tell students that when they summarize, they identify the most important ideas in a text and restate them in their own words. Summarizing makes it easier to remember what they read.

Explain that students will practice summarizing. Have them read the paragraph and underline the ideas they would include in a summary. Then have them answer the question. Ask them to share their answer.

Have students complete the second practice activity. Ask them to share the phrases they underlined. Then have them use that information to write a short summary.

Improve Your Reading Have students read paragraph 1 silently as you read aloud. Then have them read it aloud to you. Remind students to pay attention to pauses and intonation.

READING 2 (pp. 64–65)

Practice the Skills (p. 64)

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

Remind students to synthesize as they read the article. After students have finished reading, have students share how they answered each prompt.

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 Summarizing

Review the reading skill. Point out that they will be writing a summary of the article "The Vietnam Veterans Memorial."

Explain that the graphic organizer can help them organize their thoughts and identify the main point and important information.

Have students complete the graphic organizer.

If students need more practice with summarizing, provide them with a copy of the Summary graphic organizer (Master 9). Guide them to complete the organizer using passages from previous readings.

Fluency **Improve Your Reading** Tell students they will practice reading aloud. Have students reread paragraph 4 silently two or three times. Remind them to pay attention to punctuation clues, pausing briefly at commas and longer at periods. Then choral read the paragraph with them.

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. Read aloud question 5 and invite students to share what they learned from the two articles.

Extension

In both “The Brooklyn Bridge” and “The Vietnam Veterans Memorial” you read about two special American landmarks. If you were asked to choose a favorite landmark where you live, what would it be? Explain your answer to the class.

Use Word Parts: Prefix *dis-*

Explain the meaning of the prefix *dis-*. Tell students that the prefix means “not” or “the opposite of.”

Write these words on the board: *approve*, *connect*, *trust*. Model adding the prefix *dis-* to each word. Review the meaning of each word and the new word 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. 67)

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. 68–69)**Write a Summary (p. 68)**

Read aloud the writing prompt. Point out that students should use choose an article they have already read. If appropriate, let them choose an article from *Journey to Success*®: Level 3.

Then guide students through the steps:

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

Point out that the details must support the main point and that not all facts in the articles will be useful.

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

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

students read their summary aloud to a partner. Ask partners to discuss what they understood.

Have students complete the Language Skills Mini-Lesson on capitalization on page 138.

Think and Discuss (p. 69)

Point out the photograph. Read the text aloud. Explain the meaning of the words *statues* and *towers*.

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.

- **ELL** Have students describe how they feel when they see a landmark from their country online or on TV.
- Make a class list of world-famous landmarks and their location. For example, the Eiffel Tower in Paris, France; the Pyramids in Giza, Egypt; the Hollywood sign in Hollywood, California.
- Tell students that there are large storage spaces up to 50 feet tall in the base of the Brooklyn Bridge. For many years, these spaces were rented to the public to store wine. During the Cold War, one space was turned into a shelter and filled with food, water, and blankets. Have the class brainstorm useful and practical ways the spaces could be used today.

LESSON 7 CLEANING UP (pp. 72–81)

Introduce the Lesson (p. 72)

Have students read the lesson title. Explain that the readings in this lesson will be about garbage. Invite students to share any information they have about recycling or the Great Pacific Garbage Patch.

If needed, provide general background information about the topics.

Although Americans have always recycled and reused products, it wasn't until the 1960s and 1970s that we started recognizing and dealing with the massive amounts of waste created by single-use products like plastic bottles and aluminum cans.

Recycling saves energy, reduces landfills, preserves our resources, helps the climate, and is good for the economy.

First discovered in 1997, the Great Pacific Garbage Patch is a collection of marine debris in the North Pacific Ocean. It spans waters from the West Coast of North America to Japan. The patch has been described as “plastic soup.”

There is six times more plastic in the patch than there is zooplankton, a critical part of the food chain. The plastic is eaten by fish, birds, and marine mammals who mistake the plastic for food and die. It's estimated that plastic debris causes the deaths of more than a million seabirds and 100,000 marine mammals every year by ingestion and entanglement.

Review the lesson goals. Explain that students will:

- read two articles that give information about recycling and the Great Pacific Garbage Patch; point out that as they read, they should think about what information they are learning
- practice using the prefix *circ-* and *circum-*
- 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 *debris* and *calm*. Point out that the word *process* has different pronunciations depending on whether it is a noun or a verb.
- Provide support for 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. 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 recycling programs in their native country.

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

READING 1 pp. (74–75)**Pre-Reading Strategy: Preview (p. 74)**

Explain that students will use the pre-reading strategy of previewing. Tell students that before they read a passage, they can preview it. Previewing can help them better understand what they are going to 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
- look at any graphics and think about what they show

Discuss students' answers to the questions.

Reading Strategy: Make Connections

Explain that when they read, students can make connections. When they make connections to themselves, they connect their own life experiences to what they read. It helps them have a clearer picture in their head as they read and helps them remember what they read.

Point out the prompts in the margin. Tell students to answer the questions by thinking about what the text reminds them of or how they felt when they read it.

When students have finished reading the article, have them share their answers to the prompts.

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: Identify Cause and Effect

Explain the reading skill. Tell students that when they identify cause and effect, they connect the events in what they read. Identifying causes and effects makes it easier to understand what they read.

Explain that students will practice identifying cause and effect. Then have them answer the question. Ask them to share their answers.

Have students complete the second practice activity. Ask a student to write the sentence on the board. Then have students work in pairs to choose the correct answer.

Improve Your Reading Put students in small groups of three. Have them listen as you read paragraph 3 of “Reduce, Reuse, Recycle” aloud. Then have students read the same paragraph aloud in their groups along with you. Remind students to pay attention to their intonation and stress.

READING 2 (pp. 76–77)**Practice the Skills (p. 76)**

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

Remind students to make connections as they read the article by completing statements such as *This makes me think of or I felt ___ when I read ___*. After students have finished reading, have them share how they answered each prompt.

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 Identifying Cause and Effect

Review the reading skill. Point out that they will be identifying causes and effects.

Explain students will be matching each sentence in the Cause box with the correct sentence in the Effect box. Then explain that they will use the words in the box to combine the sentences to write a longer cause and effect sentence.



Improve Your Reading Tell students they will practice reading aloud. Have students read paragraph 4 of “A Plastic Ocean” silently as you read it aloud two or three times. Remind them to pay attention to punctuation clues, pausing briefly at commas and longer at periods. Then have students read the paragraph back to you.

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. Read aloud question 5 and invite students to share what they learned from the two articles.

Extension

Every day we make decisions that impact the health of our planet. How can you reduce your impact? Discuss what you can do to reduce waste, recycle, reuse, use water wisely, and shop smart.

Use Word Parts: Prefixes *circ-* and *circum-*

Explain the meaning of the roots *circ-* and *circum-*. Tell students that the roots mean “around” or “about.”

Write these words on the board: *circled* (made a circle around) and *circulation* (the movement of blood through the body that is caused by the pumping action of the heart). Help students recognize that both words describe something moving around and both words begin with *cir-*. Explain that *cir-* and *circum-* are roots that mean “around” or “about.”

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

WRITING (pp. 80–81)**Write a Narrative Paragraph (p. 80)**

Read aloud the writing prompt. Point out that students will write about a personal experience, a time when they helped out a friend, family member, or someone in need.

Then guide students through the steps:

Plan: Read aloud the writing prompt. Have the class generate a list different situations when they’ve helped out friends and family. If necessary, prompt them with ideas, such as moving to a new home, making an important purchase or decision, or going through a break-up.

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 writing and make any needed changes. Then have students read their narrative aloud to a partner. Ask partners to discuss what they understood.

Have students complete the Language Skills Mini-Lesson on relative pronouns on page 139.

Think and Discuss (p. 81)

Point out the photograph. Read the text aloud.

Have students discuss the questions in small groups.

Put students in small groups. Have them identify the different ways Johnny Jennings continues to impact his community. Then ask students to discuss the importance of giving some things (including money) away.

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 students describe their reaction to seeing how much trash Americans create and how much we waste.
- Have students keep a plastics journal. Tell them to track how much plastic they use each day
- There are many excellent YouTube videos about the Great Pacific Garbage Patch. Choose one for the class to watch and discuss or write about.

LESSON 8 LONG-DISTANCE COMMUNICATION (pp. 82–91)

Introduce the Lesson (p. 82)

Have students read the lesson title. Explain that the readings in this lesson will be about communication. Invite students to share what they know about smoke signals and Alexander Graham Bell.

If needed, provide general background information about the topic.

In 1876, Alexander Graham Bell was the first person to receive a U.S. patent for the telephone. A year later, he and his investors formed the Bell Telephone Company, known today as AT&T. When Bell died in 1922, all telephone service in North America was silenced for a minute.

The telephone uses electricity flowing through wires. When you speak into a telephone, the receiver changes your voice into an electric current and then changes the current back into a voice again at the other end.

Smoke signals were used by Native Americans to relay messages long distances. The messages were simple and usually specific to a tribe to ensure that an enemy wouldn't understand the message.

Boy Scouts still learn to send out three puffs of smoke in quick succession to mean "danger."

Review the lesson goals. Explain that students will:

- read two articles that give information about early forms of long-distance communication
- practice understanding the roots *vid* and *vis*
- write a process paragraph

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 *visibility*.
- Review the content vocabulary words and their definitions.

- 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. 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 Ask volunteers to tell what they know about different ways people have communicated in the past in their native countries.

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

READING 1 (pp. 84–85)

Pre-Reading Strategy: Use Prior Knowledge (p. 84)

Explain that students will use their prior knowledge as a pre-reading strategy. Remind them that thinking about what they already know about a topic can help them better understand the text.

Before students read, they should:

- read the title and think about its meaning
- scan the first sentence of each paragraph to find out what the article will be about
- look at the photo and see what it shows

Discuss students' answers to the questions.

Reading Strategy: Ask and Answer Questions

Explain that readers should ask themselves questions as they read. This helps them pay attention to what they are learning. After they ask themselves a question, they should look for the answer.

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. 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: Understand Sequence

Explain the reading skill. Read aloud the instruction. Point out that time order means the order in which things happen. Tell students that understanding sequence and time order words will help them understand what they are reading.

Explain that students can understand sequence of events even when there are no time order words. They will need to use their understanding of the order in which things happen and look for clues. Have students complete the first practice activity.

Have students complete the second practice activity. Check that they underlined *Next*, *After*, and *Then*. Ask volunteers to write the words on the board. Have students complete the rest of the activity.

Fluency **Improve Your Reading** Have students read paragraphs 2 and 3 silently, sounding out words they do not know. Then have students read the paragraphs aloud to a partner. Ask individual volunteers to read aloud.

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

Remind students that thinking about what they already know about a topic can help them better understand the text. Encourage students to think about what they already know about Alexander Graham Bell and the telephone. Have them read 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. 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 Understanding Sequence

Review the reading skill. Explain that a sequence graphic organizer can help students understand the order in which events took place. Point out the different parts of the organizer.

- Have students reread the article and complete the phrases in the box with the correct date or year.
- Point out to students that in a passage without time order words or clue words, they can use other information such as the time of the day, the day of the week, the month, the season, or the year, or they can use their own knowledge and experience. For example, they know that the stem “Alexander Graham Bell was born . . .” is probably going to be the first item in the series of events.
- Have students complete the graphic organizer. Review the answers as a class.
- Then have students add time words or phrases to the front part of three of the sentences.
- Have students share their answers with the class.

If students need more practice with understanding sequence, provide them with a copy of Sequence graphic organizer (Master 11). Guide them to complete the organizer using other paragraphs from the reading selections.

Fluency **Improve Your Reading** Ask students to listen while you read paragraph 5 of “Alexander Graham Bell” aloud. Tell them to listen to your tone and expression. 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.

Extension

Have students discuss what it must have felt like to speak to someone on the telephone for the first time.

Use Word Parts: Roots *vid* and *vis*

Remind students that a root is a word or word part from which other words grow, by adding prefixes and suffixes. Explain that the root *vid* and *vis* come from Latin and means “to see” or “to look at.”

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

Review the Vocabulary (p. 89)

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. 90–91)**Write a Process Paragraph (p. 90)**

Plan: Read aloud the writing prompt. Have the class think of things they know how to do. If necessary, prompt them with ideas, such as how to kick a soccer ball, how to change the oil in your car, and how to take a picture on their phone. When they write about a process, they need to use time order.

Write: Point out that students can use the graphic organizer to plan their writing. If appropriate, tell students to number the steps in their graphic organizer. 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 on correlative conjunctions on page 140 and check their answers in the Answer Key.

Think and Discuss (p. 91)

Read the prompt aloud.

Ask students to discuss the wisdom of Bell’s insight into the attraction and appeal of the telephone nearly 150 years ago. How does what Bell said relate to many people today who feel the need to check our phones constantly?

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** Alexander Graham Bell thought people should answer the phone *Ahoy!* It was Thomas Edison’s idea to say *Hello!* Ask students to tell how people answer the phone in their native country.
- Have students discuss how the telephone has made the world a smaller place.
- Discuss with students that people still use telephones, but not smoke signals, as a regular means of communication. Have the class generate a list of possible reasons that Native Americans stopped using smoke signals as a way to communicate. For example, you can’t see them at night and you have to live near a high location.

LESSON 9 ANIMAL MIGRATION (pp. 92–101)

Introduce the Lesson (p. 92)

Read aloud the lesson title. Explain that the readings in this lesson will be about animals that migrate. Pre-teach the vocabulary word *migrate* and explain that it means “to move from one place to another.” Name some related words, such as *migrating*, *migratory*, and *immigrant*, and point out that these words all relate to moving.

Ask students if they’ve ever moved, and if so, why. Discuss reasons why people migrate. Then ask students to share the names of animals that migrate and tell what they know about these animals. Invite students to compare reasons animals might migrate to the reasons people migrate.

If needed, provide additional background information about animal migration.

Animals have different ways they can adapt or change in order to stay alive. Migration is a way for animals to get something they need to survive, such as food, water, shelter, or warmth.

An animal might migrate a few hundred feet or thousands of miles to get what it needs.

Review the lesson goals. Explain that students will:

- read two articles that give information about animals that migrate
- practice using the roots *duc* and *duct*
- write an informative 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, like *delicate* and *migrate*. Point out how the ending *-ate* is pronounced differently in these two words.
- Provide support for 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. 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 how they or family members migrated. Have them use the words *migrate* and *immigrant* 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 *source* and identifying different definitions. Ask students to use the different meanings in original sentences. Invite volunteers to share their sentences with the class.

READING 1 (pp. 94–95)**Pre-Reading Strategy: Preview (p. 94)**

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 photos, diagrams, or other graphics and read the captions and think about what they show

Have students look at the title. Ask a volunteer to tell what the word *migrating* means. Ask students what they think the words “by Land and by Sea” in the title mean. Discuss students’ answers to the questions. If necessary, point out the text features and remind students that authors use headings to organize information and tell what a section of text is about.

Ask students to read the photo caption and tell what the animals are doing.

Then have students read the title of the map. Ask them what the map shows. Point out the labels on the map.

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 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. 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. 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: 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 how they are different.

Point out that sometimes authors use signal words to show that two things are being compared or contrasted. Read the signal words in the chart aloud. Explain that authors aren't always direct in comparing and contrasting. Sometimes the reader must use the information in a text to draw conclusions about how things are alike and different.

Have students read the paragraph and circle the signal words they found. Then have them complete questions 1–3. Have them share their answers.

Have students complete the practice activity using the rest of the article and answer questions 4–8. If students have difficulty answering, help them find the details in the article.



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. 96–97)**Practice the Skills**

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

Have students read the title and headings and predict what the article will be about.

Point out the maps. Ask students what is similar about the two maps. Have them name the part of the world that is shown.

Remind students to take notes as they read the article. Point out the prompts in the margin. Remind them 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. 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 Comparing and Contrasting

Review the reading skill. Ask students to name the two main topics the article discusses. Explain that students can think about how monarchs and ruby-throated hummingbirds 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 6 and 7, explain that students can write any details that monarchs and hummingbirds have in common. If necessary, help them identify similar details in the article.
- Have students check their answers in the Answer Key.

If students need more practice with comparing and contrasting, provide them with a copy of a Venn diagram (Master 12). Have them use the graphic organizer with the first article to compare and contrast elk and gray whales.

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. 98–99)

Respond to the Readings (p. 98)

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 identify and research an animal that lives or migrates through the area where you live. Have them find out why the animal migrates; when it migrates; where it migrates to; and how long the migration takes. Invite students to share their findings with the class and describe any other interesting details they learned about the animal’s migration.

Use Word Parts: Roots *duc* and *duct*

Explain the meanings of the roots *duc* and *duct*. Remind students that roots can give them a clue about the meaning of an unknown word.

Write these words on the board: *produce*, *conduct*. Underline the root in each word. Point out that the roots

are 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. 99)

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. 100–101)

Write an Informative Paragraph (p. 100)

Point out that students probably read informational text all the time—at home, at work, and at school. Explain that informational texts are about real people, things, or events. They give facts, details, and explanations. Invite volunteers to give some examples of informational text they have read in the past week. List examples on the board.

Explain that today students will be working on their own informational text about an animal that migrates. Discuss the features students should include in paragraph. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should use one of the animals named in the article. They can use information from the article and information they get from internet research to write their paragraphs.

Then guide students through the steps:

Plan: Help students select their topic. You may want to make a 4-column chart on the board listing the animals described in the articles and a few features about each animal.

Tell students that they should take notes from the article about their chosen animal. They should also look for simple facts and information online.

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 their description of the animal and the details about its migration.

Write: Have students use the ideas they wrote in their graphic organizer to write their paragraph. Explain that the first sentence should tell about the topic. 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 listen and ask any questions they have about the paragraph.

Think and Discuss (p. 101)

Point out the photograph. Ask students to describe what they see. Have a volunteer read the caption aloud. Ask students to think about why this might be a problem for animals.

Then read the text 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 what they know about animals that migrate to or from their home country. If needed, prompt them with questions such as *What kinds of animals live there year round? What kinds of animals migrate? Why do you think they migrate? How do they migrate?*
- Have students learn about elevation and how elevation affects an area's weather and climate. Have students compare and contrast the habitats at a place with high elevation and a nearby place with lower elevation. Have them show these locations on a map and share their findings with the class.
- Have students research three different kinds of animals that live in Yellowstone National Park and that adapt differently to the conditions there. For example, have students compare how elk, grizzly bears, and bobcats adapt to the winter. You may want to have students work in groups to learn about one of the three groups. Have students present their findings as you compile the information in a chart on the board.

LESSON 10 THE WONDERFUL WIZARD OF OZ (pp. 104–113)

Introduce the Lesson (p. 104)

Explain to students that they will be reading selections from the beginning of the story *The Wonderful Wizard of Oz*, by L. Frank Baum. Explain that this selection is a work of fiction. Discuss the difference between informational text and fiction.

Ask students if they are familiar with the movie *The Wizard of Oz*. Explain that the movie is based on the story. Point out that the movie makes some changes to the story in the book.

Provide students with background information about the story. You may wish to display a U.S. map showing the state of Kansas and pictures of a prairie.

The Wonderful Wizard of Oz was first published in 1900. Some people consider it to be the first American fairy tale. A fairy tale is a made-up story.

Most fairy tales share certain characteristics. For example, in many of them, a main character goes on a quest or journey to solve some problem. Fairy tales often have characters who are royalty, such as kings, queens, princesses, or princes. And most have magical creatures or characters with magical powers.

The story has become popular around the world. There are plays and movies based on the story. It has also been translated into many languages.

Invite students to share what they know about the story and what happens. Point out that in this lesson, they will be focusing on just the beginning of the story. Explain that they will read excerpts from the first two chapters of the book.

Review the lesson goals. Explain that students will:

- read two excerpts from the story *The Wonderful Wizard of Oz*, by L. Frank Baum
- practice using the suffix *-ly*
- write a descriptive paragraph

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 *anxious* and *gorgeous*. Explain that some of the vocabulary words, such as *dull* and *notice*, can be different parts of speech.
- Provide support for challenging concepts (such as *anxious*) 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 Invite students from different cultural backgrounds to tell about common fairy tales in their home countries. Invite them to share basic elements of the stories, such as setting, characters, and plot.

Review the Vocabulary Tip and have students discuss their answers. Ask students to explain how they used context clues to figure out meaning. Have students write an original sentence using the word *dull*. Invite volunteers to share their sentence with the class. Have other students choose the correct definition based on how the word was used in the sentence.

READING 1 (pp. 106–107)

Pre-Reading Strategy: Set a Purpose for Reading (p. 106)

Explain that students 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. Remind students that setting a purpose can help them 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
- read the name of the author

- skim the selection to see what it's about
- read any questions that they will need to answer after reading the text
- think about what they should pay attention to as they read

Discuss students' answers to the questions. If necessary, reread the first sentence of each paragraph. Stress that students can skim before reading to get a general idea about the selection.

Have volunteers read aloud some of the questions on page 107. Point out that students should look for answers to these questions as they read.

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 selection has many sensory details. Picturing the details will help students understand the story's setting.

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 a Story's Setting

Explain the reading skill. Tell students that the setting of a story is when and where the story takes place. Sometimes an author will use vivid details about the setting to paint a picture in the reader's mind.

Point out some of the examples of how the author paints a picture. Write the sentences "The sun was hot" and "The sun baked the plowed land" on the board. Ask students which sentence paints a clearer picture.

Have students answer questions 1–8. If students have difficulty answering, have them look for details and evidence in the text. Ask students to explain their thinking.



Improve Your Reading Have students read paragraphs 7–8 silently, paying attention to their expression as they read. Tell students to think about how the characters would say these words. After students have read the paragraphs two or three times, have them take turns reading aloud to a partner.

READING 2 (pp. 108–109)

Practice the Skills

Have students set a purpose for reading before they read the second excerpt. Remind them to read the title and author's name. Explain that when they skim, they read a few sentences to get a general idea about the text. Have students look at the questions on page 109 so that they know what to pay attention to as they read.

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 Understanding a Story's Setting

Review the reading skill. Explain that students can look for details in the text to understand the setting.

Have students look at the graphic organizer. Explain that they can record and organize details about the setting in this part of the story in the web.

- Have students write details about the setting in the outer circles of the web.
- Have students share what details they wrote in the outer circles. List responses on the board.
- Ask students which senses each detail is associated with.
- Have students complete questions 5–8 and then check their answers in the Answer Key.

If students need more practice with analyzing a setting, provide them with a blank copy of the Web graphic organizer (Master 13). Give them a setting, such as your classroom, and have them brainstorm sensory details that could describe it.

Fluency **Improve Your Reading** Ask students to practice reading paragraph 2 silently. Have them pay attention to 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 question 5.

Extension Show students the beginning of the movie *The Wizard of Oz*. Have them discuss ways that the beginning of the story and the movie differ. Ask students to compare and contrast the setting, characters, and plot.

Use Word Parts: Suffix *-ly*

Explain that many words that end with the suffix *-ly* are adverbs.

Write these sentences on the board: *I took an easy test. I passed the test easily.* Explain that *easy* is an adjective, but *easily* is an adverb.

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

WRITING (pp. 112–113)

Write a Descriptive Paragraph (p. 112)

Remind students that the story they have been reading has a lot of details about the settings. Explain that students will be writing a descriptive paragraph about a place.

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

Read aloud the writing prompt. Point out that students should write a paragraph about the place where they grew up. Explain that they may want to write about the specific house, neighborhood, or area.

Then guide students through the steps:

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

Encourage students to brainstorm sensory details beyond how the place looked. Point out that they may also include details like the sounds or smells that were common. If necessary, have them turn back to the reading selections to look at examples of how the author described settings.

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

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 listen and ask any questions they have about the paragraph.

Have students complete the Language Skills Mini-Lesson on relative adverbs on page 141.

Think and Discuss (p. 113)

Read the text aloud. If students are familiar with the movie version of the story, you may want to remind them of Dorothy's famous line, "There's no place like home" and point out that her trip to see the wizard is made so that she can return home.

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 the place they are from. Encourage them to use sensory words in their descriptions. If needed, prompt them with questions such as *Is the land flat or hilly? Is the weather hot or cold? What do the houses look like?*
- Have students research the geography and climate of Kansas. Ask them to share their findings with the class. Discuss whether L. Frank Baum included accurate details in the setting of the story and whether cyclones (tornadoes) are common in Kansas.
- Have students read a couple of additional chapters of the book (available for free online). Have them list additional elements that show the story is a fairy tale.

LESSON 11 THE NECKLACE (pp. 114–123)

Introduce the Lesson (p. 114)

Tell students that they will be reading excerpts from the short story “The Necklace,” by Guy de Maupassant. Explain that short stories are works of fiction. They are shorter and less complex than novels. Discuss the difference between informational text and fiction.

The excerpts have been simplified and adapted to make them easier for readers to understand. For example, French titles, job names, and currency have been Americanized and somewhat modernized.

Provide students with background information about the author and the story.

The short story “The Necklace” was first published in 1884. The story was written by the French author Guy de Maupassant. De Maupassant was a famous short story writer and is known for writing stories that end with an unexpected twist or surprise ending.

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 to students that the characters in the story will be invited to a ball. Explain that a ball is a kind of formal dance, and that people attending a ball wear formal clothing, such as gowns and tuxedos.

Point out that the two excerpts in this lesson come from the beginning of the story. Explain that students will be focusing on the characters and events.

Review the lesson goals. Explain that students will:

- read two excerpts from the story “The Necklace,” by Guy de Maupassant
- practice using the suffixes *-sion* and *-tion*
- 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 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 *calculation*. Point out that the three vocabulary words that end in *-tion* all have the /shun/ sound at the end.
- Provide support for challenging concepts (such as *charming* and *plainly*) 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. 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 life in their home countries in the 1800s. Encourage them to talk about how people dressed, what activities they did, and what kinds of technology they used.

Review the Vocabulary Tip and have students discuss their answers. Ask students to explain how they used context clues to figure out the meaning. Have students brainstorm synonyms for other lesson vocabulary, such as *charming*, *declare*, and *remove*.

READING 1 (pp. 116–117)

Pre-Reading Strategy: Skim (p. 116)

Explain that students will use the pre-reading strategy of skimming. Remind students that skimming is a way to quickly get an idea of what a text is about. Skimming can help them 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 name of the author
- skim the first sentence of a few paragraphs
- look at any illustrations or graphics that go with the words

Discuss students' answers to the questions. If necessary, reread the first sentence of a few paragraphs.

Reading Strategy: Take Notes

Explain 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 what is happening in the story. If necessary, help students turn back to the story to find the answers.

Reading Skill: Analyze Characters

Explain the reading skill. Have students identify the two main characters in this part of the story. Discuss some of the ways authors reveal information about their characters. Point out that sometimes authors state information about a character directly. But other times, authors will reveal characters through details, speech, thoughts, and actions.

Explain that students can use the clues in the text to draw conclusions about character traits. You may want to provide some lists of common character traits and review their meanings.

Have students answer questions 1–7. If students have difficulty answering, have them look for answers in the text. Have them explain their thinking.

Fluency **Improve Your Reading** Have students read paragraphs 8 to 12 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**

Have students skim the second selection 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.

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 events from the selection. If necessary, help students turn back to the story to find the answers.

Reading Skill: Practice Analyzing the Characters

Review the reading skill. Explain that students can look for clues to understand the characters in the story.

Have students look at the graphic organizer. Explain that they can record details about the characters and use the details to draw a conclusion.

- Have students find and record details about physical appearance, thoughts and feelings, and words and actions.
- Point out that the author does not provide any physical description of Mr. Loisel.
- 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 blank 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 12–13 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)**

Have students answer the questions. Have them check their answers to questions 1–3 in the Answer Key. Then invite students to share their responses to questions 4–5.



Have students discuss their feelings about Mrs. Loisel up to the point in the story where she realizes that she has lost the necklace. Then read aloud the rest of the story to students, or provide a detailed summary of what happens, including the twist ending.

Ask students to describe how they feel about Mrs. Loisel at the end of the story, knowing how her life has changed. How do they feel about her husband? What could the characters have done differently to avoid these changes?

Use Word Parts: Suffixes -sion, -tion

Write these lesson vocabulary words on the board: *calculation, invitation, reflection*. Ask students what part of speech these words are. Then have students break the words down. Have them identify the common suffix. Then have them name the verb that each noun is formed from.

Explain that the suffixes *-sion* and *-tion* usually appear at the end of nouns and tell about an action, state, or process. (A few words, such as *question* and *mention*, can be both nouns and verbs.)

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

Review the Vocabulary (p. 121)

Have students share their answers to questions 1–5. Then have them check their answers to 6–10 in the Answer Key. Invite volunteers to share the new sentences they wrote for 11–12 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 greedy, selfish, vain, supportive, and content 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 character analysis and make any needed changes. Then have students read their writing aloud to a partner. Ask partners to listen and ask any questions they have. Have students discuss how their partner supported his or her ideas.

Have students complete the Language Skills Mini-Lesson on coordinating conjunctions on page 142.

Think and Discuss (p. 123)

Read the text aloud. Discuss ways that people might show their wealth today.

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 kind of formal events are common in their home country or culture. If possible combine students from different countries, regions, or cultures. Ask them to describe what these events are like and what people wear and do.
- Have students write a journal entry describing how they would feel and what they would do if they borrowed an expensive or valuable item from a friend and lost it. Invite volunteers to share their journal entry with the class.
- Discuss point of view in the story. Explain that “The Necklace” is told by a narrator who knows everything and tells the thoughts and feelings of all the characters.
- Have students retell the parts of the story that they read from the perspective of either Mrs. Loisel or her husband. What might change in how the story is told? Discuss how each character might view the events of the story differently.

LESSON 12 FABLES (pp. 124–133)

Introduce the Lesson (p. 124)

Tell students that in this lesson they will be reading two fables from different parts of the world. Explain that a fable is a kind of fiction. Describe the characteristics of fables: Fables often have animal characters that talk and act like humans. Fables teach a moral or a lesson. Sometimes the end of the fable will directly state the lesson of the story.

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

The most famous teller of fables was Aesop, who lived in Greece around 2,500 years ago. Aesop’s fables were written down and retold over and over, so there are many versions of them.

The first fable in the lesson is called “The Quarrel of the Quails.” It comes from India. The fable was adapted from a tale in a book of stories called the *Jataka*, which was written around 2,400 years ago.

The second story, “The Wolf and the Fox,” was a folktale collected by two German brothers, Jacob and Wilhelm Grimm, in the early 1800s. The Brothers Grimm wrote down many fairytales and folktales told by people in villages. Stories such as “Hansel and Gretel,” “Snow White,” and “Little Red Riding Hood” are just a few of the many stories they recorded.

Ask students if they are familiar with any fables, such as “The Tortoise and the Hare” or “The Ant and the Grasshopper.” Invite students to share what they know about the fables and the lessons they teach.

Review the lesson goals. Explain that students will:

- read two fables: “The Quarrel of the Quails” and “The Wolf and the Fox”
- practice using the suffix -y
- write a story summary

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 *occasionally*.
- Point out that the vocabulary word *advise* can be easily confused with the word *advice*. Explain that these words are different parts of speech and have different meanings.
- Provide extra support for concepts such as *greedy* and *satisfied* by having students give examples of greedy behavior or of feeling satisfied about something. 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 popular folktales or fables that are told in their culture or home country. Invite them to share what they think the main message is in these stories.

Review the Vocabulary Tip and have students answer the questions. Ask students to share the clues they used to determine the correct meaning. Challenge students to generate original sentences using each of the three definitions of *commands*.

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 that they will need to answer after reading the text
- think about what they want to find out as they read

Remind students that when they skim the text, they read a few sentences to get a general idea of what it's about. Discuss students' answers to the questions.

Reading Strategy: Predict

Tell students that while they read, they should predict what will happen next in the story. Explain that a prediction is a careful guess based on details and events in the story. Students can also use what they already know about fables to predict what is going to happen next.

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

Be sure students understand these words before they read the story:

- Quail: a kind of bird that people hunt and eat
- Fowler: a person who hunts birds
- Flock: a group of the same kind of bird

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 what is happening in the story. If necessary, help students turn back to the story to find the answers.

Reading Skill: Determine a Story's Theme

Explain the reading skill. Tell students that the theme is the message the author wants readers to get from the story.

Point out that sometimes an author will tell readers the theme or message of a fable. Other times, readers will need to think about characters and events to figure out the theme.

Tell students that they think about what happens to characters in a story, how the characters change, and what the characters learn.

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

Fluency **Improve Your Reading** Have students read paragraph 1 silently. Then model reading the paragraph aloud, emphasizing proper tone and expression. Have students chorally 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 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.

Be sure students understand these words before they read the story:

- Glutton: someone who eats way too much
- Gobble: to eat quickly
- Cellar: a basement

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

Reading Skill: Practice Determining a Story's Theme

Review the reading skill. Explain that the theme of a story is the message the author wants readers to get.

Show students the graphic organizer. Discuss each section. Point out that in some stories, the setting is important, and students may need to think about the setting in order to determine the theme.

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 details and examples.

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 Reading 1 or any other familiar story.

Fluency **Improve Your Reading** Have students work in pairs. Ask them to practice reading paragraph 2, paying attention to punctuation and reading the quotation with appropriate expression.

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.

Extension Have students read other simple examples of fables. Ask students to summarize the story and tell what the theme is.

Use Word Parts: Suffix -y

Explain that the suffix *-y* means “characterized by.” This suffix can be added to some nouns and verbs to make an adjective, or describing word.

Write these words on the board: *angry, rainy, juicy*. 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 items 1–12 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 in which they wrote vocabulary words. Reframe student sentences that do not use the vocabulary words correctly.

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

Remind students that a summary tells the most important ideas and details of a text. Point out that a summary is always shorter than the original text.

Invite students to summarize a familiar story, TV show, or movie. Guide them to include only the most important details and events.

Tell students that they will be writing a summary of one of the fables in this lesson.

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

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

Plan: After students choose the text they want to summarize, have them reread and take notes about the characters, main events, and theme.

Then have students use the graphic organizer to plan their writing. Review what they should write in each box.

Write: Have students use the ideas they wrote in their graphic organizer to write their summary. Point out that the first sentence of their summary should name the story and tell what the main point or big idea is. If necessary, provide students with a model for their opening sentence.

Remind them to use linking words to connect events and show the order in which events happen.

Review: Have students use the checklist to check their summary and make any needed changes. Then have students read their summary aloud to a partner. If possible, pair students who have written about the same text. Ask partners to listen and compare the summary to their own. How was their partner's summary similar or different?

Think and Discuss (p. 133)

Read the text aloud. Have students 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 the kinds of animals or creatures that appear in traditional stories from their home countries. If possible, put students from at least two different countries in each group. You may wish to prompt them with questions such as *Which animals are smart? Which are usually greedy? What lessons do the characters learn?* Ask students to retell the stories in English.
- Have students retell one of the fables from a different point of view. For example, what lesson would readers learn from the behavior of the fowler in “The Quarrel of the Quails”? (For example, Patience is a virtue.) How might the wolf in “The Wolf and the Fox” have viewed the events compared to how the fox viewed them? (For example, Be careful who you trust.) Invite students to jot down notes and retell the story to the class.
- Have students research the Brothers Grimm and the kinds of stories they collected. How does the fable “The Wolf and the Fox” differ from the other fairytales the Brothers Grimm wrote down?

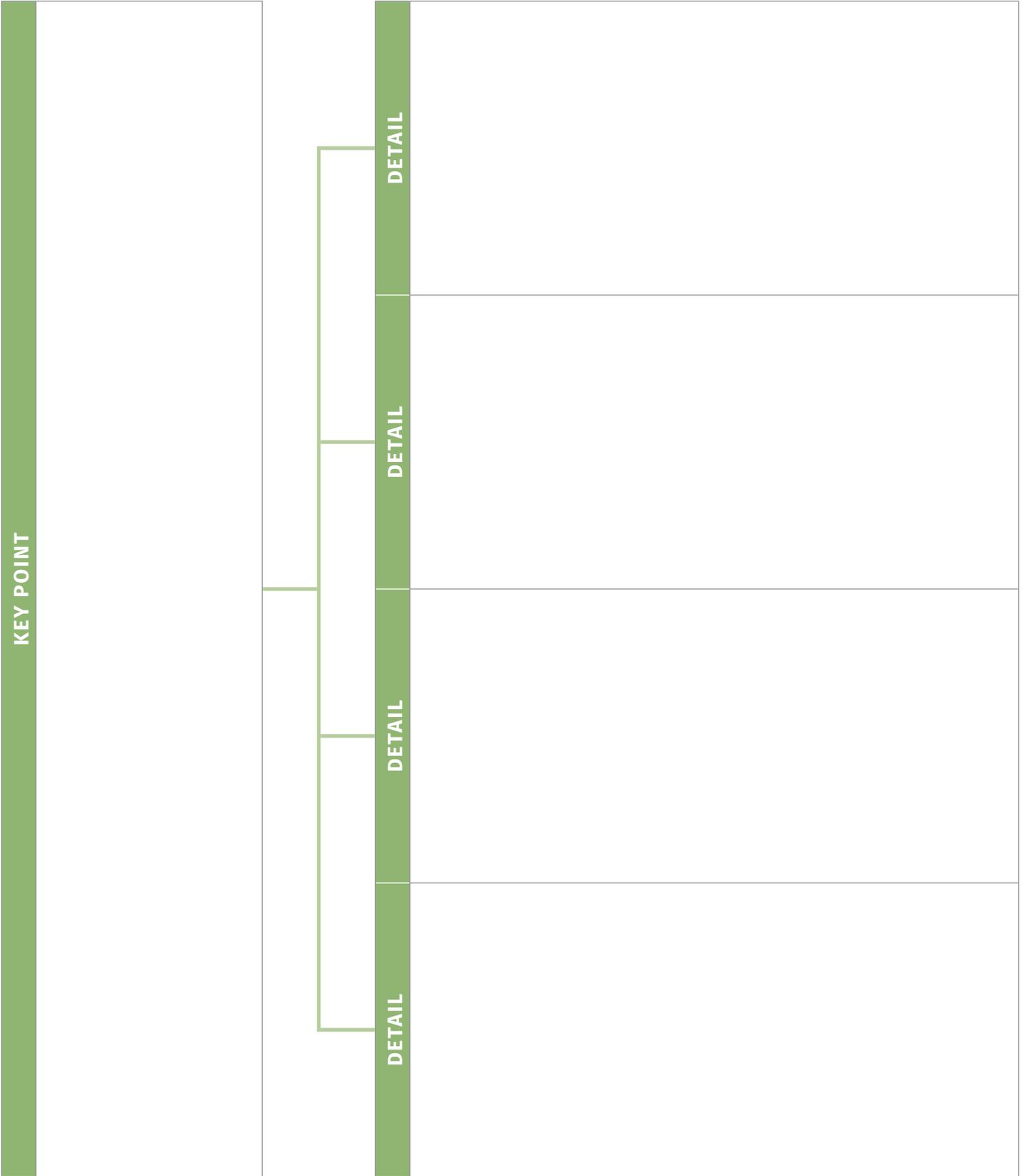
PREFIX	MEANING	EXAMPLE
<i>anti-</i>	against	antiwar
<i>de-</i>	opposite of, down	decrease
<i>dis-</i>	not, opposite of	disagree, disappear
<i>en-</i> <i>em-</i>	cause to	enlarge empower
<i>fore-</i>	before	foresee
<i>il-</i> <i>in-</i> <i>im-</i> <i>ir-</i>	not, opposite of	illegal incorrect impossible 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>	more than, over	supermarket, supervise
<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

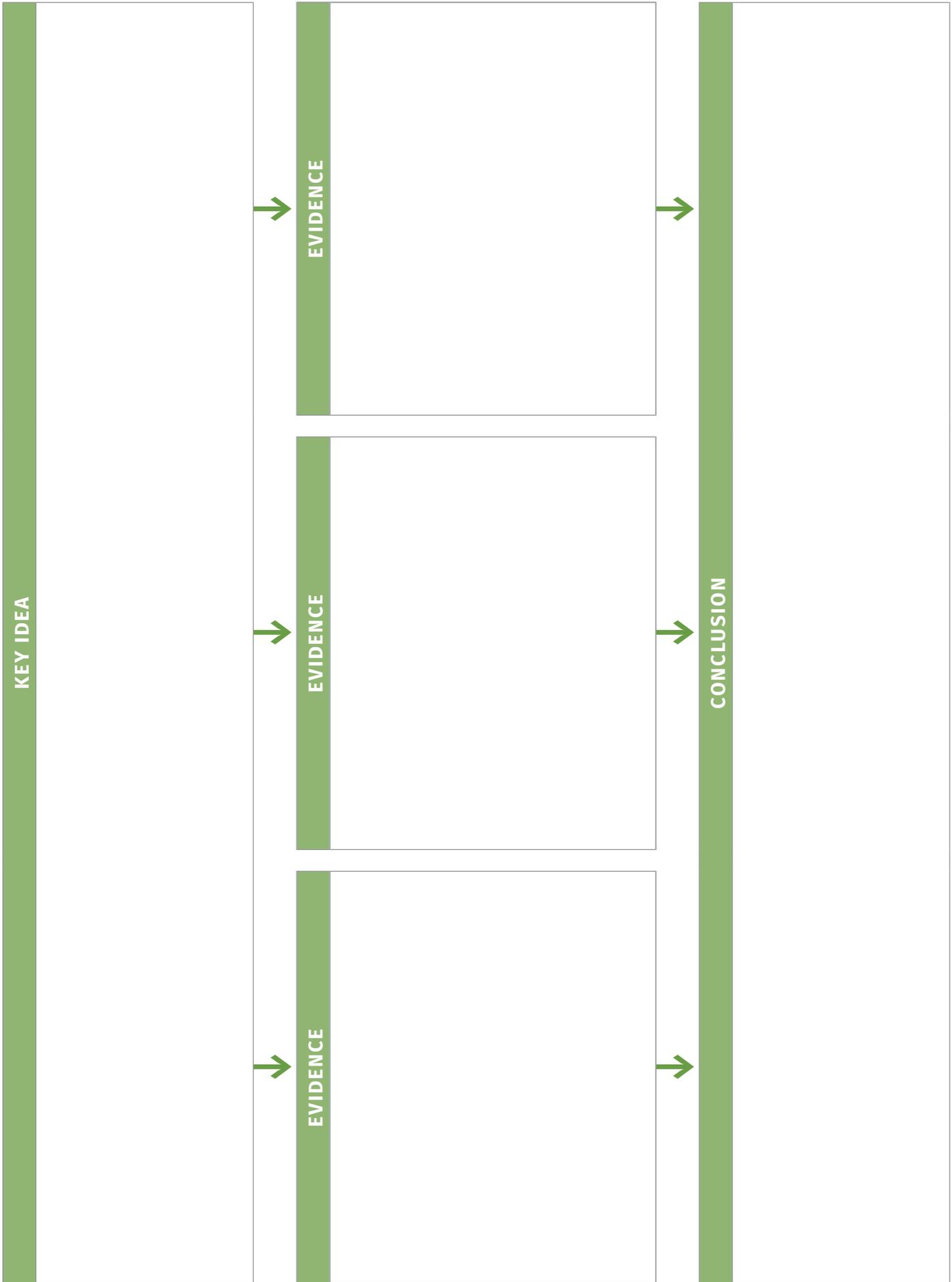
SUFFIX	MEANING	EXAMPLE
-able -ible	is, can be	comfortable incredible
-al -ial	having characteristics of	national industrial
-ed	past form of regular verbs	walked
-en	made of	wooden
-er	more	longer
-er -or	one who	driver actor
-est	the most	kindest
-ful	full of	careful
-ic	having characteristics of	scientific
-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	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>scrib</i> <i>script</i>	write	prescribe scribble
<i>tele</i>	far off	television, telephone
<i>therm</i>	heat	thermometer, thermal
<i>vid</i> <i>vis</i>	see	video vision

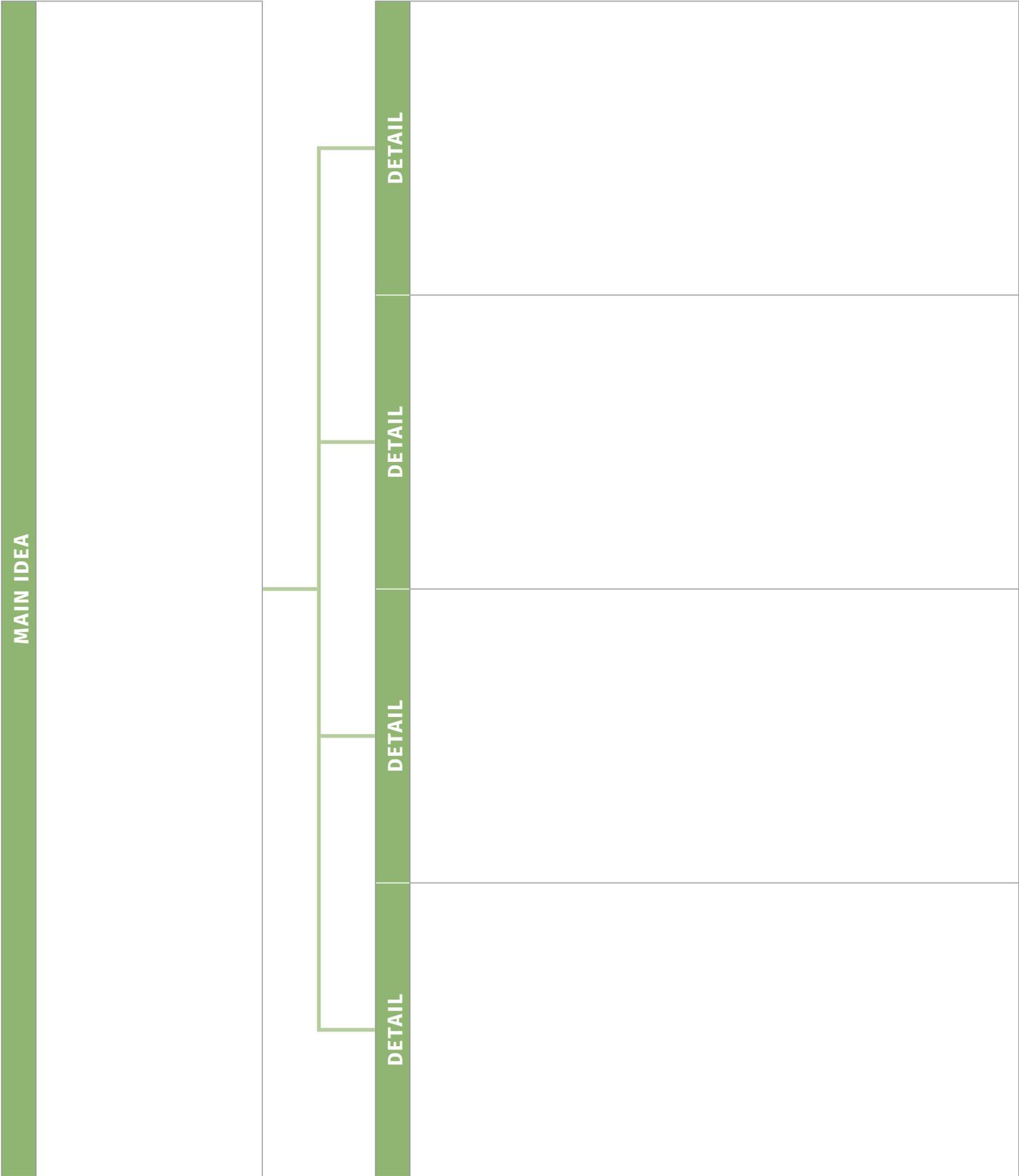
Before you read the passage, brainstorm everything you know about the topic. Write your information in the **WHAT I KNOW** column. In the **WHAT I WANT TO KNOW** column, list the questions you have about the topic. After you read, write the answers to your questions in the **WHAT I LEARNED** column.

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED





SOLUTION			
	↑	↑	↑
PROBLEM			



INFERENCE

=

WHAT I ALREADY KNEW

+

WHAT I READ

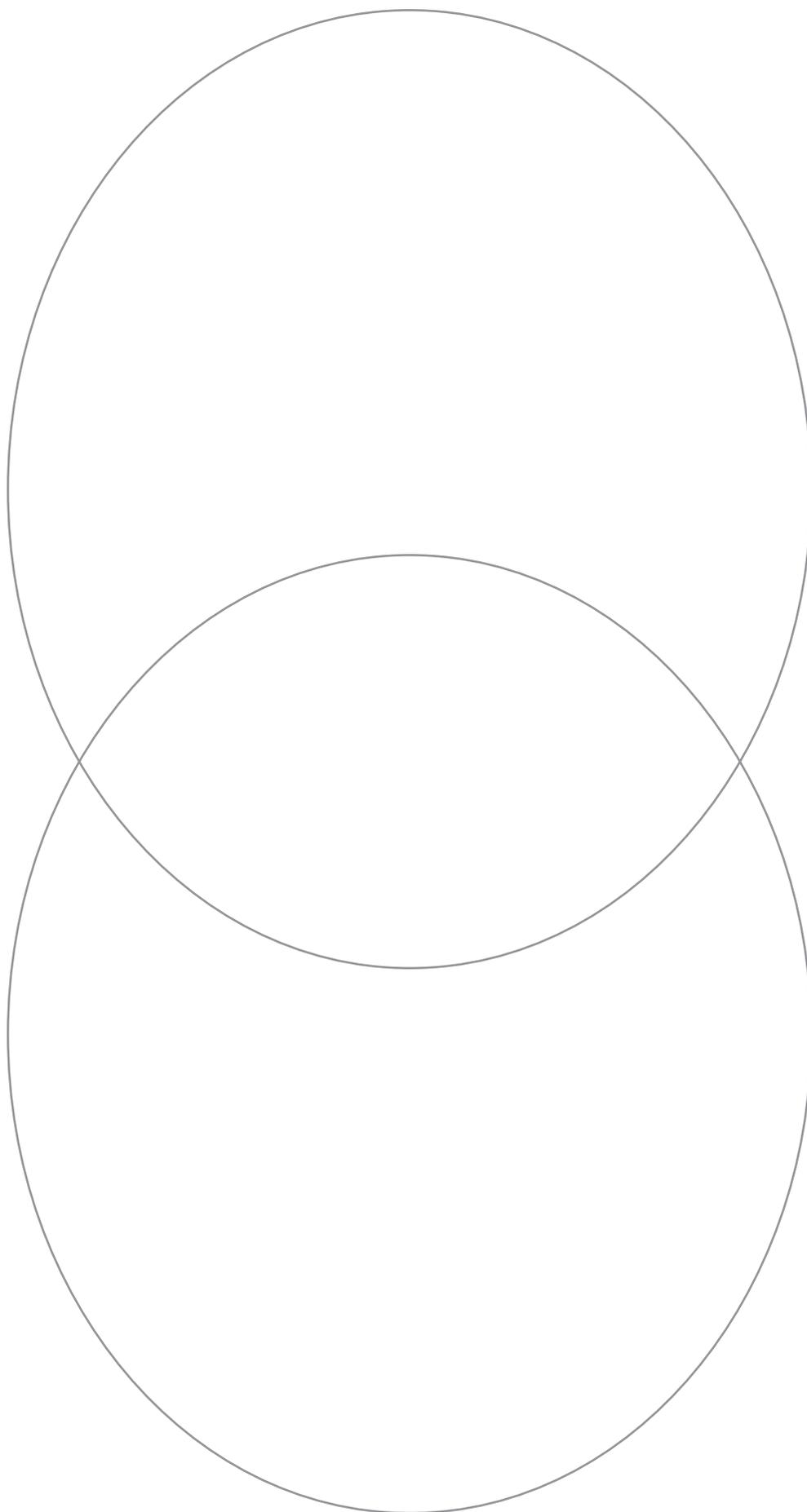
WRITING A SUMMARY

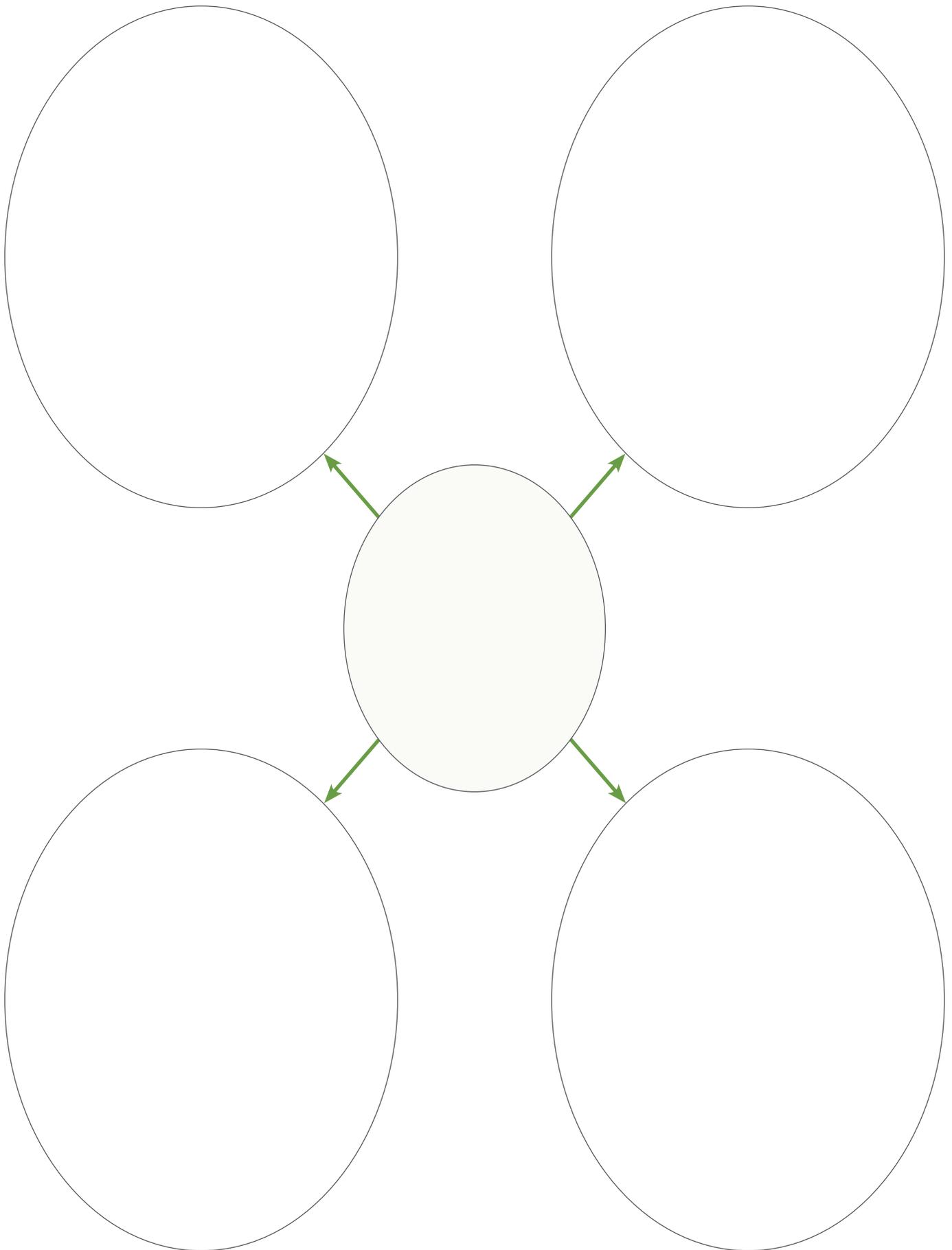
This article is mostly about _____

(main point)

(important idea)

EFFECT			
CAUSE	↑	↑	↑





CHARACTER				
APPEARANCE				
THOUGHTS AND FEELINGS				
WORDS AND ACTIONS				
WHAT YOU CAN CONCLUDE				

WHO ARE THE CHARACTERS? WHAT ARE THEY LIKE?

BIG IDEA OR TOPIC OF THE STORY

MAIN EVENTS; WHAT THE CHARACTERS SAY AND DO

THEME OR MESSAGE OF THE STORY