

TEACHER'S GUIDE **JOURNEY** **TO SUCCESS**[®]

LEVEL
7

BUILDING BASIC SKILLS IN READING AND WRITING



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Journey to Success®: Building Basic Skills in Reading and Writing
Teacher's Guide Level 7
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ABOUT <i>JOURNEY TO SUCCESS</i>®	5
TO THE TEACHER	7
UNIT 1	WORK AND LIFE SKILLS
	Lesson 1: Tracking Your Data 9
	Lesson 2: Not Too Hot, Not Too Cold 12
	Lesson 3: That's Why They Call It Work 16
UNIT 2	SOCIAL STUDIES
	Lesson 4: Getting America Moving 20
	Lesson 5: Workers' Rights 23
	Lesson 6: America Enters World War II 27
UNIT 3	SCIENCE
	Lesson 7: The Science of Sports 31
	Lesson 8: Environmental Impact 35
	Lesson 9: Legend Meets Science 39
UNIT 4	LITERATURE
	Lesson 10: Witches' Loaves 43
	Lesson 11: A Pair of Silk Stockings 46
	Lesson 12: American Scenes 51

PHOTOCOPY MASTERS

Master 1: Vocabulary Knowledge Rating Chart	55
Master 2: Word Family Chart	56
Master 3: Personal Dictionary	57
Master 4: K-W-L Chart	58

GRAPHIC ORGANIZERS

Master 5: Text Evidence	59
Master 6: Cause and Effect	60
Master 7: Development of Ideas	61
Master 8: Main Idea and Details	62
Master 9: Purpose and Point of View	63
Master 10: Making Inferences	64
Master 11: Claims and Evidence	65
Master 12: Detail Web	66
Master 13: Problem and Solution	67
Master 14: Sequence	68
Master 15: Venn Diagram	69
Master 16: Synthesize	70
Master 17: Story Elements	71
Master 18: Figurative Language	72

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.

The Level 7 student book is divided into four units: Work and Life Skills, Social Studies, Science, and Literature. Each unit contains three 12-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 and prepare students for writing exercises they will encounter in pre-HSE level work.

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. **Be Test Ready** items in each lesson expose students to multiple-choice reading questions similar to those they might see on a high school equivalency test.

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.

The **Answer Key** at the back of the student book allows 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.

A level review covering all reading skills in the level is available online at www.newreaderspress.com/journey-to-success. 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, sidebars, 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. Following each nonfiction text, students receive explicit instruction in a text feature. Students analyze not only the content of the feature, but also its relationship to the text through literal and inferential questions.

The literature selections in Level 7 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. After each literary selection, open-ended response questions encourage students to engage with the text and provide opportunities for writing, speaking, and listening.

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 includes a **Vocabulary Strategy** activity to provide practice analyzing word parts, using different kinds of context clues to determine meaning, and distinguishing between multiple meanings of words.

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 the 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
- 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. 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 students correct themselves, 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.

Word Family Chart (Master 2)

Research shows that some English words occur frequently in academic texts across many disciplines. Mastering these words and their related word forms can help students more easily read and comprehend a range of academic texts.

1. Provide students with a copy of the Word Family Chart when lessons contain key academic vocabulary words, as noted in the Teacher's Guide notes for individual lessons.
2. Students record the key academic vocabulary word in the chart. They identify the part of speech, write a definition, and practice using the word in an original sentence.
3. Students then identify related words and repeat the steps above. For example, if the key academic vocabulary word is *achieve*, students might write the related words *achievement*, *achiever*, and *achievable* in their charts.

EXAMPLE

Key Vocabulary Word	Part of Speech	Definition	Use it in a Sentence
analyze	verb	[definition of analyze]	The doctor will analyze my test results and then recommend a treatment plan.
Related Word	Part of Speech	Definition	Use it in a Sentence
analysis	noun	[definition of analysis]	The school did a statistical analysis of its students.
analyst	noun	[definition]	[example sentence]
analytical	adjective	[definition]	[example sentence]

Personal Dictionary (Master 3)

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 4)

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: TRACKING YOUR DATA (pp. 8–19)**Introduce the Lesson (p. 8)**

Have students read the lesson title. Explain that both readings in this lesson will be about data that is collected about individuals and how this data is used.

Ask students to think about different kinds of data and information that is collected about them, who does the collecting, and how the information gets used.

Draw a three-column chart on the board and label the columns Type of Data, Who Collects It, How It's Used. Have students volunteer their ideas. If necessary, prompt them with suggestions, such as grades/academics, medical records, traffic tickets, tax returns, bank balance, etc. Record answers in the chart.

Discuss whether students think these kinds of data collection are useful.

Review the lesson goals. Explain that students will:

- read two articles about data collection. Point out that as they read, they should think about what each article explains or gives information about.
- practice understanding words with the root *cred*.
- write an informative blog post.

ELL Invite students from different cultural backgrounds to describe the types of data that are commonly collected in their home country. Do citizens typically have more or less data privacy than people in the United States?

Pre-Teach the Vocabulary

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

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

- Point out that some words can be more than one part of speech. For example, the words *dispute* and *format* can be either nouns or verbs. Remind students to use context clues to help them determine how the word is used.
- Have students look for familiar root words in the words *interaction*, *preference*, and *regularly*. Remind them to use their knowledge of root words and affixes to determine meaning.
- Provide students with the Word Family Chart (Master 2). Ask students to write the words *preference* and *summary* in the correct columns and fill in the remaining information.

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.

Review the Vocabulary Tip. Point out that words can be multiple parts of speech and have multiple meanings.

Have students answer the question and share their answer. Challenge them to generate original sentences using different meanings of the word *dispute*. If students have difficulty, have them consult a dictionary.

READING 1 (pp. 10–11)**Get Ready to Read (p. 10)**

Before students begin reading, have them complete the following activities:

- Explain that students will think about what they already know about the topic prior to reading the article.
- Have students preview the text. Ask students to read the title and the headings. Have them look at the graphics and read the captions.
- Provide students with a copy of the K-W-L Chart (Master 4). Have them fill out what they know about credit reports and credit scores and what they want to find out. Point out that they will complete the third column after they finish reading the article.

- Have students answer the questions. Discuss what they already know and what they want to find out.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.

Reading Strategy: Make Connections

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

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

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 11)

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

Invite students to share what they learned from reading the article. Have them add this information to their K-W-L Chart.

Use the Sidebar (p. 11)

Explain to students that a sidebar is a boxed feature that appears alongside the main text. Sidebars can add interest to a text, add new information, or further explore a topic related to the main text.

Have students read the sidebar text and look at the table. Point out that they should read the column headings. Make sure they understand what each heading is for.

Have students practice finding information in the table and be sure they understand the overall trend the table shows (the higher your credit score, the lower your interest rate, monthly payment, and total interest paid).

Have students answer the questions. Invite volunteers to share their responses.

Reading Skill: Cite Text Evidence (p. 12)

Explain the reading skill. Tell students that informational texts give facts, examples, and details. Paying attention to these details can help students understand the main ideas of the text and help them draw conclusions about the information.

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

Remind students that graphics can also be a source of text evidence.

Have students check their answers in the Answer Key.



Be Test Ready Read aloud the information.

Have students answer the question and explain how they arrived at their response.

READING 2 (pp. 13–15)

Get Ready to Read (p. 13)

Before students begin reading the second article, have them complete the following activities:

- Explain that students will think about what they already know about the topic prior to reading the article.
- Have students preview the text. Ask students to read the title and the headings. Have them look at the photos and read the captions.
- Provide students with a copy of the K-W-L Chart (Master 4). Have them fill out what they know about data tracking and what they want to find out. Point out that they will complete the third column after they finish reading the article.
- Have students answer the questions. Discuss what they already know and what they want to find out.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.
- Remind students to make connections as they read the article. Point out the prompts in the margin. After students have finished reading, have them share the connections they made.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 14)

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. Invite students to share what they learned from reading the article. Have them add this information to their K-W-L Chart.

Use the Photos and Caption (p. 14)

Explain to students that photographs can help an author illustrate a point, show something interesting about the topic, and grab a reader's attention. A caption can help explain the content or provide more information about a photo or other graphic.

Have students revisit the two photos. Explain that the photos capture data on a map at two different points in time. Have volunteers describe in their own words what the photos of the maps show.

Then have them answer the questions. Invite volunteers to share their responses.

Reading Skill: Practice Citing Text Evidence (p. 15)

Review the reading skill. Remind students that they can cite evidence from the text, such as details, examples, and facts, when answering questions.

Have students answer the questions. Encourage them to cite the paragraph and sentence where they found the answer.

Have students check the answers to the practice activities in the Answer Key.

If students need more practice citing text evidence, provide them with a copy of the Text Evidence graphic organizer (Master 5). Guide them to complete the organizer using newspaper articles or other short nonfiction texts.

Test Prep

Be Test Ready Have students look for words in the question that ask them to cite text evidence (*according to*). Have students answer the question and explain their response.

DEVELOP YOUR UNDERSTANDING (pp. 16–17)

Respond to the Readings (p. 16)

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

Extension

Have students create a list of pros and cons about credit reports and credit scores. Who finds this kind of information helpful? Who can be hurt by this information? Could knowing that your data is being collected and reported help you be more responsible financially?

Use Word Parts: Root *cred*

Explain that the root *cred* means “believe.” Point out that the word *credit* has this root. One meaning of credit is “a person’s ability to get goods or services before paying, based on trust or belief that the person will pay later.”

Read aloud the words in the box. Have students use their knowledge of affixes to help them figure out meanings. Tell students they can use a dictionary to look up the meanings if necessary.

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

Review the Vocabulary (p. 17)

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

WRITING (pp. 18–19)

Write an Informative Blog Post (p. 18)

Read aloud the text at the top of the page. Discuss some of the different purposes blogs can have, such as sharing personal information, offering product details, informing about a topic, and persuading people.

Ask students if they have read or written blogs and to share what they know about blogging. If possible, have students read some sample informational blog posts suitable for students at this level. Ask students to pay attention to the tone and style of the blog.

Explain that for this writing assignment, students will write an informative blog post giving advice about one of two topics. Discuss the features students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Make sure students understand that they must choose one of the topics to focus on. Students will need to do internet research on their topic. Direct them to appropriate sources, such as U.S. government websites and nonprofit financial sites.

Then guide students through the steps:

Plan: Point out the graphic organizer and explain that it can help students plan, record, and organize ideas.

Have students take notes from sources about their topic. As needed, provide guidance on using sources appropriately. Be sure that students use their own words in their blog posts and that they don't directly copy from sources.

Write: Have students use the ideas they wrote in their graphic organizer to write their blog post. Point out that using numbered or bulleted lists can make information easier for readers to understand.

Review: Have students use the checklist to check their blog post and make any needed changes. Then have them exchange blog posts with a partner. Ask partners to leave a comment responding to the blog post.

Have students complete the Language Skills Mini-Lesson on misplaced and dangling modifiers on page 159 and check their answers in the Answer Key.

Think and Discuss (p. 19)

Read aloud the quotation and make sure students understand the vocabulary. Put students in small groups. Have them discuss the questions. Invite groups to share what they discussed with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

- **ELL** Have students work in small groups and discuss the value their home culture places on privacy.
- Have students research a well-known data breach, such as one from Facebook or Equifax. How can breaches of companies that control our data affect people? What can be done to stop the abuse of people's personal information?
- Have a class discussion about the pros and cons of targeted advertising. Can it be useful to see ads relevant to your recent searches? When might targeted ads be invasive?

LESSON 2 NOT TOO HOT, NOT TOO COLD (pp. 20–31)

Introduce the Lesson (p. 20)

Have students read the lesson title. Explain that both readings in this lesson will be about extreme weather and temperature conditions.

Ask students to think about what the titles of the articles "Heat Wave" and "Cold Snap" mean. Then draw a two-column chart on the board and label the columns Summer and Winter. Have students describe normal weather conditions for your region for each season. Record answers in the chart.

Then ask students to describe times that the weather has not been typical.

Review the lesson goals. Explain that students will:

- read two articles about extreme weather conditions. Point out that as they read, they should think about what each article explains or gives information about.
- practice understanding words with the suffix *-ness*.
- write an explanatory text about weather.

ELL Explain to students from different cultural backgrounds that it is common in the United States for people, even strangers, to discuss the weather. Invite students to share whether people talk about the weather in their home country. Ask students to discuss how people find out about the weather.

Pre-Teach the Vocabulary

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult words such as *pressure* and *meteorologist*.
- Provide support for challenging conceptual words (such as *extreme* and *erratic*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that the word *pressure* can be either a noun or a verb. Remind students to use context clues to help them determine how the word is used.

- Point out that the words *duration* and *frequency* both pertain to time. Invite students to explain how their meanings differ.
- Provide students with the Word Family Chart (Master 2). Ask students to write the word *vary* in the correct column and fill in the remaining information.

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

Use the Vocabulary (p. 21)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 20 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Point out that students can look for clues to find the meaning of unknown words. Authors may use antonyms, or words with opposite meanings, in nearby text.

Have students answer the question and share their answer. Challenge them to generate antonyms for other vocabulary words, such as *urban* and *extreme*. If students have difficulty, explain that an online thesaurus can help them find antonyms.

READING 1 (pp. 22–24)

Get Ready to Read (p. 22)

Before students begin reading, complete the following activities:

- Have students preview the text. Ask students to read the title and the headings. Have them look at the photos and read the captions.
- Ask students to look at the diagram and describe what it shows.
- Ask students to determine what the text will be about. Have students share their answer to Question 1 and explain how they arrived at the answer.
- Remind students to use their prior knowledge about the topic. Have students write what they already know about heat waves and extreme heat. Invite volunteers to share their responses to Question 2.
- Ask students to set a purpose for reading. Explain that setting a purpose for reading means thinking about what you want to learn or find out before you read carefully. Point out that setting

a purpose can help readers focus on the most important information and details.

- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.

Reading Strategy: Take Notes

Explain that taking notes while they read can help students find key ideas and important details.

As they read, students should jot down notes in the margin and underline or circle important information.

They can use their notes to help them answer questions after they have finished reading.

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

Have students complete a Personal Dictionary entry (Master 3) 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.

Invite students to share what they learned from reading the article.

Use the Photo and Diagram

Explain to students that a diagram is a kind of graphic that shows information visually. A diagram usually uses words and pictures to show a process or how something works.

Point out that there is a photograph that goes with the diagram. Ask students how the photo and diagram are related.

Have students answer the questions. Invite volunteers to share their responses.

Reading Skill: Identify Cause and Effect (p. 24)

Explain the reading skill. Tell students that a cause is the reason something happens. An effect is what happens as a result. Paying attention to causes and effects can help students understand the relationship between events.

Model a simple cause and effect, such as:

(*cause*) The cat knocked over the lamp.

(*effect*) The lamp hit the floor and broke into many small pieces.

Explain that there can be multiple causes of an event and multiple effects. Invite students to think of another effect that might have happened as a result of the cat knocking over the lamp.

Have students answer the questions. Remind them to turn back to the text and think about how events are related.

Have students check their answers in the Answer Key.

Test Prep **Be Test Ready** Read aloud the information. Have students circle the key word in the question (*causes*) that shows the question is asking about cause and effect. Have students answer the question and explain their response.

READING 2 (pp. 25–27)

Get Ready to Read (p. 25)

Have students look at the second article “Cold Snap.” Remind them to read the title and headings and to quickly skim the text to find out what the article is about. Have students look at the images and read the captions. Ask them to answer Question 1 and explain their response.

Then have students write what they already know about the topic.

Finally, ask students to set a purpose for reading. Have them write what they want to find out from the article. After they finish reading, they should return to the question and see if they learned what they wanted to.

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 the notes they took.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 26)

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.

Invite volunteers to share what they learned from the article.

Use the Photo and Caption (p. 26)

Explain to students that photographs can help an author illustrate a point, show something interesting about the topic, and grab a reader’s attention. A caption can help explain the content or provide more information about a photo or other graphic.

Have students look at the photo and describe what it shows. Ask students why they think the photo was included. Then have them answer the questions. Invite volunteers to share their responses.

Reading Skill: Practice Identifying Cause and Effect (p. 27)

Review the reading skill. Remind students that a cause is what makes something happen; an effect is what happens as a result of the cause.

Explain that a text may discuss multiple causes, multiple effects, or both. A text may also describe a chain of events. Model a simple example such as the following:

I drove over a nail.

My tire went flat.

I had to change my tire.

I was late to my doctor’s appointment.

Invite students to generate additional effects and causes.

Review the signal words in the box. Encourage students to pay attention to these words when reading the excerpts and the questions.

Have students complete the questions. Ask students to check the answers to the practice activities in the Answer Key.

If students need more practice identifying causes and effects, provide them with a copy of the Cause and Effect graphic organizer (Master 6). Guide them to complete the organizer using evidence from the first article.

Test Prep **Be Test Ready** Have students look for words in the question that signal cause or effect (*as a result of*). Have students answer the question and explain their response.

DEVELOP YOUR UNDERSTANDING (pp. 28–29)

Respond to the Readings (p. 28)

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

Extension Have students research local weather data for your region. What are the normal high and low temperatures? Have there been extreme hot or cold conditions or other unusual weather? Have there been record-setting high or low temperatures? What weather trends can they observe?

Use Word Parts: Suffix -ness

Explain that most words ending in *-ness* are nouns that were formed by adding the suffix to an adjective. The suffix means “state, quality, condition.”

Model adding the suffix to the words *wordy* and *fond*. Then have students complete the activity and check their answers in the Answer Key.

Review the Vocabulary (p. 29)

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

Invite volunteers to share the sentences they wrote for Questions 13 and 14.

WRITING (pp. 30–31)

Write an Explanatory Text (p. 30)

Explain that explanatory texts help readers learn more about a topic. They may explain how something works or how something happened.

Review the examples of explanatory texts. Invite volunteers to give some examples of explanatory texts they have read in textbooks, magazines, or newspapers. List examples on the board.

Explain that today students will be writing an explanatory text about extreme weather. Discuss the features students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Point out that their explanatory text should:

- focus on a single type of weather, heat or cold
- explain why this weather is serious
- explain what people can do to stay safe.

Then guide students through the steps:

Plan: Have students complete the graphic organizer. Point out that they should think about the facts, details, and examples that will support their ideas.

Write: Have students use the ideas they wrote in their graphic organizer to write their explanatory text.

Review: Have students use the checklist to check their work and make any needed changes. Then have students read their writing aloud to a partner. Ask partners to discuss whether their writing explained the problem and what to do about it.

Have students complete the Language Skills Mini-Lesson on frequently confused words on page 160 and check their answers in the Answer Key.

Think and Discuss (p. 31)


Read aloud the text and discuss what the picture shows. Put students in small groups. Have them discuss the questions. Invite groups to share what they discussed with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss extreme weather in their home country. What is considered extreme? What are the conditions like, and how do the conditions create problems? How do individuals and the government respond to extreme weather events?
- Have students research government websites, such as NOAA.gov, weather.gov, and CDC.gov for extreme weather safety tips. Have groups develop a safety plan for people in your community in case of an extreme weather event.
- Have students compare and contrast knowledge and readiness for extreme weather events today versus in the past. How has weather forecasting changed? Has this made it safer to be in extreme weather? Do people today prepare adequately for such events? Have students present their findings to the class.

LESSON 3: THAT'S WHY THEY CALL IT WORK (pp. 32–43)

Introduce the Lesson (p. 32)

Have students read the lesson title. Explain that both readings in this lesson focus on work-related topics. The first article deals with solving problems and the second one deals with making decisions about your job.

Explain that the first reading will be about a problem at work, a difficult boss. Have students share problems they have experienced at work. Record answers on the board. Invite students to discuss what they did to deal with their difficult bosses.

Explain that the second reading will be about a choice between being an employee and being self-employed. Ask students to share times when they have made a work-related choice, such as between one job and another. Discuss the factors that can make such choices difficult. Record answers on the board.

Review the lesson goals. Explain that students will:

- read two articles about work-related problems and choices. Point out that as they read, they should think about what each article explains or gives information about.
- practice using context clues to determine the meaning of unknown words.
- write an informative text about how to succeed at work.

ELL Explain to students from different cultural backgrounds that it is common in the United States for employees to have a lot of personal freedom. They can choose when to leave a job or change jobs, as well as how to deal with problems within a given organization. Invite students to share how this freedom is similar to or different from that experienced by workers in their home country.

Pre-Teach the Vocabulary

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult words such as *mandatory*, *punctual*, *substantially*, and *entrepreneur*.

- Provide support for challenging conceptual words (such as *complex*, *endure*, *flexible*, and *mandatory*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that the word *inspired* can be either an adjective or a past-tense verb. Remind students to use context clues to help them determine how the word is used.
- Point out that the words *cope* and *endure* are near synonyms. The difference is that we take actions to cope with a problem, whereas to endure is to tolerate without taking action. Invite students to give examples of coping versus enduring.
- Provide students with the Word Family Chart (Master 2). Ask students to write the words *inspired* and *endure* in the correct column and fill in the remaining information.

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

Use the Vocabulary (p. 33)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 32 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Point out that students can look for context clues to find the meaning of unknown words. Authors may use synonyms, or words with similar meanings, in nearby text.

Have students answer the question and share their answer. Challenge them to generate synonyms for other vocabulary words, such as *mandatory* and *proceed*. If students have difficulty, explain that an online thesaurus can help them find synonyms.

READING 1 (pp. 34–35)

Get Ready to Read (p. 34)

Before students begin reading, have them complete the following activities:

- Have students preview the text. Ask students to read the title and the headings. Have them look at the photo and read the caption.
- Ask students to look at the circle graphs and describe what they show.

- Ask students to determine what the text will be about. Have students share their answer to Question 1 and explain how they arrived at the answer.
- Remind students to use their prior knowledge about the topic. Have students write what they already know about how to cope with a difficult boss. Invite volunteers to share their responses to Question 2.
- Ask students to set a purpose for reading. Explain that setting a purpose for reading means thinking about what you want to learn or find out before you read carefully. Point out that setting a purpose can help readers focus on the most important information and details.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.

Reading Strategy: Visualize

Explain that visualizing while they read can help students stay focused on what they are reading and remember details more clearly later on.

As they read, students see in their mind the situations the author describes. If they create vivid images, they can consult what they have visualized as they respond to questions after the reading.

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

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 35)

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. Invite students to share what they learned from reading the article.

Use the Circle Graphs (p. 35)

Explain to students that a circle graph shows information visually. A circle graph shows the size of the parts in a whole.

Point out that the two circle graphs work together to make a point. Ask students how the graphs work together.

Have a volunteer read the caption aloud. Point out that the caption with the graphs helps readers to understand what the graphs show and how the graphs work together.

Reading Skill: Trace Development of Ideas (p. 36)

Explain the reading skill. Tell students that they should pay attention to how authors introduce an idea and develop it over the course of an informational text. Explain that when authors develop an idea, they might use examples, statistics, definitions, or comparisons to help readers understand the idea more.

Reread paragraph 1. Invite students to share what they notice about how the author introduces ideas. If necessary, prompt them to observe that the author is using numbers and statistics to show that work makes up a large and important part of an adult's life. Ask students how and why the numbers might capture a reader's attention.

Have students answer the questions. Remind them to turn back to the text and think about how ideas are developed.

Have students check their answers in the Answer Key.



Be Test Ready Read aloud the information.

Point out the Tip. Have students answer the question. Ask them to explain their response and why the other choices will not work to expand the article.

READING 2 (pp. 37–38)

Get Ready to Read (p. 37)

Have students look at the second article, “Is Self-Employment Right for You?” Remind them to read the title and headings and to quickly skim the text to find out what the article is about. Have students look at the photo, the circle graph, and the caption that accompanies the graph. Ask them to answer Question 1 and explain their response.

Then have students write what they already know about the topic.

Finally, ask students to set a purpose for reading. Have them write what they want to find out from the article. After they finish reading, they should return to the question and see if they learned what they wanted to.

Remind students to visualize as they read the article. Point out the prompts in the margin. After students have finished reading, have them share what they pictured as they read.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 38)

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. Invite volunteers to share what they learned from the article.

Use the Circle Graph (p. 38)

Remind students that graphs, such as circle graphs, can help an author illustrate a point, show something interesting about the topic, and grab a reader's attention. A caption can help explain the content, provide more information about a graph, or show how the graph relates to the main text.

Have students look at the graph and describe what it shows. Ask students why they think the graph was included. Then have them answer the questions. Invite volunteers to share their responses.

Reading Skill: Practice Tracing the Development of Ideas (p. 39)

Review the reading skill. Explain that students can trace how an idea, person, process, or event is introduced in a text and how it is developed.

Have students read the list of ways that an author might introduce and develop an idea. Invite students to brainstorm examples of each method. Have them point out examples in this lesson's readings.

Have students complete the questions. Ask them to check their answers in the Answer Key.

If students need more practice tracing the development of ideas, provide them with a copy of the Development of Ideas graphic organizer (Master 7). Guide them to complete the organizer using the first article.

DEVELOP YOUR UNDERSTANDING (pp. 40–41)

Respond to the Readings (p. 40)

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

Extension

Invite students to brainstorm situations that are challenging to cope with in the workplace. Have them create a 2-column chart with problems in the left column and solutions in the right column.

Vocabulary Strategy: Context Clues

Remind students that when they encounter an unfamiliar word, they can search for context clues in surrounding sentences and paragraphs. The clues might be synonyms, antonyms, or examples of the word in question.

Model finding context clues in item 1 by underlining "lost her car and her house." Have a volunteer explain how this phrase helps the reader understand the word *disastrous*.

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

Review the Vocabulary (p. 41)

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

Invite volunteers to share the sentences they wrote for Questions 14 and 15.

WRITING (pp. 42–43)

Write an Informative Text (p. 42)

Explain that informative texts help readers learn more about a topic. Informative texts may explain how to do something or why something is true.

Review the explanation of informative text along with the example provided. Invite volunteers to give additional examples of informative texts they have used or read. List examples on the board.

Explain that today students will be writing an informative text about how to succeed at work. Discuss the features students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Point out that their informative text should:

- explain the challenges of being a good employee
- provide three tips for success at work
- give facts to support each tip
- provide a conclusion

Then guide students through the steps:

Plan: Have students complete the graphic organizer. Point out that they should think about facts, details, and examples to develop their ideas.

Write: Have students use the facts they wrote in their graphic organizer to write their informative text.

Review: Have students use the checklist to check their work and make any needed changes. Then have students read their writing aloud to a partner. Ask partners to discuss whether their writing provided information on the topic and whether the writer supported their ideas with evidence.

Think and Discuss (p. 43)


Read aloud the text and discuss what the photo shows. Put students in small groups. Have them discuss the questions. Invite groups to share what they discussed with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

-  Have small groups discuss how much freedom employees have in their home country. Are they free to quit a job at any time? Do employees have flexible schedules? Can people start a business at any time? What kind of regulations govern new businesses?
- Have students research the local Small Business Association's website. What kind of resources, such as classes, are available to members of the public who want to start a business? Are the resources free? Would the SBA be a good "first stop" for somebody thinking of starting a business?
- Have small groups use a two-column chart to explore similarities and differences between quitting a job to start a business and keeping a job while starting a "side gig." After groups complete their charts, ask whether they think full commitment to a new business is necessary or if starting slowly, with a side-gig business, might be a wise choice.
- Have students role-play the tips from the first article. Cast one student in the role of bad boss, and have other students play opposite the boss, responding to the boss by using the tips in the article.

UNIT REVIEW (p. 44)

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

LESSON 4: GETTING AMERICA MOVING (pp. 46–57)

Introduce the Lesson (p. 46)

Have students read the lesson title. Explain that both readings in this lesson will be about transportation and its impact on the United States.

Point out the photograph on page 46. Ask students to describe what they see. Discuss what a highway like the one shown might be used for. Have students describe benefits as well as drawbacks for such a highway.

Have students name different kinds of transportation they know about. If necessary, explain that transportation is the movement of people or goods from one place to another.

Draw a three-column chart on the board and label the columns Type of Transportation, Pros, and Cons. Have students volunteer their ideas. Record answers in the chart. Survey students to see which methods they have used.

Review the lesson goals. Explain that students will:

- read two articles about the Erie Canal and the Interstate Highway System.
- Determine main ideas. Point out that as they read, they should think about what each article explains or gives information about.
- practice distinguishing between multiple meanings of words.
- write a compare and contrast essay.

ELL Invite students from different cultural backgrounds to describe common forms of transportation in their home country or community. Do people use different modes of transportation than people in the United States?

Pre-Teach the Vocabulary

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult words such as *comprehensive* and *necessity*.

- Provide support for challenging conceptual words (such as *comprehensive*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that the words network and initial can be more than one part of speech. Have students use a dictionary to name the parts of speech (noun and verb) and generate sentences for each. Remind students to use context clues to help them determine how the word is used.
- Provide students with the Word Family Chart (Master 2). Ask students to write the word continuous and fill in the remaining information.

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

Use the Vocabulary (p. 47)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 46 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Point out that antonyms are one kind of context clue.

Have students answer the question and share their answer. Challenge them to generate antonyms for other lesson vocabulary, such as *abundant*, *authorize*, *entire*, and *initial*. If students have difficulty, encourage them to use an online thesaurus.

READING 1 (pp. 48–49)

Get Ready to Read (p. 48)

Before students begin reading, provide them with some background about canals.

- Canals are manmade waterways for boats and ships. They are usually built to connect two bodies of water.
- To create a canal, builders dig a channel in the ground. The canal is filled with water from one of the bodies of water it connects to.
- If the land changes elevation, a canal needs locks. Locks are gated compartments that allow boats to move between lower and higher parts.
- A tow path was a road or trail along a canal. They allowed animals like horses or mules to tow the boats or barges on the canal before there were engines on boats.

Have students complete the following activities:

- Explain that students will think about what they already know about the topic prior to reading the article.
- Have students preview the text. Ask students to read the title and the headings. Have them look at the picture and the map and read the captions.
- Provide students with a copy of the K-W-L Chart (Master 4). Have them fill out what they know about the Erie Canal and what they want to find out. Point out that they will complete the third column after they finish reading the article.
- Have students answer the questions. Discuss what they already know and what they want to find out.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.

Reading Strategy: Take Notes

Explain that taking notes while they read can help students find key ideas and important details.

As they read, students should jot down notes in the margin and underline or circle important information.

They can use their notes to help them answer questions after they have finished reading.

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

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 49)

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.

Invite students to share what they learned from reading the article. Have them add this information to their K-W-L Chart.

Use the Map (p. 49)

Explain to students that a map shows a flat picture of Earth. There are different types of maps. Political maps show countries, states, cities; transportation maps show how to travel between places; physical maps show

natural features, such as mountains and rivers, and historical maps show information about past events.

Have students locate the map's title, key, and scale and be sure they understand each one.

Have students answer the questions. Invite volunteers to share their responses.

Reading Skill: Determine the Main Idea (p. 50)

Explain the reading skill. Tell students that the main idea of a text is the overall point the author wants to make. Sometimes the main idea is stated directly, usually in the first paragraph. Other times, a reader needs to use details in the text to determine the author's main point.

Readers can look for the main idea of individual paragraphs or of the complete text.

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



Be Test Ready Read aloud the information.

Have students answer the question and explain how they arrived at their response.

READING 2 (pp. 51–52)

Get Ready to Read (p. 51)

Before students begin reading the second article, have them read the title. Ask a volunteer to explain what “interstate” means. Point out that interstates are marked with distinct red and blue shield-shaped signs for consistency across the country. They have limited access, meaning you can only enter or exit at certain points.

Have students complete the following activities:

- Explain that students will think about what they already know about the topic prior to reading the article.
- Have students preview the text. Ask students to read the title and the headings. Have them look at the photos and the map.
- Provide students with a copy of the K-W-L Chart (Master 4). Have them fill out what they know about interstate highways and what they want to find out. Point out that they will complete the third column after they finish reading the article.
- Have students answer the questions. Discuss what they already know and what they want to find out.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.

- 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 their notes.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 52)

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.

Invite students to share what they learned from reading the article. Have them add this information to their K-W-L Chart.

Use the Map (p. 52)

Remind students that there are different types of maps. Have students read the title and caption to understand what the map in this lesson shows.

Have students find the interstate highway closest to your location on the map. Ask them to describe its direction and where it goes.

Then have students answer the questions. If they struggle to see the pattern on the map, ask them which part of the country has the most lines and why that might be the case. Invite volunteers to share their responses.

Reading Skill: Practice Determining the Main Idea (p. 53)

Review the reading skill. Remind students that a main idea is the central thought that controls all the information in a text. A main idea can be supported by facts, descriptions, statistics, and examples.

If students have trouble identifying the main idea of a paragraph or text, they can focus on the details. Analyzing the details can help them identify a main idea.

Explain that a graphic organizer can help students organize their details and determine main ideas.

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

If students need more practice finding main ideas, provide them with a copy of the Main Idea and Details graphic organizer (Master 8). Guide them to complete the organizer using newspaper articles or other texts from Unit 1.

DEVELOP YOUR UNDERSTANDING (pp. 54–55)

Respond to the Readings (p. 54)

Have students answer the questions and check their answers in the Answer Key. Invite students to share what they wrote for their answer to Question 5.

Extension

Have students compare and contrast how the Erie Canal and the Interstate Highway System contributed to the development of the United States. Have them write their answers in a Venn diagram.

Distinguish Between Multiple Meanings

Explain that many words can have more than one meaning. Ask students to use a dictionary to look up meanings for the word *network* (nouns and verb) and to generate sentences for each definition.

Point out that using context can help students figure out which meaning is correct for the word.

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

Review the Vocabulary (p. 55)

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

Invite students to share their responses to questions 15 and 16.

WRITING (pp. 56–57)

Write a Compare and Contrast Essay (p. 56)

Read aloud the text at the top of the page. Invite students to share examples of how they have compared and contrasted at home, work, and school.

Explain that for this writing assignment, students will write a compare and contrast essay. Discuss the features students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Students can use information from the articles in the lesson as well as their own research. If students use their own research, direct them to appropriate sources, such as U.S. government websites. Be sure that students use their own words in their essays and that they don't directly copy from sources.

Then guide students through the steps:

Plan: Point out the graphic organizer and explain that students can use the topics in the chart to help them focus on points of comparison and contrast.

Have students take notes from sources and add them to the chart.

Write: Have students use the ideas they wrote in their graphic organizer to write their compare and contrast essay. Point out that students should have a main idea that states the point they want to communicate to readers.

Review: Have students use the checklist to check their essay and make any needed changes. Then have them read their essay aloud to a partner. Ask partners to discuss whether they used similar evidence and came to similar conclusions.

Have students complete the Language Skills Mini-Lesson on subject-verb agreement on page 161 and check their answers in the Answer Key.

Think and Discuss (p. 57)


Invite a volunteer to read aloud the text. Ask students if they know of toll roads or have driven on them. Then put students in small groups. Have them discuss the questions. Invite groups to share what they discussed with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss transportation in their home country. Is it free? Is it more or less efficient than U.S. transportation? How are goods transported?
- Have students create a timeline of transportation milestones and important events in the United States. Have them present their timelines to the class and discuss their observations and conclusions.
- Have students research how the Interstate Highway System affected communities when it was built. Was everyone enthusiastic, or did some communities resist the building of highways?

LESSON 5: WORKERS' RIGHTS (pp. 58–69)

Introduce the Lesson (p. 58)

Have students read the lesson title. Explain that this lesson includes several texts addressing working conditions following the Industrial Revolution. Have students share what they know about the Industrial Revolution and the treatment of workers during and after that time.

Have students look at the photograph on page 58. Have them describe what is happening. Tell students this photograph was taken in 1909, which was 20 years before child labor was outlawed in the United States.

To help students contextualize the content of the lesson's texts, provide additional information about the Industrial Revolution, which lasted from 1760 to approximately 1840:

- Skilled, by-hand production of goods was largely taken over by machines. When agricultural work was mechanized, workers flooded into cities.
- An excess of workers and unskilled factory jobs meant employees were easily replaced.
- Few laws protected workers. There was no minimum wage, no 40-hour workweek, and no compensation for workers who got hurt.
- Factory owners took advantage of the situation.
- The skyrocketing population in cities caused a housing shortage. Because housing supply could not meet demand, rents were very high.
- Workers and working-class families were in a desperate situation.

Next, provide information about the U.S. Progressive Era, which developed in the decades following the Industrial Revolution and lasted from 1896–1929:

- Journalists, middle-class women, and other respected community members noticed the suffering of workers and their families.
- These people, who became known as Progressives, began writing and speaking out about social justice issues, including workers' rights.

Have students share their knowledge of workers' unions, or trade unions. If needed, explain how labor unions work: When workers get together, they have bargaining power because employers can't afford to have all of their workers leave their jobs at once. Workers can negotiate

to get better pay, safer working conditions, better benefits, and so on.

Discuss ways that workers can protect their rights at work. For example, what would students do if they saw an unsafe situation at work or experienced unfairness? (Speak with the boss, a lawyer, a union representative, or a representative of a safety agency, such as OSHA.)

Tell students this lesson is made up of five texts concerned with workers' rights in the U.S. Progressive Era. Texts 1 and 2 are about unfair and unsafe treatment of workers, along with information about people who tried to help. Texts 3–5 are about child labor, along with efforts to end it.

Review the lesson goals. Explain that students will:

- read texts about workers' rights.
- practice using context clues to determine the meaning of unknown words.
- write a persuasive essay about a social justice issue they care about.

ELL Invite students with diverse cultural backgrounds to discuss labor rights in their home countries. Is there a minimum wage? How long is the workweek? Do they get overtime pay? Paid time off? Do employers provide health insurance or other benefits?

Pre-Teach the Vocabulary

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult words such as *adequate*, *negligent*, *agitate*, and *tenement*.
- Provide support for challenging conceptual words (such as *adequate*, *negligent*, and *summon*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that some words can be more than one part of speech. For example, *outrage* can be a noun or a verb; *secure* can be a verb or an adjective. Remind students to use context clues to help them determine meaning.

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

Use the Vocabulary (p. 59)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 58 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Remind students to look for context clues to find the meaning of unknown words. Authors may use examples in nearby text that will help the reader understand the new word.

Have students answer the question and share their answer. Challenge them to generate sentences using other vocabulary words, such as *devastating* and *justice*, along with examples that help show each word's meaning. If students struggle, work as a class to complete the activity.

READING 1 (pp. 60–61)

Get Ready to Read (p. 60)

Before students begin reading, have them complete the following activities:

- Have students preview Texts 1 and 2. Have them read the titles, look at the photographs, and read the captions.
- Ask students to determine what each text will be about and answer questions 1 and 2. Have students share their answers and explain how they arrived at their answers.
- Have students write their answer to question 3. Have them return to their response after they are done reading to see if they learned what they expected to learn from the texts.

Reading Strategy: Ask and Answer Questions

Explain that asking questions while they read helps readers pay attention to what they are reading. After readers ask a question, they should look for the answer. Point out the prompts in the margin. The first is a sample question. Have students answer it when they find the answer. The other prompts will support readers in formulating questions. As necessary, students may want to think aloud to formulate a question.

When they finish reading, have students share questions and answers written in response to the prompts, along with any additional questions and answers students wrote independently.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 61)

After students finish reading, have them answer the questions. Review their answers to make sure they understood the main points of the texts. If necessary, help students turn back to the texts to find the answers. Invite students to share what they learned from reading Texts 1 and 2.

Use the Photographs and Captions (p. 61)

Explain to students that photographs add interest and information to informational texts. Captions help readers understand the photograph and how it relates to the information in the text.

Have a volunteer read each of the captions aloud. Point out that the captions help readers understand what the photographs show and how the texts and the photos work together.

Have students answer the question. Invite volunteers to share their responses.

Reading Skill: Analyze Purpose and Point of View (p. 62)

Explain the reading skill. Discuss the different purposes authors have for writing (to inform, persuade, or entertain). Have students name examples of text types written for each purpose.

Discuss how an author's point of view is revealed within a text and how it influences the information that is included or excluded, along with the kind of language used in the text.

Model a real-life example, such as how two news networks might cover the same event. Which details of the event are included? Which details are emphasized? Is the language of the report positive or negative, fact-focused or emotion-filled?

Reread paragraph 1 of Text 1. Invite students to share any emotional language they encounter. Then have them discuss whether they can tell the author's point of view, or opinion, about the topic by reading the first paragraph. What language or which facts reveal point of view? Can they determine the author's purpose? Is the author writing to inform, persuade, or entertain?

Have students answer the questions. Remind them to turn back to the text and think about the authors' purposes and point of view.

Have students check their answers in the Answer Key.



Be Test Ready Read aloud the information.

Have students answer the question. Ask them to explain their response and why the other choices are not supported by the excerpt.

READING 2 (pp. 63–64)**Get Ready to Read (p. 63)**

Have students look at Text 3, the excerpt adapted from “Civilization in Southern Mills.” Have them read the title and the introductory information. Then have them view the photo and read the caption. Ask them to answer Question 1 and explain their response.

Next, have students look at Text 4, the Biography of Lewis Hine. Ask students to recall and explain what a biography is.

Then have students read the first paragraph of the biography. Discuss the term *social justice issue* with students. Have students provide examples. Next, have students answer Question 2.

Next, have students look at the Lewis Hine photos (Text 5). Have students name a detail from each photo. Have students answer Question 3.

Have volunteers share their answers.

Remind students to ask and answer questions as they read. Point out the prompts in the margin. Remind them that asking and answering questions as they read will improve their focus.

After students have finished reading, have them share their questions and answers.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 64)

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

Invite volunteers to share what they learned from each text.

Use Photographs and Captions (p. 64)

Remind students that photographs can help you understand the articles they illustrate. A caption can help explain the photograph, provide more information about the photograph, or show how the photograph relates to the main text.

Have students look at the photographs and describe what they show. Ask students why they think the photographs were included. Then have them answer the questions. Invite volunteers to share their responses.

Reading Skill: Practice Analyzing Purpose and Point of View (p. 65)

Review the reading skill. Remind students that an author's purpose is the reason he or she wrote a text—usually to inform, persuade, or entertain.

To determine an author's purpose, readers can pay attention to the details that are emphasized and the words that are used. Are the words filled with strong emotion? This is a clue that the author's purpose is to persuade (or, sometimes, to entertain). Most informative texts are not emotionally charged. Photographs can be considered in a similar way. What is included in the photo? What is left out?

Have students complete the graphic organizer. Complete the first few items or the first row as a class to ensure students understand how the chart functions.

Have students check their answers in the Answer Key.

If students need more practice analyzing purpose and point of view, provide them with a copy of the Purpose and Point of View graphic organizer (Master 9). Guide them to complete the organizer using Texts 1 and 2.

Test Prep

Be Test Ready Read aloud the introductory information and the excerpt from Text 3. Have students answer the question. Ask them to explain their response and why the language in the correct answer shows more feeling than the other choices.

DEVELOP YOUR UNDERSTANDING (pp. 66–67)

Respond to the Readings (p. 66)

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

Extension

Have students find two versions of the same event from different media accounts (such as a bill passed by Congress or a presidential speech). How does coverage of the event differ? How do the included details show the point of view of the person reporting? What word choices show this point of view?

Vocabulary Strategy: Context Clues

Remind students that when they encounter an unfamiliar word, they can search for context clues in surrounding sentences and paragraphs. The clues might be synonyms, antonyms, or examples of the word in question.

Model finding context clues in item 1 by underlining the word *enough*. Have a volunteer explain how this synonym helps the reader understand the word *adequate*.

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

Review the Vocabulary (p. 67)

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

Invite volunteers to share the sentences they wrote for questions 14 and 15.

WRITING (pp. 68–69)

Write a Persuasive Essay (p. 68)

Explain that persuasive texts are written for the purpose of convincing the reader to do something or to think in a certain way.

Review the explanation of persuasive writing. Invite volunteers to discuss examples of persuasive writing (examples include letters to the editor, emails requesting refunds, political campaign mailers, and so on). List examples on the board.

Explain that students will be writing a persuasive essay about a social justice issue. Discuss the features students should include in their writing. Make sure students understand each one. Their persuasive text should:

- describe the situation or issue
- provide details chosen to persuade the reader
- use sensory detail and emotional language
- include reasons and examples to support any general statements

Read the prompt aloud and make sure students understand all of the terms used, including *social justice issue* and *took advantage*.

To help students choose a topic, develop a list of social justice issues. Briefly discuss both sides of each issue. Tell students they can refer to this list when they are deciding what to write about.

Then guide students through the steps:

Plan: Have students complete the graphic organizer. Point out that related ideas should be connected in the web. Remind students that the checklist can help them think of various types of information to include.

Write: Have students use the information they wrote in their graphic organizer to write their persuasive essays.

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

read their writing aloud to a partner. Ask partners to discuss whether their writing was persuasive. Did it change their thinking or feeling about the social justice issue?

Have students complete the Language Mini-Lesson on comma use on page 162.

Think and Discuss (p. 69)


Read aloud the text and discuss what the photo shows. Put students in small groups. Have them discuss the questions. Invite groups to share what they discussed with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

-  Have small groups discuss workplace safety in their home country. Is there a government agency, such as OSHA in the United States, that regulates and monitors workplace safety?
- Have students research U.S. minimum wage laws. Have them determine the difference between federal, state, and local minimum wages. Which places have the highest and lowest minimum wage? Invite students to organize the information in a table.
- Have small groups use a T-chart to explore similarities and differences between working conditions in the U.S. today and those described in one or all of the lesson's texts. After groups complete their charts, ask whether they think additional laws are needed to protect the rights of workers in the United States.
- Have students discuss the treatment of child workers, as described in the lesson's texts. How do the lives of children as described in the texts differ from the lives of today's children?

LESSON 6: AMERICA ENTERS WORLD WAR II (pp. 70–81)

Introduce the Lesson (p. 70)

Have students read the lesson title. Explain that both readings in this lesson will be about events surrounding the United States entering World War II.


Point out the photograph on page 70. Ask students to describe what they see and how someone observing the event might have felt. Tell students that the photograph shows U.S. military ships under attack in Pearl Harbor, Hawaii, in 1941.

Invite students to share what they know about World War II. As needed, provide students with some general background information about the war:

- World War II began in Europe in 1939 when Germany invaded Poland. The U.S. did not become part of the war until late 1941.
- The war was fought between the Allied Powers (the major countries were Britain, U.S., France, Soviet Union) and the Axis Powers (Germany, Italy, Japan).
- Most of the fighting took place in Europe, Southeast Asia, and the Pacific. It was the deadliest war with around 70 million people killed.

Review the lesson goals. Explain that students will:

- read articles about the attack on Pearl Harbor and Japanese internment. Explain that internment was being held or locked up like a prisoner for political reasons or during a war.
- make inferences. Point out that as they read, they should think about facts stated in the articles and what they can infer.
- practice using antonyms as context clues.
- write a summary.

 Nearly every country in the world was involved in World War II in some way. Invite students from different cultural backgrounds to describe how their home country was involved.

Pre-Teach the Vocabulary

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult words such as *descend*. Point out that the *c* in *descend* is silent.
- Provide support for challenging conceptual words (such as *assume*, *sentiment*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that the words *possessions*, *remote*, and *tension* can have more than one meaning. Remind students to use context clues to help them determine word meanings.
- Provide students with the Word Family Chart (Master 2). Ask students to write the words *assume* and *intend* and fill in the remaining information.

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

Use the Vocabulary (p. 71)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 70 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Point out that some words have more than one meaning. Using context can help students figure out which meaning makes sense.

Have students answer the question and share their answer. Challenge them to generate sentences using the other definitions of *tension*. Then ask students to look up definitions for *remote* and *possessions*. Have them generate original sentences for each definition.

READING 1 (pp. 72–73)

Get Ready to Read (p. 72)

Before students begin reading, you may want to provide them with some background about Pearl Harbor.

- Show students a map of the Hawaiian islands and point out the location of Pearl Harbor.
- The naval base had battleships docked in the harbor. There were also several airfields nearby holding military aircraft.
- Encourage students to infer why Pearl Harbor might have been a good location for a U.S. naval base.

- Explain that in 1941 Hawaii was a U.S. territory and not yet a U.S. state.

Have students complete the following activities:

- Have students preview the text. Ask students to read the title, the headings, and the first sentence.
- Have students look at the photo and read the caption.
- Then have students look at the information in the table.
- Have students answer the questions. Discuss what they want to find out from the article.

Reading Strategy: Visualize (p. 72)

Remind students that when readers visualize, they create pictures in their mind that help them understand events and ideas in the text.

As they read, students should visualize what is happening.

Point out the prompts in the margin. After students have finished reading the article, have them share what they visualized for each prompt.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 73)

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.

Invite students to share what they learned from reading the article.

Use the Table (p. 73)

Explain to students that a table organizes data in rows and columns. It is a convenient way to compare and analyze data across different categories.

Have students read the title, the column headings, and the row labels. Have them practice finding information in the table. For example, ask how many deaths the U.S. had and how many Japan had. What conclusion can they draw from that information?

Have students answer the questions. Invite volunteers to share their responses.

Reading Skill: Make Inferences (p. 74)

Explain the reading skill. Point out that sometimes students are asked to recall facts and information that is directly stated in a text. Other times, they are expected to use that information and combine it with their own knowledge and understanding to make an inference.

Model a simple inference, such as the following: *It's 7 a.m. on a weekday morning. A group of young kids huddle together beneath a street light, wearing backpacks and carrying bookbags. They shuffle their feet and try to warm their hands in the chilly air. A few watchful parents wait in cars nearby.*

Invite students to make inferences based on the details and what they know. For example, what are the kids probably doing? What time of year is it?

Point out that students can make similar inferences based on evidence presented in the text.

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



Be Test Ready Read aloud the information.

Have students answer the question and explain how they arrived at their response.

READING 2 (pp. 75–76)**Get Ready to Read (p. 75)**

Before students begin reading the second article, ask them to think about the events described in the first article and how people in 1941 might have felt toward Japan.

Discuss the title. Remind students that an internment camp is like a prison camp for political prisoners or aliens.

Have students complete the following activities:

- Ask students to think about what they already know about the topic prior to reading the article.
- Have students preview the text. Ask students to read the title and the headings. Have them look at the images and read the captions.
- Have students answer the questions. Discuss their responses.
- Have students write their answer to question 3.
- Remind students to visualize as they read. Point out the prompts in the margin. After students have finished reading, have them share what they pictures.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 76)

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.

Invite students to share what they learned from reading the article.

Use the Photograph (p. 76)

Direct students' attention to the photograph of the Manzanar Relocation Center and have them read the caption. Point out that photos can help readers understand ideas in a text. When readers interpret photographs, they are making inferences.

Have students describe what they see and how they would feel being locked up in a camp like the one shown.

Then have students answer the questions. Invite volunteers to share their responses.

Reading Skill: Practice Making Inferences (p. 77)

Review the reading skill. Remind students that readers infer when they combine information in the text with their own knowledge and experience to draw a conclusion about a text.

Point out the graphic organizer. Explain that it can help students organize their ideas.

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

If students need more practice making inferences, provide them with a copy of the Making Inferences graphic organizer (Master 10). Guide them to make inferences using texts from Lessons 4 and 5.

DEVELOP YOUR UNDERSTANDING (pp. 78–79)**Respond to the Readings (p. 78)**

Have students answer the questions and check their answers in the Answer Key. Invite students to share what they wrote for their answers to questions 4 and 5.



Have students read a transcript or listen to a recording of President Franklin Roosevelt's "Day of Infamy" radio address (available at www.archives.gov). Have students make inferences about Roosevelt's purpose, word choice, and message.

Use Context Clues: Antonyms

When students look for context clues, they can sometimes find antonyms that will help them understand the meaning of an unknown word. Have students generate antonyms for familiar words, such as *bright* (*dark*), *kind* (*mean*), *please* (*anger*).

Model finding an antonym for *frigid* in the following example: *The weather in the desert is extreme. It is scorching hot during the day, but it is frigid at night.*

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

Review the Vocabulary (p. 79)

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

Invite students to share their responses to questions 16 and 17.

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

Explain that a summary tells the most important ideas and details of a text. It will be told in the student's own words and should be factual in tone.

Have a volunteer summarize their day so far. Point out that the summary told only the main things the person did, not every detail.

Tell students that they will be writing a summary of both articles in the lesson. Remind students that their summary should include major points from the articles. Summaries do not include personal opinions, interpretations, or information not stated in the original texts.

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

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

Plan: Point out the graphic organizer and explain that students can use it to identify important information.

Write: Have students use the ideas they wrote in their graphic organizer to write their summary. Point out that students should have a main idea that states the point they want to communicate to readers.

Review: Have students use the checklist to check their summary and make any needed changes. Then have them read their summary aloud to a partner. Ask partners to discuss whether they included similar facts in their summaries.

Think and Discuss (p. 81)


Invite a volunteer to read aloud the text. Have students look at the photograph. Then put students in small groups. Have them discuss the questions. Invite groups to share what they discussed with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss the impact of World War II on their home country. If their country fought directly in the war, how are veterans treated there?
- Have students create a timeline of major World War II events.
- Have students visit the website for the Pearl Harbor National Memorial. Ask them to write a summary description of the memorial.

UNIT REVIEW (p. 82)

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

LESSON 7: THE SCIENCE OF SPORTS (pp. 84–95)

Introduce the Lesson (p. 84)

Have students read the lesson title. Explain that both readings in this lesson will be about the impact of science and technology on sports.

Point out the photograph on page 84. Ask students to describe what they see.

Discuss with students how sports have changed over time. Then invite students to share what they know about how science and technology have impacted sports and individual athletes. Write students' ideas on the board.

Review the lesson goals. Explain that students will:

- read two articles about the role of science and technology in sports
- identify claims and evidence; point out that as students read, they should think about what the author's point is and how the author supports that point
- practice distinguishing between multiple meanings of words
- write a biographical sketch

ELL Invite students from different cultural backgrounds to describe attitudes toward sports in their home countries or communities. Do people participate and play certain sports? Are there teams or athletes who people have strong feelings about?

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 *incorporate* and *prosthetic*.
- Provide support for challenging conceptual words (such as *analysis* and *performance*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that several of the words have multiple meanings, such as *motivation*, *concentrate*, and

performance. Remind students to use context clues to help them determine the correct meaning in text.

- Point out that the words *distraction*, *motivation*, and *preparation* all end with a familiar suffix. Have students identify the root word in each of these words and use their knowledge of roots and affixes to determine word meanings.
- Provide students with the Word Family Chart (Master 2). Ask students to write the word analysis and fill in the remaining information.

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

Use the Vocabulary (p. 85)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 84 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Point out that a text may give examples that help a reader understand the meaning of a word.

Have students answer the questions and share their answers.

READING 1 (pp. 86–87)

Get Ready to Read (p. 86)

Before students begin reading, explain that the article will make references to different sports. Students may lack familiarity with details of some sports. Encourage them to make a list of sports mentioned in the article and ask classmates to share knowledge of the sport. Students can also look up basic information and terminology on the internet as needed.

Have students complete the following activities:

- Explain that students will think about what they already know about the topic prior to reading the article.
- Have students preview the text. Ask students to read the title and the headings. Have them look at the photographs and read the captions.
- Provide students with a copy of the K-W-L Chart (Master 4). Have them fill out what they know about the role of science and technology in sports and what they want to find out. Point out that they will complete the third column after they finish reading the article.

- Have students answer the questions. Discuss what they already know and what they want to find out.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.

Reading Strategy: Reread

Explain that students should check their understanding as they read. They can reread any section that had difficult content or that they didn't understand.

Point out the prompts in the margin. Have students reread and find the answers. After students have finished reading the article, have them share their responses.

Have students complete a Personal Dictionary entry (Master 3) 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.

Invite students to share what they learned from reading the article. Have them add this information to their K-W-L Chart.

Use the Photos (p. 87)

Discuss what students see in the pair of photos of female tennis players. Remind students that photos can add interest to a text, help illustrate a point, and provide information that can be hard to convey in words.

Have students answer the first question. Use a two-column chart to record their answers. Prompt students as needed. Encourage students to draw conclusions about the differences.

Then have students answer the second question. Invite volunteers to share their responses.

Reading Skill: Identify Claims and Evidence (p. 88)

Use an analogy to help explain the reading skill. An author making a claim in a text is like an attorney appearing in a courtroom. The attorney makes a claim, such as "this person is guilty." The attorney then backs up the claim with evidence that the person is guilty. Without the evidence, the claim is hard to prove.

Likewise, an author making a claim needs to prove their point by supporting it with evidence. In a written text, evidence can include details, facts, statistics, and examples. Often the author will state the claim directly near the beginning of a text.

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



Be Test Ready Have students answer the question and explain how they arrived at their response.

READING 2 (pp. 89–90)

Get Ready to Read (p. 89)

Before students begin reading the second article, have them read the title. Ask students to use word parts to explain the meaning of *psychology* (study of the mind).

Explain that psychology is a kind of science studying human behavior. Have students brainstorm reasons that the mind and behavior might have an impact on athletes.

As with the previous article, have students seek support from a classmate or online resources if they are unsure about sports terms used in the article.

Have students complete the following activities:

- Explain that students will think about what they already know about the topic prior to reading the article.
- Have students preview the text. Ask students to read the title and the headings. Have them look at the photo and the sidebar.
- Provide students with a copy of the K-W-L Chart (Master 4). Have them fill out what they know about the psychology of sports and what they want to find out. Point out that they will complete the third column after they finish reading the article.
- Have students answer the questions. Discuss what they already know and what they want to find out.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.
- Remind students to reread difficult or confusing parts of the article. Point out the prompts in the margin. After students have finished reading, have them share their answers.

- Invite a volunteer to read aloud paragraph 1. Discuss with students what the athlete might be feeling. What will impact his ability to succeed in kicking a field goal? Encourage students to make connections to other kinds of pressure situations in sports and other life circumstances.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 90)

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.

Invite students to share what they learned from reading the article. Have them add this information to their K-W-L Chart.

Use the Sidebar (p. 90)

Have a volunteer read aloud the information. Discuss what students learned from the sidebar.

Then have students answer the questions. Invite volunteers to share their responses.

Reading Skill: Practice Identifying Claims and Evidence (p. 91)

Review the reading skill. Remind students that a claim is the author's main point or argument in a text. Authors support their claims with facts, descriptions, statistics, and examples.

Explain that a graphic organizer can help students identify the author's claim and the evidence that supports the claim.

Have students answer the questions and check their answers to the practice activities in the Answer Key. Invite the class to share responses to question 7.

If students need more practice identifying claims and evidence, provide them with a copy of the Claims and Evidence graphic organizer (Master 11). Guide them to complete the organizer using newspaper editorials.

DEVELOP YOUR UNDERSTANDING (pp. 92–93)

Respond to the Readings (p. 92)

Have students answer the questions and check their answers in the Answer Key. Invite students to share what they wrote for their answers to questions 2, 4, and 5.

Extension

Divide the class into three groups. Assign each group one of these categories: genetics and body type; training technology; mental preparation. Have each group develop a claim that their category is most important for athletic success. Have them support their claim with evidence. Ask groups to present their claims and evidence to the class.

Distinguish Between Multiple Meanings

Explain that many words can have more than one meaning. Ask students to use a dictionary to look up meanings for the word *concentrate* (noun and verbs) and to generate original sentences for each definition.

Point out that using context can help students figure out which meaning is correct for the word.

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

Review the Vocabulary (p. 93)

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

Invite students to share their responses to questions 13 and 14.

WRITING (pp. 94–95)

Write a Biographical Sketch (p. 94)

Read aloud the text at the top of the page and the key elements commonly found in biographies. Invite students to share biographies they have read or know about. Ask if students have ever seen a biographical movie and how that might differ from a book-length biography.

Explain that a biographical sketch is a brief biography. For this writing assignment, students will write a biographical sketch of an athlete. Discuss the features students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Discuss how students can research their topic. Be sure that students use their own words in their sketches and that they don't directly copy from sources.

Remind students that many athletes are remembered for accomplishments unrelated to athletic achievement. Work with any students who struggle to choose a topic.

Then guide students through the steps:

Plan: Point out the graphic organizer and explain that students can use it to help record information for their biographical sketch.

Have students take notes from sources and add them to the chart.

Write: Have students use the ideas they wrote in their graphic organizer to write their sketch. Point out that students should have a main idea that states the point they want to communicate to readers.

Encourage students to think about an interesting “hook” they can use as their first sentence to get readers interested in their subject.

Review: Have students use the checklist to check their biographical sketch and make any needed changes. Then have them read their writing aloud to a partner. Ask students to discuss what they learned about their partner’s athlete.

Have students complete the Language Skills Mini-Lesson on pronoun and antecedent agreement on page 163 and check their answers in the Answer Key.

Think and Discuss (p. 95)

Survey students to see if they know who Michael Jordan is. Have a volunteer read aloud the quotation.


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

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students compare attitudes toward sports in their home country with those in the United States. Are the most popular sports the same in each country? Are sports followed at the college and professional levels? How do people follow their favorite sports and athletes?
- Put students in groups and invite them to debate whether sports are given too much importance in our society.
- Have students research technology used in sports that is not related to athletic performance, such as timers, clocks, and cameras used at finish lines and for instant replay. Have students write a paragraph describing the impact of these changes.

LESSON 8: ENVIRONMENTAL IMPACT (pp. 96–107)

Introduce the Lesson (p. 96)

Have students read the lesson title. Explain that both readings in this lesson will be about how human behaviors with trash can impact the environment.

Point out the photograph on page 96. Ask students to describe what they see. Discuss how it could be a problem and what could be done to address the problem.

As a class, discuss ways people get rid of things they no longer want or use. Create a two-column list on the board with type of discarded item in one column and disposal method in the other column. As needed, prompt students with questions, such as *What do people do with fall leaves?* (compost, burn them, leave on the ground) *What do they do with clothing?* (give to sibling, donate, cut up for rags).

Review the lesson goals. Explain that students will:

- read two articles about getting rid of waste
- analyze text structure; point out that as students read, they should think about how the author organizes the information in the text
- practice using synonyms as context clues
- write a proposal

ELL Invite students from different cultural backgrounds to describe attitudes toward trash and recycling in their home country. How do households typically dispose of trash? Do people recycle? Does a typical household produce more or less trash than one in the United States?

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 words that may be difficult to read, such as *distinguish* and *aerated*.
- Provide support for challenging conceptual words (such as *distinguish* and *inclined*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

- Point out that several of the words have multiple meanings, such as *distinguish*, *inclined*, *scale*, and *volume*. Remind students to use context clues to help them determine the correct meaning in text.
- Explain that some words, such as *discard* and *scale* can be different parts of speech. Challenge students to identify the part of speech in the vocabulary list.
- Provide students with the Word Family Chart (Master 2). Ask students to write the word evidence and fill in the remaining information.

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

Use the Vocabulary (p. 97)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 96 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Point out that students should use context clues to determine the correct meaning of a multiple-meaning word.

Have students answer the questions and share their answers. For more practice, have students use a dictionary to find three definitions for the word *volume* and write original sentences for each meaning.

READING 1 (pp. 98–99)

Get Ready to Read (p. 98)

Before students begin reading, ask them to share what they think it means to litter. Have them discuss why people might litter.

Have students complete the following activities:

- Explain that students will think about what they already know about the topic prior to reading the article.
- Have students preview the text. Ask students to read the title and the headings. Have them look at the photographs.
- Provide students with a copy of the K-W-L Chart (Master 4). Have them fill out what they know about the topic and what they want to find out. Point out that they will complete the third column after they finish reading the article.

- Have students answer the questions. Discuss what they already know and what they want to find out.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.

Reading Strategy: Take Notes

Remind students that taking notes is a useful strategy while reading. It can help them determine important ideas, recall information, and answer questions about the text.

Point out the prompts in the margin. Have students take notes and respond to the prompts in the margins.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 99)

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.

Invite students to share what they learned from reading the article. Have them add this information to their K-W-L Chart.

Use the Sidebar (p. 99)

Remind students that a sidebar can expand on an idea in the text and provide related information or a specific example.

Discuss the photo in the sidebar. Ask students whether it is natural or a good idea for deer and humans to be so close. What problems could arise from such close contact? If people knew what could happen to the deer, would they still feed them?

Have students answer the questions. Invite volunteers to share their responses.

Reading Skill: Analyze Text Structure (p. 100)

Read aloud the instructional text at the top of the page. As a class, work to identify examples of each type of text structure. You may wish to provide students with a type of text and ask them to identify what the likely text structure is. For example:

- a recipe (sequence or order)
- a letter to school board members urging them to change the start time of the school day (problem and solution)
- an article about the impacts of global climate change (cause and effect)
- a brochure about a new electric car (descriptive)
- a brochure from the bank describing account features and costs for different types of checking accounts (compare and contrast)

Point out that a text can combine two or more structures, and that sometimes there is overlap, as with cause and effect and problem and solution.

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

Test Prep

Be Test Ready Tell students to think about the main focus of the article and the what the author wants readers to learn. Then have students answer the question and explain how they arrived at their response.

READING 2 (pp. 101–102)

Get Ready to Read (p. 101)

Before students begin reading the second article, have them read the title. Have a volunteer explain what *compost* is and what it means to compost.

Tell students that this article refers to organic waste. Explain that organic in this sense means “coming from living matter” and not “raised without the use of chemicals.”

Have students complete the following activities:

- Explain that students will think about what they already know about the topic prior to reading the article.
- Have students skim the text. Ask students to read the title and the headings. Have them look at the circle graph and photo.
- Provide students with a copy of the K-W-L Chart (Master 4). Have them fill out what they know about the composting 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 first two questions. Discuss their responses.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if they learned what they wanted from the article.
- Remind students to take notes as they read. Point out the prompts in the margin. After students have finished reading, have them share their answers.
- Invite a volunteer to read aloud the first sentence. Write out the number 4.5 trillion (4,500,000,000,000) on the board. Discuss why the article might start with this number.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 102)

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. Invite students to share what they learned from reading the article. Have them add this information to their K-W-L Chart.

Use the Circle Graph (p. 102)

Remind students that a circle graph shows a set of data that has been divided into categories. Circle graphs help compare the size of different categories.

Discuss what the circle graph shows. Point out that the largest category has the largest “slice” of the pie or circle. This allows a reader to quickly compare categories.

Have students answer the questions. Invite volunteers to share their responses.

Reading Skill: Practice Analyzing Text Structure (p. 103)

Review the reading skill. Remind students that some common ways to organize text include cause and effect, compare and contrast, description, sequence or time order, and problem and solution.

Review the information in the chart. Explain that students can use clues in the text to help them figure out the text structure.

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

To provide students with more practice with text structure, have them use articles from other lessons or other texts. Provide them with copies of these masters, depending on the text structure:

- Cause and Effect (Master 6)
- Detail Web (Master 12)
- Problem and Solution (Master 13)
- Sequence (Master 14)
- Venn Diagram (Master 15)

Test Prep

Be Test Ready Explain to students that they will need to compare and contrast information in the article to answer the question. Guide them through the question. Which methods are suitable for large volumes of materials? Of those methods, which does not require a lot of space? Have students select the answer and explain how they arrived at their response.

DEVELOP YOUR UNDERSTANDING (pp. 104–105)

Respond to the Readings (p. 104)

Have students answer the questions and check their answers in the Answer Key. Invite students to share what they wrote for their answers.

Extension

Have students draw a five-column chart to compare the different compost methods listed in the second article. Have them compare features such as scale, size, location, method, and composting time. Discuss with students which methods would work best for different situations, such as in a city, an elementary school kitchen, a small local restaurant, or an office cafeteria.

Use Context Clues: Synonyms

Explain that readers can often find synonyms, words with similar meaning, in a text and use them to understand unfamiliar words.

Model using the synonyms *finish* and *complete* in a sentence, such as:

I wanted to finish my essay by Thursday, but I did not complete it until Friday afternoon.

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

Review the Vocabulary (p. 105)

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

Invite students to share their responses to questions 15 and 16.

WRITING (pp. 106–107)**Write a Proposal (p. 106)**

Read aloud the text at the top of the page. Point out that most proposals are designed to solve a type of problem, so they typically use a problem and solution text structure.

Invite students to share examples of proposals they have seen or know of. Make a list on the board.

Read aloud the list of proposal features. Make sure students understand each one. Explain that proposals should be realistic. For example, governments, schools, companies, and cities have limited budgets. A good proposal is realistic about spending money to solve a problem.

Read aloud the writing prompt. Help students brainstorm topics as needed. For example, does their city, neighborhood, or apartment building offer recycling or composting? Is there a trash problem at their school? Work with any students who struggle to identify a topic for their proposal.

Then guide students through the steps:

Plan: Point out the graphic organizer and explain that students can use it to help record ideas for their proposal.

Write: Have students use the ideas they wrote in their graphic organizer to write their proposal. Point out that students should identify and describe the problem their proposal solves.

Remind students that their job as an author is to persuade or convince readers of the problem and the need to solve it.

Review: Have students use the checklist to check their proposal and make any needed changes. Then have them read their writing aloud to a partner. Ask students to discuss the problems and solutions in their proposals.

Have students complete the Language Skills Mini-Lesson on sentence combining on page 164 and check their answers in the Answer Key.

Think and Discuss (p. 107)

Have students look at the photo. How do the labels on the bins help people? Read aloud the text and the questions.


Then put students in small groups. Have them discuss the questions. Invite groups to share their ideas with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students compare and contrast litter laws, recycling, or composting in their home country with the United States. Have students write their ideas in a paragraph and share them with the class.
- Have students create a circle graph. Help them create a data set based on members of the class, such as “How Students Get to Class,” listing different methods of transportation (e.g., walk, ride a bike, take a bus, drive). Then have students convert the data into a graph using free internet tools. Ask them to summarize the data in their charts.
- Have students research an animal population in your region or state that is affected by eating human food. How does human food (whether fed intentionally or accidentally) affect wildlife? Have students write a paragraph describing the problem.

LESSON 9: LEGEND MEETS SCIENCE (pp. 108–119)

Introduce the Lesson (p. 108)

Have students read the lesson title. Explain that both readings in this lesson will be about legendary creatures that may or may not exist.

Have students look at the photo and tell what they see. How do they know the name of the creature? (for example, from TV, movies, books, etc.) What do they know about it? Ask students how people can prove whether legendary creatures exist.

Ask students to think about the titles of the articles, “Nessie: Myth or Monster?” and “Wildman Legends Around the World.” Explain that the first lesson is about the Loch Ness Monster and that the second is about creatures similar to Bigfoot.

Draw a three-column chart on the board and label the columns Believe, Disbelieve, and Not Sure. Create two rows, Loch Ness Monster and Big Foot / Sasquatch. Count how many students believe, disbelieve, or are not sure about the existence of each creature. Then ask students to share some reasons for their belief or doubt.

Review the lesson goals. Explain that students will:

- read two articles about legendary creatures. As they read, they should think about the creatures and the information provided.
- practice using words with the root *ped*.
- write a summary.

ELL

Encourage students from different cultural backgrounds to share information about any legendary creatures from their home country or culture. Ask them how they learned about the creature and whether people believe the creature really exists.

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 *irrefutable* and *archaeologist*. Remind students to break unknown words into syllables; doing so will help them determine pronunciation. Point

out the base word *refute* (to prove wrong) in the word *irrefutable*.

- Provide support for challenging conceptual words (such as *elusive* and *speculate*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that the word *debate* can be either a noun or a verb. Remind students to use context clues to help them determine how the word is used.
- Point out that the words *prominent*, *speculate*, and *specimen* have more than one meaning. Remind students to use context clues to determine which definition is intended.
- Provide students with the Word Family Chart (Master 2). Ask students to write the words *acknowledge* and *indicate* in the correct columns and fill in the remaining information.
- Explain the content vocabulary word *sonar*. This word is an acronym, a word formed from the first letter or the first few letters of a phrase or title. Sonar comes from the term *sound navigation and ranging*. (Share with students that *scuba* is another example of an acronym, drawn from the phrase *self-contained underwater breathing apparatus*.)

ELL

Encourage students to identify any vocabulary words that are cognates to words they know in their first language. Point out that the word root *spec* (found in the key vocabulary words *specimen* and *speculate*) functions in Spanish in much the same way as English. The root *spec* is from Latin and means “to look.”

Use the Vocabulary (p. 109)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 108 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Point out that students can look for clues to find the meaning of unknown words. Authors may provide a definition, or a near definition, in nearby text.

Have students answer the question and share their answer. Provide additional practice by having students identify the phrase in the following sentences that is a near definition of the word *irrefutable*: *In my opinion, DNA evidence is irrefutable. You can't argue with it.*

READING 1 (pp. 110–111)**Get Ready to Read (p. 110)**

Before students begin reading, provide some context for the article. Share that Loch Ness is very large (covering nearly 22 square miles) and very deep (755 feet). Put differently, the lake contains more water than all the lakes in England and Wales combined, and it is as deep as a 50-story building is tall.

Then have students perform the following activities:

- Have students preview the title and headings. Point out that the title is a question. Ask students what clue this gives about the focus of the article. (The focus is on the debate.)
- Have students continue their preview of the text, this time looking at the photos and reading the captions, then looking at the diagram.
- Ask students to determine what the text will be about.
- Have students share their answer to Question 1 and explain how they arrived at the answer.
- Remind students to use their prior knowledge about the topic. Have students discuss what they already know about the Loch Ness Monster.
- Discuss the first photo and what it shows. Invite volunteers to share their responses to Question 2.
- Have students write their answer to Question 3. Have them return to their response after they are done reading to see if the information in the article changes their belief in or doubt regarding the Loch Ness Monster.

Reading Strategy: Make Connections

Explain that making connections between what they already know and what they are reading can help students focus on the text and remember more about what they read.

As they read, students should respond to the prompts in the margin to help them connect what they know with what they read.

After students have finished reading the article, have them share their responses to the prompts.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 111)

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.

Invite students to share what they learned from reading the article.

Use the Headings (p. 111)

Explain to students that headings can support their understanding of nonfiction text in several ways. Students can preview the headings to help them predict the information in the article. This will help them begin to make connections with what they already know about the topic. Students can also use the headings to find specific information later, such as when they answer questions about a text or write about a text.

Have students answer the questions. Invite volunteers to share their responses.

Reading Skill: Synthesize (p. 112)

Explain the reading skill. Tell students that *synthesizing* means putting together important facts and information in order to form a new understanding of a topic. It requires readers to find main ideas, identify important details, summarize, and make inferences.

Point out that authors often include important information in graphic features. When students synthesize, they should consider not only the words in a text but also visual elements, including photographs and captions, graphs, diagrams, and other illustrations.

Have students read the instructions. Then have them complete questions 1–3. If students have difficulty answering, help them find the important details in the article and use them to summarize (for question 1). Encourage them to use the headings to help them locate the information they need to answer questions 2 and 3. Have students share their answers.

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



Be Test Ready Read aloud the information.

Have students underline “information in the text and diagram” in the question. Explain that they will need to consider both the text and diagram in order to answer the question. If students struggle, support them as they evaluate each answer choice against the information provided in the text and the diagram.

READING 2 (pp. 113–114)**Get Ready to Read (p. 113)**

Before students read the second article, explain that many Wildman legends deal with the same type of creature. Ask students if they have heard of some common names of Wildman in legends, such as Bigfoot, Sasquatch, and Yeti. Ask students if they know any other similar stories.

Have students preview the second article, “Wildman Legends Around the World.” Remind them to read the title and headings, then look at the photographs and read the captions. Ask them to answer the questions and explain their responses.

Remind students to make connections between the topic and what they already know as they read.

The prompts in the margin will support students in making connections. Have them write notes in response to each prompt. After students finish reading, have them share their notes.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 114)

After students finish 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. Invite volunteers to share what they learned from the article.

Use the Headings (p. 114)

Remind students that headings can help them predict what they will read and help them find information later. Have students use the headings to answer the questions. Invite volunteers to share their responses.

Reading Skill: Practice Synthesizing

Review the reading skill. Remind students that synthesizing requires readers to combine information to form a new understanding of a topic. Summarizing sections of a text can be a good first step toward synthesizing. Information provided in photos, captions, and other graphic features should also be considered.

Have students answer Questions 1–4 and check their answers in the Answer Key. Discuss the questions and answers, emphasizing the way each supports synthesis of ideas.

Have students complete the chart and check their work against the Answer Key. Have volunteers share their synthesis. Discuss similarities and differences among student responses.

If students need more practice synthesizing information, provide them with a copy of the Synthesize (Master 16) graphic organizer. Guide them to complete the organizer using information from the first article.

DEVELOP YOUR UNDERSTANDING (pp. 116–117)**Respond to the Readings (p. 116)**

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

Extension

Have students research first-person accounts of Sasquatch or Loch Ness Monster sightings.

These can be articles or videos. Have students write a paragraph about whether they find first-person accounts to be convincing. Why or why not?

Use Word Parts: Root *ped*

Explain that the root *ped* means “foot.” Point out that knowing the meaning of common roots can help readers figure out unfamiliar words.

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

Review the Vocabulary (p. 117)

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

Invite volunteers to share the sentences they wrote for Questions 14 and 15.

WRITING (pp. 118–119)**Write a Summary (p. 118)**

Remind students that summaries tell only the most important ideas and details provided in a text. Summaries should be written using the student’s own words and should have a factual tone.

Model summarizing a text recently read in class or summarizing a popular movie or story. After sharing the summary, point out that you included important details but not every detail. Provide an example of a small detail that you did not include in the summary.

Explain that students will be writing a summary of one of the articles in the lesson, either “Nessie: Myth or Monster?” or “Wildman Legends Around the World.” Discuss the features students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. Point out that their summary should include:

- a sentence telling the main idea of the work being summarized
- information presented in an order that makes sense
- key details and the most important information from the work being summarized
- words and phrases that connect their ideas

Then guide students through the steps:

Plan: Have students complete the graphic organizer. Point out that they should think about the topic, main idea, and important details that should be included in the summary.

Write: Have students use the ideas they wrote in their graphic organizer to write their summary.

Review: Have students use the checklist to check their work and make any needed changes. Then have students read their writing aloud to a partner. Ask partners to discuss two questions: Was anything important left out? Was any unimportant information included?

Think and Discuss (p. 119)

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


Vocabulary Review

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

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

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students from different cultural backgrounds write a paragraph describing the types of legendary creatures in their home countries. For example, are the creatures elusive? friendly? dangerous? Then have students discuss whether such beliefs are supported or discouraged.
- Stage a debate about the existence of one of the creatures discussed in this lesson. Divide the class into two teams and have each take a “for” or “against” position. Have them use information from the articles, along with any additional information they compile, to defend their position.
- Ask students to research another legendary creature and write a brief description of it. Is there scientific evidence supporting the creature’s existence? Is there another explanation for what seems like a mysterious creature?

UNIT REVIEW (p. 120)

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

LESSON 10: WITCHES' LOAVES (pp. 122–123)**Introduce the Lesson (p. 122)**

Explain to students that they will be reading the short story “Witches’ Loaves” by the American author O. Henry. Point out that despite the title, there are no witches in the story.

Provide students with some background about the author:

- O. Henry lived from 1862–1910.
- His real name was William Sydney Porter.
- O. Henry had a variety of jobs in his lifetime, including ranch hand, pharmacist, banker, and draftsman.
- The story “Witches’ Loaves” was published in the collection *Sixes and Sevens* in 1911.
- O. Henry was a short story author who is known for witty writing with clever plays on words.
- Many of his stories have unexpected endings and plot twists.

Explain that students will read the story in two parts. As they read, they should think about the information that’s stated directly and what they can infer from it.

Review the lesson goals. Explain that students will:

- read the short story “Witches’ Loaves” by O. Henry
- practice making inferences
- practice using the root *spec*
- write a story summary

ELL

Invite students from different cultural backgrounds to describe life around 100 to 120 years ago in their native country. What was daily life like? What kind of jobs did people have? How did people do their shopping? How did people meet and socialize?

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 story 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 words that may be difficult to read, such as *criticism* and *discouraged*.

- Provide support for challenging conceptual words (such as *criticism* and *perspective*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that several of the words have multiple meanings, such as *admire* and *generous*. Remind students to use context clues to help them determine the correct meaning in text.
- Explain that some words, such as *discouraged* and *substitute* can be different parts of speech. Challenge students to identify the part of speech in the vocabulary list.
- Provide students with the Word Family Chart (Master 2). Ask students to write the words *criticism* and *substitute* and fill in the remaining information.

ELL

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

Use the Vocabulary (p. 123)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 122 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Point out that students can look for synonyms to help them figure out the meaning of unfamiliar words.

Have students answer the questions and share their answer. Challenge students to identify synonyms for the words *admire*, *occupation*, *pleasant*.

READING 1 (pp. 124–125)**Get Ready to Read (p. 124)**

Before students begin reading, explain that they will be reading the first part of a complete short story.

Have students complete the following activities:

- Explain that students will set a purpose for reading.
- Have students read the first paragraph and skim the selection.
- Ask students to look at the questions on page 126. Explain that knowing what they need to find out can help them pay attention to key details as they read.
- Have students answer the questions. Discuss their responses.

Reading Strategy: Predict

Explain that a prediction is a thoughtful guess about what will happen in the text based on details from the story. As students read, they should think about what is likely to happen next in the story.

Point out the prompts in the margin. Have students make predictions as they read. After they have finished reading, invite volunteers to share their predictions and discuss whether they were correct.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 125)

Students may benefit from additional support with some language and concepts in the story. You may wish to discuss or provide students with the following notes:

- paragraph 2: a *bank-book* was a small paper booklet that showed a customer's bank account balance; \$2,000 in 1905 would be about \$61,000 today.
- paragraph 6: a *garret* is a small attic with sloped ceilings.
- paragraph 9: *Venice* is a city in Italy built on many small islands. It has canals instead of roads. Gondolas are the boats used to move people around the city's canals.
- paragraphs 11–14: in the quotations, the customer is speaking with a German accent.
- paragraph 22: a *waist* is a women's shirt or blouse, sometimes also called a shirtwaist. Quince is a kind of fruit. Borax is a white powder commonly used in detergents and cosmetics. Complexion is the appearance of the skin on a person's face.

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

Think and Respond (p. 125)

Discuss what students think makes someone a “good catch”—a good person to marry or have a relationship with. Then have students respond in writing to the question.

Invite volunteers to read aloud their responses.

Reading Skill: Make Inferences (p. 126)

Explain the reading skill. Making inferences means using what we know to fill in gaps or read between the lines in a text. When we infer, we use what the author states directly and what we already know to form a new understanding. Point out that readers can make inferences about information in either nonfiction or fiction texts.

Remind students that they make inferences all the time without thinking about it. For example, you try a new Mexican restaurant. When your friend takes a bite of their food, they make a face, begin to sweat, and quickly reach for a drink of water. You can infer they ate something spicy.

Tell students to think about details about characters, setting, and plot to make inferences. They can think about what these details mean and why they are significant. This will help them make inferences about things the author doesn't state directly.

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



Be Test Ready Have students answer the question. Review each answer choice and have students explain why it is or is not supported by the text.

READING 2 (pp. 127–128)**Get Ready to Read (p. 127)**

Before students begin reading the second part of the story, have them complete the following activities:

- Have students summarize the events of the first part of the story.
- Ask students to review the predictions they made about what would happen next.
- Have students skim the text.
- Ask students to preview the questions on page 129 to see what they should pay attention to.
- Then have students answer the questions on page 127. Invite them to share their responses.
- Remind students to make predictions as they read the story.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 128)

Students may benefit from additional support with some language and concepts in the story. You may wish to discuss or provide students with the following notes:

- paragraph 6: edibles are things that can be eaten. An emblem is a sign or symbol. Unmaidenly means behavior that is not considered appropriate for a single woman.
- paragraph 14: the exclamations are insults in German.
- paragraph 21: an architectural draftsman prepares drawings of building plans.
- paragraph 22: India rubber is an eraser.
- paragraph 24: serge is a kind of sturdy woven fabric. An ash can is a trash can, sometimes used for fireplace or other ashes.

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

Have students revisit their predictions. Were their predictions accurate? Why or why not? Point out that O. Henry is known for unexpected or ironic endings. Did students predict that something unexpected would happen?

Think and Respond (p. 128)

Have students list details of who Miss Martha imagines the customer to be and how the customer behaves at the end. Then have students write their response to the question. Invite volunteers to read aloud their response.

Reading Skill: Practice Making Inferences (p. 129)

Review the reading skill. Remind students that an inference is based on and can be supported by evidence in the text. Point out that readers of fiction must make inferences to understand the text.

Have students answer the questions and check their answers to the practice activities in the Answer Key. If students do not make supportable inferences, model finding evidence in the text and inferring based on the evidence.

If students need more practice making inferences, provide them with a copy of the Making Inferences graphic organizer (Master 10). Have them complete the graphic organizer using another story.

Test Prep

Be Test Ready Discuss what we learn about Miss Martha in the story. Point out that we make inferences based on Miss Martha's thoughts, words, and actions. Ask students to describe Miss Martha based on evidence in the story. Then have students answer the question and explain their answer choice.

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 what they wrote for their answers.

Extension

Have students discuss the inferences that Miss Martha makes in the story. Are her inferences based on evidence? Are they reasonable inferences? Why or why not?

Use Word Parts: Root spec

Explain that the root *spec* means “to look at; to examine.” Write the word *spectacles* on the board.

Underline the root *spec* and explain that spectacles help people see. Explain that when students see a familiar root, they can use it to figure out the meaning of a word.

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

Review the Vocabulary (p. 131)

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

Invite students to share their responses to questions 15 and 16.

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

Explain that summarizing a story is similar to summarizing a nonfiction text. When students summarize fiction, they use their own words to retell the most important details and events. A summary will be much shorter than the original work, it will contain only important information, and it will not include opinions about or reactions to the text.

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

Read aloud the list of story summary features. Make sure students understand each one.

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

Plan: Have students reread the story and make notes about information they might include in their summaries. Point out the graphic organizer and explain that students can use it to help record information.

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 the author and tell the main point of the story. Remind students to tell story events in the order they occur and to use linking words to connect ideas.

Review: Have students use the checklist to check their summary and make any needed changes. Then have students read their writing aloud to a partner. Ask students to compare the events and details they included in their summaries.

Have students complete the Language Skills Mini-Lesson on sentence fragments on page 165 and check their answers in the Answer Key.

Think and Discuss (p. 133)

Read aloud the text and the questions. Then put students in small groups. Have them discuss the questions. Invite groups to share their ideas with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

- **ELL** Have students introduce the class to a short story or fiction writer from their home country.
- “Witches’ Loaves” is told from the perspective of Miss Martha. Have students retell the story events from Blumberger’s point of view.
- O. Henry is known for making plays on word meanings. Have students discuss and write about the different meanings of the word *perspective* in the story. Prompt them with questions such as, *What does Blumberger say about the perspective of the painting? What does Miss Martha think about his ability to judge perspective? Does Miss Martha have good perspective in the story?*

LESSON 11: A PAIR OF SILK STOCKINGS (pp. 134–145)

Introduce the Lesson (p. 134)

Tell students that in this lesson they will read excerpts from a short story titled “A Pair of Silk Stockings.” The story was written by American author Kate Chopin. It was published in 1897.

Remind students that short stories are fiction and ask students what this means. (Fiction does not provide information and facts; its usual purpose is to entertain.) Discuss and define with students the elements of fiction, including plot, setting, characters, dialogue, and theme.

Provide background information about the author.

In the late 1800s, Chopin wrote two novels and about 100 short stories, many of which were about life in her home state of Louisiana. Her stories often focus on the lives of bright, capable women whose choices and freedom are limited by society’s expectations.

Tell students that Chopin’s stories are set during her lifetime—well over 100 years ago. As a result, some of the language and situations might be unfamiliar to today’s readers. As they read, students should mark vocabulary or references they don’t understand. Remind them that using context clues can be helpful for understanding unfamiliar language.

Read aloud the story title. Tell students that in the Victorian Era, when the story is set, women covered their legs completely whenever they were in public. They could purchase cheaper cotton stockings or expensive, luxurious silk stockings. Encourage students to think about how the title of the story provides clues into its themes.

ELL Encourage students from different cultural backgrounds to talk about clothes shopping in their home countries. Do they shop at malls? Department stores? Is it common for people in their home country to make and repair their clothing?

Review the lesson goals. Explain that students will:

- read excerpts from the short story “A Pair of Silk Stockings”
- practice analyzing story elements
- practice using the root *lev*
- write a personal narrative

Pre-Teach the Vocabulary

Read aloud the key vocabulary words and their definitions. Explain that students will practice using these words, which appear in the story. Then read aloud the content vocabulary words and their definitions. Explain that students will use these words as they discuss the story.

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult words. Point out *leisurely* and *luxurious*, which both include the /zh/ sound, each with a different spelling. Point out *gaudy*, in which the letters *au* spell the short o sound. In the content vocabulary, point out the spelling of the word *dialogue* (silent *ue* at the end of the word). Explain that the word can also be spelled *dialog*.
- Provide support for challenging conceptual words (such as *judicious* and *poignant*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that the words *bearing* and *setting* have more than one meaning. Have students look these words up in a dictionary to find additional definitions. Then remind them to use context clues within a text to determine which definition is intended.
- Point out that the words *judicious* and the adjective form of *impulse* (*impulsive*) are near opposites. Invite students to explain the difference between an action that is impulsive and one that is judicious.

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

Use the Vocabulary (p. 135)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 134 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Remind students to look for context clues to understand unfamiliar vocabulary. Authors often provide a synonym, explanation, or definition in nearby text. Have students answer the question and explain their response.

Then use the following sentences to provide additional practice. Have students identify the synonym for the word *judicious*: *When you start working out, be sensible. The judicious thing to do is to start slowly.*

READING 1 (pp. 136–137)**Get Ready to Read (p. 136)**

Tell students they will use skimming as a pre-reading strategy. Remind them that skimming is a quick way to get an idea what a story is about, but careful reading is still important to fully understand a text. To skim, have students perform the following activities:

- read the title
- read the first few sentences of the story
- read the first sentence of a few more paragraphs
- look at the illustration

Tell students that skimming can support their understanding of the story. As they skim, they can get an idea what the story is about and make connections between the story and their own lives.

Have students write their answers to Questions 1–3. After reading, have them return to their responses: How did skimming support their focus on and understanding of the story?

Reading Strategy: Make Connections

Remind students that making connections between stories and their own experience helps readers focus on a text and remember more of what they read.

As they read, students should respond to the prompts in the margin, which will help them make connections.

After students read the story, have them share their responses to the prompts. Point out that today's readers can still make connections with the character and her decisions in this 100-year-old story.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 137)

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

Have students share words, expressions, and other details from the story that were difficult to understand. Share the following information to support students' understanding of details in the story.

- In paragraph 1, the reader learns that Mrs. Sommers has \$15. In today's dollars, that amount is about \$500.
- Paragraph 3: *shirt waists* are shirts or blouses. A *brood* is a family of young animals.
- In paragraph 4, "The needs of the present absorbed [Mrs. Sommers'] every faculty." Have students share what they think this means. (*After considering her family's current needs, she had no energy, time, or money to think of anything else.*)
- In paragraph 9, Mrs. Sommers asks about "eights-and-a-half." This is a size for stockings.
- In paragraph 12, Mrs. Sommers "abandoned herself." What does this mean? (*She was no longer thinking things through, just following her impulses.*)

Think and Respond (p. 137)

Have students reread paragraphs 2 and 3, as indicated, marking language that helps them understand Mrs. Sommers' feelings.

How is Mrs. Sommers' situation similar to or different from modern-day mothers' thoughts and feelings about dressing their children?

After the discussion, have students write their response to the questions. Have volunteers share their responses with the class.

Reading Skill: Analyze Story Elements (p. 138)

Read aloud the instructional text. Then have students share details from the story that relate to each story element.

With regard to plot, ask students what happens in the story. If necessary, point out that Mrs. Sommers' actual spending decisions differ from her plans. Ask students to identify when her direction changed from judicious to impulsive (as soon as she felt the silk stockings).

For setting, have students identify when and where each part of the story takes place. Have them identify details in the story that help them determine the settings.

Point out that, although the story has one main character, minor characters are included. What do students understand so far about Mrs. Sommers? Who are the minor characters in the story?

Finally, acknowledge that theme, or the author's main point, can be harder to identify than other elements of

fiction. Themes are not spelled out; readers have to infer them, based on their understanding of plot, setting, and characters.

Have students read the instructions. Then have them answer the questions and check their answers in the Answer Key. Have volunteers share their answers.



Be Test Ready Have students answer the question. If students struggle, work with them to evaluate each answer choice.

READING 2 (pp. 139–140)

Get Ready to Read (p. 139)

Have students skim the second half of the story. They should quickly read the first paragraph and the first sentence in a few additional paragraphs, and they should look at the illustration. After students skim the passage, have them answer the questions.

Remind students that as they read, they should make connections between the story and their own lives, the world around them, and other texts. The prompts in the margin will support them in making these connections. Have students write notes in response to each prompt. After students finish reading, have volunteers share their notes.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 140)

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

Have students share words, expressions, and other details that were difficult to understand. Then discuss the following details from the story.

- In paragraph 2 of the passage, Mrs. Sommers "could not grasp that [her feet] belonged to her and were a part of herself." What does this mean? (*It was very strange for her to see, on her own feet, such nice stockings and shoes.*)
- Paragraph 4 describes glove-fitting. Victorian women (and men) generally did not go out in public without wearing gloves. Gloves were fitted to the wearer, just as shoes were, and were meant to have a smooth, close fit.

- In paragraph 5, Mrs. Sommers' "stockings and boots and well-fitting gloves had worked marvels in her bearing." How did nice clothing change her way of standing or moving? Ask if students have experienced this for themselves; do they move differently when well dressed?
- In paragraph 8, Mrs. Sommers does not want a "profusion" of food. Share with students that *profusion* means "an abundance or large quantity." So she does not want a lot of food. Did she stick to her plan? (*No. She orders a lot of food.*) Point out that Mrs. Sommers continues to follow her impulses. Once again, she makes a judicious plan but takes impulsive action.
- Paragraph 12 mentions Mrs. Sommers riding a cable car. Share with students that a *cable car* is a kind of public transportation; instead of running on a rail like a train, cable cars are pulled along by a constantly moving cable.

Think and Respond (p. 140)

Read aloud the prompt and have students share their initial responses. As needed, pose simpler questions, such as: *Is fashion important to Mrs. Sommers? Why or why not? How can you tell?* Have a volunteer share one example of text evidence to support the class's discussion. Then reread the prompt and have students write their response. Invite volunteers to share their response with the class.

Reading Skill: Practice Analyzing Story Elements (p. 141)

Review the reading skill by first having volunteers provide a brief definition for plot, character, setting, and theme. After each definition is offered, briefly discuss with students that story element as reflected in the second half of the story.

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

For more practice analyzing story elements, provide students with a copy of the Story Elements graphic organizer (Master 17). Have them complete the graphic organizer using another story, such as "Witches' Loaves" from Lesson 10.

Test Prep

Be Test Ready Have students read and answer the question. Then have students share their response and defend it by citing details in the story. If students answered incorrectly, support them as they evaluate each answer choice.

DEVELOP YOUR UNDERSTANDING (pp. 142–143)

Respond to the Readings (p. 142)

Have students answer the questions and check their answers in the Answer Key. Invite volunteers to share their answers with the class.

Extension

Have students write a diary entry from Mrs. Sommers' point of view describing the events of the day. Encourage students to think not only about her plans and activities, but also the sensations and emotions. Have volunteers share their diary entry with the class.

Use Word Parts: Root *lev*

Explain that the root *lev* means "light in weight" or "to lift." Recognizing familiar word parts can help students determine the meaning of words.

Have students complete items 1–5 and check their answers in the Answer Key. Invite students to share the sentences they wrote for 6–7.

Review the Vocabulary (p. 143)

Have students complete the activities and check their answers in the Answer Key. Invite volunteers to share the sentences they wrote for Questions 14–16.

WRITING (pp. 144–145)

Write a Personal Narrative (p. 144)

Tell students that "A Pair of Silk Stockings" is a narrative; in other words, it tells a story. Narratives can be fiction, like this story, or they can tell a true series of events.

Point out that "A Pair of Silk Stockings" is told in the third person. The narrator is talking about somebody else, using third-person pronouns, like *he*, *she*, *they*, and so on.

Explain that students will be writing a personal narrative, a true story about themselves. They will write in the first-person and use the first-person pronouns *I*, *me*, and *my* to refer to themselves.

Discuss the features students should include in their personal narratives, making sure students understand each one. Their personal narratives should include:

- events told in the first person
- a setting, including both time and place
- events told in the order they happened
- details that help the reader understand the story
- a clear conclusion

Some students may not want to share a personal experience. These students can make up a story, but they should still write the story in the first-person.

Read aloud the writing prompt. Think aloud as you recall (or create) a first-person story about a financial decision.

Plan: Have students complete the graphic organizer as you model on the board. Point out that they should make notes about their main point (theme), setting/s, characters, events, and conclusion.

Write: Have students use the ideas they wrote in their graphic organizer to write their personal narrative.

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

After students listen to their partner's narrative, they should confirm whether the story uses the first person to tell events in the order they happened.

Think and Discuss (p. 145)

Read aloud the text and briefly discuss the illustration with students. Put students in small groups and have them discuss the questions. Invite groups to share what they discussed with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.



Have students with diverse cultural backgrounds share the significance of clothing style in their home countries or cultures. Are there traditional rules about what to wear to specific places or events? Do people place a lot of value on clothing style and looking fashionable?

- Point out that the story discusses repairing socks and purchasing fabric to sew clothes. Ask how this differs from today's approach to clothing. How often do students repair clothing? Has anybody in the group ever sewn their own clothes? Have students write a brief summary of the advantages and disadvantages of repairing versus replacing damaged clothing.
- Have students research the history of department stores. How has clothes shopping changed over time? Have students write a paragraph about their research and read it aloud to the class.
- Have students continue the story. They can write about the cable-car ride and what happens when Mrs. Sommers gets home. Remind students to use the third person as they continue the story and to keep the original author's tone.

LESSON 12: AMERICAN SCENES (pp. 146–157)

Introduce the Lesson (p. 146)

Tell students that they will be reading excerpts from two different novels, *My Antonia* by Willa Cather and *The Jungle* by Upton Sinclair. Explain that both novels describe experiences by newly arrived immigrants to the United States, but that the settings of the novels are very different.

Have students look at the photograph on page 146. The photo was published in 1902 and shows immigrants arriving at Ellis Island in New York.

Provide students with some general historical context for the novels:

- From 1900 to 1915, more than 15 million immigrants arrived in the United States.
- Many of these immigrants came from southern and eastern Europe, especially Italy, Poland, and Russia.
- Many of the newly arrived immigrants came from non-English-speaking countries with cultural backgrounds very different from the United States.
- Most of the immigrants settled in cities, where the jobs were, but others were drawn by inexpensive farmland.
- Many immigrants came for better economic opportunities as well as for religious and political freedom.

Lead a discussion with students about what the immigrant experience might have been like. Prompt students with questions, such as: *What difficulties might immigrants have faced? What do you think might have been most shocking to newly arrived people? What might immigrants have missed about their home country?*

Review the lesson goals. Explain that students will:

- read excerpts from two novels
- practice identifying and analyzing figurative language and imagery
- practice using the suffix *-less*
- write a description

ELL Invite students from different cultural backgrounds to describe their own or their family's immigrant experience.

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 story 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 words that may be difficult to read, such as *circumstance* and *simile*.
- Provide support for challenging conceptual words (such as *developed* and *responsive*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that 8 of the 10 key vocabulary words are adjectives. Challenge students to identify the non-adjectives (*abruptly*, *circumstance*) and name their part of speech.
- Explain that some words, such as *developed* and *startled*, can be different parts of speech (adjectives or past tense verbs). Challenge students to identify the part of speech in the vocabulary list.
- Provide students with the Word Family Chart (Master 2). Ask students to write the word *responsive* and fill in the remaining information.

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

Use the Vocabulary (p. 147)

Have students complete the vocabulary activity. Remind them that they can use the definitions on page 146 or a dictionary for help. Invite volunteers to share their responses with the class.

Review the Vocabulary Tip. Point out that students can look for synonyms and antonyms as they read to help them figure out the meaning of unfamiliar words.

Have students answer the questions and share their answers. Challenge students to identify synonyms and antonyms for the words *distant* and *immense*.

READING 1 (pp. 148–149)

Get Ready to Read (p. 148)

Before students begin reading, explain that they will be reading an excerpt from the novel *My Antonia*. Provide students with this background information:

- The novel was published in 1918.
- Willa Cather moved from Virginia to Nebraska as a child.
- She was known for her stories about life on the Great Plains.
- *My Antonia* is told from the point of view of Jim Burden, who arrives in Nebraska at the same time as the young immigrant girl Antonia Shimerda and her family.
- The Shimerda family is from Bohemia, which is part of modern-day Czech Republic.
- In the excerpt, Jim has left town for the countryside, where he plans to meet Antonia and some of her girlfriends for a picnic.

Have students complete the following activities:

- Have students read the introductory text and the first couple of sentences.
- Ask students to make connections to the information they read and think about what they already know about the topics.
- Have students answer the questions. Discuss their responses.

Reading Strategy: Visualize

Remind students that when they visualize, they use details from the text to create a picture in their minds. This can help them understand story elements and important details in a text.

Point out the prompts in the margin. Ask students to visualize as they read. After they have finished reading, invite volunteers to share their responses.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 149)

After students have finished reading, confirm that they understood details about where the excerpt is set and what the narrator sees there. If necessary, explain the different types of plants and wildflowers that are described in the excerpt.

Then have students answer the questions. Review their answers to make sure they understood the main points of the excerpt. If necessary, help students turn back to the text to find the answers.

Think and Respond (p. 149)

Discuss details about the Nebraska prairie from the excerpt. Then have students infer the significance of those details and explain the overall impression the details create. Have students respond in writing to the question. Invite volunteers to read aloud their responses.

Reading Skill: Analyze Figurative Language and Imagery (p. 150)

Explain the reading skill. Tell students that figurative language has a meaning beyond its literal or ordinary meaning. Imagery is the use of language that appeals to our senses.

Point out the definitions and examples of simile, metaphor, and personification. Discuss with students what the examples help them understand (for example, in the metaphor, there are not literally bricks in the backpack. But the textbooks are heavy and solid so that they feel like bricks).

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



Be Test Ready Have students answer the question. Review each answer choice and have students explain why it is or is not supported by the text.

READING 2 (pp. 151–152)

Get Ready to Read (p. 151)

Before students begin reading, explain that they will be reading two excerpts from the novel *The Jungle*. Provide students with this background information:

- The book was published in 1906.
- Upton Sinclair was a social activist who wrote the novel to promote workers' rights.
- *The Jungle* exposed terrible labor and food safety conditions.
- The novel is set in Chicago. From 1854 to 1898, the population of the city increased from 55,000 to 1,700,000.
- Huge immigrant populations settled in U.S. cities, often living in crowded slums with no clean water or sewage systems.
- Chicago was the center of the meatpacking industry, where livestock like cows and pigs were processed. Stockyards were the areas of pens where the animals were kept.

- The novel tells about the experiences of Jurgis Rudkus and family members who have emigrated from Lithuania.
- The first excerpt describes the family coming to Chicago for the first time. The second excerpt occurs later in the novel. Jurgis has been in jail for a month. He returns home from the jail, which is located outside of the city, to his home near the stockyards.

Before students begin reading the excerpts, have them complete the following activities:

- Have students skim the introduction and the first few sentences.
- Ask students to look at the photo of Chicago in the early 1900s and describe what the city looks like.
- Remind students to make connections to what they already know as they read.
- Then have students answer the questions. Invite them to share their responses.
- Remind students to visualize as they read.

Have students complete a Personal Dictionary entry (Master 3) for any words they had difficulty with while reading.

Check Your Comprehension (p. 152)

After students have finished reading, confirm that they understood details about where the excerpts are set and what the city is like. Provide support for the dense descriptions and imagery as needed.

Discuss with students the kinds of imagery used in the excerpts. Ask volunteers to share which imagery had the strongest impression.

Have students answer the questions. Review their answers to make sure they understood the setting. If necessary, help students turn back to the text to find the answers.

Think and Respond (p. 152)

Discuss details about the city from the excerpts. Then have students infer the significance of those details and explain the overall impression the details create. Have students respond in writing to the question. Invite volunteers to read aloud their responses.

Reading Skill: Practice Analyzing Figurative Language and Imagery (p. 153)

Review the reading skill. Ask volunteers to define *simile*, *metaphor*, and *personification*. As a class, work to generate examples of each kind of figurative language.

Have students answer the questions and check their answers to the practice activities in the Answer Key. If students have difficulty answering, help them find evidence in the text and guide them to interpret it.

If students need more practice with analyzing figurative language, provide them with a copy of the Figurative Language graphic organizer (Master 18). Provide students with another literary text to practice on, such as a poem.



Be Test Ready Have students answer the question and explain their answer choice.

DEVELOP YOUR UNDERSTANDING (pp. 154–155)

Respond to the Readings (p. 154)

Have students answer the questions and check their answers in the Answer Key. Invite students to share what they wrote for their answers.



Have students create a chart listing examples of figurative language from each reading and labeling them as simile, metaphor, or personification. Challenge students to find at least one example of each type in each reading. Invite students to share their charts with the class.

Use Word Parts: Suffix -less

Explain that the suffix *-less* means “without.” Write the word *endless* on the board and ask students to explain its meaning. Ask students to generate additional words with the suffix. Record examples on the board and have students explain what each word means.

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

Review the Vocabulary (p. 154)

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

Invite students to share their responses to questions 15 and 16.

WRITING (pp. 156–157)**Write a Description (p. 156)**

Point out that the two readings in this lesson are highly descriptive with rich sensory details and imagery. Discuss how the imagery in the readings helps readers imagine the places and conditions that are being described.

As a class, work together to generate a description of the classroom. Encourage students to use multiple senses as they come up with descriptive details about the room.

Explain that students will be writing a description of a place they know well.

Read aloud the list of features for a descriptive text. Make sure students understand each one.

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

Plan: Have students brainstorm ideas for a setting they know well. Allow students to use a fictional setting if they are uncomfortable describing a real place.

Point out the web graphic organizer and explain that students can use it to help record information. Remind students that the details they include should go beyond visual details and include sounds, smells, and sensations as appropriate. Encourage students to include at least one example of figurative language in their description.

Write: Have students use the ideas they wrote in their web to write their description. Point out that the first sentence should capture the reader's attention.

Review: Have students use the checklist to check their description and make any needed changes. Then have students read their writing aloud to a partner. Ask students to discuss the imagery that created the strongest impression.

Think and Discuss (p. 157)

Point out the photo and read the caption. Discuss what it shows and how immigrants might feel upon their arrival in the U.S.

Then put students in small groups. Have them discuss the questions. Invite groups to share their responses with the entire class.

Vocabulary Review

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

Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and compare the immigrant experience in *The Jungle* to the immigrant experience today. In what ways are the experiences similar? How are things different today? If possible, group students from different countries.
- Have students research countries of origin for immigrants arriving to the U.S. around 1900. Ask them to create a bar graph showing the main countries and have them share their graphs with the class.
- Have students research either Willa Cather or Upton Sinclair and write a brief biography of the author. Invite volunteers to read their biographies aloud to the class.

UNIT REVIEW (p. 158)

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

Check the column that best describes how well you know each vocabulary word.

- 1 = I don't know this word at all.
- 2 = I have seen or heard this word before.
- 3 = I know this word well.

VOCABULARY WORD

BEFORE YOU READ		
1	2	3

AFTER YOU READ		
1	2	3

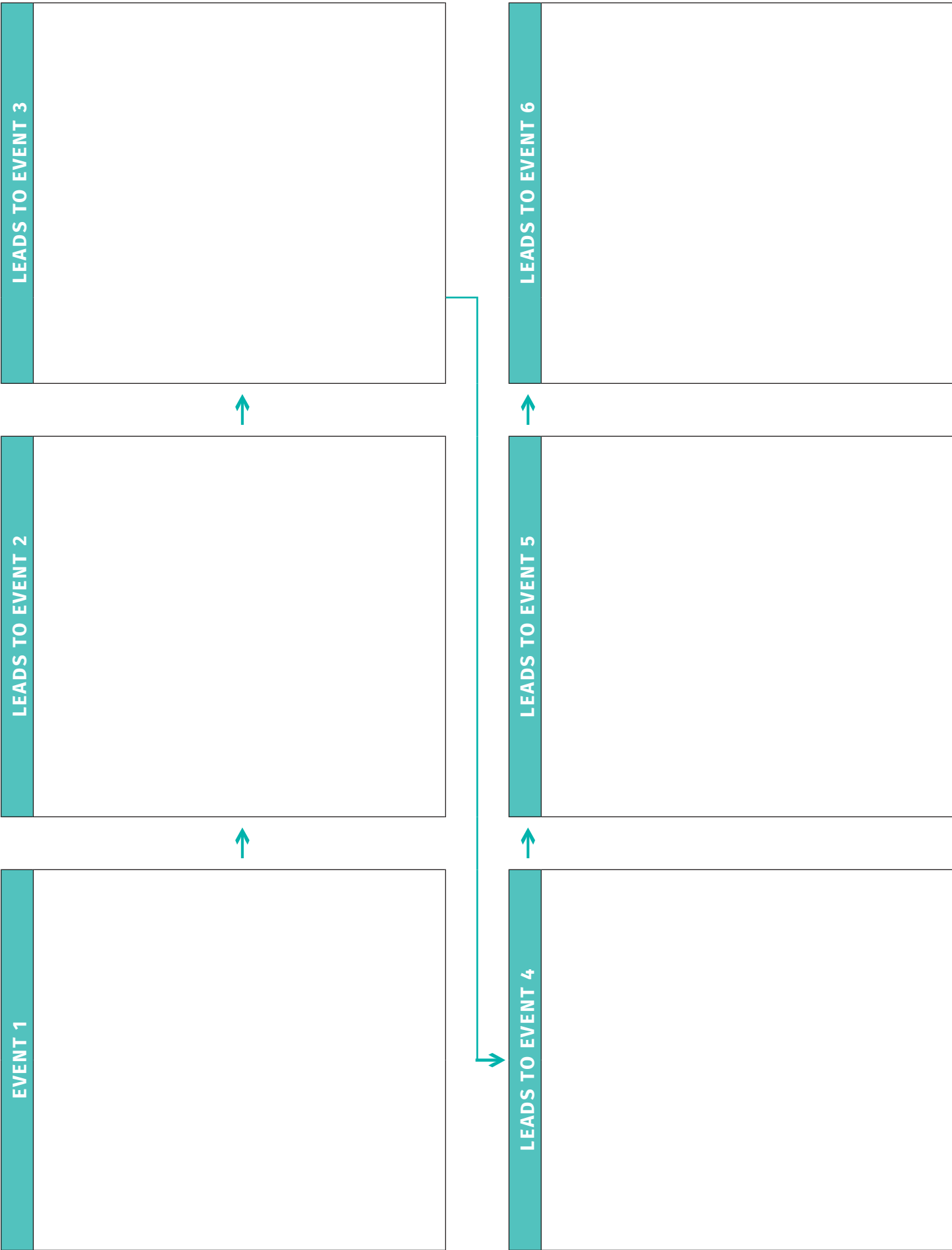
KEY VOCABULARY WORD	PART OF SPEECH	DEFINITION	USE IT IN A SENTENCE
RELATED WORD	PART OF SPEECH	DEFINITION	USE IT IN A SENTENCE

[illegible]

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

WHAT I KNOW	WHAT I WANT TO KNOW	WHAT I LEARNED

DETAILS ABOUT _____	



DEVELOPMENT OF IDEAS				
What topic does the author introduce?				
How does the author help you understand the topic?				
How does the author expand on the topic?				
What additional information do you get about the topic?				
What method does the author use to develop the topic?				

STATED MAIN IDEA					

1.

WHAT I READ

+

WHAT I KNOW

=

MY INFERENCE

2.

WHAT I READ

+

WHAT I KNOW

=

MY INFERENCE

3.

WHAT I READ

+

WHAT I KNOW

=

MY INFERENCE

THE AUTHOR’S MAIN CLAIM OR POINT

1.

REASON/EVIDENCE

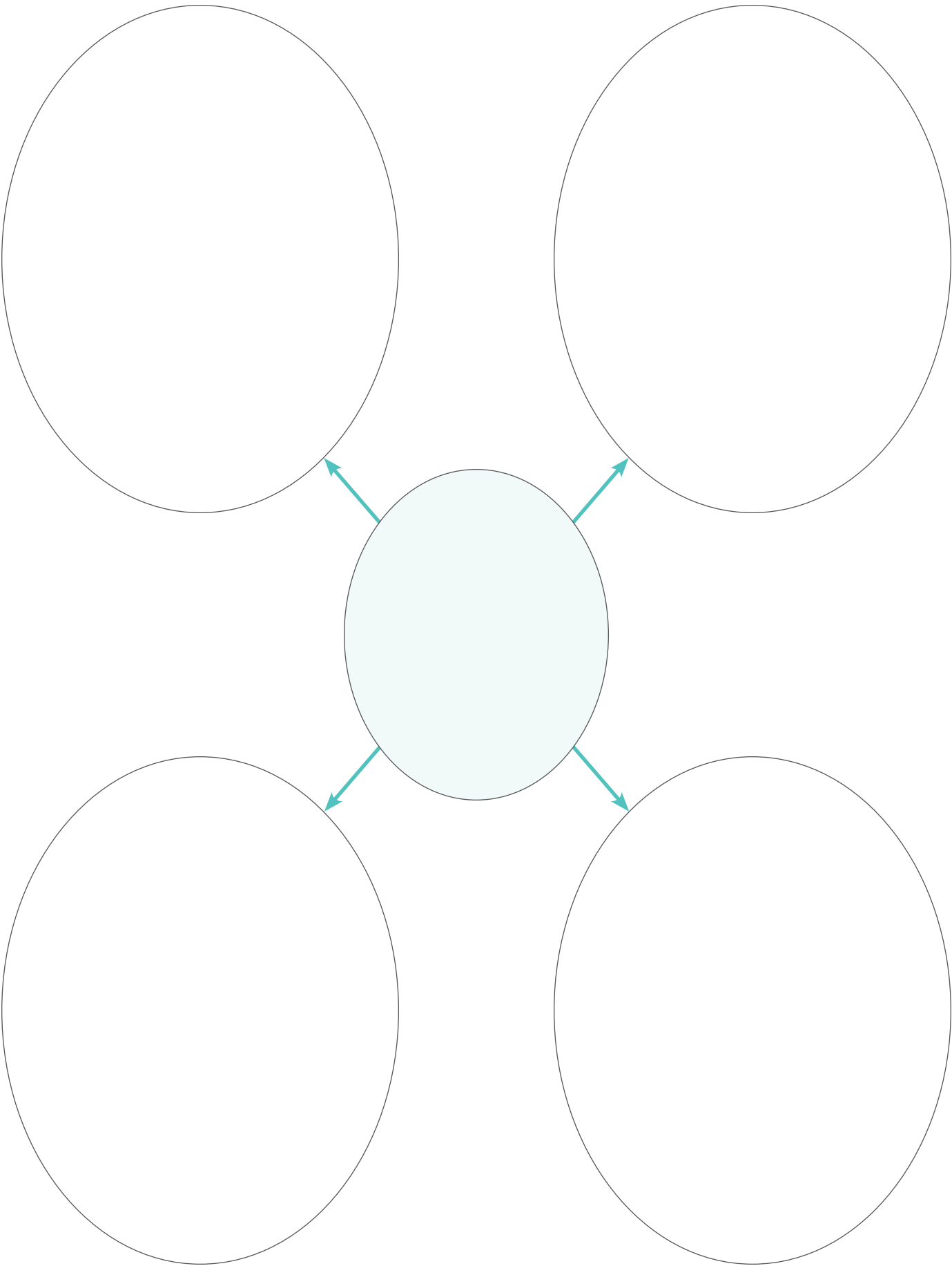
4.

REASON/EVIDENCE

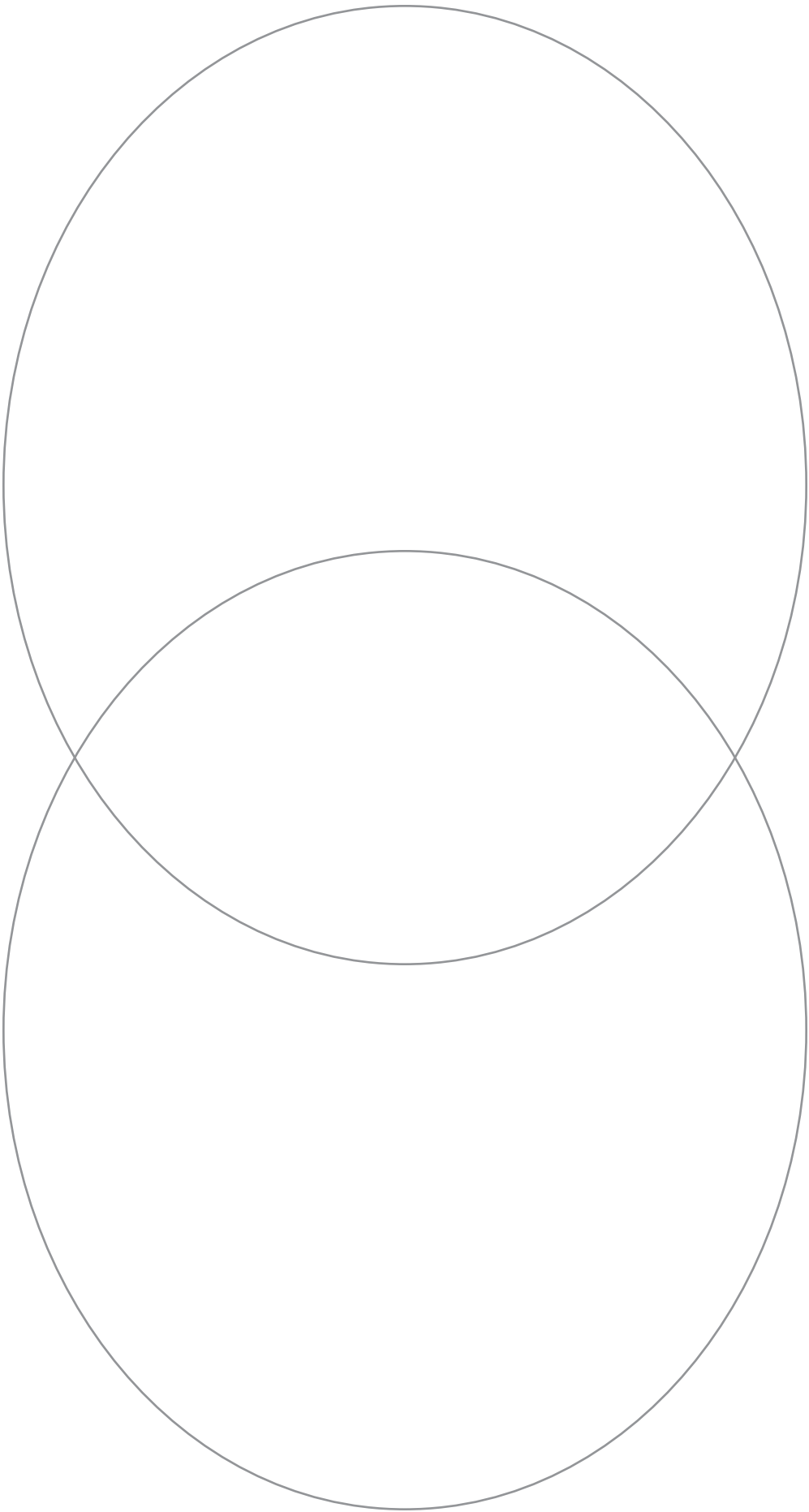
3.

REASON/EVIDENCE

2.



SOLUTION			
	↑	↑	↑
PROBLEM			



PARAGRAPHS	IMPORTANT INFORMATION	CONCLUSION BASED ON THE INFORMATION
SYNTHESIS / OVERALL CONCLUSION		

MAIN CHARACTERS	
SETTING	
MAIN TOPIC OF THE STORY	
STORY EVENTS	
THEME OR LESSON	

MEANING		
FIGURATIVE LANGUAGE		