A Closer Look at

JOURNEY TO SUCCESS®
BUILDING BASIC SKILLS IN READING AND WRITING

Levels: Intro through 6

Overview

Journey to Success is a reading and writing program designed for adult learners. At all levels, Intro through Level 6, the series is built on the four principles of Evidence-Based Reading Instruction and the Essential Components of Reading—alphabets, vocabulary, fluency, and comprehension.

Foundational phonics and word recognition skills in the Intro level prepare students for basic vocabulary and word-building strategies in Levels 1 and 2, followed by more advanced vocabulary and word analysis skills in Levels 3–6.

Level-appropriate nonfiction and fiction passages across the series include topics relevant to adult learners. Simple readings and comprehension questions in the early levels lead to academic readings, comprehension strategies, and fluency activities in Levels 3–6.

Writing activities advance from simple words and sentences in Intro Level to complex writing projects in the upper level books. Language Skills Mini-Lessons in Levels 1–6 provide instruction and practice in grammar, usage, and mechanics.

Throughout the series, comprehensive Unit Reviews assess the skills taught in each unit. Students can take a level review after completing each book to ensure they are ready to move on. The level reviews check that students’ reading and comprehension skills are on track. Each student book includes an Answer Key, which allows students to check their work and monitor their own progress.
**Intro Level**

Students who need review and practice with the alphabet, basic phonics, and word recognition skills will benefit from starting at the Intro Level. Students practice strategies to build basic literacy, vocabulary, comprehension, and writing skills. Pictures, short reading passages, activities, and puzzles reinforce these skills.

The Intro Level combines phonics and word recognition strategies with comprehension instruction:
- consonants and their sounds
- short vowel sounds
- common blends
- sight words
- word families
- reading sentences and paragraphs
- writing and copying letters, words, and sentences
- writing sentences using new vocabulary words
- discussion questions based on the readings

**Levels 1 and 2**

These books feature four thematic units, each with three 8-page lessons. The reading selections at Levels 1 and 2 include topics related to everyday life, the world around us, history, and fiction. The lessons emphasize practical writing activities that model the types of writing adults may need to produce in daily life, school, and work.

Lessons in Levels 1 and 2 continue to focus on vocabulary building, reading comprehension, and writing skills while students gain confidence. Lesson features include:
- robust phonics practice
- activities using new words in context
- explicit vocabulary instruction
- vocabulary skill practice
- work with words and word parts
- one reading selection per lesson
- instruction and practice with a specific reading skill
- activities to build speaking and listening skills
- writing instruction and activities

The reading and writing skills students learn in Levels 1 and 2 prepare them for the higher-level reading, vocabulary, and writing skill instruction in Levels 3–6.
Levels 3–6

Student books at Levels 3–6 are divided into four units of three 10-page lessons. The units—Work and Life Skills, Social Studies, Science, and Literature—cover subjects that students will study when they move to pre-HSE level work. Work and life skills reading selections address topics relevant to adults’ lives at home and at work or school. Social studies and science topics give students practice with contextualized readings and writing within academic content areas. Literature selections are adapted from original works to meet students’ reading levels.

Scaffolded lessons use explicit instruction with a consistent lesson format to support student learning:
1. Explanation: The teacher explains the purpose and key concepts of the lesson.
2. Modeling: The teacher provides examples of the concepts or skills.
3. Guided practice: Students practice the concepts or skills with teacher guidance.

Lessons in Levels 3–6 feature:
• Vocabulary building and word analysis
  ° Tier 2 and Tier 3 vocabulary definitions and practice
  ° Word parts: prefixes, suffixes, and roots
• Active reading strategies
  ° Paired reading selections in every lesson
  ° Pre-reading and during-reading strategy practice
  ° Instruction and practice with specific reading skills
  ° Comprehension questions
• Fluency practice
• Writing process
  ° Explicit writing instruction
  ° Functional and academic writing projects
  ° Graphic organizers
  ° Language mini-lessons
• Critical thinking
  ° Lesson analysis through discussion questions
LESSON 3
Frank and His Friends  Ff

PHONICS: The f sound

Warm-Up
Talk about what you see in this picture. Write words with the letter f like food in the picture.

Pick two words from your list. Make a sentence. Read your sentences out loud.
1. 
2. 

Key Words
Say the words. Write the words.

fish   friends   coffee   half

Words to Know

and   drink   eat   Friday   his   on

Read and Write
Read the sentences. Write the word that fits.

Frank and His Friends

- coffee: Frank and his friends eat fast food on Friday.
- fish: Frank and his friends eat __________ on Friday.
- friends: Frank and his ______________ eat French fries.
- drink: Frank and his friends drink __________.

and: Frank eats half his fish __________ French fries.

drinks: Frank __________ his coffee.

food: Frank is __________.

full: His friends eat his __________.

Think and Discuss

Work with a partner. Take turns. Tell a story about the picture on page 10.

• Illustrations prompt students to produce words with the target sound.
• KEY WORDS introduce new vocabulary words with pictures.
• Students make sentences using target words. Teachers can help low level students by writing the student sentences on the board so students can copy them.
• WORDS TO KNOW are common sight words. They are used in context in READ AND WRITE.
• Cloze sentences tell a story based on the illustration.
• In THINK AND DISCUSS, students tell a story about the illustration. This can be a partner exercise or, in 1-to-1 tutoring, teachers can do this as a language experience activity.
READINGS start with one sentence on each line. In the short vowel unit, students read limericks. In the last unit, readings are in paragraph form.

**LESSON 24**

**Quinn’s Rules**

**Blends**

A blend is a sound made by two letters. Read more words with each blend.

<table>
<thead>
<tr>
<th>Blends</th>
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<tbody>
<tr>
<td><strong>bl</strong></td>
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<tr>
<td>blot</td>
</tr>
<tr>
<td>bless</td>
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<tr>
<td><strong>br</strong></td>
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<tr>
<td>bluff</td>
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<tr>
<td><strong>cl</strong></td>
</tr>
<tr>
<td>clock</td>
</tr>
<tr>
<td><strong>cr</strong></td>
</tr>
<tr>
<td>cramp</td>
</tr>
</tbody>
</table>

**Make Words**

Put the blends with the word families to make words.

- **bl**: ___ob, ___am, ___ick, ___ock
- **br**: ___ob, ___am, ___ick, ___ock
- **cl**: keeps, pick, rules, spill, sweep
- **cr**:  

**Words to Know**

**Read and Think**

Read the story. Answer the questions after the story.

Quinn keeps her house clean. The children help her. They sweep up crumbs. They pick up clutter. They put their clothes in the closet. Quinn likes a clean house.

1. Pick the better title. Write it above the story.
   - a. Quinn’s House
   - b. Quinn’s Job

2. What do the children do with clutter?
   - a. pick it up
   - b. sweep it up

3. What can you tell about Quinn’s children?
   - a. They help with the housework.
   - b. They like to run.

**Think and Discuss**

What rules do you have? Tell about the rules you would write for people in your home. Your teacher will write them for you.
UNIT REVIEWS reinforce skills taught in the lessons, including phonics, vocabulary, and reading and writing skills.

**WORDS TO REVIEW** practices vocabulary words and spelling.

**WORDS TO REVIEW**

- ar
- laundry
- newspaper
- pipe
- water
- tiny
- money
- hall

**Sentence Pairs**

Finish each sentence pair with the word that fits. Read the sentences out loud.

| clothes | 1. It is a quiet morning. Vicky has the radio on in her ________. |
| neighbors | 2. Hal has some laundry. He will clean his ________. |
| questions | 3. Stan is next door to Nan. They are friends and ________. |
| truck | 4. Quinn likes quiz shows. She likes to answer easy ________. |

**What Do You Think?**

Check YES if you think these are good ideas. Check NO if they are not good ideas. Talk about the ideas with a partner.

**YES**

1. Ramon and Mario must clean the garage.
   - They go to a movie.
2. Padma has a drip in a pipe.
   - She calls a plumber.
3. Ramon must go to work.
   - He puts on his work clothes.
4. Vicky drives her truck to work.
   - She has the hood open.

**NO**

1. Ramon and Mario must clean the garage.
   - They go to a movie.
2. Padma has a drip in a pipe.
   - She calls a plumber.
3. Ramon must go to work.
   - He puts on his work clothes.
4. Vicky drives her truck to work.
   - She has the hood open.

**A variety of COMPREHENSION ACTIVITIES** encourage students to think about the readings.

**WHAT DO YOU THINK?** questions check comprehension and activate critical thinking skills.
• Students are prompted to WRITE SENTENCES using new vocabulary words.

• CROSSWORD PUZZLES provide writing, spelling, and vocabulary practice.
The **REFERENCE HANDBOOK** provides students with a quick look at the spellings of common words.

### Months of the Year

<table>
<thead>
<tr>
<th>January</th>
<th>Jan.</th>
<th>July</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Mar.</td>
<td>September</td>
<td>Sept.</td>
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<tr>
<td>April</td>
<td>Apr.</td>
<td>October</td>
<td>Oct.</td>
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<tr>
<td>May</td>
<td>May</td>
<td>November</td>
<td>Nov.</td>
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<tr>
<td>June</td>
<td>June</td>
<td>December</td>
<td>Dec.</td>
</tr>
</tbody>
</table>

### Days of the Week

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Sun.</th>
<th>Thursday</th>
<th>Thurs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Mon.</td>
<td>Friday</td>
<td>Fri.</td>
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<tr>
<td>Tuesday</td>
<td>Tues.</td>
<td>Saturday</td>
<td>Sat.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Wed.</td>
<td></td>
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</table>
LESSON OPENER previews the reading topic and the skills students will practice in the lesson.

LESSON 7
Civil Rights

In this lesson, you will

USE THIS PHONICS SKILL
Long o vowel sound

USE THIS VOCABULARY SKILL
Prefix un-

READ
An article about Rosa Parks

USE THIS READING SKILL
Cause and effect

USE THIS WRITING SKILL
Write about a personal experience

PHONICS: THE WARM-UP
Read the sentences.

Joe sold his old stone
Joan shows him some
tall oak trees. He hope

PHONICS SKILL INSTRUCTION provides an overview of each phonics skill.

Students review common spelling patterns.

Word lists reinforce sound-spelling correspondence.

Long o Spelling
The long o sounds like o in note. There are different ways to spell the long o sound.

- Words with an o and no other vowels can have the long o sound.
- Words that end in o-consonant-e can have the long o sound.
- Words with the vowels oo together have the long o sound.
- Words with the letters ow together can have the long o sound.
- Words with the vowels oe together can have the long o sound.

Look at the words below. These words all have the long o sound.

<table>
<thead>
<tr>
<th>o</th>
<th>o_e</th>
<th>oo</th>
<th>ow</th>
<th>oe</th>
</tr>
</thead>
<tbody>
<tr>
<td>bold</td>
<td>broke</td>
<td>coast</td>
<td>below</td>
<td>toe</td>
</tr>
<tr>
<td>colt</td>
<td>chose</td>
<td>goal</td>
<td>flow</td>
<td>Joe</td>
</tr>
<tr>
<td>go</td>
<td>joke</td>
<td>road</td>
<td>shown</td>
<td>goes</td>
</tr>
</tbody>
</table>

TIP: Some words that end o-consonant-e do not have the long o sound. The words some and come have the short o sound.

Practice
A. Say the words under each picture. Circle the word that says what you see. Then write it on the line.

- windy
- window
- toe
- tie
- bait
- boat
- rope
- ripe

1. 2. 3. 4. 5. 6. 7. 8.
PRACTICE ACTIVITIES challenge students to apply their understanding in a variety of ways.

- Word family activities build on students’ vocabulary knowledge.
- Teacher’s guides provide additional teaching suggestions and photocopy masters for practice.
- Passage completion and crossword puzzles require students to use context.

- VOCABULARY addresses Reading and Language standards from the College and Career Readiness Standards for Adult Education.
- Context sentences containing targeted vocabulary are straightforward and on-level.
- Students receive direct and explicit vocabulary instruction.
- Key vocabulary is pre-taught. Students receive multiple exposures to the words to facilitate reading new text.
- A PERSONAL DICTIONARY photocopy master provides another opportunity for students to engage with vocabulary.

- Students learn VOCABULARY SKILLS that help them quickly read and understand words.
- Students apply their knowledge of word parts to decode words and determine meaning.
- Instruction and practice include sight words, structural analysis, context clues, syllabication, and multiple meanings as suggested by the College and Career Readiness Standards for Adult Education.

Journey to Success Level 1
Students are actively engaged in the **READING** process to improve comprehension.

- Students use **PRE-READING STRATEGIES** such as previewing, skimming, and setting a purpose for reading to interact with text before reading.
- Prompts direct students to apply the pre-reading strategies.

- Students apply **DURING READING STRATEGIES** such as taking notes, making connections, and visualizing as they read.

- Reading passages are rich, complex, on-level texts focused on work and life skills, science, social studies, or fiction.
- Selections include a variety of text features, including headings, photographs, charts, and diagrams.
- An emphasis on nonfiction helps prepare students for texts encountered in pre-HSE study and the workplace.
• Broad CHECK YOUR COMPREHENSION questions measure whether students grasped the basics of the reading selection.
• Students build confidence by answering correctly.
• Students work with a partner to retell big ideas from the selection.
• Prompts provide speaking, listening, and discussion opportunities.
• Students who struggle with these big idea questions need additional support before moving on to the skill practice.

After You Read
A. Work with a partner. Take turns. Retell the article in your own words.
B. Circle the words that complete each sentence.
1. This article is mostly about __________. 
   a. Rosa Parks   b. Alabama
2. This article tells about a ______. 
   a. made-up story   b. real event
3. The front of the bus was for ______. 
   a. white people   b. black people
C. Talk with a partner. Do you think Rosa Parks was brave? Why?

Cause and Effect
A cause makes something happen. An effect is what happens.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect (what happened)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cat jumped on the table.</td>
<td>The lamp fell and broke.</td>
</tr>
</tbody>
</table>

Choose the sentence that tells the cause or effect.

1. The seats for white people filled up. 
   a. The driver told Parks to move. 
   b. Alabama had an unfair law.
2. Parks refused to move to the back of the bus. 
   a. A white man wanted Parks’s seat. 
   b. Police arrested Parks.
3. a. Parks was arrested. 
   b. Parks sat in the section for black people. 
   Black people stopped riding the buses.

Phonics Check-Up
Write three words from the article that have the long o sound. 

READ IT AGAIN
Go back to page 62. Listen as your teacher reads each sentence. 
Then read each sentence out loud as a class.

Journey to Success Level 1
Students learn about a type or form of **WRITING**.

- **Students make connections** between the lesson's reading passage, the writing assignment, and their own experiences.
- **Checklists** identify the features students should include in their writing.
- **Students approach writing** as a process.
- Many writing assignments draw on text structure or reading skills from the lessons' readings.
- **Graphic organizers**, sentence frames, and other supports guide students through the planning process.

- **A CHECKLIST** guides students on specific elements to check when revising or editing their work.
- **MINI-LESSONS** provide instruction and practice with an element of grammar, usage, punctuation, and spelling as determined by the College and Career Readiness Standards for Adult Education.
- **Students RESPOND TO A STIMULUS**, such as a photograph or quotation, that connects to the lesson's content.
- Students apply what they learned in the lesson to a new situation or topic. They analyze, compare, think critically, and extend their learning.
- Students work collaboratively, practice speaking and listening skills, and share responses with the class.

**WRITING**

**Write About an Experience**

In this lesson, you read about how Rosa Parks took a stand. She did not agree with an unfair law.

You will write a paragraph about an experience you had. A paragraph is a group of sentences. One sentence tells the topic and main point. The other sentences give more details. The sentences do not each start on a new line.

Your paragraph should include:
- A sentence that tells the topic
- Sentences that give details
- Events that are told in the order they happened

Write a paragraph about a time that you took a stand. Tell what the problem was. Tell what you did as a result.

**Plan Your Writing**

Before you begin writing, think about your topic. Talk about your ideas with a partner. Then finish these sentences.

I took a stand when

I saw

I felt

I decided to

As a result, I

After this happened, I

**TIP:** Use past tense verbs to tell about an event that happened in the past.

Check Your Work:

- I wrote a sentence that tells the topic.
- I put events in the correct order.
- I used past tense verbs.
- I ended each sentence with a period.

**Think and Discuss**

After Rosa Parks was arrested, African Americans refused to ride the city buses for 13 months. Many black people walked to work, while others got rides. Cab drivers gave rides to black people for 10 cents, the same cost as the bus. Talk about these questions:

- Why do you think African Americans did not ride the buses?
- How did working together help black people?
- Would people today take a stand like Rosa Parks and the bus riders did?
LANGUAGE SKILLS MINI-LESSONS in the back of each student book provide instruction and practice with an element of grammar, usage, punctuation, and spelling as determined by the College and Career Readiness Standards.

STUDY SKILLS pages walk students through how to use common reference materials.

UNIT REVIEWS at the end of each unit include assess students’ understanding of both the reading skills and phonics skills taught in the unit.

UNIT 1 REVIEW

A. Read the article. Circle the letter of the correct answer.

Drink Up!

About 60 percent of your body is made up of water. But many people do not drink enough.

Your body is always losing fluids. You lose water in your body’s waste products. You also lose it through your skin. And some water is lost when you breathe. You may lose even more fluid if you live in a warm place or exercise.

Water is important to your body. It helps flush out waste. It keeps joints moving. And it can improve how your skin looks. Your brain also needs water.

If you do not have enough water, you can make you feel tired. It can even cause headaches.

Are thirsty, reach for a glass of water. Your body may thank you.

What is the idea of the article?

1. The body needs water in order to work well.
2. We do not drink enough water.
3. You lose fluids if you don’t drink enough water.
4. You lose water from your body.
5. Your brain needs water.
6. You can feel tired from too much water.

Many contractions are made with the word not:

can not → can’t
will not → won’t
are not → aren’t
did not → didn’t
has not → hasn’t
Contractions can also be made with many pronouns and verbs:

I am → I’m
she is → she’s
we are → we’re
you are → you’re
they had → they’d
I have → I’ve

Using a Dictionary

A dictionary gives information about words. Each word in a dictionary is called an entry. You can use a dictionary to find the following information:

- The meanings of a word
- The part of speech (such as noun, verb, adjective, adverb)
- How to pronounce, or say, the word
- How to spell the word

Many dictionaries also give sample sentences. These sentences show how the word is used.

Look at this sample dictionary entry for the word balance below.

| pronunciation | balance (bal-əns) verb 1. to give equal importance to two things (She tries to balance her work and home life.) 2. to hold steady (Can you balance on one leg?) | word (entry) |
| part of speech | definition 1 | sample sentence 1 |
| definition 1 | balance as a noun. Then it will give definitions of balance as a verb. | sample sentence 2 | definition 2 |
LESSON OPENER previews the reading topics and a list of skills students will practice in the lesson. Photos, illustrations, maps, and other graphics prompt discussion and activate prior knowledge.

- **KEY VOCABULARY** words are high-utility words from the reading selections.
- Definitions are straightforward and on-level.
- Students receive direct and explicit vocabulary instruction.
- Key vocabulary is pre-taught. Multiple exposures to the words facilitates reading new text.
- A separate VOCABULARY KNOWLEDGE RATING photocopy master provides additional support for students.

- Students learn the meaning of domain-specific vocabulary in order to make sense of the content.
- In literature lessons, content vocabulary words are important literary terminology used in lesson instruction.
- A PERSONAL DICTIONARY photocopy master helps students develop vocabulary knowledge.

- Students interact with the key vocabulary words and use them in personal responses.
- Students use context clues, determine the correct meaning of multiple-meaning words, and use dictionary skills.

**LESSON 5**

**Imigrants and Tenements**

In this lesson, you will:

**READ**
- two articles about immigration and immigrants:
  - Immigration, 1820–1890
  - Tenement Life

**USE THIS READING SKILL**
Make inferences

**USE THIS VOCABULARY SKILL**
Understand words with the root mig

**USE THIS WRITING SKILL**
Write a narrative paragraph

**USE THESE KEY VOCABULARY WORDS**
- disease: an illness that affects an organism or a part of an organism
- economic: related to money and the spending and earning of money
- freedom: the right of being able to do as you like without being stopped or stopped by another person
- improve: to become better or to get better
- majority: a number that is more than the other numbers
- neighborhood: a part of a city or town
- opportunity: a chance to do something
- require: to make it necessary
- typical: average or usual

**UNDERSTAND THESE CORE WORDS**
- boarder: someone who pays for the use of a room or an apartment
- famine: when there isn't enough food
- reformer: a person who tries to change something
- starvation: death due to lack of food
- tenement: a run-down, small apartment

**VOCABULARY TIP**
To figure out the meaning of unknown words, look for clues in the same and nearby sentences.

**Use the Vocabulary**

Answer these questions about the vocabulary words. Use the definitions on page 50 to help you.

1. Name someone you know of who was or is an immigrant to the United States. Why did that person come here?

2. Describe a typical Sunday morning at your home.

3. If you had the opportunity to live anywhere in the world, where would you live?

4. What two things did your school require you to do in order to take classes?

5. Where did the majority of your family emigrate from? When did they come to the United States?

6. What is an economic reason for starting a business?

7. Name a common disease.

8. How would you describe your neighborhood?

9. Why is it important to you that we have freedom of speech in the United States?

10. What could you do to improve your study habits?
READING 1 actively engages students in the reading process to improve their comprehension.

- Students use PRE-READING STRATEGIES such as previewing, skimming, and setting a purpose for reading to interact with text before reading.
- Prompts direct students to apply the pre-reading strategies.

- Students apply DURING-READING STRATEGIES such as taking notes, making connections, and visualizing as they read.
- Prompts encourage students to engage with text by applying the strategy and to monitor their understanding.

- TIPS at point of use provide useful background, strategy, vocabulary, or content support.

- READING 1 is the first of a pair of related reading selections.
- Nonfiction selections include a variety of text features, including headings, photographs, charts, graphs, and diagrams.
- Numbered paragraphs make it easier for students to respond to questions and locate details.
Levels 3–6

• Broad CHECK YOUR COMPREHENSION questions measure whether students grasped the basics of the reading selection.
• Students build confidence by answering correctly.
• Students who struggle with these big idea questions need additional support before moving on to the skill practice.

- Instruction in a key READING SKILL supports the College and Career Readiness Standards.
- Scaffolded practice activities allow students to apply the reading skill to the reading selection and build confidence and understanding.

Journey to Success Level 4

- Each reading spread concludes with a FLUENCY activity using a text students are now familiar with.
- Students reread a portion of the text and practice phrasing, expression, accuracy, and rate.
- Activities include partner reading, choral reading, and performance reading.
READING 2 allows students to further their topic knowledge and practice the targeted reading skills in varied contexts.

- Students practice applying the pre- and during reading strategies they learned with Reading 1.
- Prompts require students to engage with the text before reading.
- Students respond to prompts in the margin to apply the reading strategy and monitor their understanding.
- READING 2 selections in Units 1–3 are connected by topic or theme.
- In Unit 4, Reading 2 is a second short literary text or a second excerpt from a longer work introduced in Reading 1.
- Brief instruction further develops the reading skill introduced with Reading 1.
- Signal words, text structures, and tips help students apply the reading skill.
- A graphic organizer helps students record, organize, and understand information from one or both reading selections.
- Students complete an activity based on Reading 2 to improve their fluency.
WORD ANALYSIS AND VOCABULARY BUILDING SKILLS are key to reading comprehension.

- Students respond to inferential comprehension questions about Readings 1 and 2.
- Questions require students to synthesize, compare, contrast, and analyze information across both texts.
- Sharing responses to open-ended questions creates speaking and listening opportunities.

- Students analyze words and apply their knowledge of word parts to determine word meanings.
- Instruction includes common prefixes, suffixes, and roots as suggested by the College and Career Readiness Standards.

**Develop Your Understanding**

**Respond to the Readings**

Answer these questions about the articles.

1. What caused the increase in immigration from Ireland to the United States in the mid-1800s?

2. Look at the graph. What events led to the differences between Irish and German immigration between 1840 and 1850?

3. Why did so many immigrants end up living in tenements?

4. How would you describe life in a tenement?

5. Why did social reformers like Jacob Riis photograph and write about immigrants' lives in tenements?

**Use Word Parts: Root migr**

The root migr means “move.” This root can appear at the beginning or middle of a word.

Match each word to its definition. Write the letter of the correct definition on the line. Use a dictionary if you don’t know the meaning of a word.

1. _______ emigrant a. to leave a country to move to a new one
2. _______ immigrate b. people who leave one country and move to another regularly moving to another place
3. _______ emigration c. the process of moving from one place to another people who move from one place to another
4. _______ immigrate d. people who move from one place to another; often temporarily
5. _______ immigrate e. to move from place to place

**Review the Vocabulary**

Write a sentence to answer each question.

1. Nia didn’t read the majority of the book. How do you think she did in class the next day?

2. Finn was not excited about the opportunity to travel to Europe last year. Do you think he went? Explain your answer.

3. The city is going to spend money to improve the roads on the east side. How would you describe the roads today?

4. Schools require accountants to take economics classes. Chase has been an accountant for nine years. Did Chase take an economics class? How do you know?

5. The Carters liked the neighborhood near the lake best. Do you think they’d buy a house there?

Complete each sentence with a word from the box.

<table>
<thead>
<tr>
<th>disease</th>
<th>majority</th>
<th>economic</th>
<th>neighborhood</th>
<th>freedom</th>
<th>opportunity</th>
<th>immigrants</th>
<th>required</th>
<th>improve</th>
<th>typical</th>
</tr>
</thead>
</table>

6. Rosie likes living on her own and having the _______ to make her own decisions, with no one stopping her.

7. When you get a cold, you cough and you get a runny nose, a sore throat, and a headache. It’s the most common _______ in the world.

8. Many bookstores have to close for _______ reasons. Too many people buy e-books and books online.

9. On a _______ Friday night, we like to get a pizza and watch movies. We usually invite friends to join us.

10. There is a tenement museum in New York City where you can see how a family of _______ from Italy lived in the early part of the 20th century.

Write two new sentences. Use a word from the box in each sentence.

11. _______

12. _______
PLANNING, WRITING, AND REVISIONING steps lead students through the writing process.

- Students learn about a type or form of writing.
- Checklists identify the features students should include in their writing.
- Students approach writing as a process.
- Many writing assignments draw on text structure or reading skills from the lesson’s readings.
- Graphic organizers guide students through the planning process.
- A checklist guides students on specific elements to check when revising or editing their work.
- Students share their writing and respond to others’ writing.
- Students RESPOND TO A STIMULUS—such as a photograph, quotation, or song lyrics—that connects to the lesson’s content.
- Students apply what they learned in the lesson to a new situation or topic. They analyze, compare, think critically, and extend their learning.
- Students work collaboratively and share responses with the class.

- Functional, academic, and workplace writing activities
- Topics are linked to the reading selections or the theme of the lesson.
- Writing tasks often require students to cite text evidence from the readings or complete research.
- Students compose their writing assignment.
- A tip provides a helpful suggestion about how to begin or structure the writing.
UNIT REVIEWS at the end of each unit include a passage and 4 multiple choice questions to assess the reading and comprehension skills taught in the unit.
TEACHER'S GUIDES for every level provide strategies for presenting lesson material to students.

- **Lesson notes guide instructors through the lesson as it appears in the student book.**

- **ELL icons highlight activities that promote relatable discussion or word work for ELL students.**

- **UNIT 1 WORK AND LIFE SKILLS**

  Lesson 2: Protecting Your Identity

  **UNIT 2: WORK AND LIFE SKILLS**

  Lesson 2: Protecting Your Identity

  **FLUENCY icons draw attention to strategies in each lesson that help students build fluency skills.**

  **EXTENSION activities go beyond the student book to provide additional opportunities for students to apply what they've learned.**

  **PHOTOCOPY MASTERS are included at the back of each Teacher's Guide.**