



A Closer Look at **JOURNEY TO SUCCESS®** BUILDING BASIC SKILLS IN READING AND WRITING *Levels: Intro through 8*

Overview

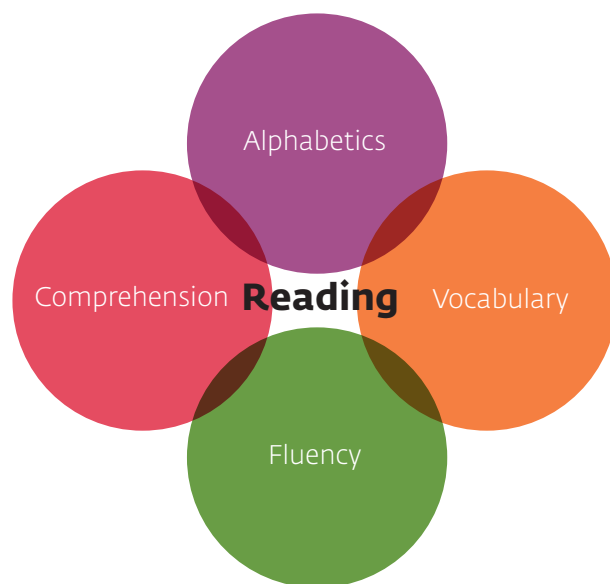
Journey to Success is a reading and writing program designed for adult learners. At all levels, Intro through Level 8, the series is built on the four principles of Evidence-Based Reading Instruction and the Essential Components of Reading—alphabetics, vocabulary, fluency, and comprehension.

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 3–8.

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 3–8.

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 1–8 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 3–8

Student books at Levels 3–8 are divided into four units of three 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 or use original works to meet students’ reading levels.

Levels 7 and 8 follow the same format as Levels 3–6, but lessons increase from 10 pages to 12 pages with longer, more complex readings and comprehension exercises to prepare them to move on to pre-HSE study.

Scaffolded lessons use explicit instruction with a consistent lesson format to support 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.
4. Application: Students practice on their own.

Lessons 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
- Additional features in Levels 7 and 8:
 - Be Test Ready feature provides practice with test-like questions
 - Graphic elements with each reading are used to aid in reading comprehension

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 Read your sentences out loud.

1. _____

2. _____

10 Unit 1: Consonants

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.

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.

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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

bl br cl cr



PHONICS: The *b* and *c* blends *bl*, *br*, *cl*, *cr*

Warm-Up

Talk about the picture. Read Quinn's rules. Why does Quinn need these rules?

Quinn's Rules

1. Clean up clutter.
2. Put clothes in the closet.
3. Blot up drinks you spill. Brush up crumbs.
4. Sweep the house with a broom.

Blends

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

bl

blot
bless
bluff

br

bring
broom
brush

70 Unit 5: Blends

- Later lessons feature common consonant blends. Students can use the illustration to brainstorm words with the target blends: blanket, clock, broom, . . .

- Students use word families to form new words using the blends.

Make Words

Put the blends with the word families to make words.

bl	br	cl	cr
___ab	___am	___ick	___ock
___ab	___am	___ick	___ock

Words to Know

keeps	pick	rules	spill	sweep
-------	------	-------	-------	-------

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.

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Lesson 24: Quinn's Rules 71

UNIT REVIEWS

reinforce skills taught in the lessons, including phonics, vocabulary, and reading and writing skills.

- WORDS TO REVIEW practices vocabulary words and spelling.

UNIT 2 REVIEW

Words to Review

Fill in the missing letter in each word. Then read the word out loud.

c k l m n p q r



__ar



__aundry



__ewspaper



__ipe



__uarter



__ainy



__oney



ha__ __y



s__uare



wate__



ma__



wo__an



__ey



truc__

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 NO

- ____ 1. Ramon and Maria 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.

READING

What's the Order?

Number the sentences in order. The first one is done for you. Then read the sentences in order out loud.

1. 1 Stan wants to have dinner with Nan.
 ___ They have dinner with Hal and Quinn.
 ___ Stan calls Nan.
2. ___ Ramon and Maria drive to a movie.
 ___ They love the movie.
 ___ They pay money for the movie.

Write Sentences

Write a sentence. Use all the words in the box. Read your sentences to a partner.

must

key

truck

1. _____

children

will

love

2. _____

movie

is

quiet

3. _____

happy

to

go

4. _____

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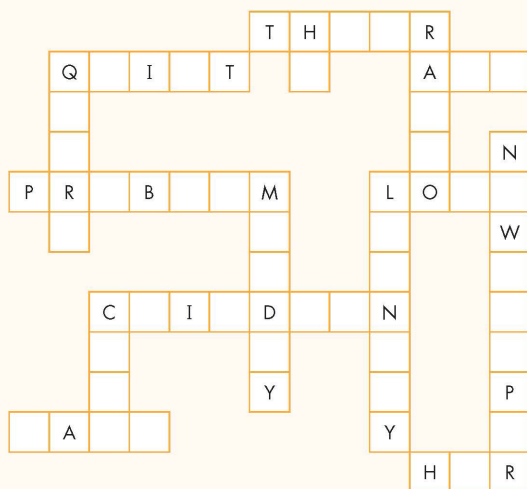
Puzzle

Read the words out loud. Write words where they
Some letters are there to help you.

ARM
CARS
CHILDREN

EASY
HE
HER

LAUNDRY
LOVE
MONDAY



- **CROSSWORD PUZZLES** provide writing, spelling, and vocabulary practice.

The **REFERENCE HANDBOOK** provides students with a quick look at the spellings of common words.

REFERENCE HANDBOOK

Months of the Year

January	Jan.	July	July
February	Feb.	August	Aug.
March	Mar.	September	Sept.
April	Apr.	October	Oct.
May	May	November	Nov.
June	June	December	Dec.

Days of the Week

Sunday	Sun.	Thursday	Thurs.
Monday	Mon.	Friday	Fri.
Tuesday	Tues.	Saturday	Sat.
Wednesday	Wed.		

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Reference Handbook 85

LESSON OPENER

previews the reading topic and the skills students will practice in the lesson.

LESSON 7

Civil Rights

- Photos prompt discussion and activate prior knowledge.

- Students build foundational reading skills.
- Phonics provides robust opportunities for students to apply grade-level phonics and decoding skills.

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



Bus stations in the 1950s had separate waiting rooms for white and black people.

- **PHONICS SKILL INSTRUCTION** provides an overview of each phonics skill.
- Students review common spelling patterns.
- Word lists reinforce sound-spelling correspondence.

PHONICS: THE

Warm-Up

Read the sentences.

Joe sold his old stone house.
Joan shows him some new
tall oak trees. He hopes

Long o Spellings

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 oa 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.

o	o_e	oa	ow	oe
bold	broke	coast	below	foe
colt	chose	goal	flow	Joe
go	joke	road	shown	goes

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

Practice

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



cot coat



hoe hot



crop crow



cone con

1. _____

2. _____

3. _____

4. _____



windy window



toe tie



bait boat



rope ripe

5. _____

6. _____

7. _____

8. _____

Lesson 7: Civil Rights 63

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.

PHONICS

B. Read the words in each word family. Write other words you know in each word family on the lines.

-oat	-oke	-one	-ow
oat	broke	alone	blow
float	choke	tone	tow
throat	smoke	phone	snow

_____	_____	_____	_____
_____	_____	_____	_____

C. Read the words in each row. Cross out the word that does NOT have the long o sound.

1. road	rope	rode	rod
2. lone	loan	land	load
3. hold	hoe	hop	hope
4. got	go	grow	goat
5. slow	doe	dote	shot

WORKING WITH WORDS

Vocabulary

arrested	They arrested him when he broke the law.
police	The police pulled over the speeding car.
refused	The boys refused to eat peas or carrots.
section	Milk is in the dairy section of the store.

Write a vocabulary word to complete each sentence.

- The _____ make sure people follow the law.
- The store _____ to give me my money back.
- After the police _____ Rosa Parks, they took her to jail.
- Hope works in the kids' clothing _____ of the store.

Prefix un-

You can use word parts to help you read and understand words. A prefix is a word part that comes at the beginning of a word.

The prefix *un-* can mean *not*. For example:

un + *happy* = *unhappy*

A person who is *unhappy* is not happy.

Add the prefix *un-* to each base word. Then use the words to complete the sentences.

- | | |
|---------------|---------------|
| 1. fair _____ | 3. safe _____ |
| 2. sure _____ | 4. kind _____ |

- The rule is _____. I do not want to follow it.
- That car is _____. The brakes do not work!
- I am _____ how to solve the math problem.
- The girl was _____. She said mean things to her friend.

_____ from the box.

_____ aned no phone showed Sold told

- 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.

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

Before You Read

Look at the article. Answer these questions.

1. Who is this article about? _____
2. What does the photo show? _____
3. What does the diagram show? _____

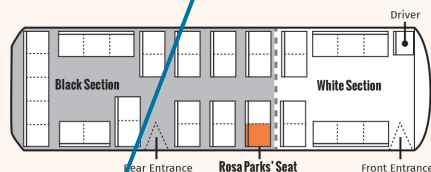
Read

Read the article. As you read, underline important ideas and details.

Rosa Parks

In 1955 Rosa Parks got on a bus. That bus ride changed her life. It changed the law, too.

Alabama had an unfair law. Black people had to sit in the back of the bus. But white people could sit anywhere.



One day Rosa Parks was going home from work. She got on a bus and sat in the front of the section for black people. The seats for white people filled up. The bus driver told Parks to move so a white man could sit. She refused. She did not think the law was fair.

Rosa Parks broke the law. The driver called police. They arrested Parks. This made black people mad. They stopped riding the buses for over a year.

At last the law was changed. Now people can have any seat on the bus. Rosa Parks took a stand. She helped change an unfair law.



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- 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.

- Students receive instruction in a key READING SKILL that supports the College and Career Readiness Standards for Adult Education.

- The PHONICS CHECK-UP directs students to revisit the lesson's phonics skill and apply it to a new context.

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 *Rosa Parks* *Alabama*.
2. This article tells about a *made-up story* *real event*.
3. The front of the bus was for *white people* *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.

Cause	→	Effect
The cat jumped on the table.		The lamp fell and broke.

Choose the sentence that tells the cause or effect.

Cause		Effect (what happened)
The seats for white people filled up.	→	1. <input type="checkbox"/> a. The driver told Parks to move.
		<input type="checkbox"/> b. Alabama had an unfair law.
Parks refused to move to the back of the bus.	→	2. <input type="checkbox"/> a. A white man wanted Parks's seat.
		<input type="checkbox"/> b. Police arrested Parks.
3. <input type="checkbox"/> a. Parks was arrested. <input type="checkbox"/> 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.

Fluency READ IT AGAIN

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

Lesson 7: Civil Rights 67

Journey to Success Level 1

- The reading spread concludes with a FLUENCY activity using a text students are now familiar with.
- Activities include partner reading, choral reading, and performance reading.

Students learn about a type or form of **WRITING**.

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 _____

Write About an Experience

On the lines below, write a paragraph about a time you took a stand. Use the sentences you wrote on page 68.

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.

For practice using simple verb tenses, go to page 117.

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?



Rosa Parks was arrested for not giving her bus seat to a white man.

- 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 PROMPTS direct students to produce functional, academic, or workplace writing.
- Topics are linked to the reading selections or the theme of the lesson.

- Students compose their writing assignment.
- A tip provides a helpful suggestion, such as how to begin or structure the writing.



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.

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.

It can make you feel tired. It can even cause headaches.

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



LANGUAGE SKILLS MINI-LESSON

Contractions

A **contraction** is a way to combine two words to make one new word. When the two words are combined, some letters are left out. An apostrophe (') takes the place of the missing letters in the new word.

Many contractions are made with the word not.

can not → can't is not → isn't are not → aren't did not → didn't
will not → won't were not → weren't was not → wasn'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
you will → you'll they had → they'd I have → I've

Write the contraction for each pair of words.

1. have not _____
2. they will _____
3. could not _____
4. he is _____
5. she had _____
6. does not _____
7. I have _____
8. they are _____
9. we have _____
10. it is _____
11. you have _____
12. was not _____

Rewrite each sentence. Write a contraction for the underlined word.

13. You will get your voter card in the mail in a few days.
14. I have not signed up to vote in the next election.
15. She will need an ID to vote in her state.
16. They have voted in every election.

116 Language Skills Mini-Lesson

STUDY SKILLS

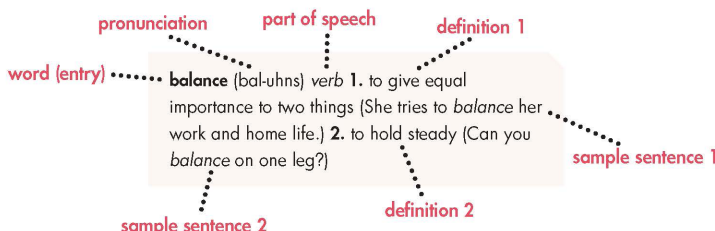
Using a Dictionary

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.



If the word can be more than one part of speech, the dictionary will give definitions for each part of speech. For example, for the word *balance*, the dictionary will give definitions of *balance* as a noun. Then it will give definitions of *balance* as a verb.

Journey to Success Level 2

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

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.

LESSON 5

Immigrants 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 *migr*

USE THIS WRITING SKILL

Write a narrative paragraph



USE THESE KEY VOCABULARY WORDS

disease an illness that affects

economic related to money a

freedom the right of being ab

immigrants people who move

improve to become better or

majority a number that is mo

neighborhood a part of a tow

opportunity a chance to do s

require to make it necessary

typical average or usual

UNDERSTAND THESE CO

boarder someone who pays f

famine when there isn't enou

social reformers people who

starvation death due to lack

tenement a run-down, unsaf

50 Unit 2: Social Studies

- Students interact with the key vocabulary words and use them in personal responses.

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?

VOCABULARY TIP

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

Read the sentences. Look for clues that help you understand the meaning of *religious*. Circle the letter of the correct meaning.

*The Pilgrims immigrated to North America for **religious** reasons. They weren't able to have their own church in England.*

- a. related to a belief in a god or gods
- b. careful to do the right thing

Lesson 5: Immigrants and Tenements 51

- 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 use context clues, determine the correct meaning of multiple-meaning words, and use dictionary skills.

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

Set a Purpose for Reading

Before you read the article, set a purpose, or reason, for reading. When you think about what you're going to read, you learn more. Look at the title, the graph, and the caption. Use the information to think about what you're going to read. Then ask yourself, *What can I learn from this article?*

1. Look at the title and the graph. What will this article be about? _____
2. What do you already know about immigration? _____
3. What do you think you might learn from reading this article? _____

Monitor Understanding

As you read, monitor your understanding. Check that the article makes sense by stopping and asking yourself questions about what you are reading.

Read the article. Check that you understand what you are reading. Write questions in the margin as you read.

Sample question:
What was life like
for immigrants
in their native
countries?

What question
can you ask
about the potato
famine?

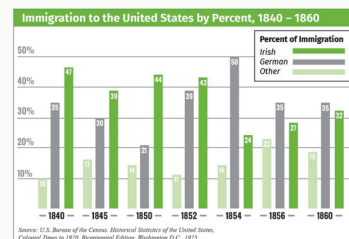
What question
can you ask
about German
immigrants'
experience in the
United States?

Immigration, 1820–1890

- 1 The United States has always been a nation of **immigrants**. Between 1820 and 1890, there was a huge increase in immigration. Most of the immigrants were from northern and western Europe. They came for the **freedom**, **opportunities**, and rights that they didn't have in their home countries. They came because they believed in the American dream—to succeed through hard work. The two largest groups of immigrants at the time came from Ireland and Germany.

- 2 The Irish made up about one-third of all immigrants coming to the United States in the mid-19th century. At first, they had come for political and religious reasons. But nearly all of the Irish immigrants in the 1840s and 1850s came here because of the Irish Potato Famine. In 1845, disease began to kill the potato crops. The poor and working-class Irish depended on potatoes for food. Over a million people died from hunger and **disease** during this time.

- 3 Over time, more than two million adults and children emigrated from Ireland to the United States. Most were very poor, so they stayed on the East Coast, in or near the cities where they had arrived.
- 4 Between 1830 and 1890, more than three million Germans made the United States their new home. They came looking for religious, **economic**, and political freedom. Friends and family who were already living here wrote to them in Germany. These "American Letters" described a better life. The United States was one of the only countries that welcomed German immigrants at that time.
- 5 Unlike the Irish, many Germans moved out of the cities. The **majority** of them moved to the Midwest. They found work in cities like Milwaukee, St. Louis, and Cincinnati or started small family farms like the ones they worked on in Germany. The difference was that in the United States, they could own the land they worked on.



52 Unit 2: Social Studies

Journey to Success Level 4

- 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.



- 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.

Check Your Comprehension

Answer these questions about the article.

1. From what two countries did the majority of immigrants come in the mid-1800s? _____
2. What was the Irish Potato Famine? _____
3. Look at the graph. What does it show? _____

Make Inferences

When you make an inference, you make an “educated guess.” You use information and what you already know to form a new idea. You make inferences all the time. For example, if you look out the window and see everyone is wearing shorts and T-shirts, you could infer that it’s warm out today. You use what you see (people wearing shorts and T-shirts) with what you know (people wear shorts and T-shirts when the weather is warm) to make the inference that it is a warm day.

Read the paragraphs. Answer the questions.

The United States has always been a nation of **immigrants**. Between 1820 and 1890, there was a huge increase in immigration. Most of the immigrants were from northern and western Europe. They came for the **freedom, opportunities**, and rights that they didn’t have in their home countries. They came because they believed in the American dream—to succeed through hard work. The two largest groups of immigrants at the time came from Ireland and Germany.

1. Have people been immigrating to the United States for a long time? _____
2. Why did immigrants come to the United States? _____
3. What can you infer from the paragraph?
 - a. Ireland and Germany are in northern and western Europe.
 - b. There are more people in Ireland and Germany than in the United States.

HINT
Inference questions often include the words *support* or *infer*.

The Irish made up about one-third of all immigrants coming to the United States in the mid-19th century. At first, they had come for political and religious reasons. But nearly all of the Irish immigrants in the 1840s and 1850s came here because of the Irish Potato Famine. In 1845, disease began to kill the potato crops. The poor and working-class Irish depended on potatoes for food. Over a million people died from hunger and **disease** during this time.

4. Based on the article, the mid-19th century included what years? _____
5. What can you infer about many of the people who lived in Ireland before 1845? _____
6. Which of the following statements is best supported by the article?
 - a. The Irish ate potatoes because they were poor.
 - b. The Irish ate potatoes for religious reasons.



IMPROVE YOUR READING

Work in small groups. Listen to your teacher read paragraph 3 of “Immigration, 1820–1890.” Pay attention to punctuation and pauses. Then read the paragraph aloud in your group, along with your teacher.

Lesson 5: Immigrants and Tenements 53

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.

READING 2

Practice the Skills

Before you read the article, set a purpose for reading. Think about what you're going to read and learn.

1. Look at the title, the photo, and the caption. What will this article be about? _____
2. What does the photo tell you about tenement life? _____
3. What do you think you might learn from reading this article? _____

Read the article. Monitor your understanding. Write questions in the margin as you read.

Tenement Life

1 From the 1840s to the early 1900s, millions of people left Ireland, Germany, Italy, Eastern Europe, and China. These immigrants moved into cities like New York City, Boston, and Chicago. In New York City, many immigrants lived in the Lower East Side **neighborhoods**. The majority lived in poorly built housing called tenements. The rent was low and most immigrants were poor. By 1900, more than 80,000 tenements had been built in New York City. Two-thirds of the city's population, or 2.3 million people, were living in the tenements.

2 **Typical** tenements were five or six stories high. They were built side by side on narrow lots (25 by 100 feet). Since apartments only had to have one window, there was little fresh air or light. Only the rooms on the street got any light. There were usually four apartments on a floor, 20 or more families in a building. There were three rooms, a kitchen, and the other.

3 There was but no run and dishes between but The stove heat. Before

4 The building and family were so over

5 In 1890, Jacob Riis wrote his book *How the Other Half Lives* about the lives of poor people in New York City.



Immigrants in a tenement in New York City. Photo by Jacob Riis. © New York Public Library.

Sample question: Where were tenements built?

What questions do you have about what tenements looked like?

What questions do you have about health and safety conditions?

Students respond to the questions to demonstrate that they understood important concepts from the text.

Check Your Comprehension

Answer these questions about the article.

1. What kind of housing did the majority of immigrants live in? _____
2. What were tenement rooms like? _____
3. What was Jacob Riis' book *How the Other Half Lives* about? _____

Practice Making Inferences

A graphic organizer can help you make inferences. For example, read this sentence from paragraph 1:

The rent was low and most immigrants were poor.

What I read: Immigrants were poor

What I already knew: Immigrants came to this country with little. They were poor—and sometimes starving—in their home countries.

Inference: Most immigrants either could not find work or they were paid very little.

Reread paragraphs 2 and 3. Use what you read and what you already know to make inferences.

WHAT I READ	+	WHAT I ALREADY KNEW	=	INFERENCE

IMPROVE YOUR READING

Read paragraph 1 of "Tenement Life" silently. As you read, pause at punctuation marks like commas and periods. Work with a partner. Take turns reading one sentence at a time.

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 1860?
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. _____ emigrants | 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 |
| | c. the process of moving from one place to another |
| | d. people who move from one place to another, often temporarily |
| | to move from place to place |

TIP
You *emigrate* from a place. You *immigrate* to a place.

word with the root *migr*.

Review the Vocabulary

Write a sentence to answer each question.

1. Nya 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.

disease	economic	freedom	immigrants	improve
majority	neighborhood	opportunity	required	typical

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. _____

- Students complete a variety of activity types using key vocabulary words.
- Activities provide an additional exposure to vocabulary in fresh context.
- Open-ended questions encourage speaking and listening practice.

PLANNING, WRITING, AND REVISING 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.

WRITING

Write a Narrative Paragraph

A narrative paragraph tells a story. It tells about what happens over a period of time.

A narrative paragraph should include:

- ✓ An introduction to what or who you are writing about
- ✓ What happened
- ✓ Why the events in the story happened
- ✓ A concluding sentence that wraps up your paragraph

Read the prompt.

In this lesson, you have read about people who had the courage to leave their home and family behind to find a better life. Now you will write a paragraph about yourself or about someone who made a big life change. Your paragraph should tell who the person is, why he or she decided to make a change, what the person did to make the change happen, and how things turned out for him or her.

Plan Your Writing

Use the graphic organizer to think about your topic and take notes about what you will write.

Who was the person?
What change did the person make?
Why did the person decide
What did the person do?
How does the person feel a

58 Unit 2: Social Studies

Write Your Paragraph

On the lines below or on a computer, write your narrative paragraph.

Review Your Writing

Use this list to check your writing.

- ☐ I told about a person who made a change.
- ☐ I described the change.
- ☐ I gave reasons for the change.
- ☐ I wrote a concluding sentence.
- ☐ I checked my capitalization and spelling.

After you check your work, make any corrections. Read your paragraph aloud to a partner. Listen to your partner's paragraph. Discuss what you want to know more about.

Think and Discuss

The Statue of Liberty stands on an island in New York Harbor. The statue represents freedom and liberty. It was often the first thing that immigrants to the United States saw. It was completed in 1886.

The American poet Emma Lazarus wrote a poem called "The New Colossus" about the statue. Here are two well-known lines from the poem.

*"Give me your tired, your poor,
Your huddled masses yearning to breathe free."*

Talk about this part of the poem in small groups. What do you think it meant to immigrants to see the Statue of Liberty when they arrived in the United States?



Lesson 5: Immigrants and Tenements 59

LEVELS 7 AND 8 give students the skill boost they need to advance to the next level of study.

- Readings are longer and more complex with a higher-level of vocabulary. It's assumed students at this level already have a basic understanding of topics related to work and life skills, social studies, science, and literature.

READING 1

Get Ready to Read

Preview the article before you begin reading. Read the title, first sentence, and headings. Look at any visuals, such as photos and sidebars, and read the captions.

1. What is this article about? _____
2. What do you already know about this topic? _____
3. What would you like to find out from the article? _____

Ask and Answer Questions

While you read, ask yourself questions about the text. Answer the questions to monitor your understanding.

As you read, ask questions about the text. Answer them to check your understanding.

A Platform for Protest

In 2016, Colin Kaepernick, the quarterback of the San Francisco 49ers, knelt as the national anthem was played prior to games. Kaepernick intended to silently protest racial injustice and police brutality. "I am not going to stand up to show pride in a flag for a country that oppresses Black people and people of color," he said. "To me, it is bigger than football, and it would be selfish on my part to look the other way." The act sparked immediate controversy and led to other pre-game athlete protests. While Kaepernick's protest is well known and frequently discussed, he was not the first athlete, nor the last, to take a public stance against injustice. In fact, American athletes have a long tradition of protesting injustice in a variety of contexts that continues today.



Colin Kaepernick kneels during the playing of the national anthem.

Unequal Treatment

It is surprising that there were a number of athlete protests during the 1960s in response to racial disparity and discrimination. In 1961, professional basketball player Bill Russell led his Boston Celtics Black teammates in a boycott of an exhibition game in Kentucky.

Two of Russell's Black teammates were refused service in a restaurant at the team's hotel because of their race. "We've got to show our disapproval of this kind of treatment," Russell said. "We have the same rights and privileges as anyone else and deserve to be treated accordingly."

- 4 Segregation and discrimination in the South also impacted Black players in the 1965 American Football League All-Star Game. When Black players arrived in New Orleans, taxi cabs refused to pick them up. Nightclubs and restaurants wouldn't allow them to enter. One player, Dick Westmoreland, reported that "people shouted insults at us in the French Quarter. Doors were shut in our faces when we tried to enter several establishments." All 21 Black players decided to boycott the game. In response, the league moved the game to Houston.



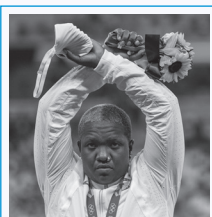
What question do you have about the continuing protests?

they wanted more Black track coaches and for Muhammad Ali's boxing title to be restored. The boycott didn't occur. But after American runners Tommie Smith and John Carlos won gold and bronze in their track event, they protested racial discrimination. During the national anthem at the medal ceremony, the men wore black socks and no shoes to symbolize poverty in racist America. They bowed their heads and raised black-gloved fists to symbolize Black power and unity. Smith later said the protest was "a cry for freedom and for human rights. We had to be seen because we couldn't be heard."

- 6 Negative reaction to the protest was swift. The athletes were booed, sent home to the U.S., and suspended from the national track team. The event became front-page news. Both athletes faced backlash at home, including death threats.

The Protests Continue

- 7 Like Kaepernick, other athletes have continued to protest racism and police brutality. Players in the WNBA, for example, wore T-shirts with Black Lives Matter and other messages during pre-game warm-ups in 2016. At first the league fined the players and their teams for making a statement, but later the fines were revoked. In 2020, the Milwaukee Bucks NBA team refused to play in a playoff game to protest the police shooting of a Black man. The NBA and other professional sports leagues postponed their games. These athletes and many others have chosen to take a stand publicly to protest injustice.



At the Tokyo Olympics in 2021, Raven Saunders, a U.S. shot put athlete who won the silver medal, crossed her arms in an X shape at the medal ceremony. She said the act stood for "the intersection of where all people who are oppressed meet."

Check Your Comprehension

Answer these questions about the article.

1. What did Colin Kaepernick do, and why did he do it? _____
2. Who were Tommie Smith and John Carlos, and what did they do? _____
3. What did you learn from this article? _____

Use the Sidebar

A sidebar—text and images set apart from the main text—can expand on the ideas in the main text or introduce a related topic.

Answer these questions about the sidebar.

1. Who is Raven Saunders? _____
2. How is the sidebar related to the main text? _____

- Check Your Comprehension questions push students to think deeper about what they read. Additional write-on lines encourage longer, more complete answers.

- Following each reading, students are asked to use the visual elements—tables, sidebars, headings, diagrams, and graphs—included with the readings to aid in their understanding of the topic.

Be Test Ready

Some test questions will ask you to find a main idea. Look for an answer choice that tells the central thought of the text, not a supporting detail.

Choose the correct answer.

Which sentence from paragraphs 1 and 2 tells the main idea of the article?

- a. In 2016, Colin Kaepernick, the quarterback of the San Francisco 49ers, knelt as the national anthem was played prior to games.
- b. Kaepernick intended to silently protest racial injustice and police brutality.
- c. The act sparked immediate controversy and led to other pre-game athlete protests.
- d. In fact, American athletes have a lengthy tradition of protesting injustice in a variety of contexts that continues today.



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.

LANGUAGE SKILLS MINI-LESSON

Sentence Fragments

A **sentence** tells a complete thought.

- It has a subject (naming part) and a predicate (telling part).
- It starts with a capital letter and ends with a period, question mark, or exclamation point.

A **sentence fragment** may look like a sentence, but it is incomplete and incorrect.

- A fragment does not tell a complete thought.
- It might be missing its subject, its predicate, or both.

Fragment: After he left class. (incomplete thought; what happened after he left?)

Sentence: After he left class, he went to the library. (complete thought)

UNIT 2 REVIEW

Read the article. Circle the best answer to each question.

Building the Hoover Dam

- The Hoover Dam is a huge concrete dam in Nevada. It holds back the waters of the Colorado River. Built in the 1930s, the dam is 660 feet thick at its base. It stands 726 feet tall. The amount of concrete used in the dam could pave a road from California to New York.
- Before there was a dam, the Colorado River often flooded southern California and Arizona. Melting snow would fill the river and cause big spring floods. By late summer, hardly any water flowed in the river. Farmers couldn't get enough water for their crops. The dam made it easier to store the water and to control how much flowed to farms and cities. In addition, water moving through the dam makes electricity. About half the electricity goes to Southern California.
- The dam was built in Black Canyon on the Arizona-Nevada border. Building the dam was not easy. Workers faced tough conditions. Summer temperatures reached 119 degrees in 1931 when construction started. There was no town nearby, so many workers lived in tent cities. They worked day and night to build the dam.
- One of the first steps was to dry out the canyon. Workers blasted huge tunnels through the rock walls of the canyon to send the water in another direction. Then workers had to dig out the bottom of the riverbed. The concrete needed to rest on solid rock. Workers also removed soft rock from the sides of the canyon. They hung on ropes to do this dangerous job. By 1933, workers began to pour concrete for the dam. Huge buckets filled forms with concrete until the dam was finally complete.



Construction of the Hoover Dam

Division of the Historic Bureau of Reclamation, Engineering and Research Center. Water flowing through earth and rock fill spill at Hoover Dam, 1932. Image courtesy of the National Archives photo no. 202727

- What is the main idea of paragraph 2?
 - The Colorado River caused huge floods.
 - Several states use the electricity made by the dam.
 - There were several reasons for building the dam.
- Why did the canyon need to be dry during the dam's construction?
 - Farmers needed all the water from the river.
 - Flowing water would have washed away the concrete and workers.
 - The company building the dam needed a place to build homes for workers.
- Which is the best summary of paragraph 4?
 - To build the dam, workers dried out the canyon, dug out the bottom and sides, and poured concrete into forms.
 - The first thing workers did was dry out the canyon. They blasted tunnels into the rock and sent the water in another direction.
 - Some workers removed the soft rock from the side walls of the canyon by hanging on ropes.
- Which of these details supports the main idea of paragraph 1?
 - The dam was called Boulder Dam at first.
 - Herbert Hoover was president from 1929 to 1933.
 - The dam is 1,244 feet long at the top.

...e, write S. If it is a sentence fragment, You will need to add words.

TIP
A complete sentence can be very short, such as *I slept*. A fragment can be long, such as *After I walked to the grocery store on Main Street*.

Journey to Success Level 4

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

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

Introduce the Lesson (p. 18)
Have students read the lesson title. Explain that the readings in this lesson will be about identity theft and phishing. If needed, provide general background information about the topics.

- Tricking people into giving out their personal and financial data, such as passwords, Social Security numbers, or credit card or bank account numbers, is identity theft.

Use the Vocabulary (p. 19)
Have students complete the vocabulary activity. Remind them that they can use the definitions on page 18 or a dictionary for help. Invite volunteers to share their responses with the class.

ELL Invite students from different cultural backgrounds to tell about problems with identity theft in their native countries.
Review the Vocabulary Tip and have students explain their answer choice.

READING 1 (pp. 20–21)
Pre-Reading Strategy: Set a Purpose for Reading (p. 20)
Explain that students will use the pre-reading strategy of setting a purpose for reading. Tell students that their purpose might be to gain information, learn how to do something, solve a problem, form an opinion, or be entertained.
When students read for a purpose, they should:

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

Discuss students' answers to the questions.
Distribute the Know, Want to Know, Learned (K-W-L) Chart (Master 3) to help students draw on their background knowledge before they read the article.

- Have the class work as a whole to brainstorm and write down what they know about identity theft in the K column.

Check Your Comprehension (p. 23)
After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Practice Identifying the Key Idea and Supporting Evidence
Review the reading skill. Explain that a graphic organizer can help students identify the key point and find the reasons that support it. Point out the different parts of the organizer.

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

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

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

DEVELOP YOUR UNDERSTANDING (pp. 24–25)
Respond to the Readings (p. 24)
Ask students to check their answers to questions 1–4 in the Answer Key. Read aloud question 5 and invite students to share their responses.

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

READING 2 (pp. 22–23)
Practice the Skills (p. 22)
Have students answer the questions. Discuss their answers. Then ask them to share their purpose for reading with you.
Remind students that writers don't always state everything directly. Tell students that they can "read between the lines" by looking for clues in the article and using what they already know to draw conclusions. Point out the prompts in the margin. After students have finished reading, have students share their responses to each prompt.
Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

Check Your Comprehension (p. 21)
After students have finished reading, have them answer the questions. Review their answers to make sure they understood the main points of the article. If necessary, help students turn back to the article to find the answers.

Reading Skill: Identify the Key Idea Supporting Evidence
Explain the reading skill. Tell students that text evidence is evidence from an article that supports a specific point. Ask students about situations in which they used evidence to prove a point. Explain that students will practice identifying supporting evidence. Have them reread the paragraph and underline the key idea. Then have them identify two examples of evidence that support it.
Have students complete the second practice activity. Ask them to share their answers.
Have students return to their K-W-L Chart and answer the questions from the W column. Help students record their answers in the L column.

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

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

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

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

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.