

# 6

**PACING GUIDE  
TIMING  
SUGGESTIONS**  
*Now Included!*



**New Readers Press®**  
ProLiteracy's publishing division

Journey to Success®: Building Basic Skills in Reading and Writing  
Teacher's Guide Level 6  
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## PHOTOCOPY MASTERS

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## GRAPHIC ORGANIZERS

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

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

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

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

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

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

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

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

### Paired Readings

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

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

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

### Reading Strategies

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

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

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

## Reading Skills

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

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

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

## Vocabulary and Word Analysis Skills

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

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

## Writing

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

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

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

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

## Teaching Notes

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

Teacher's notes include:

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

## Teaching Fluency

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

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

- **Echo readings** Students imitate fluent reading as modeled by you. Choose a passage from the lesson to read aloud. Read a line of text. Break the text into phrases as needed. The class repeats the line back to you. Continue for the rest of the passage.

- **Paired repeated readings** Place students in pairs. Give them time to read the passage from the lesson silently. Then have partners take turns reading aloud and listening. Circulate and listen to the reading to see if any students need to continue working with the same passages during the next fluency practice, or if they are ready to work on a different passage.
- **Reading to the teacher** Students read a passage from the lesson aloud to you. This is a good opportunity for you to evaluate their strengths and weaknesses and to give specific feedback on accuracy and prosody.

## Tracking Student Progress

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

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

Record students' reading accuracy every few weeks.

## Pacing Guide

In addition to the teaching notes for each section, you will see pacing suggestions. These suggested times will give you an idea of how to pace your instruction and how much time students should spend on the tasks. The actual time required to complete each lesson will vary from student to student and also by topic. Every student's learning path is unique. One lesson could take 3 to 5 hours to complete, depending on the book level and the student's level.

## PHOTOCOPY MASTERS

### Vocabulary Knowledge Rating Chart (Master 1)

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

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

### Personal Dictionary (Master 2)

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

1. Print multiple copies of the Personal Dictionary for each student. Students may want to staple pages together or keep them in a folder or binder.

2. When students come across a new vocabulary word, either in *Journey to Success* or other print material, they fill out a row in their dictionary. After writing the word, students can look up its meaning, give an example of how the word is used in a sentence, note what part of speech it is, translate it, or even sketch it. Encourage students to ask for help when needed.

### K-W-L Chart (Master 3)

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

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

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

### Additional Photocopy Masters

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



**LESSON 1: A ROOF OVER YOUR HEAD (pp. 8–17)****Introduce the Lesson (p. 8)****5–10 minutes**

Have students read the lesson title. Explain that both readings in this lesson will be about housing.

Have students list different types of housing they know of in the United States, such as apartment buildings, houses, dormitories, mobile homes, etc. Generate a list on the board and discuss what students know about each type of housing.

Review the lesson goals. Explain that students will:

- read two passages about housing. Point out that as they read, they should think about what each article explains or gives information about
- practice understanding words with the root *val*
- write an argument about a type of housing

**Pre-Teach the Vocabulary**

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult words such as *financial* and *mortgage*. Point out that the *t* in *mortgage* is silent and that the two *gs* have different sounds.
- Provide support for challenging conceptual words (such as *compatible* and *equity*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that some of the words can be multiple parts of speech. For example, *factor*, *option*, and *trend* can be either nouns or verbs. The word *stable* can be an adjective or a noun.
- Point out that some of the vocabulary words, such as *disadvantage*, *recommendation*, and *unexpected*, have affixes that students may know. Encourage students to identify the root words and to use their knowledge of the affixes to help figure out the meanings.

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

**Use the Vocabulary (p. 9)****15–25 minutes**

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

**ELL** Invite students from different cultural backgrounds to tell about typical housing options in their home country. Have them discuss the list the class generated at the beginning of the lesson and explain which options exist in their home country.

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

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

**READING 1 (pp. 10–11)****30–40 minutes****Pre-Reading Strategy: Use Prior Knowledge (p. 10)**

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

Tell students that before reading, they should read the title and the first paragraph and look at the sidebar. Explain that a sidebar is a feature that discusses a separate but related topic. Be sure students understand that the content of a sidebar is also important.

When students use prior knowledge, they should:

- read the title and the first paragraph to find out the topic of the article
- look at the sidebar to see what it is about
- think about what they already know about the topic and about what they want to find out

Provide students with a copy of the K-W-L Chart (Master 3). Have them fill out what they know about the costs of renting and what they want to find out. Remind them to use their own experiences or those of people

they know. Point out that they will complete the third column after they finish reading the article.

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

### Reading Strategy: Take Notes

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

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

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

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

### Check Your Comprehension (p. 11)

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

### Reading Skill: Use Text Evidence

Explain the reading skill. Tell students that informational texts give facts, details, definitions, and examples.

Paying attention to these details can help students understand the main ideas of the text and help them draw conclusions about the information.

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

Have students check their answers in the Answer Key.

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



**Improve Your Reading** Pair students. Have them silently read paragraph 7 at least twice. Remind students that when they read a question, their voice should go up at the end. If necessary, model reading a sentence with a period and a question mark.

Have partners take turns reading aloud and listening to their partner.

### READING 2 (pp. 12–13)

35–50 minutes

### Practice the Skills (p. 12)

Have students look at the second article, “Buying a Home.” Remind them to read the title and the first paragraph and to look at the graphs to get an idea what they will be reading about.

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

Have students look at the two graphs. Point out the features, including the title and the labels. Guide students to understand what each graph shows. Have them describe the trends they see in each graph.

Then have students answer the questions and share their responses.

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

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

### Check Your Comprehension (p. 13)

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

### Reading Skill: Practice Using Text Evidence

Review the reading skill. Explain that students can cite evidence from the text when they answer questions about the text. Recalling details from the text can help them understand the big ideas and draw conclusions about the information.

- Before students answer the questions, have them circle the question words that give clues about what kind of detail they are looking for (*why, when, what, where, how*). Have students share their answers.
- Explain that a graphic organizer can help students record evidence.

- Have students complete the graphic organizer with details about buying a house.
- Then have students use the details to answer question 10.
- Ask students to check the answers to the practice activities in the Answer Key.

If students need more practice with using text evidence, provide them with a copy of the Text Evidence graphic organizer (Master 4). Guide them to complete the organizer using evidence from the first article.

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

**Fluency** **Improve Your Reading** Have students listen and silently read along as you read paragraph 2. Tell them to pay attention to your pacing and expression. Then have them choral read the paragraph with you.

### DEVELOP YOUR UNDERSTANDING (pp. 14–15)

30–40 minutes

#### Respond to the Readings (p. 14)

Have students answer the questions and check their answers in the Answer Key. Invite students to share their answers to questions 2 and 5.

**Extension** Have students create a budget showing the typical expenses they would have for renting an apartment in your area. Remind them to use evidence from the text and their own experiences to show the costs of moving in as well as the monthly costs.

#### Use Word Parts: Root *val*

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

Write the word *value* on the board and underline the root *val*. Explain that *val* means “worth; health; strength.” Have students look at the words in the box and look for word parts they might already know.

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

### Review the Vocabulary (p. 15)

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

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

### WRITING (pp. 16–17)

35–50 minutes

#### Write an Argument (p. 16)

Read aloud the text at the top of the page. Lead a simple classroom activity to model making an argument and to show students that they likely already make arguments.

- Provide them with a simple statement, such as *Dogs make better pets than cats.*
- Have students who agree with the statement move to one side of the room and those who disagree move to the other side.
- Then have students take turns explaining why they chose the group they did.
- Point out that when students explain, they are giving a reason to support their position.

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

Read aloud the writing prompt. Point out that students can use evidence from the readings and from their own experience to support their claim. Be sure students understand that their claim is their main idea and should focus on either renting or owning a home.

Then guide students through the steps:

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

Explain that reasons and evidence support the claim.

**Write:** Have students use the ideas they wrote in their graphic organizer to write their argument. Explain that the first sentence should tell the claim.

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

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

**Think and Discuss (p. 17)****15–20 minutes**

Read aloud the information and point out the photo of the tiny house. Measure an area of your classroom or another area that is 200 square feet or less. Encourage students to imagine living within that footprint.


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

**Vocabulary Review**

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

**Extend the Lesson**

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss whether home ownership is common in their home country and whether many people hope to own a home. Invite students to discuss common living arrangements, such as roommates or multiple generations living under one roof. If possible, put students from at least two different countries or cultures in each group.
- Have students research real estate listings for your area online or in newspapers. Invite students to compare two or more homes for sale by describing their size, features, locations, and price.
- Have students compare two apartments or homes for rent in your area. Ask them to compare monthly rent, fees, features such as a pool or fitness center, and location.

**LESSON 2: CAREERS IN THE 21ST CENTURY (pp. 18–27)****Introduce the Lesson (p. 18)****5–10 minutes**

Have students read the lesson title. Explain that the readings in this lesson will be about the fastest-growing careers and the choices they can make after they complete their high school equivalency.

Invite students to share any information they have about community colleges and technical (vocational, career, trade) schools and about coding. Make a class list of things you can get a degree, license, or certification in.

If needed, add coding to the list. Tell students that coding is creating the instructions used to program computers and is considered by many to be the number one career choice for the future. Explain that while coding is a job unto itself, it is also becoming a required basic skill for more and more jobs.

Review the lesson goals. Explain that students will:

- read two articles aimed at preparing them for the hottest jobs of the next several decades and that give them information about options for training or continuing education. Point out that these are informational articles, and that they should think about what each article explains or gives information about
- practice understanding words with the suffix *-ious*
- write an informative text

**Pre-Teach the Vocabulary**

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words such as *logical*. Remind students that when *g* is followed by *e*, *i*, or *y*, it usually makes the /j/ sound.
- Provide support for conceptually challenging words (such as *reflect* and *project*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

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

### Use the Vocabulary (p. 19)

15–25 minutes

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 talk about educational opportunities other than college or university in their native country.

Review the Vocabulary Tip. Explain that students should use context clues to help them figure out the meaning of words they don't know. Have students complete the activity and explain their answer choices. Challenge students to write sentences using the word *demand* as a noun and as a verb. Invite volunteers to share their sentences with the class.

### READING 1 (pp 20–21)

30–40 minutes

#### Pre-Reading Strategy: Preview (p. 20)

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

Have students look at the title. Ask students what they think the “Next Steps” will be. Then have students look at the headings to see whether their predictions were correct.

Explain that when students preview, they should:

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

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

### Reading Strategy: Make Connections

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

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

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

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

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

### 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: Making Inferences

Explain the reading skill. Tell students that making inferences will help them understand what they are reading when information is not directly stated.

Remind students that they make inferences every day. If we see people wearing bathing suits and flip-flops and carrying towels, we can infer that those people are going swimming.

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



Have students reread the first two paragraphs. As students items 1–5, ask them to provide support for the statements they mark I. If they can't find anything to back up the statement or if what they find contradicts the statement or what they already know, they should mark X.

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

Follow a similar process with the next set of paragraphs.

**Improve Your Reading** Have students read paragraph 1 of “Next Steps in Your Education” silently, paying attention to their speed and pacing as they read. After students have read the paragraph two or three times, have them take turns reading aloud to a partner.

## READING 2 (pp. 22–23)

35–50 minutes

### Practice the Skills

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

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

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

## Check Your Comprehension (p. 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 Making Inferences

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

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

- Tell students to list information they learned about coding. Then have them add what they already knew. Finally, have them put the information together to make an inference.

If students need more practice with making inferences, provide them with a copy of the Making Inferences graphic organizer (Master 5).

**Improve Your Reading** Ask students to read paragraph 4 of “The Job Skill of the Future” silently as you read it aloud. Then have students read aloud with you. Remind students to pay attention to how you group words together and when your intonation rises and falls.

## DEVELOP YOUR UNDERSTANDING (pp. 24–25)

20–30 minutes

### Respond to the Readings (p. 24)

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

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

#### Extension

Make a class list of career options students are interested in pursuing.

## Use Word Parts: Suffix -ious

Explain the meaning of the suffix -ious. Tell students the suffix can be added to nouns and root words to make adjectives.

Write these nouns on the board: *curiosity*, *ambition*, and *grace*. Model adding the suffix -ious to each word. Review the meaning of each adjective that is formed when the suffix is added.

Point out that there are two ways to pronounce the -ious ending. If there is a t, c, or x before -ious (*nutritious*, *precious*, *anxious*), the suffix is said as one syllable. Otherwise, it is pronounced with two syllables (*serious*, *envious*).

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

**Review the Vocabulary (p. 25)**

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

**WRITING (pp. 26–27)****35–50 minutes****Write an Informative Text (p. 26)**

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

Then guide students through the steps:

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

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

**Review:** Have students use the checklist to check their informative text and make any needed changes. Then have students read their text aloud to a partner. Ask partners to listen and discuss what they understood. Have students complete the Writing Skills Mini-Lesson on pronoun antecedents on page 136.

**Think and Discuss (p. 27)****15–20 minutes**

Point out the quotation and explain that it is from a letter written by Albert Einstein to his 11-year-old son in 1915. Explain any unknown vocabulary.



Read the letter aloud, modeling proper expression and pacing. Then have students read the quotation with a partner.

Put students in small groups. Have them talk about what Einstein's words mean to them. Then have students discuss how the message he is giving his son.

**Vocabulary Review**

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

**Extend the Lesson**

Use the following activities to extend the lesson.

- Have students work in small groups and describe popular career paths in their native country.
- Have the class make a list of the pros and cons of going to community college and attending a trade school, career college, or technical school.
- The Hour of Code is a global movement that provides a free one-hour introduction to computer science and computer programming. There are hour-of-code programs available online for all kinds of learners. The tutorials are fun and foundational and work on browsers, tablets, smartphones, and unplugged. Find an hour of code program that you think is appropriate for your students. Have students work through the program individually or as a class.

### LESSON 3: BEING SUCCESSFUL AT WORK (pp. 28–37)

#### Introduce the Lesson (p. 28)

5–10 minutes

Have students read the lesson title. Explain that both readings in this lesson will be about things that can help people succeed at work.

Provide students with a list of different occupations, such as airplane pilot, bank teller, barber. Have students name skills they think each person needs in order to succeed in their job. Record answers on the board. Discuss what students came up with. Explain that the first reading will be about types of skills workers need.

Explain that the second article will be about setting goals. Ask students to name goals that they or others they know have set. Invite them to share what's difficult about reaching a goal.

Review the lesson goals. Explain that students will:

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

#### Pre-Teach the Vocabulary

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each key vocabulary word.
- Model pronunciation of difficult words such as *measure* and *vague*.
- Provide support for challenging conceptual words (such as *criteria* and *work ethic*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that some of the words can be multiple parts of speech. For example, *measure* can be either a noun or a verb. The word *frustrated* can be an adjective or a past-tense verb.

- Explain that the word *criteria* is an irregular plural noun. The singular form is *criterion*.



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

#### Use the Vocabulary (p. 29)

15–25 minutes

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



Invite students from different cultural backgrounds to tell about typical goals people in their home country hope to achieve. Have them discuss what type of goals they are, such as health, personal, educational, or professional goals.

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

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

#### READING 1 (pp. 30–31)

30–40 minutes

#### Pre-Reading Strategy: Set a Purpose for Reading (p. 30)

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

When students set a purpose for reading, they should:

- read the title and think about its meaning
- skim the article and read the subheadings to understand what they will be reading
- review any graphic features, such as photos, tables, graphs, or maps
- read any questions that they will need to be able to answer after reading the text
- think about what they should pay attention to as they read



Have volunteers read aloud some of the questions on page 31. Point out that students should look for answers to these questions as they read.

Have students look at the table. Discuss how to read a table. Point out that students should start by reading the title and then look at the column headings. Ask students simple questions about the information to be sure they know how to use the table, such as “What percent of employers value leadership?” (72.6%)

Have students answer the questions on page 30. Discuss students’ answers to the questions. If necessary, reread the subheadings. Stress that students can skim the article quickly before reading to get a general idea about the text.

### Reading Strategy: Ask and Answer Questions

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

Point out the prompts in the margin. Explain that the first one is an example of a question a reader might ask. Have students answer the first question. You may wish to model thinking aloud with other questions about the text.

After students have finished reading the article, have them share the questions they asked and the answers they found.

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

### Check Your Comprehension (p. 31)

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

### Reading Skill: Trace Development of Ideas

Explain the reading skill. Tell students that they should pay attention to how an author introduces an idea and develops it in an informational text.

Reread paragraph 1. Point out that in this paragraph, the author explains what hard skills are and then gives examples of them. Ask students what hard skills are contrasted with in the second paragraph. Point out the examples of soft skills.

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

Have students check their answers in the Answer Key.



**Improve Your Reading** Pair students. Have them silently read paragraph 4 at least twice. Remind students to pay attention to punctuation and to pacing, or how fast they read. Then have partners take turns reading the paragraph aloud and listening to their partner.

### READING 2 (pp. 32–33)

35–50 minutes

#### Practice the Skills (p. 32)

Have students look at the second article, “Setting SMART Goals,” and set a purpose before reading. Remind them to read the title and to quickly skim the text to find out what it’s about. Have students look at the questions on page 33 so that they know what to look for as they read. Then have students answer the questions and share their responses.

Remind students to ask and answer questions as they read the article. Point out the prompts in the margin. After students have finished reading, have them share what questions they asked and what answers they found.

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

### Check Your Comprehension (p. 33)

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

**Reading Skill: Practice Tracing Development of Ideas**

Review the reading skill. Explain that students can trace how an idea, person, or event is introduced, illustrated, and explained in a text. Have students read the list of bullets that describe different ways ideas might be developed in informational text.

- Explain that a graphic organizer can help students record information.
- Have students answer the questions in the graphic organizer.
- Point out that numbers 6 and 7 have been completed for them. Be sure students understand that they should list the remaining criteria and examples given in the text.
- Ask students to check the answers to the practice activities in the Answer Key.

If students need more practice with tracing development of ideas, provide them with a copy of the Development of Ideas graphic organizer (Master 6). Guide them to complete the organizer using evidence from the first article.

**Fluency** **Improve Your Reading** Have students listen and silently read along as you read paragraph 1. Tell them to pay attention to your pacing and expression. Point out how your voice rises at the end of the question. Then have them choral read the paragraph with you.

**DEVELOP YOUR UNDERSTANDING (pp. 34–35)****20–30 minutes****Respond to the Readings (p. 34)**

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

**Extension** Have students review the articles and make notes about the style and tone. Ask them to compare the style and tone of these articles to a chapter in a history or science textbook. Have students discuss why articles such as these might be more informal than a textbook. How does the tone affect the way the author develops ideas?

**Use Word Parts: Suffix -ize**

Explain that many words ending in *-ize* are verbs that were formed by adding the suffix to a noun or adjective. The suffix means “to make; to cause to be.”

Model adding the suffix to the words *familiar* and *priority*. Then have students complete the activity and check their answers in the Answer Key. Invite students to share the sentences they wrote for 6 and 7.

**Review the Vocabulary (p. 35)**

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

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

**WRITING (pp. 36–37)****35–50 minutes****Write an Explanatory Text (p. 36)**

Explain that explanatory texts help readers learn more about a topic. They may explain how something works or how something happened. Review the sample questions that could lead to an explanatory text.

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

Explain that today students will be writing an explanatory text about a SMART goal that they set for themselves. Discuss the features students should include in their writing. Make sure students understand each one.

Read aloud the writing prompt. If students do not wish to write and share anything personal about their lives, explain that they can create a goal for a friend or hypothetical person.

Point out that their explanatory paragraph will have several short paragraphs explaining the goal and how it meets the five criteria.

Then guide students through the steps:

**Plan:** Have students complete the graphic organizer. Be sure they understand that the original goal should be edited or modified if it doesn't meet the criteria for SMART goals.

**Write:** Have students use the ideas they wrote in their graphic organizer to write their explanatory text. Point out that they can use the names of the criteria as headings if they wish.

**Review:** Have students use the checklist to check their work and make any needed changes. Then have students read their writing aloud to a partner. Ask partners to discuss how the goals meet the criteria.

### Think and Discuss (p. 37)

15–25 minutes

Explain that a proverb is a short saying that usually gives some piece of advice or wisdom.


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

### Vocabulary Review

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

### Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss soft skills. Invite them to share what they know about soft skills that are considered valuable in jobs in their home country or culture and create a list of the skills. Have students discuss which skills might have universal appeal. If possible, put students from at least two different countries or cultures in each group.
- Have students research soft and hard skills that are valued in their current job or in a job they'd like to have. Have students make a list of the skills and explain why the skills are important.
- Have students write a list of soft skills they possess and have demonstrated. Have them use a current resume or create a skills list that incorporates these skills and gives examples of how they demonstrated them. You may wish to have them visit job and career advice websites for examples of how to incorporate soft skills on their resumes.

### UNIT REVIEW (p. 38)

10–20 minutes

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

**LESSON 4: NORTH AND SOUTH (pp. 40–49)****Introduce the Lesson (p. 40)****5–10 minutes**

Have students read the lesson title. Tell students that the articles they will read each tell about key events that led to the U.S. Civil War.

Invite students to share any information they have about the Civil War, the cotton gin, and the Compromise of 1850.

If needed, provide general background information. You may want to bring in a map that identifies the cotton-producing states (North Carolina, South Carolina, Georgia, Alabama, Mississippi, Louisiana, Arkansas, Texas, Tennessee).

Explain that a *staple* is the length of the fibers that make up a cotton boll. Short-staple cotton has short fibers and grows well in most climates.

Before the cotton gin, the process of cleaning short-staple cotton was labor-intensive, and unprofitable. After its invention, the South invested heavily in slaves to grow and pick the cotton, leaving no money to process the cotton. The North built the transportation systems and mills that carried and turned cotton into textiles and that were critical to the North's victory in the Civil War.

The Compromise of 1850 was an attempt to save the Union by addressing the following issues that were dividing the country:

- The United States acquired the territories of New Mexico, Utah, and California in the Mexican-American War. Should they be admitted to the Union as free or slave states?
- The population of California grew as a result of the Gold Rush of 1849. The territory wanted to be admitted as a free state.
- Texas claimed New Mexico and wanted the territory to become a slave state.
- The capital, Washington, D.C., was the largest slave market in North America. Abolitionists were opposed.
- Southern leaders were dissatisfied by the North's failure to return fugitive slaves.

Review the lesson goals. Explain that students will:

- read two articles that give information about key contributors to the Civil War; point out that

as they read, they should think about what information they are learning

- practice using the prefixes *il-*, *im-*, *in-*, and *ir-*
- write a summary

**Pre-Teach the Vocabulary**

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *indescribable*.
- Point out the spelling of *profit* and point out that it has the same pronunciation as, but different meaning from *prophet*.
- Provide support for conceptually challenging words (such as *balance* and *compromise*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

**ELL**

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

**Use the Vocabulary (p. 41)****15–25 minutes**

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

**ELL**

Invite students from different cultural backgrounds to discuss the role of the slave trade or of slavery in the history of their native country.

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

**READING 1 (pp. 42–43)****30–40 minutes****Pre-Reading Strategy: Skim (p. 42)**

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

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

When students skim, they should:

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

Then have students look at the graph in the article. Point out that this is a double bar graph. A double bar graph presents more than one kind of information in one place. Ask students to identify what the numbers and years represent and what the green bars and blue bars stand for.

Have students answer the questions. Discuss their answers.

### Reading Strategy: Re-read

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

Tell students that when they re-read, they should slow down and pay attention to the words and meaning more carefully. Re-reading will help students read with greater accuracy and fluency. Tell students that re-reading is the most effective way to improve their reading skills.

Point out the prompt in the margin and tell students they should re-read when they need to answer a complex question or when they aren't sure of an answer.

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

### Check Your Comprehension (p. 43)

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

### Reading Skill: Find the Main Idea and Details

Explain the reading skill. The main idea is the most important idea about the topic.

Explain that students will practice finding the main idea of a paragraph. Point out that sometimes one sentence

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

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

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



**Improve Your Reading** Tell students to listen and read along silently as you read paragraph 2 aloud. Have them pay attention to your tone and expression. Then have them choral read the paragraph with you.

### READING 2 (pp. 44–45)

35–50 minutes

#### Practice the Skills (p. 44)

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

Have students look at the map. Point out the map key. Discuss what the map shows. Explain that in this situation, the *principle of people's rule* meant that the people who lived in the open territories would decide for themselves to join the Union as a free or slave state.

Explain that students should read the title of the map as they skim the article. Point out that the title may give information that helps them understand an image.

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

Remind students to re-read when they read something that they don't completely understand and to respond to the prompts in the margin.

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

### Check Your Comprehension (p. 45)

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



### Reading Skill: Practice Finding the Main Idea and Details

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

Point out the different parts of the graphic organizer.

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

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

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

### DEVELOP YOUR UNDERSTANDING (pp. 46–47)

20–30 minutes

#### Respond to the Readings (p. 46)

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

**Extension** Remind students that the Declaration of Independence says, “We hold these truths to be self-evident that all men are created equal.” Lead a class discussion about how the impact of the cotton gin and Compromise of 1850 did or didn’t reflect those words and the thinking behind them.

#### Use Word Parts: Prefixes *il-*, *im-*, *in-*, *ir-*

Explain that the prefixes *il-*, *im-*, *in-*, and *ir-* mean “not; opposite of.” Write the words *vertical*, *advertise*, *anniversary* on the board. Underline the prefix and review the meaning of each word.

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

### Review the Vocabulary (p. 47)

Have students check their answers in the Answer Key.

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

### WRITING (pp. 48–49)

35–50 minutes

#### Write a Summary (p. 48)

Read aloud the writing prompt.

Tell students that when they write a summary, they identify what is most important in each article and restate the text in their own words in a concise form.

Explain that since students will be summarizing two articles, they need to include a short introductory paragraph that tells the reader what their summary will be about.

Point out that first students need to re-read each article. Tell students that they should use facts and information from the two articles in this lesson. Remind students that, as with any informative writing, summaries should not include their own ideas, opinions, or interpretations in their summary. Add that good summaries have few, if any, trivial details.

Then guide students through the steps:

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

Remind students that they should include only information that is important to the topics.

**Write:** Have students use the ideas they wrote in their graphic organizer to write each paragraph of their summary. Explain that the first sentence should of the two paragraphs should tell the main idea of the article.

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

Have students complete the Writing Skills Mini-Lesson on eliminating wordiness and redundancy on page 137.

#### Think and Discuss (p. 49)

15–25 minutes

Have various students read the article about Catherine Littlefield Greene aloud. Explain any words students don’t understand.


Then put students in small groups. Have them discuss what they learned from the article. Then have them discuss the questions. Encourage volunteers to share their answers with the class.

### Vocabulary Review

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

### Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss inventors and inventions from their native country that caused change.
- Give students a T-chart titled “The Cotton Gin.” Have them label the columns: “How It Affected Slaves” and “How It Affected Plantation Owners.” Have students work in small groups to complete the chart.
- Ask groups to share their answers with the class. Create a class list.
- Ask students to imagine that they are an elected representative in 1850. Would they support the Compromise of 1850? Why or why not?

## LESSON 5: VOICES FROM THE GREAT DEPRESSION (pp. 50–59)

### Introduce the Lesson (p. 50)

5–10 minutes

Have students read the lesson title. Pre-teach the vocabulary word *depression*. Ask students if they know the word. Explain that one meaning of the word is “a period of time when the economy is poor and many people are unemployed.” Point out that in this lesson the word is used as a proper noun and capitalized.

Survey the class to see how many students know what the Great Depression is. Invite students to share what they know about this period in American history.

Have students look at the photograph on the lesson opener page. Have them read the words on the sign and describe what is happening. Explain that this photo was taken during the 1930s.

Explain that in this lesson students will read and view a variety of texts about and from the Great Depression.

Provide general background about the period.

The Great Depression began in 1929 with a stock market crash. Many people lost their life savings as banks closed. Conditions worsened. Many people blamed Herbert Hoover, who was president at the start of the Depression, for not doing enough to stop it. Many people became homeless and lived in shantytowns—groups of shacks. They called these “Hoovervilles.”

Extreme drought hit during the 1930s, contributing to the Dust Bowl and the migration of many farmers from the Great Plains.

The Great Depression didn’t end until the U.S. entered World War II.

Review the lesson goals. Explain that students will:

- read selections about the New Deal and the Civilian Conservation Corps
- practice understanding words with the root *press*
- write an explanation

**Pre-Teach the Vocabulary**

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

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

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

**Use the Vocabulary (p. 51)**

**15–25 minutes**

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

**ELL** Help students activate vocabulary and content knowledge. Explain that the economic depression of the 1930s affected countries around the world. Have students discuss what they know about this event or other economic depressions in their home country.

Review the Vocabulary Tip. Remind students that words can have multiple meanings. Students should look for clues in surrounding text to figure out the correct meaning.

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

**READING 1 (pp. 52–53)**

**30–40 minutes**

**Pre-Reading Strategy: Preview (p. 52)**

Tell students that they will be reading two different texts. Explain that the first text is an article about the Great Depression and New Deal. The second text is an interview that was conducted during the 1930s. Explain that the

second text was part of a program to record the life histories of a range of Americans.

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

When students preview, they should:

- read the description and first couple of sentences of each text to see what it will be about
- look at the photo and read the caption
- look at the poster and think about what it shows and what its message is
- think about what the author's purpose is

Have students preview the texts. If necessary, provide support in how to analyze and interpret visuals like photographs and posters.

Have students answer the questions. Discuss their answers.

**Reading Strategy: Visualize**

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

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

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

**Check Your Comprehension (p. 53)**

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

**Reading Skill: Analyze Purpose and Point of View**

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

Discuss how an author's point of view can shape his or her writing. Model examples of how people can see



the same event differently. For example, discuss how different people might view the same news event, and how news sources might emphasize different facts when reporting on the same event. Explain that a writer's point of view can shape how he or she writes about a topic.

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



**Improve Your Reading** Model reading aloud paragraph 1 of Text 1. Tell students to pay attention to your tone and expression. Then have students choral read the paragraph with you.

## READING 2 (pp. 54–55)

30–40 minutes

### Practice the Skills (p. 54)

Explain that students will be reading three texts about the Civilian Conservation Corps, or CCC. Review the definition of each word and ask students what they think the CCC did. Explain that the CCC was one of the New Deal programs started by President Franklin D. Roosevelt in the 1930s.

Point out that each text provides different information and comes from a different point of view. Ask students to look for clues about how each author views the CCC.

Have students preview the texts. Point out the photograph and the poster. Remind students to think about what these visual features show and to use them to increase their understanding of the texts. Have students answer the questions and share their responses.

Remind students to visualize and complete the prompts in the margin as they read. After students have finished reading, have them share what they visualized.

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

### Check Your Comprehension (p. 55)

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

## Reading Skill: Practice Analyzing Purpose and Point of View

Review the reading skill. Remind students that an author's purpose is the reason he or she wrote a text. Students should think about what the author's message is in a text (such as giving information, persuading that something is a good idea, etc.). They can pay attention to words the author uses to help them understand the author's message and purpose.

Have students complete the graphic organizer using the texts.

- Have students record what each text is about. If necessary, point out the brief description before each text.
- Explain that they should think about what the author's point is for writing the text.
- Have students think about how each author supports his or her ideas.
- Ask students to find examples of word choices that show how the authors feel about the CCC.
- Then have students describe the author's point of view.
- Ask students to check the answers in the Answer Key.

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



**Improve Your Reading** Have students practice reading paragraphs 1 and 2 of Text 5 silently. Tell them to pay attention to their pacing, or how quickly they read. Explain that they should read at a natural speed similar to how they speak. After students have practiced reading the passage silently, have them read it aloud to a partner.

## DEVELOP YOUR UNDERSTANDING (pp. 56–57)

20–30 minutes

### Respond to the Readings (p. 56)

Have students answer the questions and check their answers in the Answer Key. Invite students to share their answers to questions 3 and 6.

**Extension**

Have students visit the Library of Congress website to find other interviews and documents from the Great Depression. Have students select a text and analyze it for purpose and point of view. Have students present what they learned to the class.

**Use Word Parts: Root press**

Remind students a word root is a basic part that can be combined with other roots, prefixes, and suffixes to form words. Point out that thinking about the meaning of a root can help students read words as well as figure out their meaning.

Write the word *compress* on the board. Explain that the prefix *com-* means “together.” Ask students what they think *compress* means.

Then have students complete the activity. Remind them to use what they know about word parts. Have them check their answers in the Answer Key.

**Review the Vocabulary (p. 57)**

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

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

**WRITING (pp. 58–59)**

35–50 minutes

**Write an Explanation (p. 58)**

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

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

Read aloud the writing prompt. Point out that students can use evidence from the texts in this lesson as well as from additional research.

Then guide students through the steps:

**Plan:** Have students review each text and make notes about New Deal programs.

Point out that students can use a graphic organizer to plan their writing. Explain that their main idea will describe how New Deal programs helped people.

**Write:** Have students use the ideas they wrote in their graphic organizer to write their explanation. Remind students that each paragraph should have related ideas and details.

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

**Think and Discuss (p. 59)**

15–25 minutes

Have students read the text and look at the photograph.


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

**Vocabulary Review**

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

**Extend the Lesson**

Use the following activities to extend the lesson.

-  Have students research how government responds to an economic crisis in their home country or culture. What kind of safety nets are there to help people who lose their jobs? Invite them to share their findings with the class.
- Have students create a time line of events during the Great Depression.
- Have students research programs, laws, or regulations that started during the Great Depression. Ask them to choose one and write a brief description of what the law or program did. Have students present their findings to the class.

## LESSON 6: CIVIL RIGHTS AND SCHOOL DESEGREGATION (pp. 60–69)

### Introduce the Lesson (p. 60)

5–10 minutes

Have students read the lesson title. Tell students that they will read about two important U.S. Supreme Court cases and their impact on American society.

Point out that in the names of Supreme Court cases, the *v.* is short for versus (“against”).

Invite students to share any information they have about segregation, Jim Crow laws, and the Civil Rights Movement.

If needed, provide general background information.

Linda Brown grew up in Topeka, KS. Because the schools in Topeka were segregated, she had to take a bus to go to a Black school even though there was an all-white school only four blocks from her home. Brown’s father was one of a group of parents asked by the NAACP to challenge the segregation of schools. That action was the beginning of *Brown v. Board of Education of Topeka*.

The integration of Central High School in Little Rock, AZ, was a test of *Brown*, engineered by the NAACP. Tell students that the students were Minnijean Brown, Ernest Green, Elizabeth Eckford, Thelma Mothershed, Melba Pattillo, Gloria Ray, Terrence Roberts, Jefferson Thomas, and Carlotta Walls if it seems appropriate.

Tell students that in this lesson, they will:

- read two articles that give information about two important milestones in Supreme Court history: *Plessy v. Ferguson* and *Brown v. The Board of Education of Topeka*; point out that as they read, they should think about what they are learning
- practice using the prefixes *jud*, *jur*, *jus*
- write an informative text

### Pre-Teach the Vocabulary

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation and spelling of challenging words, such as *guarantee* and *unanimous*.

- Provide support for conceptually challenging words (such as *principle* and *unjust*) by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

ELL

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

### Use the Vocabulary (p. 61)

15–25 minutes

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

ELL

Invite students from different cultural backgrounds to discuss times in their native country’s history when different groups were discriminated against. Review the Vocabulary Tip and have students explain their answer choice.

### READING 1 (pp. 62–63)

20–30 minutes

#### Pre-Reading Strategy: Set a Purpose for Reading (p. 62)

When students set a purpose for reading, they should:

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

Have students answer the questions. Discuss their answers.

#### Reading Strategy: Monitor Understanding

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

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

After students have finished reading the article, have them share the questions they asked and answered. Have students complete a Personal Dictionary entry (Master 2) for any words they had difficulty with while reading.

### Check Your Comprehension (p. 63)

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

### Reading Skill: Identify Cause and Effect

Explain the reading skill. The cause is why something happens. The effect is the result of the cause. Explain that identifying causes and effects can help students see the logical order of what they are reading and understand why things happen.

Explain that students will practice identifying cause and effect. Have students complete the first practice activity. Check that they have circled an important event. Ask volunteers to share their answer.

Have students re-read the two paragraphs and underline each cause of the event they've identified. Discuss how each event, thought, or idea is a result of the cause.

Explain that multiple causes can lead to a single effect. Draw a chart of three events or causes, for example: *Bree was walking home. It was dark. It was raining.* Indicate how these unrelated events can still have a single effect, *Bree slipped.* Point out that a single cause, such as *Bree slipped* can result in multiple effects: *She cut her arm. She dropped her bag. A dog barked at her.*

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

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

### READING 2 (pp. 64–65)

35–45 minutes

#### Practice the Skills (p. 64)

Have students set a purpose for reading by answering the questions. Discuss students' answers.

Remind students to ask themselves questions as they read so they can monitor their understanding. Point out the prompts in the margin and have them answer

the sample question. Then have them create their own questions as directed in the other prompts and work to answer those questions as they read the article.

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

### Check Your Comprehension (p. 65)

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

### Reading Skill: Practice Identifying Cause and Effect

Review the reading skill. Explain that cause and effect can be a chain of events. It shows how a certain cause results in a specific effect, which then can lead to another causes, which ends with a different result. The chain looks like this: Cause ⇒ Effect ⇒ Cause ⇒ Effect ⇒ Cause ⇒ Effect

Point out the different parts of the graphic organizer.

- Have students complete the graphic organizer. Remind them that the content of the boxes needs to be in the order in which events happened.
- Since there are only six boxes in the graphic organizer, tell students to include the most important information.

If students need more practice with identifying cause and effect chains, provide them with a copy of the Cause and Effect graphic organizer (Master 9). Guide them to complete the organizer using paragraphs from other reading selections.

**Fluency** **Improve Your Reading** Pair students. Have them silently read paragraph 1, decoding any unknown words. Encourage partners to help each other as needed. Then have them read the paragraph several more times, focusing on reading at a natural speed. Finally, ask each student to read the paragraph aloud to their partner.

### DEVELOP YOUR UNDERSTANDING (pp. 66–67)

20–30 minutes

#### Respond to the Readings (p. 66)

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

**Extension** Ask students about the impact Plessy v. Ferguson had on American society. Follow up by

having them answer these questions: *If you could travel back in time and talk with the justices, what would you say about their decision regarding race? What would you say to Homer Plessy?*

### Use Word Parts: Roots *jud, jur, jus*

Explain that the prefixes *jud, jur, and jus* mean “law.” Write the words *judge, jury, and justice* on the board. Underline the root and review the meaning of each word. Have students complete the activity and check their answers in the Answer Key.

### Review the Vocabulary (p. 67)

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

### WRITING (pp. 68–69)

35–50 minutes

#### Write an Informative Text (p. 68)

Explain to students that informative texts include facts, details, examples, and other information to inform the reader. The writer doesn’t offer an opinion. Informative texts include biographies, autobiographies, instruction manuals and most textbooks.

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

Read aloud the writing prompt. Point out that students can do additional research online to find out more about what happened to the Little Rock Nine. They can use information from “Brown v. Board of Education,” and from the research in their text. If students want to use information from the article, be sure they use their own words.

Then guide students through the steps:

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

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

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

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

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

### Think and Discuss (p. 69)

15–25 minutes

Point out the quotation and explain that these are the words of Elizabeth Eckford, one of the Little Rock Nine.



Read the quote aloud, modeling proper expression and pacing. Then have students read the quotation with a partner.

Point out the photo and the caption. Have students describe what they see, and what they think is happening. Explain that this photo was taken on September 4, 1957. Eckford was the first of the Little Rock Nine to arrive at Central High School and the only one to arrive alone. The Arkansas National Guard blocked her from entering the school. The young woman screaming at her was a 15-year-old student named Hazel Bryan.

Put students in small groups. Have them talk about what Eckford’s words mean. Then have students discuss how the quotation reflects an event or decision in their life.

### Vocabulary Review

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

### Extend the Lesson

Use the following activities to extend the lesson.

- Ask students to talk about an individual whose action had an important effect in the history of their native country.
- Have a class discussion about civil disobedience. *Should all laws be followed? Was Homer Plessy a criminal or a hero?*
- Have groups of students make a timeline from the beginning of the article “Plessy v. Ferguson” through the end of the article “Brown v. Board of Education.”

### UNIT REVIEW (p. 70)

10–20 minutes

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



**LESSON 7: TROPICAL DISEASE (pp. 72–81)****Introduce the Lesson (p. 72)****5–10 minutes**

Read aloud the lesson title. Invite a volunteer to explain what *tropical* means. Explain that the readings in this lesson will be about how tropical disease affected the building of the Panama Canal and about a tropical disease today.

Read aloud the article titles. Show students where Panama is on a world map. Ask students to describe what they see when they look at the size, shape, and position of Panama.

Then ask students if they have ever heard of malaria. Invite them to share what they know about it.

Have students look at the photograph on the lesson opener page. Explain that it was taken in the early 1900s and shows people working on the Panama Canal. Invite students to share what they see in the photo.

If needed, provide additional background information about diseases.

Malaria has been infecting people for thousands of years. There are many references to the disease in recorded history.

The name malaria comes from Medieval Italian *mala aria*, which literally translates to “bad air.” Up until the late 1880s, people thought the disease came from breathing bad air. It was only around 1880 that a doctor first saw that malaria was caused by an organism in human blood. In 1881, another doctor observed that mosquitoes seemed to transmit diseases through their bites.

Review the lesson goals. Explain that students will:

- read two articles that deal with aspects of tropical disease
- practice using the suffixes *-logy*, *-logis*
- write a summary

**Pre-Teach the Vocabulary**

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

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

- Model pronunciation of difficult words, particularly the content words *isthmus* and *larvae*.
- Provide support for conceptually challenging words like *development* and *responsible* by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.
- Point out that several of the vocabulary words have multiple meanings.
- Explain that the words *accepted*, *burden*, and *control* can be multiple parts of speech. Remind students to pay attention to context to determine the correct part of speech and meaning.

**ELL**

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

**Use the Vocabulary (p. 73)****15–25 minutes**

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

**ELL**

Invite students from different cultural backgrounds to tell about important achievements of people from their home country. Encourage them to think about science, medicine, and engineering.

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

**READING 1 (pp. 74–75)****30–40 minutes****Pre-Reading Strategy: Preview (p. 74)**

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

When students preview, they should:

- read the title and think about its meaning
- read the headings to see what the sections of the article will be about

- look at maps, photos, diagrams, charts, graphs, or other graphics, read any titles, labels, or captions, and think about what the graphics show

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

Have students look at the map and discuss what it shows. Ask them to look at the diagram of the Panama Canal in the sidebar. Explain that diagrams are labeled pictures that show how something works or what the parts of something are. Ask students what this diagram shows.

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

### Reading Strategy: Take Notes

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

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

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

### Check Your Comprehension (p. 75)

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

### Reading Skill: Synthesize

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

Explain that synthesizing means putting together important facts and information and using the information to form a new understanding of a text. Point out that authors often include important information in graphic features. When students synthesize, they should pay attention to the words as well as the visual features.

Have students read the instructions. Then have students complete questions 1–3. Have them share their answers. If students have difficulty answering, help them find the important details in the article and use them to make an inference.

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



**Improve Your Reading** Have students read paragraph 2 silently, sounding out any long or difficult words. Remind them to break words into parts to make them easier to read. Then have students take turns reading the paragraph aloud to a partner.

### READING 2 (pp. 76–77)

35–50 minutes

#### Practice the Skills

Have students preview by reading the title and headings of the second article. Ask them to describe what they will learn about and how the information will be organized.

Point out the graphics. Remind students to preview the graphic features by reading titles, labels, and captions. Point out that captions can provide additional information about graphics.

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

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

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

### Check Your Comprehension (p. 77)

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

**Reading Skill: Practice Synthesizing**

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

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

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

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

**Fluency** **Improve Your Reading** Have students practice reading paragraph 8 silently, paying attention to their expression. After they have read it two or three times, have them read it aloud to a partner.

**DEVELOP YOUR UNDERSTANDING (pp. 78–79)**

20–30 minutes

**Respond to the Readings (p. 78)**

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

**Extension** Have students research the mosquito eradication steps used in building the Panama Canal. Ask them to create a list of the steps and then to synthesize the information.

**Use Word Parts: Suffixes -logy, -logist**

Explain the meaning of the suffix *-logy* and the related suffix *-logist*. Tell students that many medical and scientific words end with these roots.

Invite students to share other *-logy* / *-logist* words they know. Record answers on the board and work with students to identify their meaning.

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

**Review the Vocabulary (p. 79)**

Have students check their answers in the Answer Key.

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

**WRITING (pp. 80–81)**

35–55 minutes

**Write a Summary (p. 80)**

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

Have a volunteer describe everything they have done so far today. Ask another student to summarize the information. Point out that the summary told only the main events, not every detail.

Tell students that they will be writing a summary of "Tropical Disease and the Panama Canal."

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

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

**Plan:** Have students reread the article and review the notes they took. Have them complete the graphic organizer with information from the article.

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

**Write:** Have students use the ideas they wrote in their graphic organizer to write their summary. Remind them not to include opinions or personal views.

**Review:** Have students use the checklist to check their summary and make any needed changes. Then have students read their summary aloud to a partner. Ask partners to listen and compare the summary to their own. How was their partner's summary similar or different?

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

**Think and Discuss (p. 81)**

15–20 minutes

Have students look at the photo and read the quote. Discuss the challenges involved in building the canal.

Have students discuss the questions in small groups.




### Vocabulary Review

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

### Extend the Lesson

Use the following activities to extend the lesson.

-  Have students research mosquito-borne disease in their home country. Ask them to describe the impact and steps taken to prevent mosquitoes and the illnesses they transmit. If students are from an area where such diseases are uncommon, have them explain why. If possible, combine students from different countries or regions.
- Have students research ways to control mosquitoes and to prevent their bites in the U.S. Have them write their findings and present them to class.
- Have students create a timeline of events in the building of the Panama Canal.

## LESSON 8: USING NATURAL RESOURCES (pp. 82–83)

### Introduce the Lesson (p. 82)

5–10 minutes

Read aloud the lesson title and the two article titles. Explain that the readings in this lesson will be about how people use natural resources. Pre-teach the vocabulary word *conserve* and explain that it can mean “to save or use as little as possible.” Remind students that they learned about *conservation*, a related concept, in Lesson 5.

Have students look at the photo on the lesson opener page. Explain that it shows two energy sources—wind and solar power. Invite students to share what they about these kinds of energy.

If needed, provide additional background information about natural resources and energy.

Natural resources are any of the materials found in nature that people use. This includes things like air, sun, water, oil, wood, and coal.

We use many natural resources to create energy. We need energy to run homes, businesses, industry, and transportation. We also use energy to create electricity used for those four categories.

Most of the energy used in the U.S. today comes from fossil fuels. These are the remains of plants and animals that lived millions of years ago. Over time, heat and pressure turned these remains into fuels like coal, oil, and natural gas. Because these energy sources take millions of years to form, we have a limited supply. They are called nonrenewable energy sources.

On the other hand, energy sources like the sun and wind can be replaced. These are renewable resources.

Review the lesson goals. Explain that students will:

- read two articles that give information about the use of natural resources
- practice using the root *serv*
- write a blog post

### Pre-Teach the Vocabulary

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

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

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

### Use the Vocabulary (p. 83)

15–25 minutes

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

**ELL** Invite students from different cultural backgrounds to discuss what kinds of energy are produced and consumed in their home country. If students aren't sure, prompt them with questions about how buildings are heated and cooled, for example, or where they think fuel for vehicles comes from.

Review the Vocabulary Tip and have students explain their answer.

### READING 1 (pp. 84–85)

30–40 minutes

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

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

Tell students that before reading, they should read the title and the first paragraph and look at the graphic features. Point out the circle graph and read the title aloud. Explain that the size of the sections varies according to the percent of each category. Have students look at the photo and read the caption.

When students use prior knowledge, they should:

- read the title and the first paragraph to find out the topic of the article
- look at the graphics and think about what they show
- think about what they already know about the topic and about what they want to find out

Provide students with a copy of the K-W-L Chart (Master 3). Have them fill out what they know about the using water wisely and what they want to find out. Remind them to use their own experiences or those of people they know. Point out that they will complete the third column after they finish reading the article.

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

### Reading Strategy: Make Connections

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

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

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

### Check Your Comprehension (p. 85)

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

### Reading Skill: Analyze Text Structure

Explain the reading skill. Read aloud the bullets listing common ways informational text is organized. As needed, provide examples of each type of text structure.

Explain that determining the structure of a text can help readers understand the content. For example, if a reader knows that an author is using cause and effect text structure, the reader can look for effects.

Point out that many texts will use a combination of text structures. For example, an article about the Dust Bowl might describe the Dust Bowl as well as discuss the causes of it. An article about voting rights might give a sequence of events and tell about a problem and solution. Different parts of a text can use different text structures.

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

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

**Fluency** **Improve Your Reading** Have students read paragraph 7 silently, paying attention to punctuation marks. Remind them to pause as they come to commas and periods. Then have students take turns reading the paragraph aloud to a partner.

## READING 2 (pp. 86–87)

30–40 minutes

### Practice the Skills

Have students look at the second article, “Conserving Energy.” Remind them to read the title and the first paragraph and to look at the graphics to get an idea what they will be reading about.

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

Have students look at the graph. Point out the different sections and percentages. Guide students to understand that renewable energy sources are a small section of the graph.

Then have students answer the questions and share their responses.

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

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

## Check Your Comprehension (p. 87)

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

## Reading Skill: Practice Analyzing Text Structure

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

Point out that signal words can help students identify the text structure. Explain that the words *problem*, *solution*, and *solve* can signal problem and solution text structure.

Have students look at the graphic organizer. Explain that graphic organizers can help readers identify a text’s structure and its important points.

- Have students complete questions 1 and 2.
- Then have students complete the graphic organizer.
- Have students check their answers in the Answer Key. Discuss students’ responses.

If students need more practice with analyzing texts, provide them with a copy of the Text Structure graphic organizer (Master 11). Have them use the organizer with another text organized by problem and solution.

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

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

## DEVELOP YOUR UNDERSTANDING (pp. 88–89)

20–30 minutes

### Respond to the Readings (p. 88)

Ask students to check their answers in the Answer Key. Invite students to share their responses to questions 2, 4, and 5 and explain their thinking.

**Extension** Have students complete a graphic organizer showing the possible effects of wasting either water or energy. Invite students to share their graphic organizers with the class.

**Use Word Parts: Root serv**

Explain that the root *serv* means “to save.” Remind students that roots can give them a clue about the meaning of an unknown word. Point out that *serv* is not a word. It must be combined with other word parts to form words.

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

**Review the Vocabulary (p. 89)**

Have students check their answers in the Answer Key.

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

**WRITING (pp. 90–91)**

30–40 minutes

**Write a Blog Post (p. 90)**

Have students read the instructional text about blog posts. Point out some of the different types and purposes of blogs. If possible, find sample blogs that are suitable for students to read. Ask students to pay attention to the tone of blogs they read and scan any responses readers have left about blog posts. Explain that many blogs use a conversational, informal tone.

Explain that for this writing assignment, students will write a blog post giving advice about saving water and energy.

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

Read aloud the writing prompt. Point out that students can use information from the articles and from internet research to write their blog posts.

Then guide students through the steps:

**Plan:** Ask students to think carefully about their audience and how best to communicate with them before they start writing. Have students take notes from sources about their topic. As needed, provide guidance on using sources. Be sure that students use their own words in their blog posts and that they don’t directly copy from sources.

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

**Write:** Have students use the information they wrote in their graphic organizer to write their blog post. Point out the Tip. Explain that students may want to use a numbered or bulleted list to organize their blog post.

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

Have students complete the Language Skills Mini-Lesson on run-on sentences on page 140 and check their answers in the Answer Key.

**Think and Discuss (p. 91)**

10–20 minutes

Point out the images. Ask students to tell what they know about plastic bag bans. Have them describe what kind of bags they use when shopping and explain their reasons.


Read aloud the text. Have students discuss the questions in small groups.

**Vocabulary Review**

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

**Extend the Lesson**

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss the water supply in their home country or region. Prompt them with questions such as *Is there enough water for household use? Do people conserve water? What issues or challenges does the area face in terms of water use?*
- Have students research rainfall and precipitation for your area and create a bar graph showing average precipitation per month.
- Have students compare and contrast the use of fossil fuels and renewable energy sources. Encourage them to consider factors such as availability, cost, and pollution.

## LESSON 9: CONTROLLING WILDLIFE POPULATIONS (pp. 92–101)

### Introduce the Lesson (p. 92)

5–10 minutes

Read aloud the lesson title and the two article titles. Explain that the readings in this lesson will be about interactions between humans and wildlife.

Have students look at the photo on the lesson opener page. Ask them to describe what they see and explain why this might be a problem.

Activate prior knowledge by having students name examples of wildlife commonly found in your area. Make a list on the board and ask students to tell what they know about these animals, such as where they live, what they eat, and when they are active.

Review the lesson goals. Explain that students will:

- read two articles that give information about different kinds of wildlife
- practice using the prefix *co-*
- write a letter to the editor

### Pre-Teach the Vocabulary

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Point out that the word *conflict* can be either a noun or a verb. Explain that the pronunciation differs based on the part of speech. Remind students to use context to determine how the word is being used in a sentence.
- Provide support for challenging concept words, such as *eventually* and *regulate*, by having students use them in original sentences. If students use a word incorrectly, reframe their sentences.

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

### Use the Vocabulary (p. 93)

15–25 minutes

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

**ELL** Invite students from different cultural backgrounds to discuss the kinds of wildlife they have observed. Have them describe what the animals were like and where they observed them.

Review the Vocabulary Tip and have students explain their answer choice. Have students practice finding synonyms for other vocabulary words, such as *destructive*, *observe*, and *conflict*.

### READING 1 (pp. 94–95)

30–40 minutes

#### Pre-Reading Strategy: Skim (p. 94)

Tell students that they will use the pre-reading strategy of skimming. Explain that skimming is a way to quickly get an idea of what a text is about. Skimming can help them know what to expect and pay attention to important details when they read the text closely. Be sure students understand that skimming is not a substitute for carefully reading a text.

When students skim, they should:

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

Then have students answer the pre-reading questions. Discuss students' answers to the questions.

#### Reading Strategy: Visualize

Remind students that when they visualize, they use details from the text to form a mental picture of what is happening. Point out that visualizing can help readers understand important details and ideas in a text.

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

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



**Check Your Comprehension (p. 95)**

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

**Reading Skill: Identify Reasons and Evidence**

Explain the reading skill. Tell students that authors of informational and persuasive texts can make claims or arguments. They support these claims with reasons and evidence.

Model making a simple claim, such as “The city should offer free public transportation.” Ask students to suggest reasons that would support this claim, such as, “Traffic and pollution would be reduced.” Have students share suggestions for the kind of evidence they could use to support their reasons.

Point out that understanding an author’s purpose can help readers find the claim and reasons.

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

**Fluency** **Improve Your Reading** Have students read paragraph 2 silently, paying attention to punctuation marks. Remind them to pause as they come to commas and to use commas to group words together. Then have students take turns reading the paragraph aloud to a partner.

**READING 2 (pp. 96–97)**

**30–40 minutes**

**Practice the Skills**

Have students skim the article before they read it carefully. Remind them to read the title, look at the map, look at the photo, and read the caption to find out what they will be learning. Then have students answer the questions and share their responses.

Remind students to answer the questions in the margin and visualize as they read the article. After students have finished reading, have them share their responses.

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

**Check Your Comprehension (p. 97)**

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

**Reading Skill: Practice Identifying Reasons and Evidence**

Review the reading skill. Remind students that a claim is the main point an author wants to get across in a text. Authors support their claims with reasons and evidence. Have students look at the graphic organizer. Explain what goes in each part.

- Have students complete the graphic organizer.
- Then have students complete items 5–7.
- Have students check their answers in the Answer Key. Discuss students’ answers to question 7.

If students need more practice with finding reasons and evidence, provide them with a copy of the Identify Reasons and Evidence graphic organizer (Master 12). Have them complete the organizer using information from the first article.

**Fluency** **Improve Your Reading** Ask students to listen while you read paragraph 1 aloud. Tell them to listen to your expression. Then have students chorally read the paragraph with you.

**DEVELOP YOUR UNDERSTANDING (pp. 98–99)**

**20–30 minutes**

**Respond to the Readings (p. 98)**

Ask students to check their answers in the Answer Key. Invite students to share their responses and explain their thinking.

**Extension** Have students use a Venn diagram to compare and contrast the two types of wildlife discussed in the articles. Invite them to summarize the similarities and differences and share their summaries with the class.

**Use Word Parts: Prefix co-**

Explain the meanings of the prefix *co-*. Remind students that using their knowledge of prefixes, suffixes, and roots can help them read and understand words. Point out that the prefix may be followed by a hyphen. When students are writing words with the prefix *co-*, they may need to use a dictionary to check whether the word has a hyphen.

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

### Review the Vocabulary (p. 99)

Have students check their answers in the Answer Key.

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

### WRITING (pp. 100–101)

30–40 minutes

#### Write a Letter to the Editor (p. 100)

Bring in samples of letters to the editor published in a local newspaper. Include letters with different purposes, such as thanking someone, giving information about a topic, and persuading readers to do something. Have students read the letters and identify the different purposes.

Explain that students will be writing a letter to the editor that is an argument. Remind them that an argument in writing is not the same as a fight or disagreement. Explain that students will make a claim and then support the claim with reasons and evidence.

Discuss the features students should include in their letter to the editor. Make sure students understand each one.

Read aloud the writing prompt. Point out that students should do some basic research about wildlife in your area. They can also use information from the articles.

Then guide students through the steps:

**Plan:** Help students research their topic. Tell students that they should take notes from sources. As needed, provide guidance on using sources. Be sure students are writing information using their own words and not copying directly from sources. If necessary, provide students with a list of wildlife topics relevant to your area. Guide them to identify a problem and provide details about what could be done to solve the problem.

Explain that the graphic organizer can help students identify their claim and support it with reasons and evidence.

**Write:** Have students use the information they wrote in their graphic organizer to write their letter to the editor. Remind students to include a greeting and salutation in their letter and to keep the audience in mind as they write.

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

### Think and Discuss (p. 101)

10–15 minutes

Point out the photograph. Ask students to describe what they see and use what they have learned about deer to explain why feeding deer might create problems. Have volunteers read the text aloud.


Have students discuss the questions in small groups.

### Vocabulary Review

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

### Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss problems related to wildlife in their home country. If needed, prompt them with questions such as *Is the problem too much wildlife or too little? What kinds of wildlife cause problems? What problems do they cause?* If possible, group students from different countries or regions. Encourage students to make comparisons and contrasts of wildlife found in different regions.
- Have students study the coyote range map on page 96 and summarize how and when the range of coyotes in North America changed. Invite students to share their summaries and explain why coyotes might have expanded their range.
- Have students create food chains for a sample ecosystem for deer and for coyotes. Invite them to share their observations about the food chains. How might food chains for each animal have differed hundreds of years ago?

### UNIT REVIEW (p. 102)

10–20 minutes

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

**LESSON 10: AN EPISODE OF WAR (pp. 104–113)****Introduce the Lesson (p. 104)****5–10 minutes**

Explain to students that they will be reading excerpts from the short story “An Episode of War,” by American author Stephen Crane.

Provide students with background information. Tell students that the story takes place during a Civil War battle. It begins with a lieutenant (who is never named) getting shot and wounded in the arm by a stray bullet while taking a break with his men.

If necessary, introduce these terms that would be helpful as students read: *lieutenant* and *amputate*.

Review the lesson goals. Explain that students will:

- read two excerpts from the short story “An Episode of War” by Stephen Crane
- practice using the roots *syn* and *sym*
- write a character analysis

**Pre-Teach the Vocabulary**

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *sympathetic* and *surgeon*.
- Explain that the words *wound* and *stare* and can be both nouns and verbs and that students should use context to figure out the correct part of speech when reading.
- Provide support for conceptual words such as *rage* by modeling their use. Have students use them in original sentences. If students use a word incorrectly, reframe their sentences.

**ELL**

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

**Use the Vocabulary (p. 105)****15–25 minutes**

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

**ELL**

Have students tell the class about an important war that their native country was involved in.

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

**READING 1 (pp. 106–107)****20–30 minutes****Pre-Reading Strategy: Set a Purpose for Reading (p. 106)**

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

When students set a purpose for reading, they should:

- read the title and think about its meaning
- skim the article to understand what they will be reading
- read any questions that they will need to be able to answer after reading the text
- think about what they should pay attention to as they read

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

**Reading Strategy: Predict**

Tell students that making predictions is a valuable strategy to improve their reading comprehension. Good readers use predicting to connect their prior knowledge to the information in a text to get meaning from what they read.

Predicting gets students actively involved in the reading process and involves critical thinking and problem solving skills.



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

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

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

### Check Your Comprehension (p. 107)

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

### Reading Skill: Analyze Characters

Explain the reading skill. Tell students that good readers get to know and understand the characters they're reading about. Explain that this skill will help them enjoy and better understand what they read.

Have students identify the main character in the story. Discuss with students how characters in a story, just as in real life, respond or change based on what happens to them.

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

**Fluency** **Improve Your Reading** Have students read paragraph 6 silently, paying attention to punctuation. After students have read the paragraph two or three times, have them take turns reading aloud to a partner.

### READING 2 (pp. 108–109)

20–30 minutes

#### Practice the Skills

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

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

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

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

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

### Check Your Comprehension (p. 109)

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

### Reading Skill: Practice Analyzing Characters

Review the reading skill. Then have a class discussion about how the lieutenant responded and changed as the story continued. Encourage students to use text evidence to support their answers.

Replicate the graphic organizer on the board. Ask multiple volunteers to use the class discussion to complete the sections based on ideas generated by the class.

Then have students work in pairs to complete the graphic organizer for the surgeon.

If students need more practice with understanding characters, provide them with a blank copy of the Character Analysis graphic organizer (Master 13). Provide students with another text to practice on.

**Fluency** **Improve Your Reading** Read paragraphs 5–8 aloud, focusing on the difference between the attitudes and feelings of the two men. Then have students read the same paragraphs aloud in pairs.

### DEVELOP YOUR UNDERSTANDING (pp. 110–111)

20–30 minutes

#### Respond to the Readings (p. 110)

Have students answer the questions and check their answers in the Answer Key. Invite students to share their responses to questions 3 and 5.

#### Use Word Parts: Roots *syn*, *sym*

Explain that the roots *syn* and *sym* can mean “with” or “together.” Point out that the vocabulary word *sympathetic* uses the root *sym*.

Have students complete items 1–7 and check their answers in the Answer Key. Then have students complete items 8 and 9 and share the sentences they wrote.

**Review the Vocabulary (p. 111)**

Have students check their answers in the Answer Key.

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

**WRITING (pp. 112–113)**

30–40 minutes

**Write a Character Analysis (p. 112)**

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

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

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

**Plan:** Have students use the graphic organizer to plan their writing. Remind students to use evidence from both excerpts from the story.

You may want to provide students with vocabulary that supports their opinion about the character. If necessary, have the class brainstorm a list of character traits and provide the meaning of each word.

**Write:** Have students use the information they wrote in their graphic organizer to write their character analysis. Remind them to include text evidence to support their ideas.

If necessary, review how to use commas and quotation marks when quoting from the story.

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

Have students complete the Language Skills Mini-Lesson on using commas on page 141.

**Think and Discuss (p. 113)**

10–20 minutes

Introduce the song “When Johnny Comes Marching Home Again.” Explain to students that Patrick Gilmore wrote the song (published under the pseudonym Louis Lambert) for his sister Annie while she was waiting for her sweetheart to return from the Civil War.

Introduce any new vocabulary and have students read the lyrics. Explain that when the song was written, the word *gay* meant “lighthearted and carefree.”

If possible, download and play a recording of the song. Direct students’ attention to the upbeat words and lively music.

**Extension**

Make available these lyrics from the final verse of the song.

*Let love and friendship on that day,  
Hurrah, hurrah!  
Their choicest pleasures then display,  
Hurrah, hurrah!  
And let each one perform some part,  
To fill with joy the warrior’s heart,  
And we’ll all feel gay when Johnny comes  
marching home.*

**Fluency**

Read the song aloud, modeling proper expression and pacing. Then have students read the song along with you.

As a class, have students discuss the meaning of the song. Ask them what to talk about any connections they see between the song and “An Episode of War.” Also direct them to share their thoughts about why Lambert used such happy words and uplifting music.

**Vocabulary Review**

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

**Extend the Lesson**

Use the following activities to extend the lesson.

- **ELL** Tell students that Stephen Crane, the author of “An Episode of War,” is best known for his Civil War novel, *The Red Badge of Courage*. It is considered an American classic and one of the best books ever written about war.
- Have students introduce the class to a respected author from their native country.
- Divide the class into three groups: the wound, the reactions of other soldiers, and the treatment. Have each group write a summary of their section of the story, including references from the text. Have the groups share their summaries in chronological order. Work with the class to determine if the three summaries tell the complete story and to add any needed information.
- When the surgeon told the lieutenant that he wouldn’t amputate his arm, the surgeon was lying. Have a class discussion about whether the surgeon was being kind or mean. Ask students to support their answers with what they read in the story and what they already know and believe.

**LESSON 11: MY WATCH (pp. 114–123)****Introduce the Lesson (p. 114)**

**5–10 minutes**

Explain to students that they will be reading selections from the short story “My Watch: An Instructive Little Tale,” by Mark Twain. Tell students that the story was written around 1870.

Provide students with background information about Mark Twain.

Samuel Langhorne Clemens (1835–1910), better known as Mark Twain, was an American author and humorist. Two of his best-known novels are *Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*. Twain was a story-teller; his writing features people speaking “in their own voices” as they react to the things that happen to them.

Explain that students will read excerpts from the story. As they read, they should pay attention to specific ways that Twain uses language to add interest and humor to his story.

Use the illustration of a pocket watch and explain that this is the kind of watch the narrator is talking about. Pocket watches need to be wound in order to run. Point out that there are many working watch parts, some of which are mentioned in the story and remind students that it is not always necessary to know the meaning of every word in order to understand the story. These are words that perhaps only a jeweler might be familiar with.

Review the lesson goals. Explain that students will:

- read two excerpts from the story “My Watch,” by Mark Twain
- practice using the roots *cede*, *ceed*, and *cess*
- write a personal narrative

**Pre-Teach the Vocabulary**

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *acquaintance*, *proceed*, and *hyperbole*. Remind students that when they read these words, they should look for familiar base words, roots, and affixes.

- Explain that the words *peer* and *remark* can be both nouns and verbs and that students should use context to figure out the correct part of speech when reading.
- Provide support for challenging concepts (such as *grieve*) by modeling their use. Have students use them in original sentences. If students use a word incorrectly, reframe their sentences.

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

### Use the Vocabulary (p. 115)

15–25 minutes

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

**ELL** Have students talk about getting things repaired in their native countries. Ask students if they come from a “throw-away” consumer society where things are intended to be used for a short time and then thrown away. Or does their culture value craftsmanship and durability and in which people reuse, recycle, repair, and hold on to things? Ask for examples.

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

### READING 1 (pp. 116–117)

35–45 minutes

#### Pre-Reading Strategy: Preview (p. 116)

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

When students preview, they should:

- read the title and subtitle and think about their meaning
- read the first few sentences to find out more about the topic
- look at any illustrations to find out what kind of information they will read about
- read the last few sentences

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

#### Reading Strategy: Ask and Answer Questions

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

Point out the prompts in the margin. Explain that the first one is an example of a question a reader might ask. Have students answer the first question. You may wish to model thinking aloud with other questions about the text. After students have finished reading the article, have them share the questions they asked and the answers they found.

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

#### Check Your Comprehension (p. 117)

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

#### Reading Skill: Understand Figurative Language

Explain the reading skill. Tell students that figurative language has a meaning beyond its literal or ordinary meaning. Figurative language is generally interesting and memorable.

Figurative language uses figures of speech. Point out the definitions and examples of simile, metaphor, and personification. Discuss with students what the examples help them understand (for example, something that is as clear as glass is probably clean or obvious).

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

**Fluency** **Improve Your Reading** Have students read paragraph 5 silently, paying attention to their speed and pacing as they read. After students have read the paragraph two or three times, have them take turns reading aloud to a partner.

**READING 2 (pp. 118–119)****30–40 minutes****Practice the Skills**

Have students look at the illustration and read the first few sentences and the last sentence of the excerpt. Tell them to use that information to think about what will happen.

Then have students answer the questions and share their responses.

Remind students to ask and answer questions as they read the story. Point out the prompts in the margin. After students have finished reading, have them compare questions and answers.

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

**Check Your Comprehension (p. 119)**

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

**Reading Skill: Practice Understanding Figurative Language**

Review the reading skill. Remind students of the definitions of simile, metaphor, hyperbole, and personification. Tell students that they will analyze the figurative language in the selection. They will then use what they've found in the selections to better understand the story.

Have students answer questions 1–8. Then have them complete the graphic organizer with other uses of figurative language from the story and what they mean.

Have students check their answers in the Answer Key.

If students need more practice with understanding figurative language, provide them with a copy of the Figurative Language graphic organizer (Master 14). Provide students with another text to practice on.

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

**DEVELOP YOUR UNDERSTANDING (pp. 120–121)****20–30 minutes****Respond to the Readings (p. 120)**

Have students answer the questions and check their answers in the Answer Key. Invite students to share their responses to questions 3 and 5.

**Extension**

Have students create a chart to record examples of figurative language in the selections. Have students cite examples from the story and determine whether each is a simile, metaphor, personification, or hyperbole. Invite students to share their charts with the class.

**Use Word Parts: roots *cede*, *cede*, *cess***

Explain that the roots *cede*, *cede*, and *cess* mean “to go.” Point out that the vocabulary word *proceed* has the root *ceed*.

Have students complete items 1–8 and check their answers in the Answer Key. Then have students complete items 9 and 10 and share the sentences they wrote.

**Review the Vocabulary (p. 121)**

Have students check their answers in the Answer Key.

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

**WRITING (pp. 122–123)****35–55 minutes****Write a Personal Narrative (p. 122)**

Point out that the story students have been reading is a *narrative*. Tell students that a narrative tells a story and that short stories, biographies, and myths are examples of narratives. Have students volunteer other kinds of narratives.

Explain that students will be writing a personal narrative about a real event in their life. Since a personal narrative essay is a true story, it is written in the first person.

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

Read aloud the writing prompt. Encourage students to brainstorm about something humorous, important, unforgettable, or emotional.



Then guide students through the steps:

**Plan:** Have students use the graphic organizer to plan their writing.

**Write:** Tell students to use the ideas they wrote in their graphic organizer to write their personal narrative. Remind students to include details that describe the events that add interest in the order they happened.

**Review:** Have students use the checklist to check their narrative and make any needed changes. Then have students read their story aloud to a partner. Ask partners to listen and talk about how the narrative made them feel.

Have students complete the Language Skills Mini-Lesson on sentence combining on page 142.

### Think and Discuss (p. 123)

10–20 minutes

Read the text and questions aloud. Discuss different forms of humor students might know about today. Have students identify different sources of humor or comedy today, such as movies, comedy clubs, stand-up comics, late-night TV talk shows, and comic strips.


Have students discuss the questions in small groups.

### Vocabulary Review

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

### Extend the Lesson

Use the following activities to extend the lesson.

-  Ask students to tell you what they think the proverb *If it ain't broke, don't fix it* means. Have them discuss how the saying applies to “My Watch.” Then ask students to share similar sayings or proverbs about fixing things or about time (*Time flies.*) from their native culture.
- Put students in small groups and give them copies of this quotation, “When your watch gets out of order, you have a choice of two things to do: throw it in the fire or take it to the watch-tinker. The former is the quickest.” You may need to define *tinker* and *former*.
- Ask the groups to discuss what the quotation means. Have them vote on whether or not they think Mark Twain would agree and to explain their thinking.
- After groups have shared their answers, tell the class that the quotation is from Mark Twain. Have a class discussion about why it was so important to Twain to have a watch that told the exact time. If necessary, remind students that Twain lived in the 19th century before cell phones and the internet.
- Discuss with students how Twain uses his own experiences and life to write realistic fiction. “My Watch” is a story about an ordinary man with an ordinary problem. Ask students to talk about times in their life when they had a simple problem that got worse as they tried to fix it.



**LESSON 12: REGRET (pp. 124–133)****Introduce the Lesson (p. 124)****5–10 minutes**

Tell students that in this lesson they will be reading excerpts from a short story called “Regret,” by American author Kate Chopin.

Remind students that short stories are works of fiction. Invite students to explain the meaning of different story elements, including setting, characters, plot, and theme.

Provide students with background information about the author.

Kate Chopin was born in 1850. In the 1890s, she published two novels and wrote about 100 short stories. Most of her fiction is set in Louisiana. Many of her stories focus on the lives of strong and intelligent women.

The short story “Regret” was written in 1894. It is set in rural Louisiana. The original text of the story contains regional dialect with French and Creole words. For example, in the original, the main character is “Mamzelle Aurélie”—Mamzelle stands for the French “Mademoiselle,” the title for an unmarried woman. The excerpts in this lesson have been adapted to use standard American English.

Read aloud the story title. Ask students to share what “regret” means. Invite them to predict what might happen in the story based on this title.

Review the lesson goals. Explain that students will:

- read excerpts from the short story “Regret”
- practice making inferences
- practice using the root *aud*
- write a story summary

**Pre-Teach the Vocabulary**

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

- Distribute the Vocabulary Knowledge Rating Chart (Master 1) and have students rate their knowledge of each word.
- Model pronunciation of difficult words, such as *management*.
- Point out that some of the vocabulary words can be multiple parts of speech. For example, *accustomed* and *determined* can be either adjectives or past tense verbs.
- Explain that the word *prompt* can be a noun, verb, or adjective. Model using the word as each part of speech. Remind students to use context to figure out which meaning is correct.
- Provide extra support for the concept word *determined* by having students use the word in an original sentence. If students use the word incorrectly, reframe their example.

**ELL**

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

**Use the Vocabulary (p. 125)****15–25 minutes**

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

**ELL**

Invite students from different cultural backgrounds to discuss things they are accustomed to doing. What kinds of traditions and routines are they accustomed to? Invite students to share their experiences with the class.

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

**READING 1 (pp. 126–127)***25–35 minutes***Pre-Reading Strategy: Set a Purpose for Reading (p. 126)**

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

When students set a purpose for reading, they should:

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

Have students answer the questions. Then discuss students' answers.

**Reading Strategy: Predict**

Explain that a prediction is a thoughtful guess based on details and evidence from the story and what the reader knows. Tell students that while they read, they should think about what is happening and predict what is likely to happen next in the story.

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

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

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

**Check Your Comprehension (p. 127)**

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

**Reading Skill: Make Inferences**

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

Remind students that they make inferences all the time without thinking about it. For example, if they see someone putting on gloves, a hat, and a heavy coat, they can infer that it's cold outside.

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

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



**Improve Your Reading** Have students read paragraphs 2 and 3 silently. Then model reading the paragraphs aloud, taking care to read at an appropriate pace. Have students choral read the paragraph with you.

**READING 2 (pp. 128–129)***30–40 minutes***Practice the Skills**

Have students set a purpose for reading the second excerpt. Have them recap what has happened in the story so far. Then have them look at the questions on page 129 and think about what they need to pay attention to as they read.

Then have students answer the questions. Discuss their answers.

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

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

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

**Check Your Comprehension (p. 129)**

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

**Reading Skill: Practice Making Inferences**

Review the reading skill. Remind students that an inference is based on evidence from the text and what they already know. Point out that in most fiction, readers must infer the theme. The author doesn't usually directly state the theme or lesson.

Read aloud the list of question types that require students to make an inference.

Discuss the graphic organizer. The first column contains details and evidence from the text. Have students list what they know and then use it to make inferences in the second and third columns. Explain that there can be multiple inferences made based on the text.

Discuss what students wrote in each section. If students do not make supportable inferences, model using the evidence and what you know.

If students need more practice with making inferences, provide them with a copy of the Making Inferences graphic organizer (Master 5). Have them complete the graphic organizer using another story.

**Fluency** **Improve Your Reading** Have students read paragraph 7 silently, paying attention to punctuation. Model reading the paragraph aloud to students. Then choral read the paragraph with students.

**DEVELOP YOUR UNDERSTANDING (pp. 130–131)**

25–35 minutes

**Respond to the Readings (p. 130)**

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

**Extension** Have students look for examples in the story of how Miss Aurelie applies her farming knowledge when she cares for the children. What does this say about Miss Aurelie? Have students briefly summarize their responses and share them with the class.

**Use Word Parts: Root *aud***

Explain that the root *aud* means “to hear; to listen.” Write the words *auditory* and *audiovisual* on the board. Underline the root *aud* in each word and explain that both words deal with hearing or sound. Explain that when students see a familiar root, they can use it to figure out the meaning of a word.

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

**Review the Vocabulary (p. 131)**

Have students check their answers in the Answer Key.

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

**WRITING (pp. 132–133)**

35–50 minutes

**Write a Story Summary (p. 132)**

Remind students that a summary tells the most important ideas and details of a text. Point out that a summary is always told in the student's own words and will be shorter than the original text.

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

Tell students that they will be writing a summary of “Regret.” Discuss the features students should include in their story summary. Make sure students understand each one. Read aloud the writing prompt. Then guide students through the steps:

**Plan:** Have students reread and take notes about the characters, main events, and theme.

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

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

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

**Review:** Have students use the checklist to check their summary and make any needed changes. Then have students read their summary aloud to a partner. Ask partners to listen and compare the summary to their own. How was their partner's summary similar or different?

### Think and Discuss (p. 133)

**10–20 minutes**


Read the information and questions aloud to students. Point out the advertisement and explain that it is from the 1890s. Then have them discuss the questions in small groups. Ask groups to share their ideas with the class.

### Vocabulary Review

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

### Extend the Lesson

Use the following activities to extend the lesson.

-  Have students work in small groups and discuss what they know about life in the late 1800s in the U.S. and in their home countries. If possible, group students from different countries.
- Have students make lists of children's physical needs and their emotional needs. Have students discuss which of these Miss Aurelie was able to provide to Odile's children.
- Have students research the traditional roles of women in the late 1800s. Have them write a brief description of what they learned.

### UNIT REVIEW (p. 134)

**10–20 minutes**

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

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



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

| ROOT                                   | MEANING        | EXAMPLES                    |
|--|----------------|-----------------------------|
| <i>act</i>                             | do             | react, activity             |
| <i>audi</i>                            | hear           | audible                     |
| <i>auto</i>                            | self           | automobile, automatic       |
| <i>bio</i>                             | life           | biology, biography          |
| <i>cede, ceed, cess</i>                | go, yield      | precede, exceed, accessible |
| <i>circ</i><br><i>circum</i>           | around, about  | encircle<br>circumference   |
| <i>cycle</i>                           | circle         | recycle, bicycle            |
| <i>dic</i><br><i>dict</i>              | say            | dictionary<br>dictator      |
| <i>duc</i><br><i>duct</i>              | make, lead     | produce<br>conduct          |
| <i>geo</i>                             | earth          | geography, geology          |
| <i>graph</i>                           | write          | autograph, paragraph        |
| <i>jud</i><br><i>jur</i><br><i>jus</i> | law            | judge<br>jury<br>justice    |
| <i>mand</i><br><i>mend</i>             | order          | command<br>recommend        |
| <i>meter</i><br><i>metr</i>            | measure        | thermometer<br>geometry     |
| <i>migr</i>                            | change, move   | migrate, immigrant          |
| <i>multi</i>                           | many           | multiple, multimedia        |
| <i>phon</i>                            | sound          | phonics, telephone          |
| <i>port</i>                            | carry          | transport, import           |
| <i>press</i>                           | press          | pressure                    |
| <i>rupt</i>                            | break, burst   | disrupt                     |
| <i>scrib</i><br><i>script</i>          | write          | prescribe<br>scribble       |
| <i>serv</i>                            | watch over     | conserve                    |
| <i>syn</i><br><i>sym</i>               | with, together | synonym<br>symbol           |
| <i>tele</i>                            | far off        | television, telephone       |
| <i>therm</i>                           | heat           | thermometer, thermal        |
| <i>val</i>                             | strong         | value                       |
| <i>vers</i><br><i>vert</i>             | turn           | reverse<br>convert          |
| <i>vid</i><br><i>vis</i>               | see            | video<br>vision             |

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

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

| VOCABULARY WORD |
|-----------------|
|                 |
|                 |
|                 |
|                 |
|                 |
|                 |
|                 |
|                 |
|                 |
|                 |
|                 |

| BEFORE YOU READ |   |   |
|-----------------|---|---|
| 1               | 2 | 3 |
|                 |   |   |
|                 |   |   |
|                 |   |   |
|                 |   |   |
|                 |   |   |
|                 |   |   |
|                 |   |   |
|                 |   |   |
|                 |   |   |
|                 |   |   |

| AFTER YOU READ |   |   |
|----------------|---|---|
| 1              | 2 | 3 |
|                |   |   |
|                |   |   |
|                |   |   |
|                |   |   |
|                |   |   |
|                |   |   |
|                |   |   |
|                |   |   |
|                |   |   |
|                |   |   |

Create your own dictionary. Write down any words you want to remember. Use the last column to add any information that will help you. For example, you might want to draw a picture of the word, give its pronunciation, name its part of speech, or note if it can have different meanings.

| WORD | DEFINITION | WORD USED IN A SENTENCE | NOTES ABOUT THE WORD |
|------|------------|-------------------------|----------------------|
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |
|      |            |                         |                      |

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

| WHAT I KNOW | WHAT I WANT TO KNOW | WHAT I LEARNED |
|-------------|---------------------|----------------|
|             |                     |                |
|             |                     |                |
|             |                     |                |
|             |                     |                |
|             |                     |                |



DETAILS ABOUT \_\_\_\_\_

1.

WHAT I READ

+

WHAT I KNOW

=

MY INFERENCE

2.

WHAT I READ

+

WHAT I KNOW

=

MY INFERENCE

3.

WHAT I READ

+

WHAT I KNOW

=

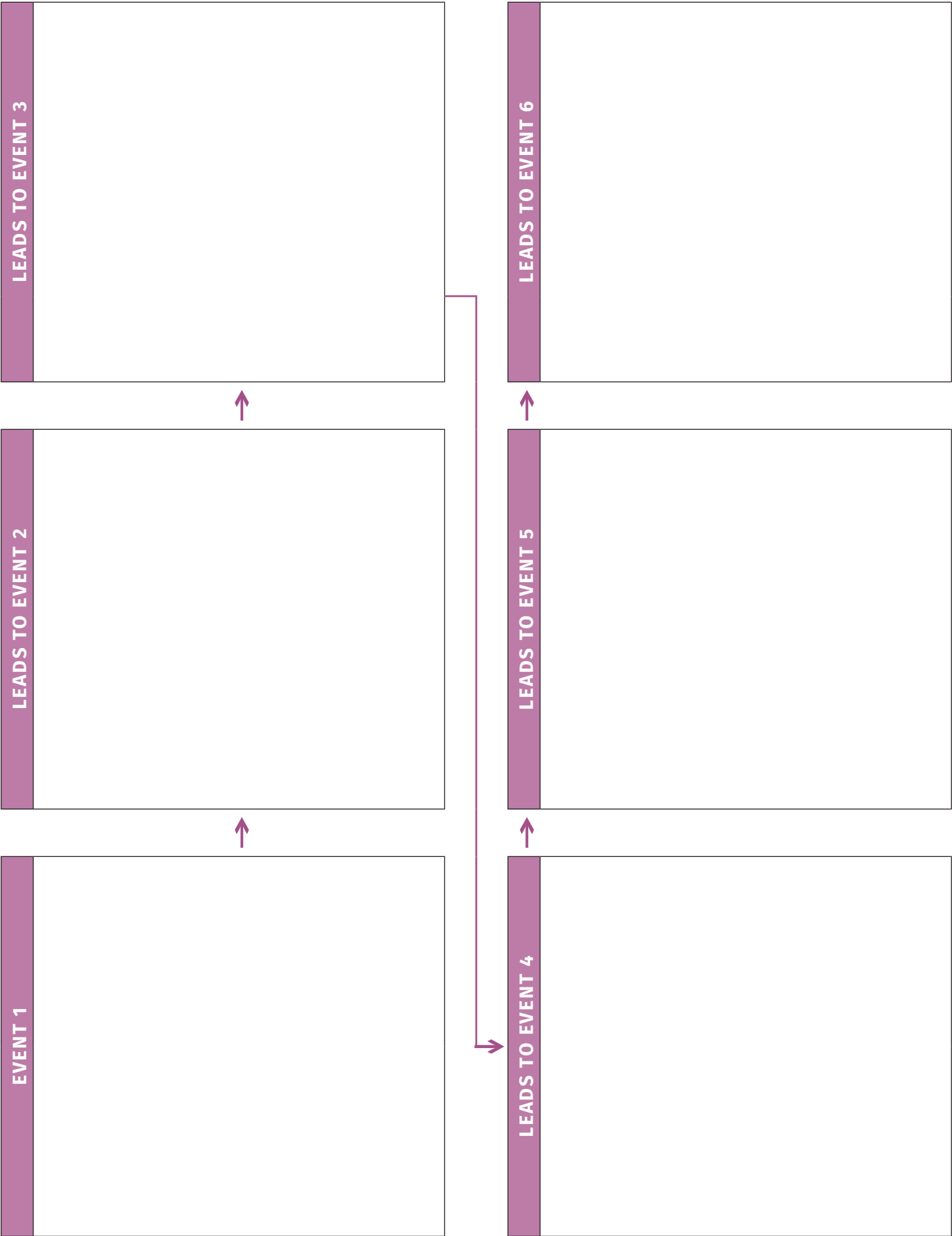
MY INFERENCE

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

|                  |  |  |  |  |  |
|------------------|--|--|--|--|--|
| STATED MAIN IDEA |  |  |  |  |  |
|                  |  |  |  |  |  |
|                  |  |  |  |  |  |
|                  |  |  |  |  |  |
|                  |  |  |  |  |  |







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

DESCRIBE THE PROBLEM THIS TEXT TELLS ABOUT.



WHAT ARE SOME STEPS TO SOLVE THE PROBLEM?



WHAT IS THE END RESULT OR SOLUTION TO THE PROBLEM?

THE AUTHOR’S MAIN CLAIM OR POINT

1.

REASON/EVIDENCE

4.

REASON/EVIDENCE

3.

REASON/EVIDENCE

2.

| CHARACTER | WHAT HAPPENED | HOW THE CHARACTER RESPONDED OR CHANGED |
|-----------|---------------|--|
|           |               |  |
|           |               |  |
|           |               |  |

| MEANING             |  |  |  |
|---------------------|--|--|--|
| FIGURATIVE LANGUAGE |  |  |  |