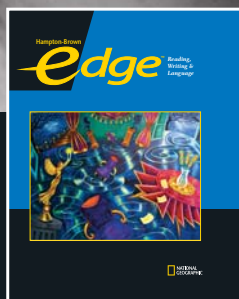
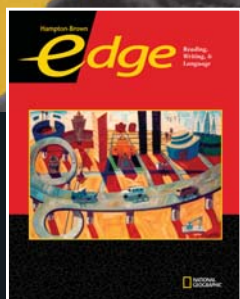


Hampton-Brown

edge™

Reading, Writing, and Language for High School



**Focused on Graduation
and a Promising Future**

Edge™ Reading, Writing, and Language

Edge is a core Reading/Language Arts Program designed for striving readers and English language learners in Grades 9–12 reading below grade level. It prepares students for success on exit exams and moves them to graduation and a promising future!

MOTIVATING AND RELEVANT

- Essential Questions and readable, relevant literature engage students
- Unit Projects draw on out-of-school literacies and connect to the real world
- Difficulty level of text increases to high school level as students build reading, writing, and language power
- **Online Coach** adds choice and control over learning, with immediate feedback
- Self-assessments and progress reports get students committed to their own learning.

SYSTEMATIC AND FOCUSED

- Focus and repetition of one reading strategy per unit
- “Show, Not Tell” lessons
- Explicit teaching and frequent interactivity develop competence
- Systematic application across genres promotes strategy transfer.

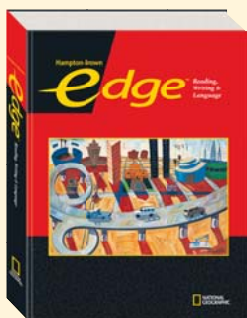
STANDARDS-BASED

- Teacher-friendly instructional design, with built-in professional development
- Grades 9–10 English Language Arts Standards taught and tested
- Immediate access to e-Assessment reports and reteaching resources through **The Teaching Edge Plus**
- Grades-at-a-Glance, with drill-down capability to see student work and test results.

Reading at the Right Level

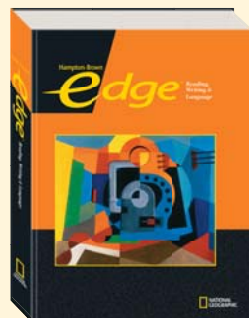
Grades 1–3

Fundamentals



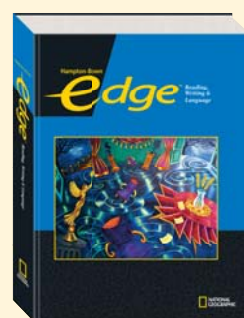
Grades 3–5

Level A



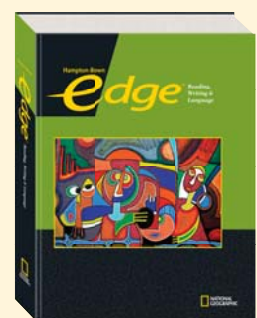
Grades 5–7

Level B



Grades 7–9

Level C



Beginning

Intermediate

Advanced

Language Development for English Learners

Research-Based, Authored by Leading Educators Who Know Adolescent Literacy



Dr. David W. Moore taught high school social studies and reading in Arizona public schools before entering college teaching. He currently teaches secondary school teacher preparation courses in adolescent literacy. He co-chaired the International Reading Association's Commission on Adolescent Literacy, and recent books include *Teaching Adolescents Who Struggle With Reading* (2nd ed.) and *Principled Practices for Adolescent Literacy*.



Dr. Deborah J. Short is a co-developer of the research-validated SIOP Model for sheltered instruction. She has directed studies on English language learners funded by the Carnegie Corporation, the Rockefeller Foundation, and the U.S. Dept. of Education. She recently chaired an expert panel on adolescent ELL literacy and prepared a policy report: *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*.



Dr. Michael W. Smith has focused his research on how experienced readers read and talk about texts, as well as what motivates adolescents' reading and writing both in and out of school. He has written eight books and monographs, including *Reading Don't Fix No Chevys* and *Literacy in the Lives of Young Men*, for which he and his co-author received the 2003 David H. Russell Award for Distinguished Research in the Teaching of English.



Dr. Alfred W. Tatum began his career as an eighth-grade teacher, later becoming a reading specialist and discovering the power of texts to reshape the life outcomes of struggling readers. His current research focuses on the literacy development of African American adolescent males. His recent publications include, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap* and *Building the Textual Lineages of African American Male Adolescents*.

LEADS TO ACADEMIC SUCCESS

- Students value the power of reading and writing in their lives
- They are motivated to read widely
- They experience what it means to be capable and confident
- They achieve success on exit exams
- They focus on graduation and a promising future.



Essential Questions Make Reading Matter

How do th

Give students insight into questions central to their lives and make reading matter. Essential Questions (EQs) are the engaging and enduring questions we all face. They encourage active participation and promote wide reading, adding up to **motivation**.

When do you really know someone?
What make

Highly Engaging
Essential Questions
Drive Each Unit


UNIT 1 SHORT STORIES

CHOICES

EQ ESSENTIAL QUESTION:
What Influences a Person's Choices?

Everything is determined, the beginning as well as the end, by forces over which we have no control.
—Albert Einstein

With every experience, you alone are painting your own canvas, thought by thought, choice by choice.
—Oprah Winfrey



Magical Assortment, 2005, Peter Anton, Mixed media sculpture, private collection.

Critical Viewing What does the artist suggest about choices in this sculpture?

Unit Launch 1

Quotations Provoke
Lively Discussion

Unit Launch: Level B, page 1

How do the media shape the way people think?

How do people challenge expectations?

How do families affect us?

Is something frightening?

How can knowledge open doors?

What influences how you act?

UNIT 1

EQ **ESSENTIAL QUESTION:**
What Influences a Person's Choices?

Study the Facts
People make choices every day. What causes some people to make good choices? What influences others to make poor choices or harmful choices? Look at these facts:

Teen Choices	FEMALE	MALE
High school students who participate in sports**	32%	45%
High school students who said they had carried a weapon in the past 30 days**	7%	27%
High school students who said they had registered and voted*	21%	27%
High school students who said they had driven after drinking alcohol in the past 30 days**	9%	15%
High school students who said they had taken part in a physical fight in the past 12 months**	25%	41%
High school seniors who participated each month in community affairs or volunteer work***	39%	28%

* Data for 2012 ** Data for 2013 *** Data for 2014 Source: U.S. Dept. of Education, National Center for Education Statistics, Youth Indicators 2015.

Analyze and Debate

1. According to the data, young men and young women seem to be making different choices. What general statements can you make about these differences? What might influence a young man to behave differently from a young woman?
2. Which is the greatest influence on a person's choices—family, friends, culture, money, or wealth?

Talk with a group. Explain your opinions and support your ideas with evidence from your own experience.

EQ **ESSENTIAL QUESTION**
In this unit, you will explore the **Essential Question** in class through reading, discussion, research, and writing. Keep thinking about the question outside of school, too.

2 Unit 1 Choices

The Essential Question
Plays a Pivotal Role
Throughout the Unit



Unit Launch: Level B, page 2

research in
Action!

**Essential
Questions**

Edge was designed to help students see that English is about something important. That's why we built our units around Essential Questions . . . Because EQs clearly have no right answer, they provide a situation that requires students and teachers to take on new roles. Students become active agents in their learning, and teachers become part of the inquiry, too.

— Dr. Michael Smith, *Program Author*

Interactive Unit Projects

Unit Projects make learning come to life. They are designed to prepare students for the types of team-building, project-based tasks they will face in the real-world after high school.

- Ample opportunities for students to engage in group activities
- Meaningful, relevant, hands-on tasks that stimulate intellectual curiosity.

Links to *The Learning Edge* student website provide additional resources and support independent work.

Collaborative Unit Projects

1 Plan a Project

TV Talk Show

In this unit, you'll be producing a TV talk show about the Essential Question. Choose the kind of show, host, guests, and set to produce. To get started, watch a few different TV talk shows. Look for

- how the interviewer introduces each guest
- whether the interviewer reads from notes, talks from memory, or takes notes
- whether the guest and interviewer look directly at each other
- how the parts of the show relate to the topic.

Study Skills Start planning your talk show. Use the forms on hbedge.net to help plan your time and to prepare the content.



2 Choose More to Read

These readings provide different answers to the Essential Question. Choose a book and online selections to read during the unit.



Breaking Through
by Francisco Jiménez
Francisco "Panchito" Jiménez and his family worked day after day as migrant farm workers. Panchito was a good student and he wanted a better life. But his father wanted him to stay and help his family. How could Panchito please his father without giving up his future?

► NONFICTION



The Trojan Horse
by Justine and Ron Fontes
The beautiful Helen is married to the King of Sparta. When Helen runs away with a Trojan prince, her husband declares war on Troy! After ten years, the battle seems to have no end. But the Greek soldier Odysseus has a secret plan to defeat the Trojans. Will it work?

► GRAPHIC CLASSIC



Miracle's Boys
by Jacqueline Woodson
Ty'ee, Charlie, and Lafayette are Miracle's sons. When Miracle dies, the boys have to keep their family together. Staying together isn't easy. Charlie goes to jail, and Ty'ee has to work full-time to support them. How can Miracle's boys survive when so much is against them?

► NOVEL

• www.hbedge.net

- Read biographies of celebrities and teens who have made difficult choices.
- Take a personality test to find out what traits and talents might influence your choices.
- Play a game to explore the consequences of different choices.

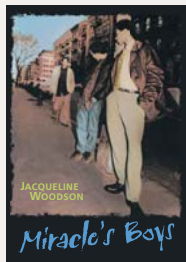
Unit Launch 3

Three Books at Three Different Reading Levels for Each Edge Unit

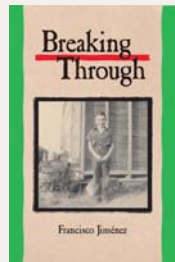
Level C, Unit 1



The Trojan Horse
by Justine and Ron Fontes
Graphic Classic
550L



Miracle's Boys
by Jacqueline Woodson
Novel
660L



Breaking Through
by Francisco Jiménez
Nonfiction
750L

research in
Action!

**Empower
Students**

Motivation can be a key factor in helping adolescent struggling readers be more successful in school. We have found that adolescents prefer to have opportunities to exercise choice in their learning. One option is choice of text. Students should have a wide range of diverse selections to choose from . . . Classroom libraries should include different topics, genres, and reading levels, so all students find something of interest suited to their ability.

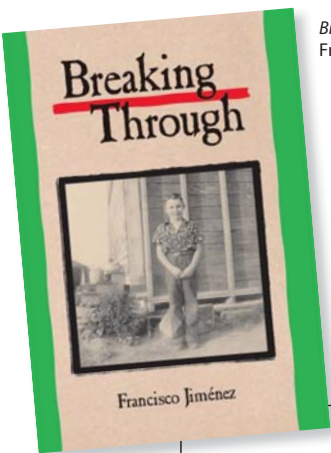
— Dr. Deborah Short, Program Author

Choice in Extended Reading

Edge Leveled Libraries, Levels A–C

- Three collections, one for each level
- Each collection offers 21 books—three books per unit at three different reading levels in a variety of genres and formats
- Built-in coaching features support independent reading
- Downloadable Teacher’s Guide and Student Journal for each book.

Build Reading Power with the On-Page Coach



Breaking Through
Francisco Jiménez

Each book begins with an **Introduction**—preparing students for the text to come.

Introduction

In *Breaking Through*, Francisco Jiménez describes his childhood as a migrant worker during the 1950s and 1960s. He and his family left Mexico and came to the United States when he was a small child. He grew up working on farms with his family. While he worked, he struggled to learn English and do well in school. These experiences greatly affected the choices he made in life. They also had a big influence on his writing.

Many **immigrants** like the Jiménezes move from Mexico to the United States. They come in search of jobs and an education for their children. Many of them find jobs as migrant farm workers in California. This warm part of the country has a long growing season. Growers need laborers to work in their fields for much of the year. Illegal immigrants do not have many options. Because they are in the U.S. illegally, they risk being **deported**. Many take jobs as migrant farm workers. They can usually get these jobs without supplying information that would show they are in the country illegally.

Key Concepts

immigrant n. person who moves from one country to another
deport v. to force an immigrant to return to his or her home country

“Well, here we are, Panchito,” Roberto said sadly. When he saw me **choke up**, he added, “Time will go by fast, you’ll see.”
“Not fast enough,” I said. We unpacked our boxes and went to bed. Neither one of us slept well that night.

choke up begin to cry

BEFORE YOU MOVE ON...

1. **Summarize** Reread pages 25–28. What did the family have to do to enter the United States legally?

2. **Conclusions** Reread pages 31–32. Why did Panchito cry when he saw the boy with his father?

LOOK AHEAD How did Panchito and Roberto feel living without their family? Read pages 34–44 to find out.

33

Look Ahead supports active reading by helping students anticipate plot developments.

At the end of every book, **The Exchange** promotes thinking and conversation about the book.

Review the work you did in your Student Journal. Take your book and your Journal with you to The Exchange book discussion.

EXCHANGE IDEAS

- Tell the group why you would recommend or not recommend this book.
- Compare this book to something it reminded you of, such as another book, a movie, a TV show, or a personal experience.
- Why do you think the author wrote this book?

THE QUESTION

True or false? The most difficult choices have the best results.

- Panchito struggled to do well in school as he worked to help his family survive. How did this influence his decision about what to do with his life after graduation?
- Panchito had to make difficult choices in order to succeed. What tough choices have you made to get something you wanted?
- Several people helped Panchito go to college and make his dream of a better life come true. Who has made a positive difference in your life? How?

REFLECT

Summarize your Exchange. How did this book change the way you see something? What questions do you still have? How will you answer them?

Before You Move On provides frequent checks to help you make sure that students are comprehending.

The **On-Page Glossary** provides substitute words or phrases to help students keep reading fluently.

See pages 38–40 for a complete list of Edge Library titles, authors, genres and Lexile® Levels.

Texts that Matter

A wide variety of classic and contemporary texts that students *can* and *want* to read.

Variety of Topics

Contemporary issues and timeless questions

Variety of Authors

Representing the diversity of the U.S. and the world

Variety of Texts

Literary, informational, persuasive, functional



On-Page Supports Build Confidence

Built-in supports shelter language and improve reading comprehension.

Selections “Chunked”
into Manageable Parts
Promote Success

Questions Prompt
Strategy Application

Level B: pages 46–47

Predict
What life lessons do you think Mrs. Jones will teach Roger?

“Here I am trying to get home to cook me a bite to eat, and you snatch my pocketbook! Maybe you ain’t been to your supper either, late as it be. Have you?”

“There’s nobody home at my house,” said the boy.

“Then we’ll eat,” said the woman. “I believe you’re hungry—or been hungry—to try to snatch my pocketbook!”

“I want a pair of blue suede shoes,” said the boy.

“Well, you didn’t have to snatch *my* pocketbook to get some suede shoes,” said Mrs. Luella Bates Washington Jones. “You could of asked me.”


“M’am?”

The water dripping from his face the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do, dried it again, the boy turned around, wondering what next. The door was open. He could **make a dash for it** down the hall. He could run, run, run, *run!*

The woman was sitting on the daybed. After a while she said, “I were young once and I wanted things I could not get.”

There was another long pause. The boy’s mouth opened. Then he frowned, not knowing he frowned.

The woman said, “Um-hum! You thought I was going to say *but*, didn’t you? You thought I was going to say, *but I didn’t snatch people’s pocketbooks*. Well, I wasn’t going to say that.” Pause. Silence. “I have done things, too, which I would not tell you, son—neither tell God, if He didn’t already know. **Everybody’s got something in common.** So you set down while I fix us something to eat. You might run that comb through your hair so you will look **presentable.**”



Characterization
What does this dialogue show about Mrs. Jones? From what you know of her so far, would she have helped Roger?

Clarify Ideas
Does what Mrs. Jones says here make sense to you? Reread the paragraph to clarify what she and Roger have in common.

Critical Viewing: Characterization Study the boy’s look. What lines from the story could go with this look?


In another corner of the room behind a screen was a **gas plate and an icebox.** Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse, which she left behind her on the daybed. But the boy took care to sit on the far side of the room, away from the purse, where he thought she could easily see him out of the corner of her eye.

Access Vocabulary
Do you know what screen means here? If not, look for clues. It must be big because an icebox, or refrigerator, is behind it.

Monitor Comprehension
Confirm Prediction
Were you right about what Mrs. Jones is teaching Roger? Explain.

In Other Words
make a dash for it try to run
Everybody’s got something in common.
All people are alike in some way.
presentable clean and neat

Cultural Background
“Blue Suede Shoes” was a song written by Carl Perkins in 1955. It was one of the first big rock and roll hits, and teens all over the U.S. listened to it. They also bought shoes like the ones shown here.



In Other Words
gas plate small stove
an icebox a refrigerator

46 Unit 1 Choices

Thank You, M’am 47

On-Page Glossary for
Idioms and Difficult Words
Improve Fluency

Background Information
Builds Context

Frequent
Questions Ensure
Comprehension

research in
Action!
Enabling Texts

It is prudent to use a combination of powerful texts, in tandem with powerful reading instruction, to influence the literacy development and the lives of adolescents. Texts should be selected with a clearer audit of the struggling adolescent reader, many of whom are suffering from an underexposure to text that they find meaningful. These students need exposure to **enabling texts** (Tatum, in press). An enabling text is one that moves beyond a sole cognitive focus—such as skill and strategy development—to include an academic, cultural, emotional, and social focus that moves students closer to examining issues they find relevant to their lives.

— Dr. Alfred Tatum, Program Author

Focus and Repetition

Focus and repetition of one reading strategy per unit ensure student mastery. Systematic application across genres promotes strategy transfer.

UNIT 1

CHOICES

Genre Focus: **Short Stories**

Reading Strategy: **Plan and Monitor**

EQ ESSENTIAL QUESTION: What Influences a Person's Choices?

Unit Launch 1
Project: TV Talk Show

How to Read Short Stories Plot, Characterization, Setting 4

Cluster 1 **Plan and Monitor: Preview, Predict, Set a Purpose**

René Saldaña, Jr. **The Good Samaritan** LITERARY ANALYSIS: Plot SHORT STORY 8

Luis J. Rodríguez **Don't Go Gentle Into That Good Expressway** POEM 24

Eric Feil **The World Is in Their Hands** Nonfiction Text Features NEWSPAPER ARTICLE 26

Cluster 2 **Plan and Monitor: Clarify Ideas**

Langston Hughes **Thank You, M'am** LITERARY ANALYSIS: Characterization. SHORT STORY 38

Janet Tobias and Michael Martin **Juvenile Justice from Both Sides of the Bench** INTERVIEWS 50

Cluster 3 **Plan and Monitor: Clarify Vocabulary**

Guy de Maupassant **The Necklace** LITERARY ANALYSIS: Setting. SHORT STORY 62

Farah Ahmed **The Fashion Show** Genre Study MEMOIR 78

Vocabulary Study		Grammar		Writing About Literature	
Key Vocabulary	8, 33, 38, 57, 62, 85	Write in Complete Sentences	34	Response to Literature	33, 57, 85
Prefixes	35	Make Subjects and Verbs Agree	58	Definition Paragraph	35
Greek Roots	59	Fix Sentence Fragments	86	Comparison Essay	59
Suffixes	87			Focus and Unity	87

Single Literary and Reading Strategy Focus in Each Unit

Literature Organized in 3 Clusters Around the EQ

Literary and Reading Strategy Focus Build Throughout the Unit

Unit Table of Contents

Vocabulary, Grammar, and Writing in Every Unit




...Scaffolded Instruction

Each literature cluster contains paired readings and focuses on one specific literary element or text feature and one reading strategy. Powerful, highly scaffolded instruction means that teachers **show, not tell** students how to be successful with the text.

Focus on 1
Literary Element and
1 Reading Strategy

BEFORE READING **Thank You, M'am**
short story by Langston Hughes



Characterization
When you read a good story, you feel as if you know the characters. That's because authors use **characterization** to reveal, or show, what a character is like.

Look Into the Text

Hughes describes the woman's physical traits.

She was a large woman with a large purse that had everything in it but a hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the sudden single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined cause him to lose his balance. Instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up.

Hughes uses actions to show what she is like.

The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

How does Hughes show the impact of her action on the boy?

Monitor Your Reading
When you **monitor your reading**, you check with yourself to see if you understand. Look into the text above and find something that isn't clear to you. Then, as you read the story, use these strategies to better understand, or clarify ideas.

HOW TO CLARIFY IDEAS

1. **Reread** If you are confused, go back to see if you missed something important.
NOT CLEAR TO YOU: I'm not sure why other people didn't stop to help the woman.
REREAD: It was about eleven o'clock at night, dark, and she was walking alone.

2. **Read On** Keep reading. The author may give more information later.
YOU THINK: The boy must have gotten hurt when he fell on his back.
READ ON: A few sentences later you'll come to this:
"If I turn you loose, will you run?" asked the woman.
"Yes'm," said the boy.
YOU THINK: The boy must be OK if he can run away.

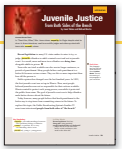
Thank You, M'am 39

Prepare to Read: Level B, page 39

Level B, Unit 1: Choices
Cluster 2, Prepare to Read


Uses the Text to
Teach the Text

BEFORE READING **Juvenile Justice**
interviews by Janet Tobias and Michael Martin



Nonfiction Text Features
You're about to read an excerpt from a TV show in which a number of people are interviewed. In an **interview**, one person asks questions for another person to answer. Interviews have specific kinds of features.

Look Into the Text



Judge LaDoris Cordell
A state court trial judge since 1982, until recently she served on the Superior Court of Santa Clara County, where she heard both juvenile and adult cases.

Background information often appears in italics at the beginning of an article or interview.

Ellipses show where the speaker's words have been left out.

Questions and answers make up the interview.

Brackets show that a word has been changed or added.

Q. Do you think any kid ever belongs in adult court?

A. Yes. ... I have come across some young people who are so sophisticated and who have committed such heinous crimes that the adult system is the place for them to be. I haven't come across a lot, but there have been some. ... It can happen, and it does [happen].

Monitor Your Reading
As you read, notice when you need to clarify ideas. One way to clarify is to **paraphrase** the text, or restate what's happening in your own words.

HOW TO CLARIFY IDEAS

1. Read Judge Cordell's answer above.

2. Identify the **main points** in the text.

3. Paraphrase the text by putting those main points into your own words.

4. Try it with a partner. Pick a new paragraph and compare your paraphrases.

The Text:
A. Yes. ... I have come across some young people who are so sophisticated and who have committed such heinous crimes that the adult system is the place for them to be.

My Words:
Judge Cordell says that some kids act like adults, so they belong in adult court.

Prepare to Read: Level B, page 50



Specialized Strategies for Striving Readers

Each unit begins by showing students the road to reading, building background, and preparing students for success with the reading selection.

Demonstration Texts
Give “Pure” Examples
of the Genre

Personal Connections
Build Competence

HOW TO READ

SHORT STORIES

Genre Focus
Short Stories

One way to find out how stories work is to think about how you make sense of a little story like this one. Read “On the Bus.”

DEMO TEXT

Reading Strategy
Plan and Monitor

On the Bus

The first week of school was always a tough one for ninth-graders, at least for most ninth-graders. But not, it seemed, for James. From the first day of school he waltzed right to the back of the bus, a spot usually reserved for juniors and seniors. He talked with everyone and made fun of the other ninth-graders who shot quick looks to the back of the bus and then sank quietly into their seats up front.

Catherine had always admired James a little. She’d always been so shy that anybody who would draw attention to himself or herself would earn a little of Catherine’s admiration. Because this was her first year at public school after having gone to a small church school all the way through eighth grade, she felt especially afraid to speak out.

Catherine didn’t really like James, though. They’d lived in the same neighborhood for years, yet he hardly seemed to recognize her. And when he did, it was for all the wrong reasons. Once in eighth grade he saw her washing cars for a church fundraiser. He

was walking past her church with a group of friends and he shouted, “Hey, everybody, look. It’s little Miss Missionary.” Catherine didn’t mind people’s knowing that she was really religious because church was the most important thing in her life. It was just the way he had said it.


One day that first week James was doing more bragging than usual. He had just gotten the hottest new digital audio player. He came on the bus doing exaggerated dances and playing air guitar to songs he must have been hearing. Even the seniors in the back were impressed, or at least they pretended to be. Stefone, a kid who had a reputation as being a tough guy, asked James if he could hear a song. James handed him his player. Stefone listened, nodded his head, and looked hard at James. “This thing is great. I’m glad I got one. Too bad you lost yours. You understand what I’m saying? Too bad you lost yours.” James slumped down in his seat.

Catherine saw the whole thing and felt queasy, or sick to her stomach. She looked at James and then at Stefone. Stefone stared hard at her and said in a threatening voice, “The poor kid lost his new toy. Don’t worry about it, little girl. You wouldn’t want to lose anything of yours, would you?”



■ Connect Reading to Your Life

What will Catherine do? First, think of all the possible choices she could make.



1. Catherine could _____
2. Or _____
3. Or _____

Now that you have thought about the alternatives, which one do you **predict** she will do? Explain your answer. Also tell what you want to know about Catherine that would give you more confidence in your prediction.

■ What Does It Mean to Plan and Monitor?

The kind of educated guesses you just made about Catherine and James are called **predictions**. In your life, you make predictions all the time. You predict how your teacher will react if you are late to class. You predict how a friend will like the gift you gave. You do this by thinking about what people are like, what they have done before, and what the current situation is like. Sometimes people surprise you, so you need to revise, or change, your predictions.

Making predictions is a key part of **monitoring**—or checking—your understanding as you read.

■ Your Job as a Reader

When you read, you first figure out what it is you are reading. You look at the title, a little of the text, and maybe the illustrations to figure out that you’re reading a story. Then you pay attention to the characters, setting, and plot. For example, you had to learn as much as you could about Catherine in order to predict what she would do. If there were more to this little story, you would then read to find out whether your predictions were accurate.

Academic Vocabulary

- **predict** v., to tell in advance; **prediction** n., a statement of what someone thinks will happen
- **monitor** v., to keep track of, to check

Clear Goals for Reading

How to Read: Level B, pages 4–5

research in *Action!*

Robust Reading Strategies: The Big 7

There is striking agreement that low-achieving adolescent readers improve their comprehension performance when they learn to apply strategies. *Edge* presents seven general strategies known to promote adolescents’ reading comprehension. The strategies are ones that proficient readers use regularly and across a wide variety of texts:

- Plan and Monitor
- Make Connections
- Determine Importance
- Synthesize
- Ask Questions
- Visualize
- Make Inferences

— Dr. David W. Moore, Program Author

...and English Language Learners

Abstract Concepts Made Real

HOW TO READ SHORT STORIES, continued

■ Unpack the Thinking Process

Characterization

Authors leave clues to let readers know what their characters are like. This is called **characterization**. For example, an author may include:

- **describing words** to tell what a character looks like
- **dialogue** to show how characters express themselves
- **actions** to show just what a character does
- **reactions** of other characters to show the impact of a character's actions.

Setting

Characters make choices because of who they are and the situations they are in. That's why the **setting**—where and when a story takes place—is so important. "On the Bus" is set during Catherine's first week at a public high school. You know that she is likely to act differently during her first week than in her senior year. If you notice the setting and use what you know, you can predict what she is likely to do.

Plot

The choices characters make determine the action in many stories. The way that authors select and arrange the choices and action is called the **plot**. These choices are affected by what the characters are like as well as when and where they live.

Plan and Monitor

Use the elements of short stories—character, setting, and plot—to plan and monitor your reading of short stories. Here's a way to do that:

Prediction Chart

I Notice	I Know	I Predict	Prediction Confirmed?
The title "On the Bus" The first sentence: "The first week of school..."	This sounds like a back-to-school story.	I think there will be some problem related to starting school.	<input type="checkbox"/> yes <input type="checkbox"/> no
Catherine is now to public school. She used to go to a small church school.	Public high schools are very different than small private schools.	Catherine will have a hard time adjusting.	<input type="checkbox"/> yes <input type="checkbox"/> no

Elements of Literature

characterization *n.* the techniques an author uses to show what the characters are like
setting *n.* the time and place of a story
plot *n.* the series of events that make up a story

As you read, keep track of your predictions. Good readers actively keep track of their thinking while they read. Think about whether your predictions are confirmed, or whether you need to revise them based on new information. If you find that you're lost, take time to **clarify**, or get clear, so that you can keep reading. Here are just a few ways that you can get back on track:

- **reread** (or keep reading—sometimes you just need to read a bit more to know what's happening)
- **slow down** and read closely (or read faster—sometimes that helps)
- **paraphrase**, or say what's happening in your own words

■ Try an Experiment

Pretend that the first part of the story is written like this:

DEMO TEXT Take 2

On the Bus

The first week of school was always a tough one for ninth-graders. But not, it seemed, for James. From the first day of school he waltzed right to the back of the bus, a spot usually reserved for juniors and seniors. He talked with everyone and made fun of the other ninth-graders who shot quick looks to the back of the bus and then sank quietly into their seats up front.

Catherine had always admired James. People seemed to notice him. She wondered if they noticed her. She hoped so. After all, she had spent most of her savings to buy the trendiest new clothes she could find. This was her first year at public school after having gone to a small church school through eighth grade, and she wanted the new kids to think she was cool.



Think, Pair, Share Answer these questions with a partner.

1. What details about Catherine have changed? What do those new details tell you about the kind of person she is? Explain your answer.
2. Look back at your list of possible choices Catherine could make. Which one do you predict she will choose now? How do you expect the story to change if she does that?

Academic Vocabulary

- **clarify** *v.* to make clear and understandable, to get rid of confusion



Monitor Comprehension

Characterization
What clues do authors give to help you understand characters? How do these help you make predictions?

How to Read: Level B, pages 6–7

"Show, Not Tell" Approach
to Instruction

Cooperative Learning
Fosters Engagement



Words that Matter— Vocabulary Instruction at Its Best

Edge teaches the words that matter most. These are the words students need to know to be successful in high school and beyond. Key Vocabulary words are:

- **Central to comprehension**—without knowing these words, the selection (its theme, main idea, or plot) just won't make sense
- **Personally valuable**—students need the words to discuss the Essential Question
- **High-utility academic words**—words students will encounter in multiple subject areas and in life.

Prepare to Read: Level B, page 38

PREPARE TO READ

- ▶ Thank You, M'am
- ▶ Juvenile Justice from Both Sides of the Bench

EQ What Influences a Person's Choices?
Find out how circumstances affect choices.

Make a Connection

Anticipation Guide Think about how circumstances, such as education, opportunities, and events, can affect a person's choice to break the law. Then tell whether you agree or disagree with these statements.

ANTICIPATION GUIDE

	Agree or Disagree
1. Criminals choose to break the law, so they deserve their punishment.	_____
2. It is OK for hungry people to steal what they need.	_____
3. Everyone deserves a second chance.	_____

Learn Key Vocabulary

Study the Words Pronounce each word and learn its meaning. You may also want to look up the definitions in the Glossary.

Pronunciation and Part of Speech

Key Words	Examples
<ul style="list-style-type: none"> • circumstances (sur-kum-stans-uz) <i>noun</i> ▶ pages 52, 56 	<p>Circumstances describe the situation a person is in. There are many circumstances that cause people to make bad choices.</p>
<ul style="list-style-type: none"> • commit (ku-mit) <i>verb</i> ▶ pages 42, 51 	<p>A person who commits a crime is the one who carries it out, or does it. She committed the crime of robbery.</p>
<ul style="list-style-type: none"> • consequence (kon-su-kwens) <i>noun</i> ▶ pages 42, 49, 52 	<p>A consequence is something that happens as a result of another action. If you lie to a friend, you may have to face a consequence, like losing your friendship.</p>
<ul style="list-style-type: none"> • contact (kon-takt) <i>noun</i> ▶ page 44 	<p>When you are in contact with people or things, you connect with them in some way. I am still in contact with my friends from first grade.</p>
<ul style="list-style-type: none"> • empathy (em-pu-thē) <i>noun</i> ▶ pages 49, 51, 57, 59 	<p>When you have empathy for people, you feel like you understand their problems, feelings, or behavior. I felt empathy for the lonely boy, and could feel his sadness.</p>
<ul style="list-style-type: none"> • juvenile (joo-vu-nīl) <i>adjective; noun</i> ▶ pages 51, 56, 57 	<p>A juvenile is a young person. [<i>noun</i>] Something juvenile is for young people. [<i>adjective</i>] The juvenile court is for people younger than eighteen.</p>
<ul style="list-style-type: none"> • maturity (mu-choor-u-tē) <i>noun</i> ▶ pages 52, 57 	<p>When people reach maturity, they are fully developed and have all the abilities of an adult. The girl's serious and responsible actions showed maturity.</p>
<ul style="list-style-type: none"> • salvage (sal-vuj) <i>verb</i> ▶ page 52 	<p>To salvage is to save someone or something from destruction. I salvaged my friendship by telling my friend I was sorry.</p>

Student Friendly Examples

Strong Visual Support

Unit 1

Pages 38–61

Prepare to Read

- ▶ Thank You, M'am
- ▶ Juvenile Justice from both Sides of the Bench

Key Vocabulary

A. How well do you know these words? Circle a rating for each word. Check your understanding of each word by circling yes or no. Then, complete the sentences. If you are unsure of a word's meaning, refer to the Vocabulary Glossary, page 852, in your student text.

Rating Scale

- I have never seen this word before.
- I am not sure of the word's meaning.
- I know this word and can teach the word's meaning to someone else.

Key Word	Check Your Understanding	Deepen Your Understanding
1 circumstances (sur-kum-stans-uz) noun Rating: 1 2 3	Who your friends are and what you wear are circumstances within your control. Yes No	Some of the positive circumstances in my life are _____. <i>Possible response: a loving family; supportive teachers</i>
2 commit (ku-mit) verb Rating: 1 2 3	It is irresponsible to commit yourself to a job you can't finish. Yes No	Many people commit acts of heroism, such as _____. <i>Possible response: stopping to help someone who is hurt</i>
3 consequences (kon-su-kwens-uz) noun Rating: 1 2 3	The consequences of failing a class are always positive. Yes No	Some of the consequences of breaking rules at school are _____. <i>Possible response: privileges are taken away, detention, suspension, losing the respect of parents and teachers</i>
4 contact (kon-takt) noun Rating: 1 2 3	Sending a letter through the mail is the fastest way to get in contact with a person. Yes No	When I want to get in contact with my friends, I use a _____. <i>Possible response: telephone or a computer</i>

20 Unit 1: Choices

Key Word	Check Your Understanding	Deepen Your Understanding
5 empathy (em-pu-thē) noun Rating: 1 2 3	Understanding a person's feelings is an example of how a person shows empathy . Yes No	A friend of mine showed empathy by _____. <i>Possible response: understanding what it is like to be sick and offering to help me</i>
6 juvenile (joo-yu-nīl) adjective Rating: 1 2 3	Juvenile people are considered mature and responsible. Yes No	Teenagers are juvenile when they _____. <i>Possible response: decide to go to a party when there is work to be done</i>
7 maturity (mu-chur-u-tē) noun Rating: 1 2 3	Expecting someone else to fix your mistakes is an example of maturity . Yes No	I showed maturity when I _____. <i>Possible response: offered to clean my grandmother's yard</i>
8 salvage (sal-vuj) verb Rating: 1 2 3	Spreading rumors about a friend is a good way to salvage a bad friendship. Yes No	If I am doing poorly in class, I can salvage my grade by _____. <i>Possible response: studying harder or asking for a tutor</i>

B. Write a sentence about yourself using one of the Key Vocabulary words.

Unit 1: Choices 21

Interactive Practice Book: Level B, pages 20–21

research in Action!

Direct Teaching of Individual Words

Vocabulary Instruction is most effective when it is rich, deep, and extended and when it leads students to actively process new word meanings in multiple contexts. In this new view of robust instruction, vocabulary is introduced using a consistent, predictable routine (Beck et al., 2002):

- 1. Pronounce:** Teachers guide students in correctly pronouncing the word
- 2. Explain:** Students are given a clear, student-friendly explanation of the word's meaning.
- 3. Study Examples:** Students study examples of the word in a variety of contexts.
- 4. Encourage Elaboration:** Students elaborate word meanings by generating their own examples and through practice.
- 5. Assess:** Teachers check student understanding through both informal, ongoing assessment, and summative evaluations.

— Dr. David W. Moore, Program Author

Postreading Activities Deepen Understanding

Every cluster ends with Reflect and Assess, where students compare across texts and relate them to the Essential Question, review vocabulary, and develop reading fluency with one of the selections.

- Meaningful repetition and multiple exposures to vocabulary
- Fluency building as a part of each day's lesson
- Clear directions and explanations, with frequent use of graphic organizers and models.

Oral and Written Vocabulary Reviews

Reflect and Assess: Level B, page 57

Critical Thinking Across Texts

Writing in Response to Literature

Frequent Oral Reading Fluency Practice

REFLECT AND ASSESS

▶ Thank You, M'am
▶ Juvenile Justice from Both Sides of the Bench

EQ What Influences a Person's Choices?

Reading

Critical Thinking

1. Analyze Complete the **Anticipation Guide** on page 38 again as if you were a character or person interviewed in the text. Defend your answers using ideas and quotations from the selections.

2. Compare Of all the people in the interview, who would be most likely to treat Roger as Mrs. Jones did? Who wouldn't? What makes you say so?

3. Interpret Mrs. Jones tells Roger, "I have done things, too." Describe what she might have done in the past that helped her have **empathy** with Roger.

4. Speculate Imagine that Roger goes home that night and writes Mrs. Jones a letter. What does he say?

120 5. Draw Conclusions What things influence people's choices as **juveniles**? As adults? Give examples from both texts.

Vocabulary

Key Vocabulary Review

Oral Review Work with a partner. Use these words to complete the paragraph.

circumstances	contact	maturity
commit	empathy	salvage
consequences	juvenile	

Some young people grow up in difficult (1) that influence the choices they make. Like Roger in "Thank You, M'am," some teens break the law, (2) crimes, and come in (3) with the law. They do not have the wisdom or (4) to make different choices. Some do not understand the (5) that result from breaking the law. They usually end up in the (6) justice system for young people. Many judges and lawyers, however, have (7) for troubled teens and understand their problems. They believe that they can (8), or save, teens. These adults trust that teens can change their lives for the better.

Writing Application Recall a time when you or a friend showed **maturity** in a difficult situation. Write a paragraph that uses at least four Key Vocabulary words.

Writing

Write About Literature

Opinion Statement Why should we treat a 14-year-old offender differently than a 24-year-old offender? Write your opinion. Support it with examples from both texts. Gather text evidence in a T-chart:

Thank You, M'am	Juvenile Justice

Fluency

Read with Ease: Phrasing

Assess your reading fluency with the passage in the Reading Handbook, p. 726. Then complete the self-check below.

- I read **a.** great **b.** OK **c.** not very well
- What I did best in my reading was _____.
- My partner paused appropriately for punctuation and phrases. **a.** yes **b.** not yet

Reflect and Assess 57

Reading Fluency
Reading Fluency Practice, continued

Practice Phrasing: "Thank You, M'am"
Phrasing is how you use your voice to group words together. Use this passage to practice reading with proper phrasing. Print a copy of this passage from hbedge.net to help you monitor your progress. To use a Phrasing Rubric, see page 723.

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Fluency Models on CD



Reading Fluency: Level B, page 726

...and Extend Learning Across the Language Arts

Additional activities build skills needed to succeed in school and in life.

Language Development
Grammar in Context
Literary Analysis
Vocabulary Strategies
Listening, Speaking, Research

INTEGRATE THE LANGUAGE ARTS

Grammar

Make Subjects and Verbs Agree

The verb you use depends on your subject. These subjects and verbs go together. All the verbs are **forms of be**.

I **am** We **are**
 You **are** You **are**
 He, she, or it **is** They **are**

Action verbs have two forms in the present:

I **work** a lot. Mrs. Jones **works** every day.

Add **-s** to the action verb only when you talk about one other person, place, or thing. Find the subject in each sentence. How does the verb end?

Roger **pulls** at the pocketbook.
 The strap **breaks**. The pocketbook **falls**.
 Mrs. Jones **gets** mad. She **shakes** Roger.

Oral Practice (1–5) Choose from each column to make five sentences.

Example: Roger is hungry.

Roger	work	at home.
They	is	every day.
Mrs. Jones	are	hungry.
The neighbors	eats	young.

Written Practice (6–15) Write ten sentences to tell what happens when Mrs. Jones makes dinner for Roger. Start with these sentences and choose the correct verb. Then tell what else happens.

Mrs. Jones (take/takes) Roger home. He (is/are) scared and hungry. Mrs. Jones (decide/decides) to make dinner for Roger. He ...

Language Development

Express Ideas and Opinions

Group Talk What do you think happened to Roger after he left Mrs. Jones's apartment? Tell your ideas. Then tell what you think about Roger, Mrs. Jones, and all that happened.

58 Unit 1 Choices

Literary Analysis

Analyze Dialogue


An important part of characterization is how the characters talk, or their **dialogue**. A writer shows dialogue in several ways:

- Quotation marks are set at the beginning and end of the character's spoken words.
- Every time a different character speaks, a new paragraph starts.
- Speaker words such as *she said*, *he asked*, or *whispered* the boy tell who said the words and sometimes how the words were spoken.

Dialogue makes the characters seem real by revealing their thoughts, responses, and feelings. For example, in "Thank You, M'am," Mrs. Jones says, "You a lie!" Hughes could have written: "Mrs. Jones called the boy a liar." Her spoken words show more about her character than a simple description.

With a partner, rewrite these sentences as dialogue. Use quotation marks, and use speaker words that tell how the words were spoken.

1. Roger said he wanted some blue suede shoes.
2. Mrs. Jones told Roger not to steal again.
3. Mrs. Jones told Roger to wash his face.
4. Roger explained that there was nobody home at his house.



Source: © C. Beaman/The New Yorker

Vocabulary Study

Greek Roots

The word **empathy** comes from the Greek word **pathos**, which means "feeling." The Greek root **path** is in many English words. Find the root in these words, guess what each word means, and confirm the definitions in the dictionary.

WORD	WHAT I THINK IT MEANS	DEFINITION
1. sympathy		
2. apathy		
3. pathetic		
4. telepathy		
5. pathology		

Writing on Demand

Write a Short Comparison Essay

A test may ask you to write a response to literature. The prompt often names the selection and asks you to think about some aspect of it.


1. **Unpack the Prompt** Read the prompt and underline the key words.

Writing Prompt

In "Thank You, M'am," Roger learned an important lesson. Think about a **lesson** you have learned. Write an essay to **compare** the lessons. Use examples from the story and your life for support.

2. **Plan Your Response** Choose a life lesson to write about. Then compare it to Roger's. Use a Venn diagram to help you plan.

Venn Diagram



3. **Draft** Organize your essay like this.

Essay Organizer

In "Thank You, M'am," Roger learned [tell what his lesson was]. In my life, I have learned [tell what my lesson was].

Our life lessons are alike because [tell how they are alike]. For example, in the story Roger [give an example from the story]. I also [give an example from my own life that is similar].

However, our life lessons are different because [tell how they differ]. [Give an example from the story], but [give an example from my own life that is different]. In conclusion, [summarize the comparison].

4. **Check Your Work** Reread your essay. Ask:
 - Does my essay address the writing prompt?
 - Did I give examples to support my ideas?
 - Are all my sentences complete?

Language and Learning Handbook, page 676

Writing Handbook, page 758

Reflect and Assess: Level B, pages 58–59

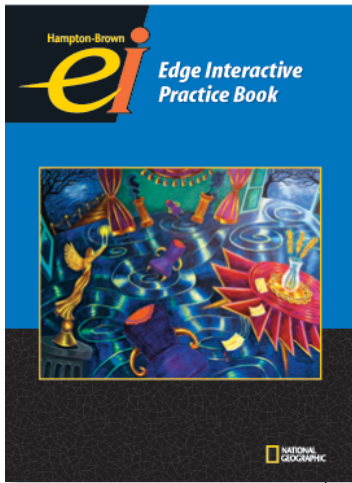
Solid Writing Instruction

- Focus on a form
- Focus on a trait
- Write on-demand for tests

15

Interactive Practice

With the **Edge Interactive Practice Book**, students interact with the text—marking the text with their own questions and comments and finding text evidence to support inferences and conclusions.



Before Reading Thank You, M'am



LITERARY ELEMENT: Characterization

Authors use **characterization** to show what a character is like.

- A.** Read the passage below. Find the character clues that tell you what Mrs. Jones is like. Write the clues in the chart.

Look Into the Text

She was a large woman with a large purse that had everything in it but a hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the sudden single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance. Instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

Prepare Students for Success by Previewing a Passage That Will Appear in the Reading Selection

Type of Clue	Mrs. Jones
physical traits	large woman
words or thoughts	was probably angry
actions	kicked the boy and then picked him up and shook him
reactions of others	the boy was probably startled or frightened by her

- B.** Complete the sentence about Mrs. Jones's character.

Mrs. Jones seems like a character who is a strong woman. She is not afraid to stand up for herself

Interactive
INTERVIEW

Juvenile Justice

from Both Sides of the Bench

by Janet Tobias and Michael Martin

Connect Across Texts
In "Thank You, M'am," Mrs. Jones shows **empathy** for Roger despite what he does. In these interviews, read how real-life judges and attorneys deal with teens who **commit** crimes.

Interact with the Text

1. Clarify Ideas/Paraphrase
Circle a sentence that supports the idea that juvenile offenders should be tried in juvenile court. Write the sentence in your own words.

Possible response:
In the past, people believed that teens were too young to be responsible for their actions.

2. Clarify Ideas/Paraphrase
Underline a sentence that supports the idea that juvenile offenders should be tried in adult court. Write the sentence in your own words.

Possible response:
People believe that if teens are given a stronger punishment, they will not commit crimes in the future.

Key Vocabulary
empathy *n.*, the understanding of someone else's problems, feelings, or behavior
commit *v.*, to perform, do, or carry out something, often a crime
juvenile *adj.*, young; *n.*, young person

In Other Words
Recent legislation New laws
doing time being punished
people from both sides of "the bench" judges, who sit on one side of the bench, or desk, and lawyers, who stand on the other side

Unit 1: Choices 25

Frequent Opportunities to Interact with the Text Promote Active Reading

Clear Student Instructions Focus Students' Reading on a Specific Purpose

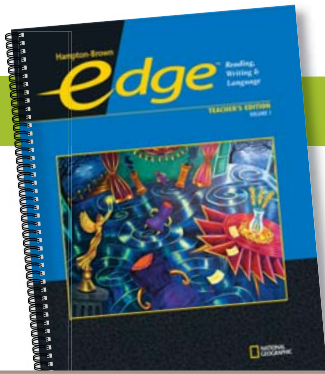
Interactive Practice Book : Level B, page 25



A Daily Plan for Grammar

Built right into the Teacher's Edition you will find a grammar skills path showing how to model and guide students through each grammar topic using the Grammar Transparencies.

- Grammar concepts developed in the context of each week's literature selection
- One for each day of the week.



Step-by-Step Grammar Instruction

GRAMMAR SKILLS PATH

6 Plural Nouns

7 Subject-Verb Agreement: Forms of *Be*

8 Subject-Verb Agreement: Action Verbs **ELL** Language & Grammar Lab, p. 21

9 Verbs with Compound Subjects

10 Review: Subject-Verb Agreement

What's a Plural Noun?

A Word That Names More Than One Thing

GRAMMAR: PLURAL NOUNS 6

One	More Than One
A singular noun names one thing.	A plural noun names more than one thing.

Use these spelling rules for forming plural nouns.

1. To make most nouns plural, just add **-s**.
2. If the noun ends in **s, z, sh, ch, or x**, add **-es**.
3. If the noun ends in **y** after the consonant, change the **y** to **i** and add **-es**.
4. Some nouns have special plural forms.

One	More Than One
dollar	dollars
dish	dishes
baby	babies
lady	ladies
child	children
man	men
woman	women

Try It

A. Look back at "Thank You, M'am." Find a noun. Is it singular or plural? Put it in the correct column. Then add its other form. Possible answers:

Singular Nouns (one)	Plural Nouns (more than one)
purse	purses
hammer	hammers
tooth	teeth
door	doors
shoe	shoes
towel	towels

B. Now tell a partner something about "Thank You, M'am" using nouns from the chart. Write your three best sentences with plural nouns. Sentences will vary.

How Do You Know What Verb to Use?

Match It to the Subject.

GRAMMAR: SUBJECT-VERB AGREEMENT: FORMS OF BE 7

- Use **I** with **am**.

I **am** surprised at Roger.

- Use **he, she,** or **it** with **is**.

Roger grabs a woman's purse. Now **it is** on the ground.

Roger looks up. **He is** scared.

Mrs. Jones shakes him. **She is** angry.

- Use **we, you,** or **they** with **are**.

We are also surprised at Mrs. Jones.

Are you?

Mrs. Jones and Roger leave. **They are** on their way to her apartment.

They are both very upset.

Forms of Be

I am
he, she, or it is
we, you, or they are

Try It

A. Tell what happens at the start of the story. Use **is** or **are**.

Late at night, Mrs. Jones is on a dark street. Roger is behind her, and he tries to steal her purse. She is angry, and he is afraid. They are both very upset.

B. Now let's write a reaction to the story. Use **am, is,** or **are** in these sentences. Then add two more sentences. Sentences will vary.

At first, I am surprised that Mrs. Jones didn't call the police. Instead, she helps Roger. She is his friend. I think they are more comfortable now. They are both curious about what will happen next.

How Do You Know What Action Verb to Use?

Match It to the Subject.

GRAMMAR: SUBJECT-VERB AGREEMENT: ACTION VERBS 8

- Action verbs tell when a subject does something, like **call, hide,** or **get**. If the sentence is about one other person, place, or thing, add **-s** to the action verb.

1. I **see** a bank robbery.
2. My friend Tom **sees** the robbery, too.
3. You **call** the police.
4. He **calls** 911.
5. We **hide** behind a car.
6. A girl is scared. She **hides** with us.
7. The robbers **get** in a car.
8. It **gets** out of the parking lot fast!

- If there is more than one action verb in a sentence, all verbs must agree with the subject:
The robber **breaks** into the bank, **takes** the money, and **drives** away in a car.

Try It

A. What do the characters from "Thank You, M'am" do? Finish the sentences. Use action verbs. Possible responses:

1. Mrs. Jones heats beans and ham.
2. Roger sits far away from the purse.
3. The two characters eat at the table.
4. The woman talks to Roger and cuts the cake and gives him ten dollars.

B. Write three sentences to tell more about what Mrs. Jones does in the story. Sentences will vary.

What's a Compound Subject?

It's a Subject with Two or More Nouns.

GRAMMAR: VERBS WITH COMPOUND SUBJECTS 9

When a subject has two or more nouns joined by **and** or **or**, it is called a **compound subject**.

1. Judges **and** lawyers make decisions in juvenile courts.
2. A **juvenile and** an **adult** are different.
3. A **counselor or** a **psychologist** helps young people.
4. The **parents or** the **school** needs to help.
5. The **school or** the **parents** need to help.

How do you know what verb to use with a compound subject?

- If you see **and**, use a plural verb like **make** or **are**.
- If you see **or**, look at the last noun in the subject. Is it singular? Then use a singular verb. Is it plural? Then use a plural verb.

Try It

A. Say the sentences with the correct form of the verb.

1. A juvenile offender **(is / are)** a young person who commits a crime.
2. A judge and lawyers **(is / are)** involved in these cases.
3. Many judges and lawyers **(believe / believes)** that these young people deserve help.
4. Counselors or the psychologist **(help / helps)** a young offender make better decisions.
5. The judge and the other professionals **(want / wants)** young offenders to get the help they need.

B. Now write two more sentences about judges and lawyers. Use a compound subject. Sentences will vary.

Make Subjects and Verbs Agree

Remember: The verb you use depends on your subject. These subjects and verbs go together.

Forms of Be

I **am** here.
You **are** here.
He, she, or it **is** here.
We, you, or they **are** here.
My friends **are** here.
My friends and I **are** here.

Action Verbs

I **make** choices.
You **make** choices.
He, she, or it **makes** choices.
We, you, or they **make** choices.
Teenagers **make** choices.
My friends and I **make** choices.

Try It

A. Say each sentence with the correct verb form.

1. I **(make / makes)** choices every day.
2. I **(am / are)** sure my choices affect my future.
3. My best friend **(is / are)** an influence on my choices.
4. She **(help / helps)** me make responsible choices.
5. I think a teenager **(is / are)** mature enough to make many choices.

B. Edit the paragraph. Fix five mistakes. The first is done for you.

Maria ^{is} ~~are~~ a teenager. She ^{makes} ~~make~~ choices every day. Her parents ^{help} ~~helps~~ her. They think a teenager ^{needs} ~~need~~ guidance. Maria and her friend ^{make} ~~makes~~ some choices together. They think it's important to have help. Either their parents or their friends ^{help} ~~helps~~ them.

Take Grammar Instruction Even Further— Language & Grammar Lab

Meet the needs of your English Learners with the specialized supports included in the Language & Grammar Lab.

- In-depth grammar lessons extend instruction to account for the needs of ELLs
- Instructional transparencies and lessons focus on language function and language transfer issues
- Language Models Audio CD provides real-world models for each language function.



Specialized Grammar Instruction for ELLs

LANGUAGE FUNCTION TRANSPARENCY

Express Ideas and Opinions

LANGUAGE FUNCTION
EXPRESS IDEAS AND OPINIONS **B**



How to Express Ideas and Opinions

- Tell what you see.
Example: Someone is taking the purse.
- Tell what you believe or think.
Example: I believe that stealing is wrong.
- Give reasons for your opinion.
Example: In my opinion, stealing is unfair. People work hard for their things. No one should just take things.

Try It

1. With a partner, talk about what you see in the photograph. Give facts.
2. Then express an opinion. What do you think about the person reaching into the car? About the person who left the purse on the car seat? About the crime?

LANGUAGE TRANSFER TRANSPARENCY

Don't Leave Out the Verb

LANGUAGE TRANSFER
SUBJECT-VERB AGREEMENT: FORMS OF BE **20**

- The **verbs am, is, and are** are very useful. They often appear in sentences that give a description.

I **am** happy.

Tim **is** a great dancer.

- They also appear in sentences that tell where someone or something is.

We **are** at the dance.

A band **is** on the stage.

- Sentences like these need the verbs to be complete.

Avoid these problems:

Problem

The music loud.

Decorations on the walls.

Solution

The music **is** loud.

Decorations **are** on the walls.



Try It

A. Use words from each column to make five sentences.

Subject	Verb	Rest of Predicate
The dance		fun.
Tim	am	at school.
My friends	is	thirsty.
The teachers	are	at our table.
I		awesome.

B. Now talk about the photo. Write three sentences to describe the people and things. Write three more sentences to tell where they are. Use **am, is, and are**.

Scaffolded Writing Instruction

Six Writing Projects in each level of *Edge* step students through the writing process, focusing on a specific writing mode and trait for each project.

WRITING MODES	TRAITS
Reflective Essay Autobiography Position Paper Research Report Literary Research Report Persuasive Essay Literary Analysis Short Story	Focus and Unity Voice and Style Development of Ideas Organization Written Conventions

Writing Mode
Persuasive



Write a Persuasive Essay

Writing Portfolio

Persuasive messages are all around you. TV commercials try to get you to buy certain products. Political candidates try to convince you to vote for them. This project gives you a chance to see how convincing you can be as you write a persuasive essay.

Writing Mode
Persuasive

Writing Trait Focus
Focus and Unity

Persuasive Essay 613

Writing Project: Level C

Writing Trait Focus
Focus and Unity

Personal Connections Build Competence

Study Persuasive Essays

Writers of persuasive essays try to convince their readers to agree with them and to take a particular action. TV commercials, magazine ads, newspaper editorials, and campaign speeches are all kinds of persuasive writing.

1 Connect Writing to Your Life

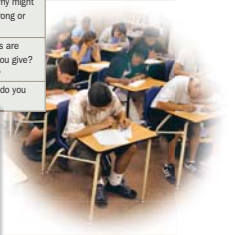
You probably try to persuade other people often. You might persuade your friends to spend a Saturday playing sports outside instead of computer games inside. You might persuade family members to listen to your favorite music on a car trip. This project will help you build your persuasive powers.

2 Understand the Form

The **controlling idea** of a persuasive essay is the **argument**. Usually, the argument is either *for* or *against* some type of issue. The argument is stated in the introduction and is supported by **reasons** and **evidence**. A strong persuasive essay must contain the following parts:

1. Argument	Introduce the issue by giving some background information. Then, state your opinion of the issue.
2. Reasons	List several reasons to support your argument. Why do you think your opinion is correct?
3. Evidence	Give facts, statistics, expert opinions, and examples that illustrate each reason. How do you prove that your reasons are good ones?
4. Counter-arguments	Think of what people on the opposite side of the issue might say. Why might they think your argument is wrong or your reasons insufficient?
5. Rebuttal	Tell why the counter-arguments are incorrect. What reasons can you give? What evidence can you show?
6. Call to Action	Restate your argument. What do you want your readers to do?

Now look at how these parts come together. Read a persuasive essay by a professional writer.



614 Unit 6 Writing Project

3 Analyze a Professional Model

As you read, look for the important parts of a persuasive essay.

Say "Yes" to Year-Round Schooling

by Dominique Washington

How would you like to improve your kids' education, use school buildings more efficiently, and save tax dollars? You can by supporting the school board's plan for year-round schools. The plan is simple. Kids would still spend 180 days in school each year, but they would attend school in nine-week segments. After nine weeks of school, they would have three weeks off. This would be a big change, **but year-round schooling offers so many benefits:**

One benefit of year-round schooling is that it will help lessen overcrowding in our schools. With careful scheduling, a school built for 1,000 students can accommodate 1,500. All our schools have to do is stagger students' schedules so that at any given time, one group of students is on vacation.

This scheduling plan will also save us money. By making more efficient use of the buildings we have, we won't have to pay to build additions or new schools. Moreover, we won't be paying to maintain a mostly empty building over the summer.

The biggest benefit, however, is that year-round schooling will improve our kids' ability to learn. Students remember information better when vacations are shorter. When students return to school, they haven't forgotten what they learned. Students can also cover more material because they don't spend as much time reviewing.

Now, I know that some of you have mixed feelings about year-round schooling. You may think that your kids would hate it. But that has not been the case at schools that have adopted this plan. Kids say it's easier to work hard for nine weeks at a time rather than nine straight months. And they say it is easier to keep in touch with friends over shorter breaks.

When you look at all the advantages, I think you will agree. Year-round schooling is right for our kids. Vote for year-round schooling in the upcoming special election, and say "yes" to a better future for our kids.

The writer gives background information about the issue and clearly states her argument.

The writer gives solid reasons to support her argument. Notice the use of statistics and examples as evidence.

The writer states a counter-argument and gives a rebuttal.

What is the writer's call to action?

Persuasive Essay 615

Professional and Student Models

Graphic Organizers Scaffold Instruction

Clear Goals and Expectations

Your Job as a Writer

- Prompt** Write a persuasive essay on an issue about which you have strong feelings. Be sure to:
- tell what the issue is and give your argument
 - give reasons and support them with evidence
 - answer at least one opposing argument
 - tell readers what action to take

Prewrite

Now that you know the basics of a persuasive essay, you are ready to plan one of your own. A good Writing Plan will help you as you draft your essay.

1 Choose Your Topic

Try these activities to help find and choose a topic:

- Complete this sentence five different ways: "The world (or our school or community) would be a better place if _____."
- Ask friends and family these questions: What is an important issue you care about? What change could you or I make to improve the world? What issues have you heard me talk about lately?

Technology Tip
Check out the key news stories on the Web sites of well-known news organizations or newspapers. This will give you a good idea of issues that are currently on the mind of the public.

2 Clarify the Audience, Controlling Idea, and Purpose

Who are your readers? What background do they need to understand your topic? What opinions do they already have? List some ideas. Then, write your argument, or **controlling idea**. Fit it into one of these sentences: "We should do X" or "We should not do Z."

Finally, think about your purpose. What do you want your audience to believe? What do you want to persuade your audience to do? Write down your ideas.

3 Develop Reasons and Gather Evidence

Your next step is to think of reasons and gather evidence to support and develop your argument. Here are some helpful suggestions:

- Brainstorm a list of reasons you think your argument is right.
- Interview other students to explore commonly held beliefs. When students disagree, make careful note of their counter-arguments and reasons.
- Research the topic. Note anything that can be used as evidence.

Prewriting Tip
Think about the following questions as you research evidence:

- Who wrote this evidence? What was his or her motivation?
- Will my audience think my sources are reliable?
- Is this information fact or opinion?

616 Unit 6 Writing Project

Step-by-Step Instruction

4 Organize Your Reasons

Structure your reasons in a sustained and logical fashion to support your argument. For instance, you might build up to a strong finish by putting reasons in order of importance. Start with a good reason; then move to a better one. End with your best reason.

5 Finish Your Writing Plan

Use your prewriting ideas to make a Writing Plan like the one below. Remember to organize your reasons and evidence in a logical fashion.

Writing Plan	
Topic	teen curfew
Audience	other students and people of voting age
Argument	A teen curfew is unfair and unjust.
Purpose	to persuade voters to vote against the teen curfew proposal
Time Frame	one week from today
Reason 1	Evidence Teens have necessary reasons to be out after curfew.
Reason 2	Evidence People would never consider giving a curfew to adults.
Counter-argument	A curfew will lower the crime rate.
Rebuttal	No studies have proven this, and city statistics show that teens don't commit much crime to begin with.
Call to Action	Vote against the council's curfew proposal.

Prewriting Tip

Another good way to organize your reasons is the "sandwich method." Put your weakest reason second, and sandwich it between stronger reasons. That way, you begin and end on strong notes.

Reflect on Your Writing Plan

Will your reasons be persuasive to your audience? Talk it over with a partner.

Persuasive Essay 617

Preparing a Writing Plan

Step-by-Step Writing Support

Write a Draft

Now you are ready to write. Use your Writing Plan as a guide while you write your persuasive essay. You will have chances to improve your draft. Just keep writing!

Use Persuasive Techniques

In a persuasive essay, you want to get your audience on your side, working toward your goal. There are three main techniques you can use to form a convincing argument:

- Logical Appeal** This technique involves the use of evidence such as facts, statistics, and examples to support your argument.

According to the Mesa Grande Police Department, only 3 percent of crimes committed by teens last year took place after 10 p.m.
- Emotional Appeal** This technique involves the use of strong words that appeal to the audience's needs, values, and attitudes.

"No taxation without representation!" Isn't that one of the main reasons for the Revolutionary War? Well, now the Mesa Grande City Council is acting just like the British!
- Ethical Appeal** This technique involves convincing the audience that you are fair, honest, and well-informed about the issue.

I know that council members believe a curfew will help keep teens out of trouble. But based on the evidence, a curfew is not a good idea.

Wrap Up Loose Ends

Most writers begin a persuasive essay with an anecdote or quotation to grab the audience's attention. A good writer will tie this opening idea to the conclusion, too. This helps give the essay a sense of completeness.

Opening Idea

"No taxation without representation!" Isn't that one of the main reasons for the Revolutionary War?

Concluding Idea

So please, on election day, I beg everyone of voting age to vote against the council's proposal. Don't let teens become victims of a law that they aren't even allowed to vote on.

Technology Tip

Save your first draft under a file name that shows that it is a draft. You might use "persuasive01" to show that it is just the first version of the essay. When you begin to revise, save the new version as "persuasive02." That way, as you revise, if you want to return to the draft version of the essay, it's easy to retrieve it.

Drafting Tip

In addition to these techniques, you can use various types of evidence to support your position.

- personal anecdote or experience
- case study—an analysis of the issue
- analogy—a comparison to something more understandable

Student Model

Read this draft to see how the student used the Writing Plan to get ideas down on paper. The student will fix any mistakes later.

Teen Curfew Law Is Unfair

"No taxation without representation!" Isn't that one of the main reasons for the Revolutionary War? Well, now the Mesa Grande City Council is acting just like the British and imposing a law on a group who has no say in the matter. The council hopes to have its way in this Fall's election. This means any citizen under the age of 18 will not be allowed to be out after 10 p.m. on weeknights and 11 p.m. on weekends. As a teenager in the community I am against this proposed curfew. I think that teen driving restrictions would make more sense.

Many teens have good reasons for being out after 10 or 11 p.m. Some work night jobs, such as babysitting. I hope to eventually get a nighttime job at the local pizza place. Others volunteer at places where they are needed at night, such as Mesa Grande Hospital. Many teens visit friends to study together. A curfew would prohibit teens from doing what they need to do to earn money, reach out to others, or get good grades.

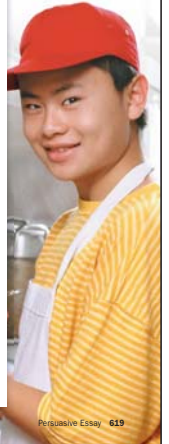
Worse yet, a curfew is a form of age discrimination. It is unfair to punish all teens just because a small minority might be committing crimes late at night. How would most adults feel if they could be stopped and searched by a police officer just for being on the street? It makes teens feel like they are second-class citizens.

Many members of the community who support the curfew say it will lower the teen crime rate. However, most studies on curfews fail to show this. According to the Mesa Grande Police Department, only a small number of crimes committed by teens last year took place after 10 p.m., and the total number of teen crimes wasn't even a large amount of the total number of crimes. That means adults committed most of the crimes. Since the curfew would not apply to adults it wouldn't reduce crime very much, would it?

I know that council members believe a curfew will help keep teens out of trouble. They want to protect the youth in the community, and that is a good goal. But based on the evidence, it is not a good idea. It would keep teens from worthwhile nighttime activities, punish good kids unfairly, and not reduce crime. So please, on election day, I beg everyone of voting age to vote against the council's proposal. Don't let teens become victims of a law that they aren't even allowed to vote on.

Reflect on Your Draft

Think about the process that you used to write your draft. What went smoothly? What went less smoothly? What have you learned that will make the process easier the next time you write?



"Show, Not Tell" Instructions in the Writer's Craft

Revise Your Draft

Your first draft is done. Now, you need to polish it. Improve the focus and unity. Turn a good draft into a great essay.

Revise for Focus and Unity

Good writing has a **focus**—it has a central, controlling idea. In a persuasive essay, the focus is the writer's argument.

Good writing also has **unity**—that means that all of the parts support the controlling idea. In a persuasive essay, that means that the reasons, evidence, counter-argument, and rebuttal all relate to the writer's argument, and the argument is structured in a logical way.

Don't expect to have perfect focus and unity in your first draft. Every writer expects and needs to rewrite. Time spent revising helps you sharpen your focus. Cut out any word, sentence, or even paragraph that doesn't relate to your controlling idea.

TRY IT With a partner, discuss which parts of the draft below do not strongly support or relate to the writer's argument.

Student Draft

Many teens have good reasons for being out after 10 or 11 p.m. Some work night jobs, such as babysitting. I hope to eventually get a nighttime job at the local pizza place. Others volunteer at places where they are needed at night, such as Mesa Grande Hospital. Many teens visit friends to study together. A curfew would prohibit teens from doing what they need to do to earn money, reach out to others, or get good grades.

Writing Plan

Argument: A teen curfew is unfair and unjust!



Now use the rubric to evaluate the focus and unity of your own draft. What score do you give your draft and why?

Focus and Unity

	How clearly does the writing present a central idea, opinion, or thesis?	How well does everything go together?
4 Wow!	The writing presents a clear central idea or opinion about the topic.	Everything in the writing goes together. <ul style="list-style-type: none"> The main idea of each paragraph and the conclusion are about the central idea of the paper. In each paragraph, the main idea and details are related. The argument is structured in a logical order.
3 Ahh.	The writing presents a generally clear central idea or opinion about the topic.	Most parts of the writing go together. <ul style="list-style-type: none"> The main idea of most paragraphs and most of the conclusion are about the central idea of the paper. In most paragraphs, the main idea and details are related. Most of the argument is structured in a logical order.
2 Hmm.	The writing presents one topic, but the central idea or opinion is not clear.	Some parts of the writing go together. <ul style="list-style-type: none"> The main idea of some paragraphs and some of the conclusion are about the central idea of the paper. In some paragraphs, the main idea and details are related. Some of the argument is structured in a logical order.
1 Huh?	The writing includes many topics and does not present one central idea or opinion.	The parts of the writing do not go together. <ul style="list-style-type: none"> Most paragraphs, including the conclusion, lack a main idea, or the main idea is not about the central idea of the paper. Most paragraphs do not contain a main idea and related details. The argument is not structured in a logical order.

www.hbwdp.net
 • Rubric: Focus and Unity
 • Evaluate and practice scoring other student essays.

Use the Rubric to Evaluate the Trait

Checklist Helps Students Improve Their Drafts

Revise Your Draft, continued

2 Revise Your Draft

You have now evaluated the focus and unity of your own draft. If you scored a 3 or lower, how can you improve your work? Use the checklist below to revise your draft.

Revision Checklist

Ask Yourself	Check It Out	How to Make It Better
Is my essay focused?	Underline your argument, or controlling idea. Check that it states your position on the issue.	<input type="checkbox"/> Add a controlling idea if you don't have one. <input type="checkbox"/> Rewrite your controlling idea if it is not clear or if it covers more than one idea.
Is my essay unified?	Check every paragraph to be sure you stay on topic. Check the structure of your argument to see if it's logical.	<input type="checkbox"/> Cut or rewrite sections that do not support the argument. <input type="checkbox"/> Reorganize your argument to make the structure more logical.
Does my essay have an introduction, a body, and a conclusion?	Draw a box around each part.	<input type="checkbox"/> Add any part that is missing.
Do I state my argument clearly, along with background information on the issue?	Read your essay to someone else. See if you provide enough information for your classmate to understand the issue and your argument.	<input type="checkbox"/> Research more background information and rewrite your argument statement.
Do I support my argument with rhetorical devices and evidence?	Do you provide at least one type of evidence for each reason? Do you use at least one rhetorical device?	<input type="checkbox"/> Research the issue to find more evidence for your reasons. <input type="checkbox"/> Add an appeal to logic, emotions, or ethics.
Do I include at least one counter-argument and a rebuttal?	Underline parts where you gave the opinion of people who disagree with you. Also underline your response.	<input type="checkbox"/> Add the missing parts.
Did I include a call to action?	Read your conclusion. Does it tell the reader to do something?	<input type="checkbox"/> Add a sentence that tells readers what action to take.

Writing Handbook, p. 808

3 Conduct a Peer Conference

It is useful to get a second opinion when you are revising your draft. Ask a partner to read your draft and look for the following:

- any part of the draft that is confusing
- any ideas that need more support
- any information that seems off the topic
- any reasons that will not appeal to the audience

Then talk with your partner about the draft. Discuss the items in the Revision Checklist. Revise your essay based on your partner's comments.

4 Make Revisions

Look at the revisions below and the peer-reviewer conversation on the right. Notice how the peer reviewer commented and asked questions. Notice how the writer used the comments and questions to revise.

Revised for Focus

The council hopes to have its way in this Fall's election. This means any citizen under the age of 18 will not be allowed to be out after 10 p.m. on weeknights and 11 p.m. on weekends. As a teenager in the community I am against this proposed curfew. ~~I think that teen driving restrictions would make more sense. I believe it is unfair and unjust.~~

Revised for Unity

Many teens have good reasons for being out after 10 or 11 p.m. Some work night jobs, such as babysitting. ~~I hope to eventually get a nighttime job at the local pizza place.~~ Others volunteer at places where they are needed at night, such as Mesa Grande Hospital. Many teens visit friends to study together. A curfew would prohibit teens from doing what they need to do to earn money, reach out to others, or get good grades.

Peer Conference

Reviewer's Comment: The last sentence is a whole new controlling idea that you don't even mention in the rest of the essay.

Writer's Answer: I'll replace that sentence with one that relates to the controlling idea.

Reviewer's Comment: You went off track here. Where you want to get a job doesn't relate to your argument.

Writer's Answer: You're right. I'll delete that sentence.

Reflect on Your Revisions

Think about the results of your peer conference. What did your partner like and dislike about your essay?

Evaluation and Practice

6 Edit and Proofread Your Draft

Your revision should now be complete. Read it over one more time to fix any mistakes you might have missed.

1 Capitalize the Names of Days, Months, and Holidays

The names of days, months, and holidays are capitalized because they are proper nouns. They name specific things. The seasons of the year are not capitalized. They are common nouns.

Capitalize	Do Not Capitalize
Monday	summer
November	winter
Independence Day	autumn

TRY IT Copy the sentences. Fix the capitalization errors. Use proofreader's marks.

- A teen curfew law is on the ballot in this Fall's election.
- On election day, I beg everyone to vote against the council's proposal.

Proofreader's Marks

Use proofreader's marks to correct errors.

Capitalize: We went to a concert on Tuesday.

Do not capitalize: The summer solstice is in June.

2 Use Commas with Introductory Phrases and Clauses

An introductory clause is a dependent clause that provides background information for the main part of the sentence. The comma goes at the end of the introductory clause.

If you don't leave now, you won't get home before curfew.

An introductory phrase also provides background information for the main part of the sentence, but it doesn't have both a subject and a verb. The comma goes at the end of the introductory phrase.

After the election, a new curfew was established for teens.

To avoid being out after curfew, we can't work later than 9 p.m.

TRY IT Copy the sentences. Add commas after introductory clauses or phrases.

- As a teenager in the community I am against this proposed curfew.
- Since the curfew would not apply to adults it wouldn't reduce crime very much, would it?

Add commas: Ted, a volunteer tutor, helps his students at night.

7 Publish and Present

Print out your essay or write a clean copy by hand. Share your persuasive essay with others. You have something to say. You may also want to present your work in a different way.

Alternative Presentations

Publish in a Newspaper Submit your essay to a newspaper. Many papers publish short essays from readers. Your local paper or school paper might accept yours.

1 Find a Publication Look for papers in your school or community whose audience would be interested in your topic.

2 Check the Guidelines Many publications have guidelines for writers. Ask for them if you can't find any.

3 Send Your Work Mail or e-mail your work. Include a way for the publisher to contact you. Ask for feedback on your work.

Put on a Debate Debate the subject of your essay in front of an audience. You will need to cover both sides of the issue.

1 Adapt Your Essay Rewrite it so that two people can argue the points you've covered. Further develop the objections people might make to your argument. You will probably need to do additional research.

2 Choose Debaters Present your opinions yourself. Ask a classmate to present the opinions of people who disagree with you. You will each need to prepare an opening statement to present your argument. You will also have to prepare a rebuttal to the opposing argument.

3 Present the Debate Practice debating your topic with the classmate you've chosen. Then debate your topic for your class.

- Take notes while the opposing side is talking so you can address what has been said in your response.
- Speak clearly so the audience and your opponent can understand you.

Refer to the **Listening and Speaking Workshop** on page 584 and to the **Language and Learning Handbook** on page 726 for more information about debates.

Publishing Tip

Include a cover letter when you submit your essay. Begin it with a highlight from the essay that will grab the publisher's attention. You want to stand out from any other submissions.

Reflect on Your Work

- Ask for and use feedback from your audience to evaluate your strengths as a writer.
- Did your audience come away with a clearer understanding of your argument?
- Did you get feedback from anywhere else that made you reconsider your argument?
- What did you learn that you can apply to other writing you do? Set a goal or two for yourself.

Save a copy of your work in your portfolio.

Grammar,
Usage, Mechanics,
and Spelling

Traditional, Multimedia
and Real-World
Publication Ideas

Technology Supports Vocabulary, Fluency and Comprehension

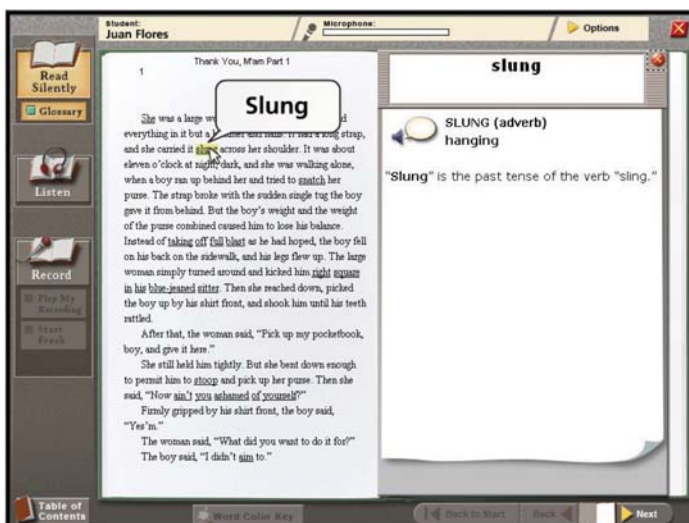
The *Online Coach* is interactive software designed for striving readers and English language learners to build their reading power. Students develop reading skills, practice pronunciation and fluency, and acquire academic vocabulary, using the software's structured supports.



3 Ways to Read Edge Selections

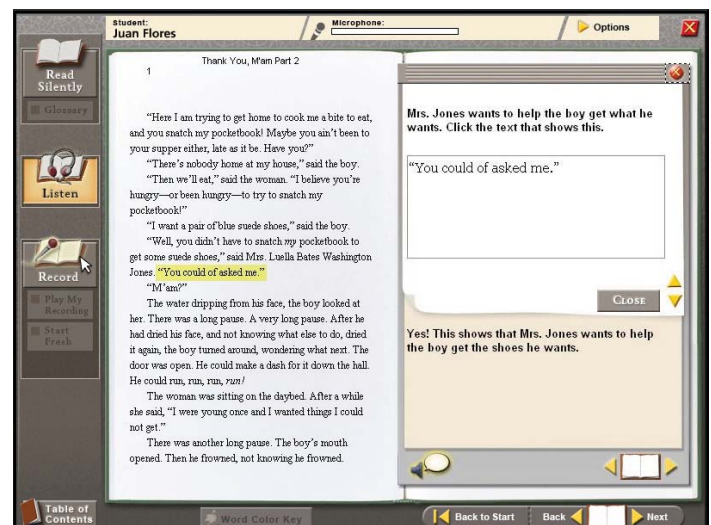
1. Read Silently

- A glossary is available with a click
- Students hear the word pronounced, its part of speech, and definition
- Definitions substitute into the text precisely to keep students reading fluently
- Students can also click on idioms and pronouns to get their meanings—particularly helpful to ELLs.



2. Listen

- Professional models of fluent reading
- Highlighting helps students follow along as they listen
- Comprehension questions in multiple-choice format
- Some questions prompt students to go back into the reading to find text evidence to support their answers
- Immediate, corrective feedback for comprehension questions allows students to falter and recover quickly and privately.



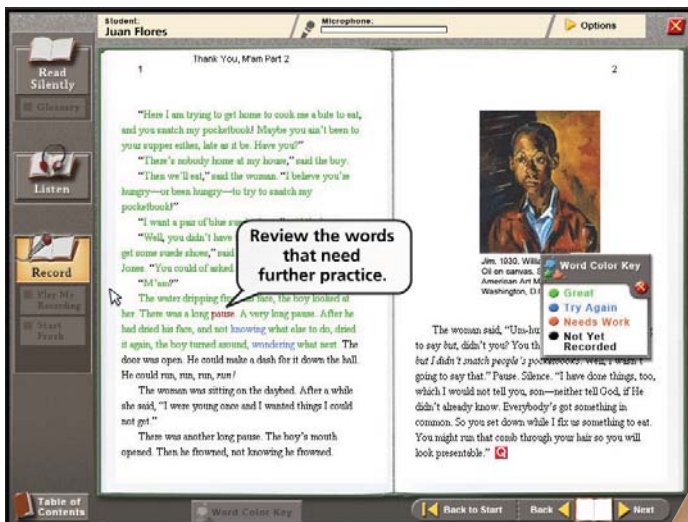


3. Record

- Research has shown the connection between oral reading fluency and comprehension
- Students' voices are recorded during oral fluency practice as they develop accuracy, rate, and prosody
- Words are pronounced if the interactive software detects that a student is encountering difficulty reading orally
- A visual record of oral reading performance is immediately available to student and teacher.

Keeps Students Motivated

- Students are able to monitor their own progress and track improvement in their reading comprehension and fluency rate
- A Reading Power certificate awards points for comprehension questions and reports the student's Fluency Goal and WCPM (words correct per minute)
- Powerful reporting tools are available on *The Teaching Edge* Web site to track comprehension, fluency rate, and time on task through the school year.



hedge.net *Resources with a Click!*

Online Resources for Students

The Learning Edge for Students

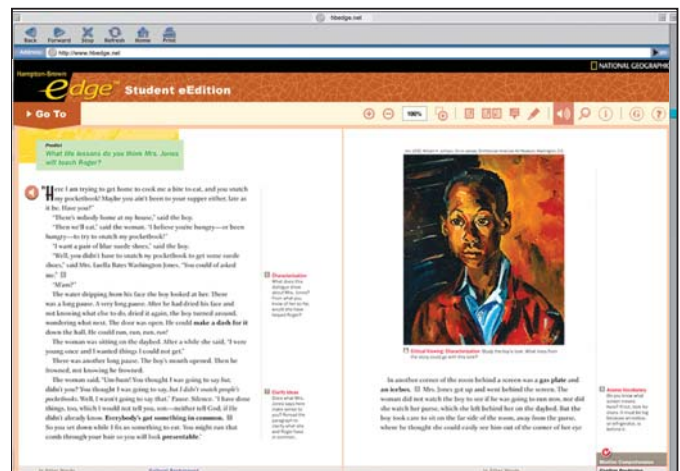
- Learning resources: glossaries, selection summaries, rubrics, project planning tools, and more
- Students' portal for e-Assessment (separate purchase), where students can take tests online and see test results to monitor their own progress
- Links to real-world Web sites with motivating activities related to reading selections
- Access to Student Book e-Edition, Online.



The Learning Edge Homepage

Interactive Student Book

- Highlighting, notetaking, and search tools
- Dynamic links to relevant content on the Web
- Glossaries and selection summaries in eight languages
- Professionally recorded audio, synchronized to text.



Online Resources for Teachers

The Teaching Edge for Teachers

- Save prep time with online lesson plans
- Immediate access to student test results with Grades-at-a-Glance
- Access to Teacher's e-Edition.



The Teaching Edge Homepage



- Watch program authors and classroom teachers deliver Edge lessons and discuss best practices.

Lesson 1: How to Read close window

View the Edge in Action model lessons. Each lesson is divided into small chapters designed for easy navigation and opportunities to pause, reflect, and unpack the lesson.

- How to Read: Genre Focus
- Connect Reading to Your Life
- Unpack the Thinking Process
- Plan & Monitor
- Try an Experiment

Dr. Michael W. Smith
Edge Author

Author Monograph | Viewing Guide | Reflection & Observation Tools

previous next

Online Lesson Planner

- Tie instruction to the amount of time you have each day
- Plan group and independent work
- Print Plans at-a-Glance or in detail.

THE TEACHING EDGE
Lesson Planner

Week of 9/28/09 Group: Period 1, Level B Plus, Reading Intervention

Monday 9/28/09	Tuesday 9/29/09	Wednesday 9/30/09	Thursday 10/01/09	Friday 10/02/09
Lesson 1: Unit Launch Click on a link to see details. Link to any or all activities.	Lesson 2: Prepare to Read The Good Samaritan and The World is in Their Hands 19	Lesson 3: Before Reading and Read the Main Selection The Good Samaritan 19	Lesson 4: Before Reading and Read the Main Selection The World is in Their Hands 136	Lesson 5: Integrate the Language Arts The World is in Their Hands 134
Lesson 2: How to Read Short Stories 18	Lesson 2: Prepare to Read The Good Samaritan and The World is in Their Hands 19 Materials: Make Words Your Own Routine Professional Development Video Edge Interactive Practice 1 book TAE p. 7 Tested SKILL: Key Vocabulary (Cluster Test), Unit 1 Reading and Literary Analysis Test Independent Work: Edge Interactive Practice Book		Lesson 6: Reflect and Assess The Good Samaritan and The World is in Their Hands 133	

Teacher's Edition

Meet the needs of your diverse classroom and accommodate a variety of learners and learning styles. This complete resource provides everything you need for planning and instruction.

Clear Objectives

Step-by-Step Lessons Provide Systematic, Explicit Instruction

Specialized Strategies for English Language Learners

Lesson 11
PREPARE TO READ

OBJECTIVES
Vocabulary
• Key Vocabulary
• Strategy: Use Cognates; Relate Words
Reading Strategy
• Activate Prior Knowledge
ELL Language & Grammar Lab
Language Function Transparency B
• Express Ideas and Opinions

ENGAGE & CONNECT

Essential Question
Focus on Circumstances Ask: Why might a person commit a crime?
Possible responses:
• doesn't need something
• doesn't understand the consequences

Make a Connection
Have students complete the Anticipation Guide and then share answers with a partner to compare their attitudes about crime.

TEACH VOCABULARY

Learn Key Vocabulary
Study the Words. Review the four steps of the Make Words Your Own routine (see the Vocabulary tab).

1. **Pronounce** Say a word and have students repeat it. Write the word in syllables and pronounce it, one syllable at a time: ma-tu-ri-ty. Ask what looks familiar in the word, and point out other forms of the word, such as *mature*.

ELL Use cognates to help Spanish speakers with the words (see the Vocabulary tab).

2. **Study Examples** Read the example in the chart. Provide more examples: Do you show *maturity* when you take care of a younger sibling, or when you forget to return library books?

ONGOING ASSESSMENT
Have students complete an oral sentence for each word. For example: When you call your parents, you get in _____ with them.

T38 Unit 1 Choices

Ongoing Assessment

PREPARE TO READ Thank You, I'm
Juvenile Justice from Both Sides of the Bench

EQ What Influences a Person's Choices?
Find out how circumstances affect choices.

Make a Connection
Anticipation Guide Think about how circumstances, such as education, opportunities, and events, can affect a person's choice to break the law. Then tell whether you agree or disagree with these statements.

ANTICIPATION GUIDE	Agree or Disagree
1. Criminals choose to break the law, so they deserve their punishment.	_____
2. It is OK for hungry people to steal what they need.	_____
3. Everyone deserves a second chance.	_____

Learn Key Vocabulary

Study the Words Pronounce each word and learn its meaning. You may also want to look up the definitions in the Glossary.

Key Words	Examples
circumstances (see kum-stans-uh) noun • pages 52, 56	Circumstances describe the situation a person is in. There are many circumstances that cause people to make bad choices.
commit (ku-mit) verb • pages 42, 51	A person who commits a crime is the one who carries it out, or does it. She committed the crime of robbery.
consequence (kon-si-kwenz) noun • pages 42, 48, 52	A consequence is something that happens as a result of another action. If you lie to a friend, you may have to face a consequence , like losing your friendship.
contact (kon-takt) noun • page 44	When you are in contact with people or things, you connect with them in some way. I am still in contact with my friends from first grade.
empathy (em-pa-tee) noun • pages 49, 51, 57, 59	When you have empathy for people, you feel like you understand their problems, feelings, or behavior. I felt empathy for the lonely boy, and could feel his sadness.
juvenile (ju-vee-nil) adjective; noun • pages 51, 56, 57	A juvenile is a young person. (noun) Something juvenile is for young people. (adjective) The juvenile court is for people younger than eighteen.
maturity (meh-choo-ri-tee) noun • pages 52, 57	When people reach maturity , they are fully developed and have all the abilities of an adult. The girl's serious and responsible actions showed maturity .
salvage (sal-vij) verb • page 52	To salvage something is to bring it back to use.

Practice the Words Work with a partner to write the Key Vocabulary words in each sentence.
Example: Do you feel *empathy* for a person who _____?

38 Unit 1 Choices

3. **Encourage Elaboration** Provide students with a sentence frame to complete: "showed maturity when I _____."
4. **Practice the Words** Have students write sentences using two Key Words in each.

Edge Interactive Practice Book, pp. 20–21

Lesson 12, continued
READ

OBJECTIVES
Vocabulary
• Key Vocabulary
• Reading Fluency
• Phrasing
Reading Strategies
• Plan and Monitor: Set a Purpose; Clarify Ideas
Literary Analysis
• Analyze Characterization
• Analyze Style: Author's Language and Word Choice
Viewing
• Respond to and Interpret Visuals

TEACH & PRACTICE

Chunking the Text
Set a Purpose Remind students of their responses in the Anticipation Guide. Ask: What might you hope to gain from reading a story about a young person who commits a crime?
Possible responses:
• You might get to learn about the consequences of choosing crime.
• The story might have suspense.

Read Have students read pp. 42–45. Support and monitor their comprehension using the reading support provided. Use the Differentiated Instruction below to meet students' individual needs.

Reading Support
Characterization Ask: What do the physical traits, actions, words, and reactions of others tell about the two characters?
Possible responses:
• The woman is strong and forceful.
• The boy might be small and afraid.

Reading Support
Clarify Ideas Ask students whether they were surprised by the boy's answer and why. Have students read a few more lines and then restate the boy's answer.

Reading Support
Struggling Readers Show visually how key ideas in the story relate. For example, pause after each major choice that Roger makes and complete a choice-and-consequence diagram. For example:

Set a Purpose
Find out the consequences for a young person who makes the choice to commit a crime.

She was a large woman with a large purse that had everything in it but a hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, dark, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the sudden single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance. Instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk and his legs flew up. The large woman simply turned around and kicked his right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled. After that, the woman said, "Pick up my pocketbook, boy, and give it here."
She still held him tightly. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"
Firmly gripped by his shirt front, the boy said, "Yes'm."
The woman said, "What did you want to do it for?"
The boy said, "I didn't aim to."
She said, "You a lie?"
By that time two or three people passed, stopped, turned to look, and some stood watching.
"If I turn you loose, will you run?" asked the woman.
"Yes'm," said the boy.
"Then I won't turn you loose," said the woman. She did not release him. "Lady, I'm sorry," whispered the boy.

Characterization
What does this paragraph tell you about the two main characters?

Clarify Ideas
Are you surprised by the boy's answer? If so, try reading on to clarify what the boy means.

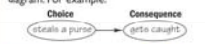
Key Vocabulary	In Other Words
consequence — result of another action	slung, hanging, taking off full blast, setting off, very fast
commit — to perform, do, or carry out something, often a crime	right square in his blue-jeaned sitter — hit his rear end, or backside; permit him to stoop — let him lean down

42 Unit 1 Choices

DIFFERENTIATED INSTRUCTION

Interactive Reading As you conduct the interactive reading session with students, adjust your teaching strategies to their needs.

Struggling Readers
Picture the Text Show visually how key ideas in the story relate. For example, pause after each major choice that Roger makes and complete a choice-and-consequence diagram. For example:



For example:
You a lie? (You are a liar)
Yes'm (Yes, Madam)
Discuss additional examples from the story and provide restatements.

Challenge
Lead the Discussion Have students lead the discussion during reading, posing additional questions for the group. Help leaders model positive discussion techniques, such as encouraging each member's participation.

English Language Learners (ELL)
Rephrase Dialect Dialect is a version of a language with some differences in vocabulary, grammar and pronunciation.

T42 Unit 1 Choices

Differentiated Instruction

"Um-hum! Your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"
 "No'm," said the boy.
 "Then it will get washed this evening," said the large woman, starting up the street, dragging the frightened boy behind her.
 He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.
 The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"
 "No'm," said the being-dragged boy. "I just want you to turn me loose."



Critical Viewing: Effect Here is how one artist portrayed a New York City scene. What mood or feeling does the artist create?

Language Authors often use familiar words in new ways. Here Hughes uses "being dragged" and "willow-wild" to describe Roger. How does this help you picture what's happening?

In *Other Words*, **got a great mind** have a plan or desire; **frail and willow-wild** weak and small, with slimy arms and legs; **right from wrong** that standing is wrong.

Thank You, M'am 43

DAILY ROUTINES

Vocabulary

See the Vocabulary and Fluency Routines tab for more information.

Word Wall Display the words to provide a visual scaffold. Choose a Word Wall practice activity from p.51 in the Daily Routines tab. For example: KWL.

Respond to Questions Compose yes/no questions using the words. For example: Do circumstances affect a person's maturity?

Word Sorts Place words into categories. For example:

- Parts of speech
- Related meanings

Fluency: Phrasing

This cluster's fluency practice uses a passage from "Thank You, M'am" to help students practice appropriate phrasing. Use **Reading Handbook T723** and the **Fluency Model CD** to teach or review the elements of fluent phrasing, and then use the daily fluency practice activities to develop students' oral reading proficiency.



CD 11

Thank You, M'am T43

TEACH & PRACTICE

D Reading Support

Language Explain that the phrase is a creative way of saying "the boy who was being dragged." Have students analyze the author's use of descriptive language and explain how it impacts meaning. Ask: How does the descriptive language help you understand what is happening?

Possible response:
 • The language describes the woman's action toward the boy, and shows she is in charge.

E Analyze Visuals

About the Art John Sloan was a painter who used realism to depict poor urban neighborhoods.

Interpret and Respond Ask: What about this painting looks "realistic" to you?

F Critical Viewing: Effect

Analyze Setting Ask students to study the places shown in the painting.

ELC Build Background Some students may be unfamiliar with characteristics of an urban setting. Explain:

- the elevated train
- the water tower
- the density and height of the buildings
- the skyline in the background

Ask: What is the setting of the painting like?

Possible response:
 • Some places are dark, in shadows, while others in the background are in bright lights.

Ask: What mood or feeling does the artist create?

Possible responses:
 • The mood seems gloomy.
 • There is a feeling of loneliness.

Scaffolding Built In



Kurt Kumli
 The supervising deputy district attorney for the Juvenile Division of the Santa Clara County District Attorney's Office, he has practiced exclusively in juvenile court.

reat a 14-year-old offender differently old offender?

very kid and surround the kid with full-time staffs and drug and alcohol counselors, then perhaps no adult court. But the fact is, there are only a limited resources in the juvenile justice system. . . . You have to still, sometimes, as to whether or not the high-end resources are available to it.

ke to rehabilitate young offenders?

ferent or every kid, but the one rule that I think I years of seeing this, is "the sooner, the better." These kids with alternatives, with opportunities, to feel like nobody cares. If we took half of the end or incarceration and put it in front-end these kids alternatives, then we wouldn't have as kids that we needed to incarcerate. And I think that

In *Other Words*, resources: staff people and resources; the hard call a difficult decision; just recipients of people who should receive rehabilitate: help in the problems of alternatives: other choices; incarceration: keeping people in jail

front-end programs: programs that help kids before they get into trouble; back-end kids: kids who have already committed crimes

Clarify Ideas What does Mr. Kumli mean here? Put the meaning in your own words.

Monitor Comprehension

Explain So what Mr. Kumli means by "the sooner, the better."

Juvenile Justice 55

TEACH & PRACTICE

G Reading Support

Clarify Ideas Review the paragraph to get its meaning well in mind.

ELC Substitution Have students read the paragraph aloud, substituting the glossary explanations for bold terms.

Have students paraphrase what Mr. Kumli means.

Possible response:
 • The system doesn't have enough resources to help every juvenile offender, so choices have to be made about who deserves them.

Monitor Comprehension

Explain Point out the parallel word structure in the phrase "the sooner, the better." Have students explain the meaning using different words.

Possible response:
 • Kurt Kumli is saying that if young people get help early in life, they have a greater chance of being successful.

Teacher Friendly Instructional Routines

Content Area Connections

CONTENT AREA CONNECTIONS

Research Juvenile Justice Systems

Conduct Research Have students research juvenile justice in other countries and use the information to answer the following questions:

- Is juvenile crime a big problem?
- What rules are there for young people or "minors"?
- At what age can a young person be tried as an adult?
- How are the sentences or punishments different for children and adults?
- What programs or resources are available to help or rehabilitate young offenders?

Share and Compare Students can share their findings with the class to compare juvenile justice across countries.



Explore the Brain

Share Facts Tell students the following:

- The frontal lobe of the brain, which handles all goal-directed or voluntary behavior, develops throughout adolescence, up to age 20.
- A male's level of testosterone, a hormone associated with aggression, is ten times higher in adolescence than in childhood.

Discuss How does biology influence a young person's choices? Have students select what they think is the correct answer:

1. Adolescence is typically the healthiest/unhealthiest period in a person's life span.
2. Death rates increase/decrease dramatically from childhood to adolescence.

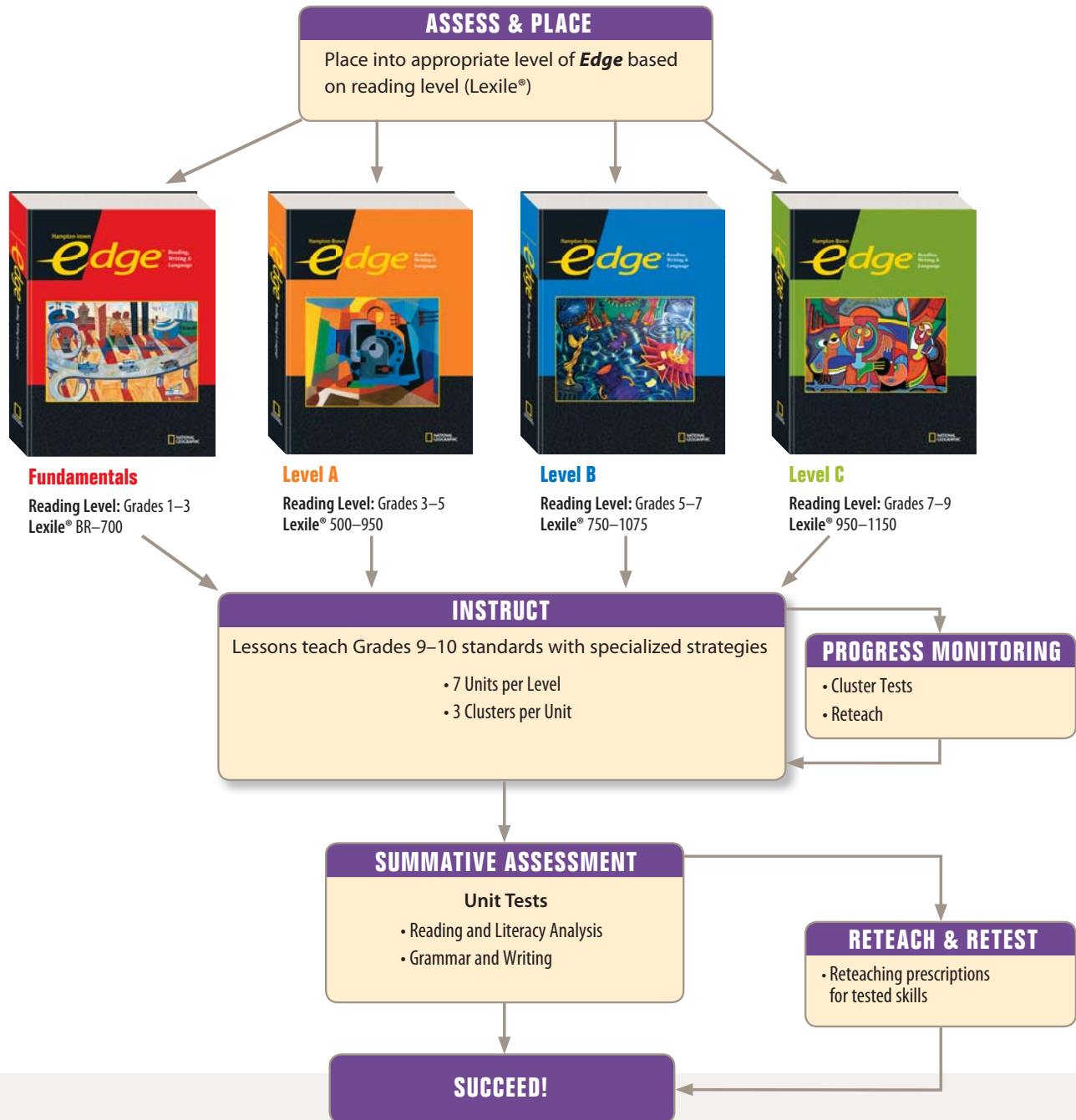
Research and Confirm Then have students conduct research on adolescence to discover whether they were right.



Juvenile Justice T55

Assessment Informs Instruction

Edge has been designed so that frequent, varied assessment informs instruction at every step of the way.



Assessment Tools

Assessments Handbooks

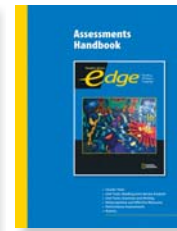
- Complete tools for monitoring student achievement
- Weekly Cluster Tests for frequent progress monitoring
- Unit Tests to measure mastery of key skills
- Rubrics plus affective and metacognitive measures for student self-assessment.



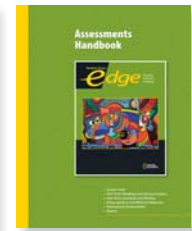
Fundamentals




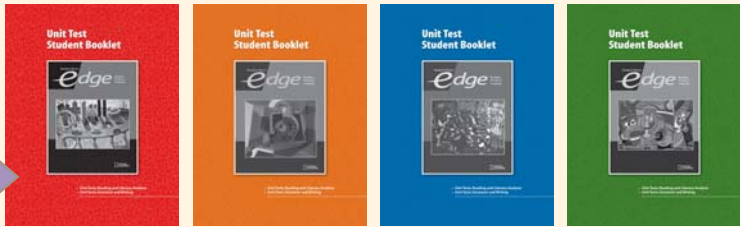
Level A



Level B



Level C

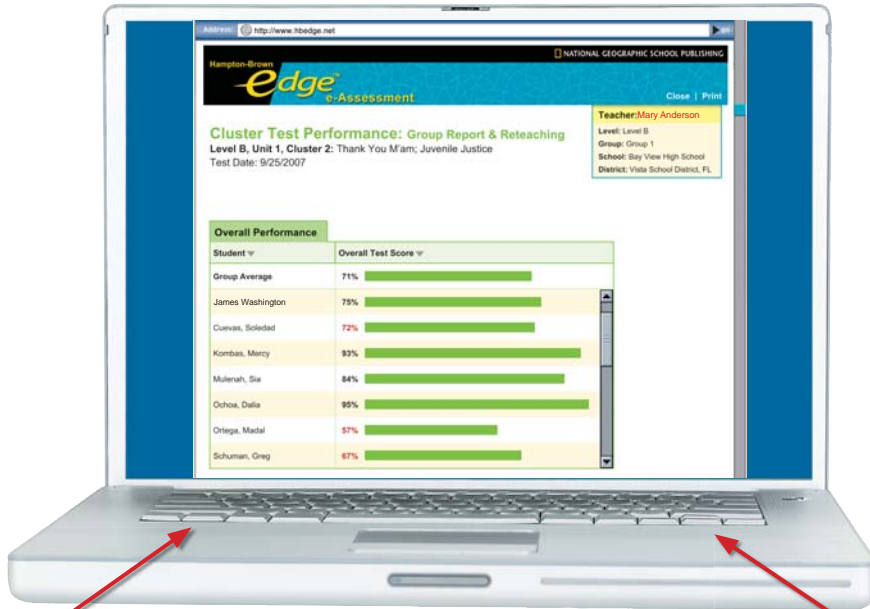
ASSESSMENT PURPOSE	TEST TYPE	FORMAT			
		PRINT	E-ASSESSMENT		
Placement	Placement Test Places students into the appropriate level of the program by reading level (Lexile®).	✓	✓		
Progress Monitoring	Cluster Tests These weekly tests allow you to provide immediate feedback and reteaching of the week's instruction in reading strategies, literary analysis, vocabulary, and comprehension. Each test includes a Reader Reflection form that engages students in their own reading and learning. Oral Reading Fluency Measures students' progress toward their Words Correct Per Minute goal (WCPM).	✓	✓ 		
Performance Assessment	Language Acquisition Rubrics Assess how well English learners demonstrate the functions of English. Unit Project Rubrics Holistic assessment of students' performance on the unit project, including key unit skills.	✓			
Summative Assessments	<table border="0"> <tr> <td style="vertical-align: top;"> Unit Tests: Reading and Literary Analysis Measure students' performance in the targeted unit skills: vocabulary strategies, key vocabulary, reading strategies, literary analysis, and comprehension & critical thinking </td> <td style="vertical-align: top;"> Unit Tests: Grammar and Writing Measure students' performance in the targeted unit skills: grammar, traits of good writing, revising and editing for written conventions, and written composition </td> </tr> </table>  <p style="text-align: center;"> Fundamentals Level A Level B Level C </p>	Unit Tests: Reading and Literary Analysis Measure students' performance in the targeted unit skills: vocabulary strategies, key vocabulary, reading strategies, literary analysis, and comprehension & critical thinking	Unit Tests: Grammar and Writing Measure students' performance in the targeted unit skills: grammar, traits of good writing, revising and editing for written conventions, and written composition	✓	✓
Unit Tests: Reading and Literary Analysis Measure students' performance in the targeted unit skills: vocabulary strategies, key vocabulary, reading strategies, literary analysis, and comprehension & critical thinking	Unit Tests: Grammar and Writing Measure students' performance in the targeted unit skills: grammar, traits of good writing, revising and editing for written conventions, and written composition				
Reteaching	Reteaching Prescriptions include suggestions for re-presenting the skill (from Cluster and Unit Tests), guided practice, and application.		✓		
Retesting	Retesting Bank provides a new set of items for each skill tested on a Unit Test. For use after reteaching.		✓		
Affective & Metacognitive Measures	Surveys, Reflection Forms, Self- and Peer-Assessments Help students make personal connections and get committed to their own learning through reflection and metacognition.	✓			

Unit Test Booklets

Edge e-Assessment

Edge e-Assessment provides immediate information to improve instruction. Online access to reteaching and targeted retesting is just a click away.

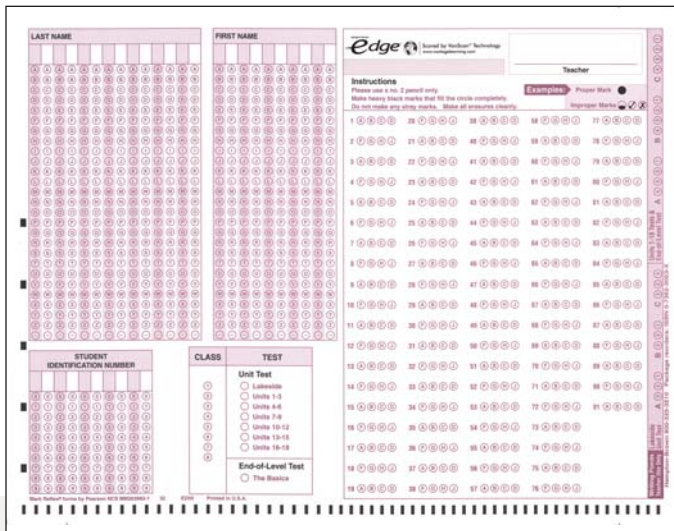
Immediate Results



Scan and Score

OR

Online Testing



- Optical (OMR) Answer Sheet (shown)
- Plain Paper Answer Sheet (option)

- Cluster Tests (shown)
- Unit Tests

Graphic Reports Support Decision-Making

- Highly graphic reports display tests results at a glance
- Reteaching prescriptions—available with a click—allow teachers to easily group students and reteach.

Group Report: Cluster Test Performance

Cluster Test Performance: Group Report & Reteaching
 Level B, Unit 1, Cluster 2: Thank You M'am; Juvenile Justice
 Test Date: 9/25/2007

Teacher: Mary Anderson
 Level: Level B
 Group: Group 1
 School: Bay View High School
 District: Vista School District, FL

Student	Overall Test Score
Group Average	71%
James Washington	75%
Cuevas, Soledad	72%
Kombas, Mercy	93%
Mulenh, Sia	84%
Ochoa, Dalia	95%
Ortega, Madal	57%
Schuman, Greg	67%

Reporting Category	Student Performance	Prescriptions
Key Vocabulary (3 points each) LA.910.x.x	Ortega, Madal 15/24	
	Tabor, Alina 15/24	Key Vocabulary PDF
	Zuo, Jia-lin 12/24	
Literary Analysis (4 points each) Characterization LA.910.x.x	Tabor, Alina 8/16	Level B: Literary Analysis PDF
	Zuo, Jia-lin 8/16	
Literary Analysis (4 points each) Text Features LA.910.x.x	Kombas, Mercy 8/16	Level B: Literary Analysis PDF
	Ortega, Madal 8/16	
	Schuman, Greg 8/16	
	Tabor, Alina 8/16	

Immediate access to prescriptions for reteaching and hot links to reteaching lessons

Student Report: Cluster Test Performance

Individual student results with a click

Cluster Test Performance: Student Report & Reteaching
 Level B, Unit 1, Cluster 2: Thank You M'am; Juvenile Justice
 Test Date: 9/25/2007

Student: James Washington
 Level: Level B
 Group: Group 1
 Teacher: Mary Anderson
 School: Bay View High School
 District: Vista School District, FL

Overall Test Score
 75%

Reporting Category	Results by Item	Points	Prescriptions
Key Vocabulary (3 points each) LA.910.x.x	1 2 3 4 ✓ ✓ ✓ ✓	21/24	
	5 6 7 8 ✓ ✓ ✓ ✓		
Literary Analysis (4 points each) Characterization LA.910.x.x	9 10 11 12 ✓ ✓ ✓ ✓	12/16	
	18 19 20 21 ✓ ✓ ✓ ✓		
Literary Analysis (4 points each) Text Features LA.910.x.x	16 17 25 26 ✓ ✓ ✓ ✓	12/20	Plan and Monitor PDF
	4/6 2/4 4/6 2/4 ✓ ✓ ✓ ✓		
Comprehension (4 points each)	13 14 15 22 ✓ ✓ ✓ ✓	16/24	
	23 24 ✓ ✓		

NOTES

- Overall test scores require rubric scores; question mark indicates missing score
- Click Add Scores in the main menu to input rubric scores
- Scores in red may indicate need for reteaching
- PB = Practice Book

Edge e-Assessment

Multiple Views of Student Performance

- Pinpoint areas of strength or instructional needs in a class or group
- See the big picture with School View or District View

Unit Test Performance: Grammar and Writing Reports

The screenshots show the Edge e-Assessment interface for Unit Test Performance: Grammar and Writing: Level B, Unit 1. The interface includes a navigation bar, a header with the Edge logo, and a main content area with various reports and tables.

Group View: Shows overall performance for a group of students. The overall test score is 69%. Individual student scores are listed in a table.

Student	Overall Test Score
Group Average	69%
Alvarez, Estevan	64%
Cuevas, Soledad	78%
Kombas, Mercy	89%
Mulenh, Sia	83%
Ochoa, Dalia	94%
Ortega, Madal	58%
Schuman, Greg	61%

School View: Shows overall performance for the school. The overall test score is 67%. A table lists teacher performance.

Teacher	No. of Students	Average Test Score
Group Average	494	67%
Anderson, Mary	120	69%
Casteneda, Patricia	80	69%
Hedges, Dan	94	74%
Morales, Jenny	100	69%
Valdez, Jon	60	65%

District View: Shows overall performance for the district. The overall test score is 67%. A table lists school performance.

School	No. of Students	Average Test Score
Group Average	1897	67%
Bay View	494	69%
Central	361	65%
Edgewood	412	69%
Oak Hills	110	65%
Washington	502	67%

Group View

School View

District View

Online Testing Option

- Eliminate the need for scanners, Answer Sheets and Header Sheets with online test administration
- Student-friendly test format presents one question at a time.

hbedge.net

Back Forward Stop Refresh Home Print

Address http://www.hbedge.net


NATIONAL GEOGRAPHIC SCHOOL PUBLISHING

Hampton-Brown **Edge**

Welcome: James Washington
Date: 09/22/07
Time: 12:31 PM

Level C • Unit 1 • Cluster 1 Test
Time Spent: 7:06
Questions Answered: 1 of 24

The following questions are about "Who We Really Are." Read the questions and choose the best answer. You may look at the selection to help you answer the questions. Scroll to the part you want to see.

 JOSHUNDA SANDERS

Who We Really Are

Tamisha started her life with huge obstacles to overcome. She was exposed to drugs in utero and so sick that doctors didn't expect her to live. But when she was 4 days old, she went straight into foster care, where her foster mother nursed her back to health. Most people have heard stories about foster youth who are placed in one home after another, but Tamisha stayed in the same home her whole life. When she was 4 years old, her foster mother adopted her.

Today, she is a giddy 17-year-old with perfectly manicured nails. She loves to tell the story of how people used to call her the "miracle baby." But her expression turns more serious when she talks about people's perceptions of her. People always have questions, she says. "Don't you miss your family? Why not a black home? Why is your family white?"

Nationally, there are half a million youths in foster care. Many of them are stigmatized as hardened troublemakers. That attitude may keep some adults from adopting youths from foster care, and some foster youths see adoption as an undesirable option. But being adopted was "the best thing that could ever happen to me," Tamisha wrote in a 2004 exhibition at the Zeum children's museum. (The last names of the artists featured in the show were withheld at their request.)

That's what she tells prospective adoptive parents at seminars in San Mateo, California where she now lives. By sharing her perspective on what it's like to be a former foster child through a videotape she made with Fostering

23. Tamisha thinks that foster care has given her an opportunity to

- A live a normal life.
- B meet new friends.
- C appear in the news.
- D learn to take photos.

Help Save Test

Flag question for review Question List Question 23



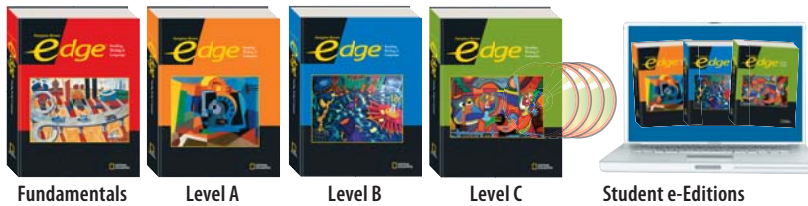
Visit NGSP.com/etools
for an online demo of
Edge e-Assessment



Edge Components

STUDENT COMPONENTS

Edge Student Edition



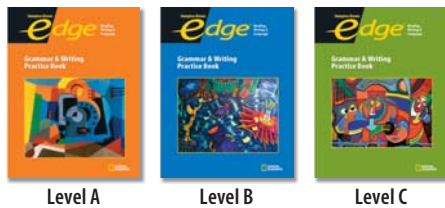
Relevant, motivating literature at an appropriate reading level, explicit instruction, and useful handbooks in hardcover, CD-ROM and online versions. Seven units, each organized around an Essential Question, per book.

Edge Interactive Practice Book & TAE



Full-color companion to the Student Edition with interactive selections and ample practice with vocabulary, reading, and literary analysis skills and strategies. Accompanying Annotated Teacher's Edition provides answers and models of student responses.

Grammar and Writing Practice Book & TAE



Ample practice for the extensive and systematic grammar instruction. At the Fundamentals level, this practice is built into the main practice book.

Edge Online Coach



Software that allows students to read literature silently, listen to fluent reading, and practice oral reading fluency—all with built-in comprehension, vocabulary, and fluency supports.

Edge Library Collections A-C



Three books per unit—at three different reading levels—provide student choice and exploration of the Essential Question. A downloadable Teacher's Guide and Student Journal accompanies each title.

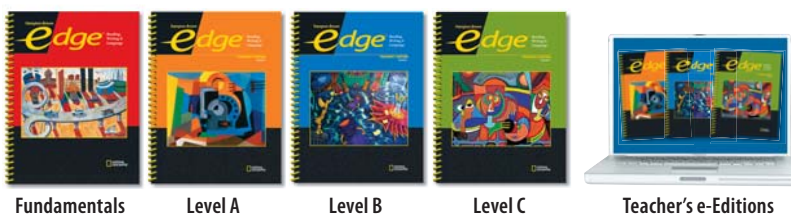
Selection Readings & Fluency Models



Professional audio recordings of the Student Edition selections for listening comprehension, as well as fluency models to develop students' prosody, pronunciation, accuracy, and rate.

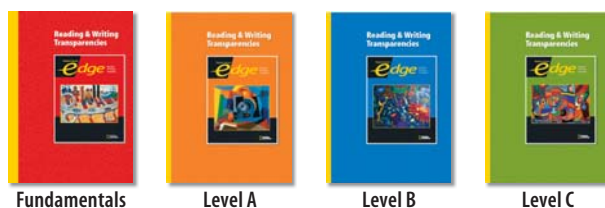
TEACHING TOOLS

Teacher's Editions



Complete resource for planning instruction and assessment.

Reading & Writing Transparencies



Instructional transparencies to develop strategic reading and writing.

LANGUAGE AND GRAMMAR LAB

Language & Grammar Lab



Teacher's Edition



Audio CD



Grammar Transparencies



Language Function Transparencies



Practice Book TAE

For Levels A–C, instructional transparencies teach grammar (including a bank of transfer lessons targeted specially for English language learners). Additional transparencies and a language CD teach and model the functions of language. Complete Teacher's Guide and a Grammar and Writing Practice Book Teacher's Annotated Edition. At the Fundamentals level, this instruction is built into the main TE.

ASSESSMENTS

Placement Test & Reading Level Gains Tests

Placement Test determines entry point into the program and the Reading Level Gains Test measures increases in reading level as students progress through the program.

Assessments Handbook



Fundamentals



Level A



Level B



Level C

Complete array of tools for monitoring student progress and achievement in reading, writing, and language: Cluster Tests, Unit Tests, rubrics (for assessing language acquisition, writing, and Unit Projects) as well as a variety of affective and metacognitive measures inform instruction.

Unit Tests & Teacher's Guides



Fundamentals



Level A



Level B



Level C

Test booklets and Teacher's Guides for the Reading and Literary Analysis Unit Tests and the Grammar and Writing Unit Tests. When used with separate answer sheets, tests can be scanned and scored and results displayed immediately in graphic reports on The Teaching Edge Plus.

Edge e-Assessment



Scan and Score or Online Test administration, with immediate graphic displays of student performance and mastery. Includes links to reteaching prescriptions and retesting items for Unit Tests.

ONLINE RESOURCES

The Learning Edge



Resources to support and extend the instruction in the Student Edition: selection summaries and glossaries in eight languages, rubrics and planning tools for projects, reference tools, and a directory of unit and selection-specific links to motivate additional learning.

The Teaching Edge



Lesson planner, Teacher's e-Editions with professional development videos, and all instructional overheads, reproducibles, and tools available for viewing, downloading, and printing.

The Teaching Edge Plus

Graphic, easy-to-use reports to monitor student progress available with subscription to Edge Online Coach and/or Edge e-Assessment.

PROFESSIONAL DEVELOPMENT

The Teaching Edge

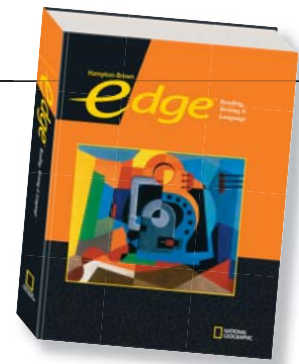


Video, professional development articles, and extensive coaching resources to model the research-based strategies in Edge. Modules delivered live (in person or online via Web Ex™) or on-demand from www.hbedge.net to teachers, coaches, and administrators.

Edge Library Collection A

3rd–5th Grade Reading Levels (Lexile® Levels noted.)

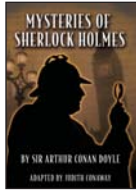
Three books per unit (21 titles) at three different reading levels connect to unit themes and skills. Motivating content, presented in a variety of formats and genres, and in-book supports promote independent reading.



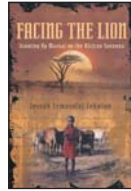
Correlated to Edge Level A Themes and Skills

Easiest to read Most challenging

Unit 1: Think Again



Mysteries of Sherlock Holmes
Sir Arthur Conan Doyle
Adapted by Judith Conaway
Short Stories
370L

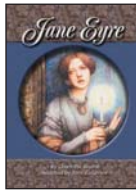


Facing the Lion
Joseph Lemasolai Lekuton
Autobiography
720L



Bronx Masquerade
Nikki Grimes
Contemporary Fiction
670L

Unit 2: Family Matters



Jane Eyre
Charlotte Brontë
Classic Fiction
540L

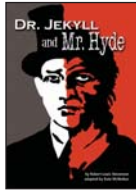


Finding Miracles
Julia Alvarez
Contemporary Fiction
770L



Walking Stars
Victor Villaseñor
Short Stories
980L

Unit 3: True Self



Dr. Jekyll and Mr. Hyde
Robert Louis Stevenson
Adapted by Kate McMullan
Adapted Classic
280L



Stargirl
Jerry Spinelli
Contemporary Fiction
590L

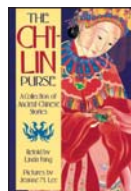


Out of War
Sara Cameron
Biography
910L

Unit 4: Give & Take



Of Sound Mind
Jean Ferris
Contemporary Fiction
730L



The Ch'i-lin Purse
Linda Fang
Folk Tales
790L



The Forbidden School House
Suzanne Jurmain
Biography
920L

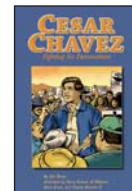
Unit 5: Fair Play



Dracula
Bram Stoker
Classic Fiction
290L



Emako Blue
Brenda Woods
Contemporary Fiction
600L

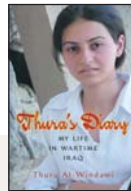


Cesar Chavez
Eric Braun
Graphic Novel
590L

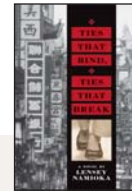
Unit 6: Coming of Age



Crazy Loco
David Rice
Short Stories
830L

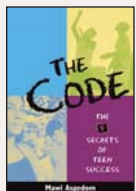


Thura's Diary: My Life in Wartime Iraq
Thura Al-Windawi
Autobiography
990L

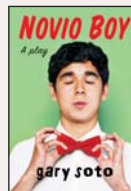


Ties that Bind, Ties that Break
Lensey Namioka
Historical Fiction
830L

Unit 7: Making Impressions



The Code
Mawi Asgedom
Expository Nonfiction
850L



Novio Boy
Gary Soto
Drama
NP

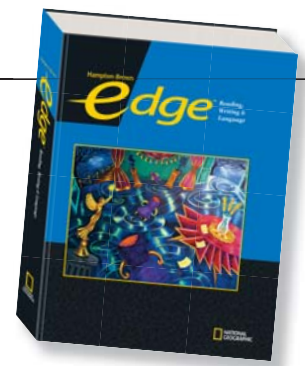


The Friends
Rosa Guy
Classic Fiction
730L

Edge Library Collection B

5th–7th Grade Reading Levels (Lexile® Levels noted.)

Three books per unit (21 titles) at three different reading levels connect to unit themes and skills. Motivating content, presented in a variety of formats and genres, and in-book supports promote independent reading.



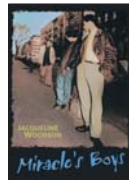
Correlated to Edge Level B Themes and Skills

Easiest to read Most challenging

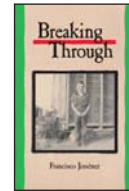
Unit 1: Choices



The Trojan Horse
Justine and Ron Fontes
Graphic Novel
550L

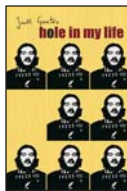


Miracle's Boys
Jacqueline Woodson
Contemporary Fiction
660L

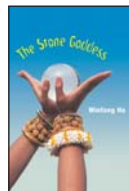


Breaking Through
Francisco Jiménez
Autobiography
750L

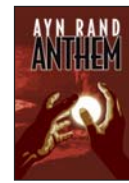
Unit 2: The Art of Expression



Hole in My Life
Jack Gantos
Autobiography
840L



The Stone Goddess
Minfong Ho
Contemporary Fiction
1020L



Anthem
Ayn Rand
Classic Fiction
880L

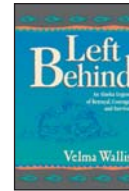
Unit 3: The Hero Within



Hercules
Paul Storrer
Graphic Novel
540L

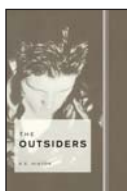


September 11, 2001: Attack on New York City
Wilborn Hampton
Journalistic
1060L



Left Behind
Velma Wallis
Legend
1030L

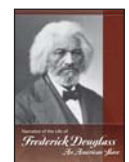
Unit 4: Opening Doors



The Outsiders
S.E. Hinton
Classic Fiction
750L

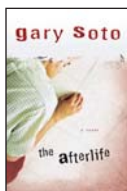


Parrot in the Oven: Mi Vida
Victor Martínez
Contemporary Fiction
1000L

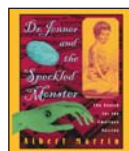


Narrative of the Life of Frederick Douglass: An American Slave
Frederick Douglass
Autobiography
1030L

Unit 5: Fear This!



The Afterlife
Gary Soto
Contemporary Fiction
801L



Dr. Jenner and the Speckled Monster
Albert Marrin
Expository Nonfiction
990L

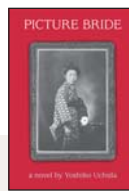


Dance Hall of the Dead
Tony Hillerman
Classic Fiction
870L

Unit 6: Are You Buying It?



Keeper
Mal Peet
Contemporary Fiction
780L



Picture Bride
Yoshiko Uchida
Historical Fiction
970L



Warriors Don't Cry
Melba Pattillo Beals
Autobiography
1000L

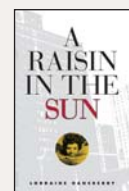
Unit 7: Where We Belong



Romiette and Julio
Sharon M. Draper
Contemporary Fiction
610L



The Other Side of the Sky
Farah Ahmed with Tamin Ansary
Contemporary Fiction
610L

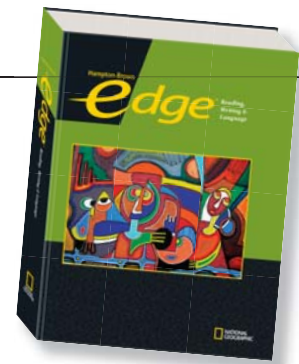


A Raisin in the Sun
Lorraine Hansberry
Drama
NP

Edge Library **Collection C**

7th–9th Grade Reading Levels (Lexile® Levels noted.)

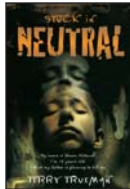
Three books per unit (21 titles) at three different reading levels connect to unit themes and skills. Motivating content, presented in a variety of formats and genres, and in-book supports promote independent reading.



Correlated to Edge Level C Themes and Skills



Unit 1: Double Take



Stuck in Neutral
Terry Treuman
Graphic Classic
820L

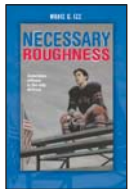


The Metamorphosis
Franz Kafka
adapted by Peter Kuper
Graphic Novel
770L

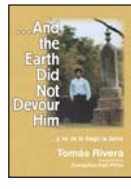


Farewell to Manzanar
Jeanne Wakatsuki Houston
and
James D. Houston
Autobiography
980L

Unit 2: Against the Odds



Necessary Roughness
Marie G. Lee
Contemporary Fiction
750L



**...And the Earth
Did Not Devour Him**
Tomás Rivera
Classic Fiction
690L

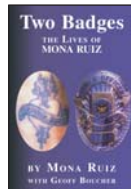


**Spike Lee: By Any
Means Necessary**
Jim Haskins
Biography
1170L

Unit 3: The Ties That Bind



The Wave
Todd Strasser
Contemporary Fiction
770L



Two Badges
Mona Ruiz with
Geoff Boucher
Autobiography
940L



Things Fall Apart
Chinua Achebe
Classic Fiction
890L

Unit 4: Express Yourself



Code Talker
Joseph Bruchac
Historical Fiction
910L



We Shall Overcome
Reggie Finlayson
Expository Nonfiction
980L



Animal Farm
George Orwell
Classic Fiction
1170L

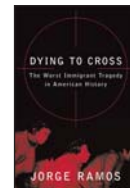
Unit 5: Moment of Truth



The House of Dies Drear
Virginia Hamilton
Classic Fiction
670L

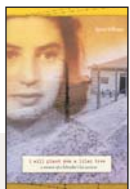


Speak
Laurie Halse Anderson
Contemporary Fiction
680L



Dying to Cross
Jorge Ramos
Journalistic Nonfiction
1050L

Unit 6: Rights and Responsibilities



**I Will Plant You a
Lilac Tree**
Laura Hillman
Autobiography
730L

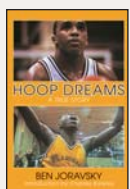


Monster
Walter Dean Myers
Contemporary Fiction
680L



**The Autobiography of
Miss Jane Pittman**
Ernest J. Gaines
Classic Fiction
710L

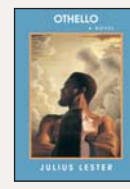
Unit 7: For What It's Worth



Hoop Dreams
Ben Joravsky
Biography
800L



Down Garrapata Road
Anne Estevis
Short Stories
810L



Othello
Julius Lester
Classic Fiction
770L

Professional Development

Improves Student Achievement!

National Geographic/Hampton-Brown leads the way with cost-effective professional development to support educators who teach adolescent striving readers and English language learners.

Professional Development Courses:

- ▶ Develop highly-qualified literacy coaches and teachers
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View a sample lesson from the *Edge in Action!* Professional Development Website at NGSP.com/pd

Edge in Action Professional Development Website



The *Edge in Action* website takes professional development to a new level! Teachers, coaches, and principals have access to Edge video clips, research articles, reflection tools, and observation checklists to implement *Edge* with fidelity.

PROFESSIONAL DEVELOPMENT

Courses

1 The Foundations of Adolescent Literacy

Presents teachers, literacy coaches, and administrators with the foundational knowledge related to research-based adolescent literacy instruction.

2 Differentiating Instruction

Provides teachers and literacy coaches with a solid understanding of the research that defines the needs of adolescent striving readers and English language learners and the specialized strategies needed to achieve academic success.

3 Data-Driven Instruction

Supports teachers, literacy coaches, and administrators to analyze and use *Edge* e-Assessment data to inform instruction and improve student achievement.

4 Coaching with the Edge in Action Professional Development Website

Equips literacy coaches and administrators to build teachers' instructional skills with the *Edge* materials. This course includes hands-on experience with the *Edge in Action* Professional Development website, including video clips and coaching tools.

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Fundamentals



Level A



Level B



Level C



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