

Common Core

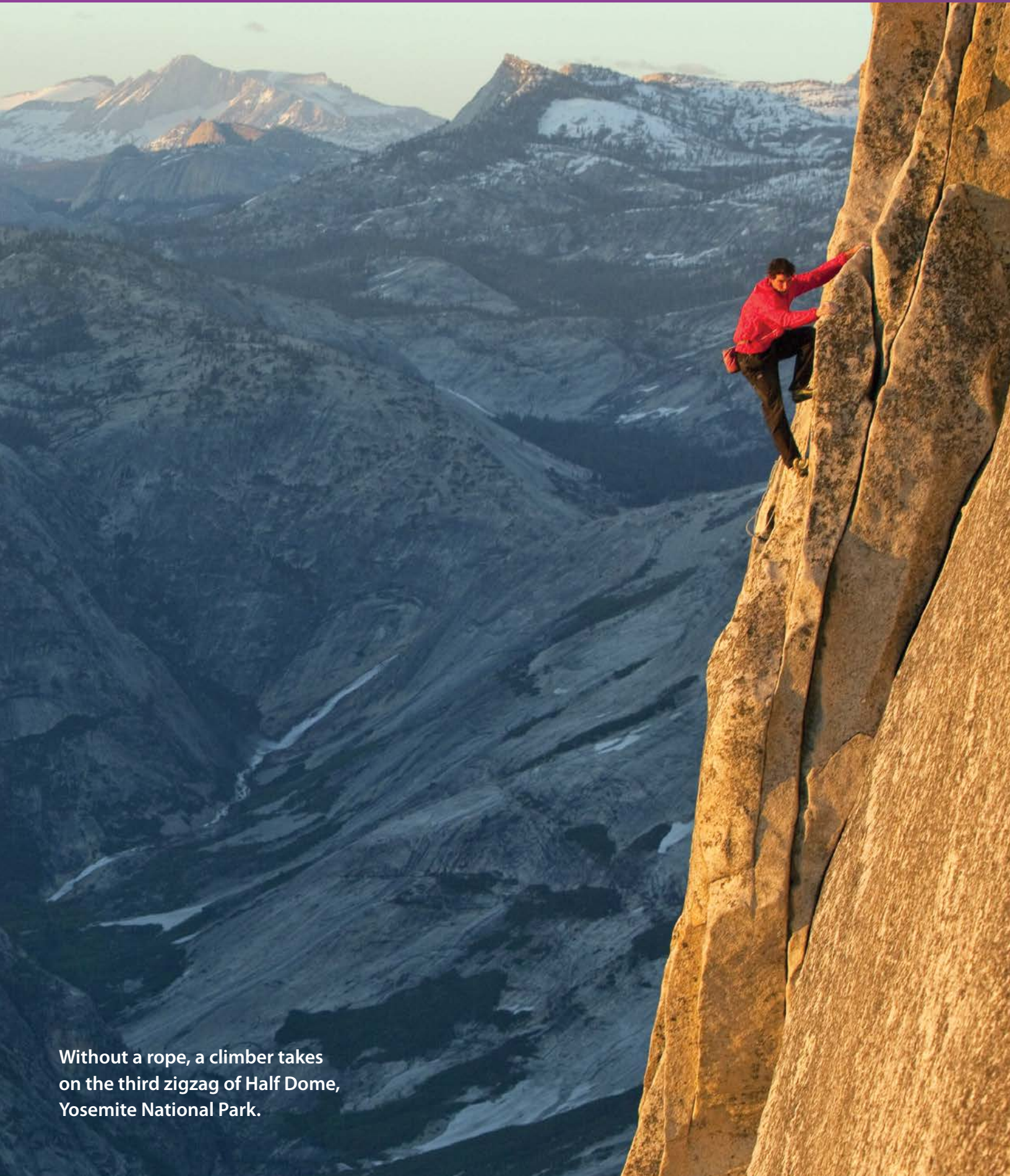
Hampton-Brown

EDGE

Reading, Writing & Language

Program Overview
Grades 9–12





Without a rope, a climber takes on the third zigzag of Half Dome, Yosemite National Park.



High School students need the

EDGE Hampton-Brown Reading, Writing & Language

Prepare all students for college and career success with dynamic National Geographic content and authentic multicultural literature.

- » Teach with relevant and motivating content.
- » Prepare students for Common Core State Standard success.
- » Utilize systematic and focused teaching materials.



Fundamentals

Level A

Level B

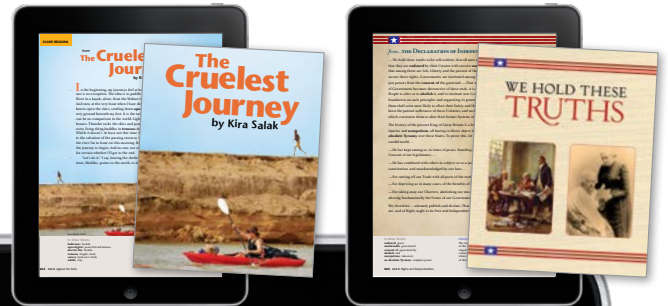
Level C

Connect your students to the world

Expose students to a balance of high-quality informational texts and literature.

Informational Texts

- » National Geographic articles
- » Digital genres
- » Narrative nonfiction
- » Arguments
- » Expository texts



The Importance of Curfews

Once upon a time, parents weren't afraid to set guidelines or **impose restrictions** on their children's behavior. They understood that loving their children required setting limits and saying no.

That time is gone. Too many of today's parents just don't want to be responsible for their children.

A case in point: A parent dropped a 12-year-old child off in downtown Orlando at 8 o'clock one morning. At 2 o'clock the following morning, the child was still downtown. That's **neglect**, plain and simple.

Since parents won't parent their children, someone or some **entity** must try to save the youngsters from themselves—and others. If that means imposing a curfew, I say so be it. ¹

Curfew Laws in Five U.S. Cities in 2006

City	Age	Weekday Times	Weekend Times
Orlando, FL	under 18	12:00 am – 6:00 am	12:00 am – 6:00 am
Austin, TX	under 17	11:00 pm – 6:00 am	12:30 am – 6:00 am
Washington, D.C.	under 17	11:00 pm – 6:00 am	12:01 am – 6:00 am
Chicago, IL	under 17	10:30 pm – 6:00 am	11:30 pm – 6:00 am
San Francisco, CA	under 14	12:00 am – 5:00 am	12:00 am – 5:00 am



1 Support for an Argument/Compare Arguments

What evidence does the writer give in this section? Does it explain why curfews are important? Is there enough evidence in the article to substantiate, or prove, the writer's claims? Or is the opinion unsubstantiated, or unproven? Record

"Teen Curfews"

Selections featuring National Geographic Explorers inspire students



Literature

- » Multicultural authors and characters
- » Contemporary literature
- » Poems and plays
- » Common Core exemplars
- » Classics



CHARACTERS

<p>WALTER LEE YOUNGER, JR., a limo driver</p> <p>RUTH YOUNGER, Walter's wife, a maid</p> <p>TRAVIS YOUNGER, Walter and Ruth's 10-year-old son</p> <p>BENEATHA YOUNGER, Walter's younger sister</p>	<p>MAMA, Walter and Beneatha's mother</p> <p>KARL LINDNER, a man from a white neighborhood</p> <p>BOBO, Walter's friend</p> <p>WILLY, Walter's friend</p> <p>MRS. JOHNSON, a nosy neighbor ¹</p>
--	--

SCENE 1

SETTING: *It's a gray Friday morning in 1950s Chicago. In a tiny, run-down apartment, a family begins to stir. The apartment has two bedrooms. The bathroom is in the hall and is shared with neighbors.*

[RUTH, a young working mother, is the first one up. She shakes her 10-year-old son, TRAVIS, who's sleeping on the sofa.] ²

RUTH. Come on now, it's seven-thirty. Wake up! Hurry to the bathroom while it's free.

[Half asleep, TRAVIS stumbles toward the bathroom.]

RUTH. Walter Lee, get up!

[RUTH's husband, WALTER LEE, comes out of their bedroom.]

1 Dramatic Elements
How does the information about the characters' professions and relationships help identify them as archetypes? How might these archetypes affect what happens in the play?

2 Description
If you were summarizing the play, would you include the detail that Travis was sleeping on the sofa? Why or why not?

3 Dramatic Elements
How do Ruth and Walter each represent the motif of the American Dream? How might their views of the American Dream

"A Raisin in the Sun"

The Digital Path
Take a virtual tour of the program at NGL.Cengage.com/edge



Build Academic Rigor

Get all students college and career ready with reading for all levels.

Build language and literacy with robust instruction and accessible instructional selections.



Farah Ahmedi didn't have much of a childhood. She was still recovering from losing her leg in a **land mine accident** when a rocket attack destroyed her home in Kabul, Afghanistan. Four years and many challenges later, Farah and her mother found their way to a **suburb of Chicago**. Farah learned English, started high school, and began to make choices that would change her life. Despite her disability, she wanted to fit in. She wanted to "wear high-heeled shoes." Here, Farah remembers one of those choices.

During our second summer in America, I switched schools. The **ESL department** at my new high school had an international club. Kids from other countries met every Wednesday after school to play games, talk, and have fun. Ms. Ascadam, the teacher who sponsored this group, decided that the international kids should throw a party at the end of the year and present a show. **S**he told us each to bring food from our country to the party, and she encouraged us to think about participating in the show as well.

The first part of the show would be a dance performance by the kids from Mexico. The next part would be a **fashion show**. Kids from any country could be in the fashion show, and they would model clothes from their own culture, but no one had to do it.

From Kabul to Chicago



Interpret the Map Use the scale to calculate how far Farah and her mother traveled to their new home.

Visuals help students understand the text

Clarify Vocabulary
What does *sponsored* mean? What clues in the sentences before and after the word can help you figure it out?

Background building

Restatements of difficult words and idioms

In Other Words

a land mine accident an explosion caused by a bomb buried in the ground
suburb of town outside of
ESL department English classes for students who spoke other languages
fashion show display of special clothes

Historical Background

Afghanistan has been at war for more than forty years. In 2001, the U.S. and other countries invaded the country to force the Taliban, the ruling group, to leave.

Student Edition

The Digital Path

Selection readings, close reading and fluency models on CD and in MP3 format





Reading support contains instruction.

I felt **torn and confused**. I could not take part in the dance, of course, but should I be in the fashion show? I really wanted to do it. I had two beautiful **Afghan outfits** I could model. But I was also thinking, *My leg is damaged. What if I fall down?*

Finally, I said to myself, *Okay, next Wednesday I'll sit in on the practice session and see what it's like, and then I'll decide.*

That day the girl who always picked on me came to the practice session, because she was planning to be in the fashion show. The moment she saw me sitting there, she could tell I was thinking of entering the show, too. She didn't tell me to my face that I could not do it, but she immediately called out to the teacher. "Ms. Ascadam," she said, "when you model clothes at a fashion show, isn't this how you have to walk? 2 Isn't this how models walk on a **runway**?"

Then she began to walk the way she thought a model should walk—with long strides, placing one foot in front of the other in a straight line that made her back end swing from side to side. "Is this the way you should walk?" she said. "If someone can't walk like this, should she be in the fashion show? She would just spoil the whole thing, wouldn't she?" And she kept walking back and forth, swinging from side to side.

It made me so angry, because I knew that she was really saying, *Farah can't do this. She has a problem with her legs. She shouldn't be in the fashion show.* She didn't say my name, but she was talking about me and only me, and everyone knew it.

That girl broke my heart. I felt as if somebody had punched me or slapped me. I felt as if someone had gotten into my throat and started pushing me and pressing me and choking me. I could not stay in that room. I turned and **fled**, my eyes stinging with tears. 3 At home I

WHAT
IF I FALL
DOWN?

Selections are divided into manageable chunks

2 Clarify Vocabulary

What are some meanings for the word *model*? What context clues help you understand what the word means here?

3 Viewpoint

How is the author feeling? What images help you understand her feelings?

Text-dependent questions



Monitor Comprehension

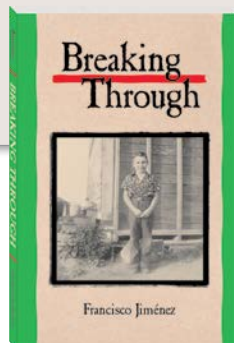
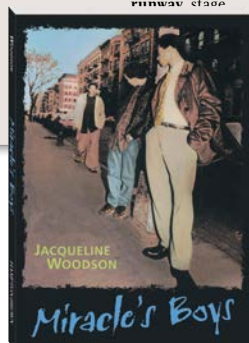
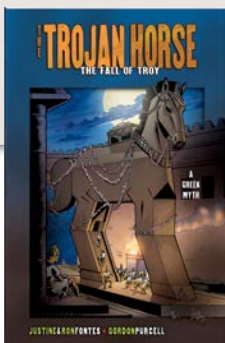
Summarize

How does Ahmedi feel about being a model in the fashion show?

Frequent comprehension checks

In Other Words

torn and confused mixed up, upset
Afghan outfits sets of clothes from Afghanistan
runway stage



The Fashion Show 83

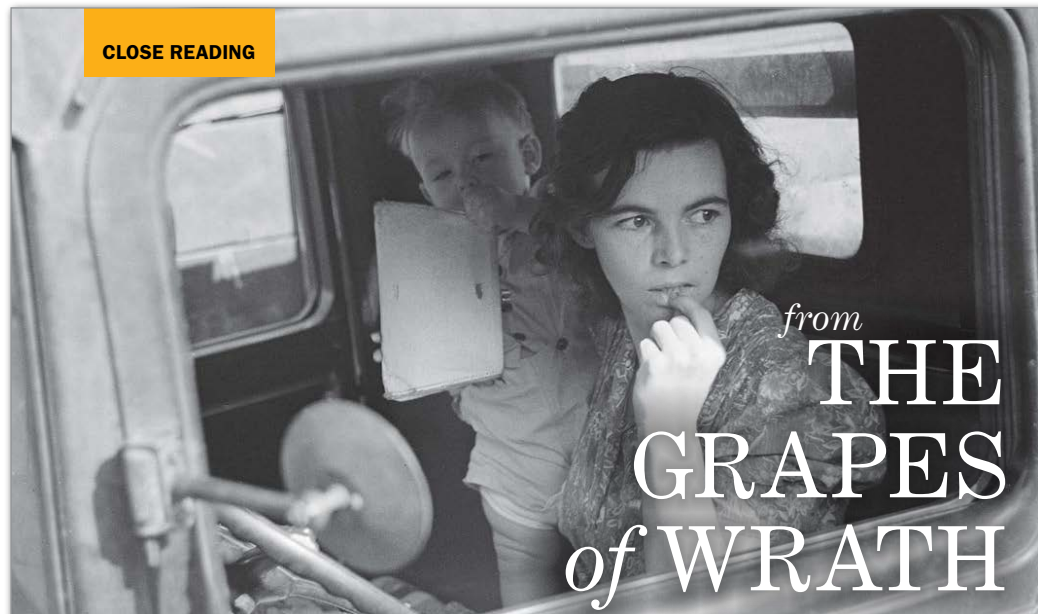
Apply skills in
independent reading.
Leveled Library

Conduct Close Reading

Apply reading skills and strategies with complex texts.

Ensure students are exposed to authentic literature and informational texts written at grade-level complexity.

Short, high-quality, authentic texts that merit reading and rereading



CLOSE READING

Farm wife waiting in the car while her husband attends the auction, Osaloosa, Kansas, 1938, John Vachon. Photographic negative, Library of Congress

from
THE GRAPES of WRATH

By John Steinbeck

Critical Viewing:
Mood What is the mood, or feeling, of this photograph? How did the photographer achieve the mood?

- 1 “...the road is full a them families goin’ west. Never seen so many. Gets worse all a time. Wonder where the hell they all come from?”
- 2 “Wonder where they all go to,” said Mae. “Come here for gas sometimes, but they don’t hardly never buy nothin’ else. People says they steal. We **ain’t got nothin’ layin’** around. They never stole nothin’ from us.”
- 3 Big Bill, munching his pie, looked up the road through the screened window. “Better tie your stuff down. I think you got some of ‘em comin’ now.”
- 4 A 1926 Nash **sedan** pulled wearily off the highway. The back seat was piled nearly to the ceiling with sacks, with pots and pans, and on the very top, right up against the ceiling, two boys rode. On the top of the car, a mattress and a folded tent; tent poles tied along the running board. The car pulled up to the gas pumps. A dark-haired, hatchet-faced man got slowly out. And the two boys slid down from the load and hit the ground.

In Other Words

a them families goin’ of those families going
ain’t got nothin’ layin’ don’t have anything lying
sedan medium-sized car

Student Edition

Historical Background

In the early 1930s, a drought hit the midwestern U.S. and farmers in the area lost all their crops. This area became known as the **Dust Bowl** because of the wind storms that swept dust over everything. Many families packed what little they had left and drove west to work in the fields of California.



Equipping students with strategies to become successful readers.

Paragraph numbers to support students in citing text evidence

5 Mae walked around the counter and stood in the door. The man was dressed in gray wool trousers and a blue shirt, dark blue with sweat on the back and under the arms. The boys in overalls and nothing else, ragged patched overalls. Their hair was light, and it stood up evenly all over their heads, for it had been **roached**. Their faces were streaked with dust. They went directly to the mud puddle under the hose and dug their toes into the mud.

6 The man asked, "Can we **git** some water, ma'am?"
7 A look of annoyance crossed Mae's face. "Sure, go ahead." She said softly over her shoulder, "I'll keep my eye on the hose." She watched while the man slowly unscrewed the radiator cap and ran the hose in.

8 A woman in the car, a flaxen-haired woman, said, "See if you can't git it here."

9 The man turned off the hose and screwed on the cap again. The little boys took the hose from him and they upended it and drank thirstily. The man took off his dark, stained hat and stood with a curious **humility** in front of the screen. "Could you see your way to sell us a loaf of bread, ma'am?"

10 Mae said, "This ain't a grocery store. We got bread to make **san'widges**."

11 "I know, ma'am." His humility was **insistent**. "We need bread and there **ain't nothin' for quite a piece**, they say."

12 "If we sell bread we gonna run out." Mae's tone was **faltering**.

13 "We're hungry," the man said.

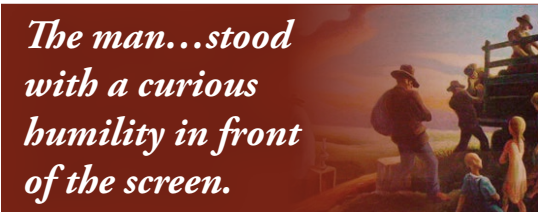
14 "**Whyn't** you buy a san'widge? We got nice san'widges, hamburgs."

15 "We'd sure **admire** to do that, ma'am. But we can't. We got to make a dime do all of us." And he said embarrassedly, "We **ain't got but** a little."

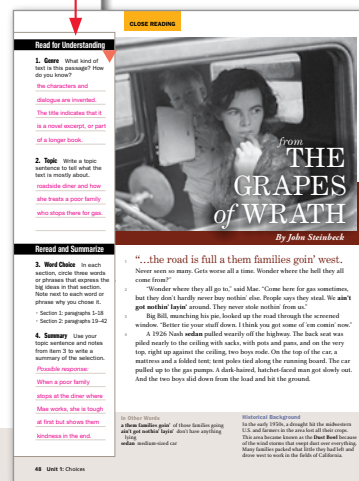
16 Mae said, "You can't get no loaf a bread for a dime. We only got fifteen-cent loafs."

17 From behind her Al growled, "God Almighty, Mae, give 'em bread."

18 "We'll run out 'fore the bread truck comes."



Interactive versions of texts support note-taking



Interactive Practice Book

In Other Words

roached brushed to stand upright
git get
humility modesty, lack of pride
Could you see your way to Would you
san'widges sandwiches
insistent demanding, persistent

ain't nothin' for quite a piece isn't anything for quite a while
faltering uncertain, hesitating
Whyn't Why don't
admire like
ain't got but only have

Integrate Great Reading and Great Writing

Connect reading and writing with multiple short writing opportunities and in-depth writing projects.

Support writing with text evidence.

REFLECT AND ASSESS

- ▶ The Necklace
- ▶ The Fashion Show

What Influences a Person's Choices?

Reading

Critical Thinking

- EO** 1. **Interpret** What is Maupassant saying about the influence of society in "The Necklace"? Would Ahmedi agree with this message? Why or why not?
2. **Compare** The necklace in "The Necklace" and high-heeled shoes in "The Fashion Show" are both **symbols**. What is similar about the themes that the symbols represent? How are they different? Explain.
3. **Analyze** How do Ahmedi's and Madame Loisel's characters affect their decisions?
4. **Speculate** How would the theme of the memoir be different if it took place in France in the 1800s?
- EO** 5. **Evaluate** Each of the selections in this unit deals with the things that influence us: our circumstances, our friends and families, and our communities. Which reason is the most positive? Use text examples to support your ideas.

Vocabulary

Key Vocabulary Review

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

- | | | |
|--------------------|-----------------|----------------|
| humiliating | luxuries | symbols |
| imitations | perceive | value |
| inspire | poverty | |

Some people think that money can buy happiness. They want (1) that they don't really need, like big homes and cars. They think it's (2) and embarrassing to wear inexpensive clothes. Some may even buy (3) of other things because they are (4) that represent happiness and wealth. But those things don't always make them happy. Sometimes, people who live in (5) without enough money can be happier than rich people. It's because they (6) things that are really important, like family and friends. They look

Writing

Write About Literature

Response Log Write about a time when a choice you made had surprising consequences. Compare your experience to Madame Loisel's and Ahmedi's. Support your writing with examples from both texts.

Writing

Write About Literature

Response Log Write about a time when a choice you made had surprising consequences. Compare your experience to Madame Loisel's and Ahmedi's. Support your writing with examples from both texts.



3 Analyze a Professional Model

As you read, look for the three main parts of the story.

The Bike

by Gary Soto

I was scared of riding on Sarah Street. Mom said hungry dogs lived on that street, and red anger lived in their eyes. Their throats were hairy with extra bones from biting kids on bikes, she said.

But I took the corner anyway. I didn't believe Mom. Once she had said that pointing at rainbows caused freckles, and after a rain had moved in and drenched the streets, a rainbow washed over the junkyard. I stood at the window, looking out, amazed and devious, with the devilish horns of my butch haircut standing up.

I pedaled my squeaky bike around the curve onto Sarah Street, I returned immediately. I braked and looked back at where I had gone. My face was hot, my hair sweaty, but nothing scary seemed to happen. There ain't no dogs. I told myself. I began to think that maybe this was like one of those false rainbow warnings.

I stopped when I saw a kid my age come down a porch. His bike was a tricycle. Big baby, I thought, and said, "You can run over my leg with your trike if you want." I laid down on the sidewalk, and the kid, with fingers in his mouth, said, "OK."

He backed up and slowly, like a tank, advanced. When the tire climbed over my ankle, I sat up quickly, my eyes flinging tears like a sprinkler.

The boy asked, "Did it hurt?"

"No," I said, almost crying.

I got on my bicycle and pedaled mostly with the good leg.

Then the sudden bark of a dog scared me, and my pants leg fed into the chain, the bike coming to an immediate stop. I tugged at the cuff, gnashed and oil-black, until ripping sounds made me quit trying. I fell to the ground, bike and all, and let the tears lather my face. I then dragged the bike home with the pants leg in the chain. There was nothing to do except lie in the dirt because Mom saw me round the corner from Sarah Street. I just lay there when she came out, and didn't blame the dog or that stupid rainbow.

from Edge Level B Student Edition

Develop writing traits with argumentative, expository, and narrative tasks.

Write a Draft

Now you are ready to write. Use your Writing Plan as a guide while you write your narrative. It's OK to make mistakes. You'll have chances to improve your draft. Just keep writing!

1 Keep Your Ideas Flowing

Sometimes writers get "stuck." They can't figure out what to say or how to say it. If you have trouble getting your ideas on paper, try these techniques:

- **Talk It Over** Tell someone what you want to say in your narrative. Together, find the words to say it.
- **Change Your Plan** If your plan is not helping, change it. Brainstorm, list, and organize new details.
- **Skip Over the Hard Part** If you have trouble writing one part of your paper, skip to a part that is easier to write. It will then be easier to go back and finish it.
- **Do a Focused Freewrite** Write continuously about your topic for about five minutes. During that time, do not stop writing. If you can't think of anything to say, then say that. Then, reread what you wrote. Underline ideas that you might be able to use in your paper. Study the student example below.

Technology Tip

Make your text double- or triple-spaced, or as your teacher directs. (Use the Paragraph feature from the Format menu to change line spacing.) Print a copy of your draft to read later. The extra space between lines will give you room to mark changes.

I was not sure what choice to make. I couldn't figure out what to do. What to do. What to do. I can't think of anything to say. Wait a minute. I remember. I remember. I felt as if I had information overload. Is there such a thing as too much information? There must be because I had it. I felt as if I were drowning in facts about Boston and Miami. The more I knew, the harder it was to choose.

2 Create a Catchy Beginning

How will you hook your readers' attention? What is an interesting detail that you can start out with? Sometimes coming up with a great beginning can help the rest of the writing flow. Here's an example:

OK

My mom and I went to dinner. My mom told me that she got a promotion at work. We had to move.

Better

My mom and I were eating Italian food at our favorite place, Tedesco's, when she told me the big news.

100 Unit 1 Writing Project

from Edge Level B Student Edition

Go Digital with an Edge

National Geographic Learning's myNGconnect.com is a complete digital resource that will engage all students. It compliments your instruction and enhances the student learning experience.

myNGconnect.com for Teachers

- » eAssessment and Progress Reports
- » Teacher's eEdition
- » Transparencies
- » PDFs of teaching and learning resources
- » Family Newsletters in multiple languages
- » Online Lesson Planner
- » Online Professional Development



Debate the Essential Questions

Projection-ready images can spark discussion.



Complex Text Read Alouds

National Geographic articles aligned with Essential Questions

The Digital Path

Motivate and engage students with eBooks for mobile devices





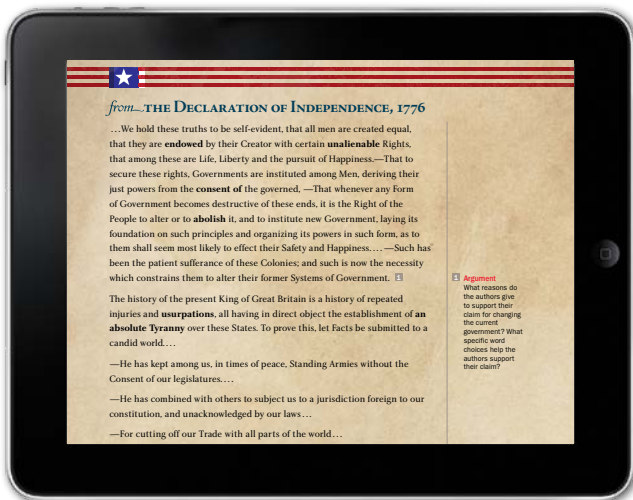
myNGconnect.com for Students

- » Student eEdition
- » National Geographic Digital Library
- » My Assignments
- » Glossaries in multiple languages



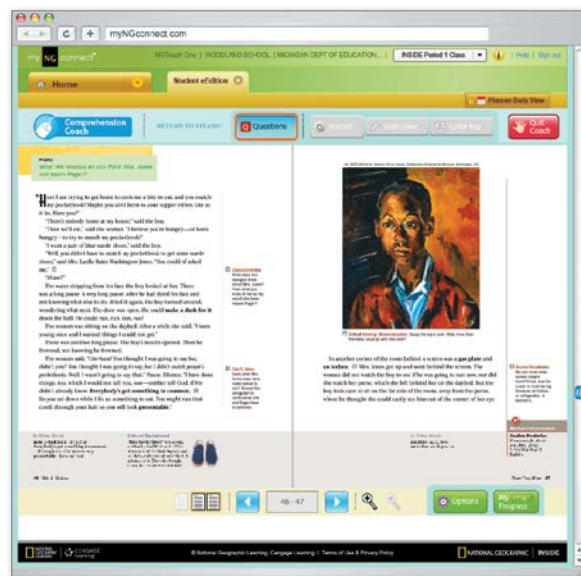
Language CDs and MP3s

- » Links to online resources
- » Selection Recordings, Fluency Models and Close Readings



eBooks

Powered by Vital Source Bookshelf®, eBooks give students fully integrated online, downloadable, and mobile access to their programs. With eBooks, students can view on mobile devices, access audio, search for keywords and phrases, highlight texts, and make notes.



Comprehension Coach

Allowing students to record and hear themselves practice reading, Comprehension Coach features built-in voice recognition and automatic WCPM scoring.

Assess Progress Quickly

Frequent and varied assessments provide multiple measures of learning outcomes.

Assess & Place

- Assess foundational reading skills.
- Determine reading level (Lexile®).
- Place into the appropriate program level.



Instruct

Develop language and provide explicit and systematic instruction in:

- Vocabulary
- Comprehension and Critical Thinking
- Grammar and Sentence Structure
- Literary Analysis
- Listening and Speaking
- Reading Strategies
- Writing
- Foundational Reading Skills

Assess to Monitor Progress

- Cluster Tests provide timely information as you deliver instruction.
- Unit Tests measure skills mastery and monitor progress.

Reteach

Use reteaching prescriptions for tested skills.

Show Success


Use these measures to move students to the next program level or to exit them from the program:

- Summative Assessments demonstrate achievement with Level Tests aligned with the Common Core State Standards.
- Reading Lexile® Gains Test shows increase in reading level.
- Reading Fluency Measures show increase in words read correct per minute.



eAssessment: Digital Option

- » Online tests
- » Reports
- » Individualized reteaching prescriptions

Assessment Purpose	Test Type	Format	
		Print	eAssessment
Placement & Gains	Reading Placement and Gains Test Places students into the appropriate level of the program by reading level. Three parallel forms report Lexile® text measures. Foundational skills are measured to determine placement and identify targeted intervention needs.	✓	✓
	Language Placement and Gains Test Places students into the appropriate level of the program by language proficiency level. Three parallel forms report out Beginning, Intermediate, or Advanced proficiency level.	✓	✓
Progress Monitoring	Cluster Tests These weekly tests allow you to provide immediate feedback and reteaching of the week's instruction in reading, literary analysis, vocabulary, and comprehension & critical thinking. Each test includes a Reader Reflection form for input from students on their own progress.	✓	✓
	Oral Reading Fluency Measures students' progress toward their words correct per minute goal (wcpm) and includes self-evaluation for prosody skills including intonation, expression, and phrasing.	✓	 Comprehension Coach
Performance Assessment	Language Acquisition Rubrics Assess the movement of English learners through the stages of language acquisition.	✓	
	Unit Project Rubrics Holistic assessment of students' performance on the unit project, including key unit skills.	✓	
Summative & Metacognitive Assessments	Unit Reading and Literary Analysis Tests Constructed-response and selected-response items measure students' performance in the targeted unit skills: vocabulary strategies, key vocabulary, reading strategies, literary analysis, and comprehension & critical thinking.	✓	✓
	Unit Grammar and Writing Tests Constructed-response and selected-response items 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.		✓
Affective Measures	Surveys, Reflection Forms, Self- and Peer-Assessments Help students make personal connections and get committed to their own learning through reflection and metacognition.	✓	

Focus on the Text

Meet the Common Core with coordinated lessons that put texts at the center of instruction.

Essential Questions promote argumentation
Clear objectives

Step-by-step lessons provide systematic, explicit instruction



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

1 Essential Question

Focus on Circumstances Ask: Why might a person commit a crime?

Possible responses:

- wants or needs something
- doesn't understand the consequences

2 Make a Connection

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

TEACH VOCABULARY

3 Learn Key Vocabulary

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

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

40 Unit 1 Choices

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

1. Criminals choose to break the law, so they deserve their punishment.	Agree or Disagree
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 (suh-kum-stuh-uh-uh) noun • pages 54, 58	Circumstances describe the situation a person is in. There are many circumstances that cause people to make bad choices.
commit (ku-mit) verb • pages 44, 53	A person who commits a crime is the one who carries it out, or does it. She committed the crime of robbery.
consequence (kuhn-sew-kuhns) noun • pages 44, 51, 54	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 (kuhn-takt) noun • page 46	When you are in contact with people or things, you connect with them. I am still in contact with my friends from first grade.
empathy (em-puh-tee) noun • pages 51, 53, 59	When you have empathy for people, you feel you understand their problems, or behavior. I felt empathy for the lonely boy, and could feel his pain.
juvenile (juh-vee-nill) adjective; noun • pages 53, 58, 59	A juvenile is a young person. (noun) Something juvenile is for young people. (adjective) The juvenile court is for people younger than eighteen.
maturity (muh-choor-ee-tee) noun • page 54, 59	When people reach maturity , they are fully developed and have all the abilities of an adult. The girl's serious and responsible actions showed a maturity .
salvage (sal-juh) verb • page 54	To salvage is to save someone or something from destruction. I salvaged my friendship by telling my friend I was sorry.

Practice the Words Work with a partner to write four sentences. Use at least two of the Key Vocabulary words in each sentence.

Example: Do you feel **empathy** for a person who **commits** a crime?

40 Unit 1 Choices

3. Encourage Elaboration Provide students with a sentence frame to complete: *I showed maturity when I _____.*

4. Practice the Words Have students write sentences using two Key Words in each.

Edge Interactive Practice Book, p. 20–21
RL.9-10.4, L.9-10.6

ELL Library: RL.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Library: RL.9-10.5 Engage and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) to diverse partners on grade 9–10 topics, texts, issues, and issues, building on others' ideas and expressing their own clearly and persuasively. Strategy: L.9-10.4 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

BEFORE READING Thank You, M'am

short story by Langston Hughes

Analyze 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. Notice the way he structures his descriptive sentences.

Hughes uses actions to show what she is like.

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

Focus Strategy Plan and Monitor

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.

Lesson 12, continued

READ

OBJECTIVES

- Key Vocabulary
- Key Vocabulary
- Reading Fluency
- Phrasing

Reading Strategies

- Plan and Monitor: Set a Purpose; Clarify Ideas

Comprehension & Critical Thinking

- Use Text Evidence

Literary Analysis

- Analyze Characterization
- Analyze Style; Author's Language and Word Choice

Viewing

- Respond to and Interpret Visuals

TEACH & PRACTICE

1 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. 44–47. Support and monitor their comprehension using the reading support provided. Use the Differentiated Instruction below to meet students' individual needs.

2 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.

3 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.

RL.9-10.4

40 Unit 1 Choices

Lesson 12 BEFORE READING

OBJECTIVES

Reading Strategy

- Plan and Monitor: Clarify Ideas (reread, read on)
- Literary Analysis
- Analyze Characterization

TEACH STRATEGIES

1 Analyze Characterization

Look Into the Text Read the introduction to define characterization. Then use the callouts on p. 41 to locate examples. Help students recognize not only what the text reveals about the characters but also how Hughes structures his writing. To help students use the clues to understand the woman's teeth rattling:

ter. What do her teeth rattle?

n too hard.

Reinforce characterization by authors show. Then read. What do the about her?

2 Plan and Monitor

Use the introduction to the strategy. To box to reading on strategies which not clear to Text.

p. 22–23

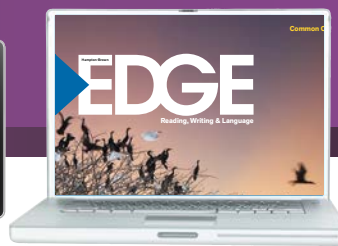
they would understand a

You, M'am 141

Specialized strategies for English language learners

Differentiated Instruction

Ongoing Assessment



"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 tennish 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."

Language Authors often use familiar words in new ways. Here Hughes uses "being-dragged boy" to describe Roger. How does the baby you picture what's happening?

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



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

Thank You, M'am 45

DAILY ROUTINES

Vocabulary
See the Vocabulary and Fluency Routines tab for more information.

Word Wall Display the words to provide a visual scaffold. Create word maps or choose a graphic organizer from page PD33.

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
L.9-10.6

Fluency: Phrasing
This cluster's fluency practice uses a passage from "Thank You, M'am" to help students practice appropriate phrasing. Use **Reading Handbook T749** 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. RL.9-10.10

CD 11

CCSS L.9-10.6 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the specific impact of words and phrases on meaning and tone (e.g., how the language reflects a point of view or stance, how a word or phrase has a denotative or connotative meaning). L.9-10.8 Analyze and evaluate general academic and domain-specific words and phrases, built on their ongoing research into domain-specific or cross-domain terms to build their general academic and domain-specific knowledge when conducting research or reporting on a topic or issue.

Thank You, M'am T45

programs to give these kids alternatives, then we wouldn't have as many **back-end kids** that we needed to incarcerate. And I think that is the immediate answer.

Monitor Comprehension

Explain Tell what Kurt Kumli means by "the sooner, the better."

In Other Words resources staff people and services the **hand call**, a difficult decision just recipients of people who should receive **rehabilitate** help fix 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

Juvenile Justice 57

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.
W.9-10.7

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.
W.9-10.7

Juvenile Justice T57

Analysis of author's word choice and syntax

Access digital resources for planning and teaching



Online Lesson Planner
myNGconnect.com

Scaffolding at point-of-use

TEACH & PRACTICE

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

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.

Reading Support
Language Review the meanings of logical fallacy and rhetorical fallacy (from page 53). Explain Mr. Kumli's logic about spending money on kids sooner rather than later. Ask: Is this logic?

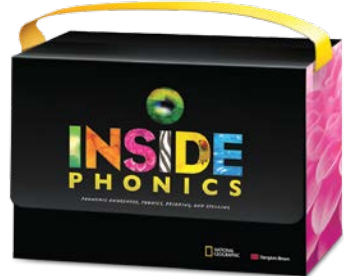
Possible response:
• Yes, it's logical because it would give kids something to turn to besides crime.
RL.9-10.4

Reading Support
Language Review the meanings of logical fallacy and rhetorical fallacy (from page 53). Explain Mr. Kumli's logic about spending money on kids sooner rather than later. Ask: Is this logic?

Possible response:
• Yes, it's logical because it would give kids something to turn to besides crime.
RL.9-10.4

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.
RL.9-10.4



Resources for foundational reading skills

Common Core State Standards

Here's your Edge

For the Students



Student Book and Student eBook



Student eEdition



Student Website
myNGconnect.com

Digital Assets

- Digital Library
- Comprehension Coach
- My Assignments
- Selection Recordings
- Fluency Models
- Close Readings MP3s
- Glossaries in 8 languages
- eAssessment



Interactive Practice Book



Grammar and Writing Practice Book

Assessment | Print and Online



e-Assessment Website
myNGconnect.com

Digital Assets

- Online versions of print assessments
- Reports
- Individualized reteaching prescriptions



Assessment Handbook



Placement Test Test Booklets
Teacher's Manual



ExamView® Test Generator
Level C Shown



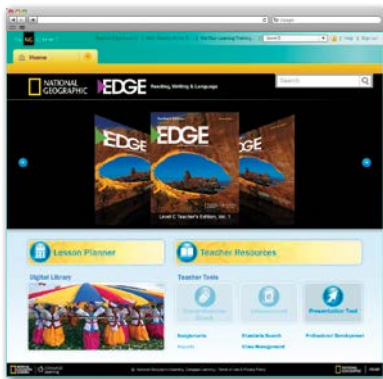
For the Teachers



Teacher's Edition with Language and Selection CDs



Interactive Practice Book
Teacher's Annotated Edition



Teacher Website myNGconnect.com

Digital Assets

- Online Lesson Planner
- Presentation Tool
- Progress Reports
- Transparencies
- Teaching and learning resources
- Family Newsletters in 8 languages
- Online Professional Development



Grammar and Writing
Practice Book
Teacher's Annotated Edition



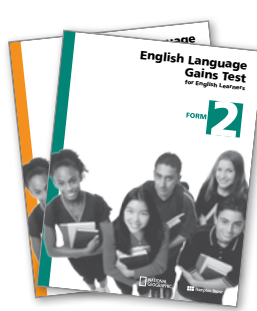
Language and Grammar
Lab Teacher's Edition



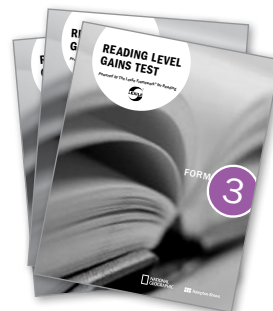
Unit Test
Test Booklets
Teacher's Manual



Summative Assessment
Level Test Masters
Teacher's Manual



English Language Gains Test
2 Forms
Teacher's Manual



Reading Level Gains Test
3 Forms
Teacher's Manual



Test Preparation
PARCC Assessments
Smarter Balanced
Assessments

Hampton-Brown

EDGE

David W. Moore

Deborah J. Short

Michael W. Smith

Alfred W. Tatum



Learn more about Edge

NGL.Cengage.com/Edge

888-915-3276



MAY/13

ISBN-13: 978-12857-83284
ISBN-10: 12857-8328X

