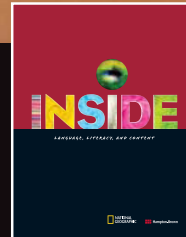
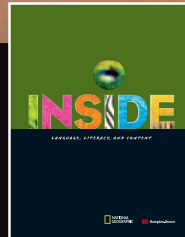
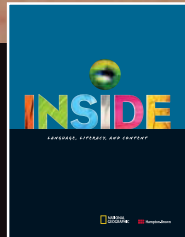
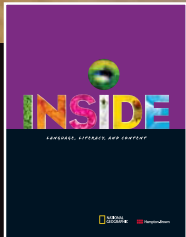


# INSIDE

LANGUAGE, LITERACY, AND CONTENT



**Move Students to Grade Level Performance**



**NATIONAL GEOGRAPHIC**



**Hampton-Brown**

# Program Authors

## READING AND LANGUAGE

**David W. Moore, Ph.D.**

*Professor of Education, Arizona State University*

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Dr. David Moore taught high school social studies and reading before entering college teaching. He currently teaches secondary school teacher preparation courses in adolescent literacy. His twenty-five-year publication record balances research reports, professional articles, and books.

**Deborah J. Short, Ph.D.**

*Senior Research Associate, Center for Applied Linguistics*

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Dr. Deborah Short is a co-developer of the research-validated SIOP Model for sheltered instruction. She has directed numerous studies on English language learners funded by the Carnegie Corporation of New York, the Rockefeller Foundation, and the U.S. Department of Education. Her research articles have appeared in journals such as the *Journal of Educational Research*, *Educational Leadership*, and *Journal of Research in Education*.

**Alfred W. Tatum, Ph.D.**

*Associate Professor and Director of UIC Reading Clinic, University of Illinois at Chicago*

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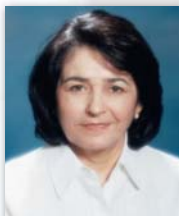


Dr. Alfred Tatum began his career as an eighth-grade teacher, later becoming a reading specialist. His current research focuses on the literacy development of African American adolescent males, and he provides teacher professional development to urban middle and high schools. He serves on the National Advisory Reading Committee of the National Assessment of Educational Progress (NAEP) and is active in a number of literacy organizations.

**Josefina Villamil Tinajero, Ph.D.**

*Associate Dean, Professor of Education, University of Texas at El Paso*

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Dr. Josefina Villamil Tinajero specializes in staff development and school-university partnership programs, and consulted with school districts in the U.S. to design ESL, bilingual, literacy, and bi-literacy programs. She has served on state and national advisory committees for standards development, including English as a New Language Advisory Panel of the National Board of Professional Teaching Standards.

## WRITING

**Gretchen Bernabei, Teacher**

*Northside Independent School District, San Antonio, Texas*

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Gretchen Bernabei's teaching career spans more than twenty-five years, teaching middle school and high school language arts. She most recently taught in San Antonio, Texas, where she was named Educator of the Year in 2003. She has shared her experience with other teachers through seminars, articles, and books—offering field-tested techniques for teaching writing to adolescents.



# STEP



# INSIDE

Discover the power of reading, writing and language instruction working together to move students to grade-level performance.

✓ **Complete Standards Coverage**  
*to Promote Achievement*

✓ **Compelling Content**  
*to Inspire and Motivate*

✓ **Specialized Strategies**  
*for Language Development*

✓ **Focused and Connected Instruction**  
*to Accelerate Growth*

✓ **Explicit Teaching**  
*with Built-In Assessment to Ensure Success*

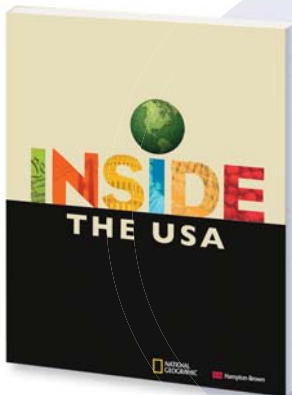
**GIVE YOUR ENGLISH LEARNERS AND STRIVING READERS THE *INSIDE* ADVANTAGE.**

# Built for English Learners and Striving Readers

Overlapping levels make it possible to meet students at their language proficiency and ability levels and rapidly move them ahead.

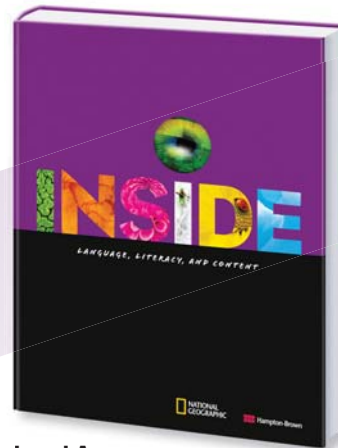
- Multiple points of entry for correct placement
- Standards driven instruction
- Designed to build literacy and move students through the stages of language acquisition

**COVERS ALL YOUR STANDARDS  
IN LANGUAGE AND LITERACY WITH  
CONNECTIONS TO CONTENT**

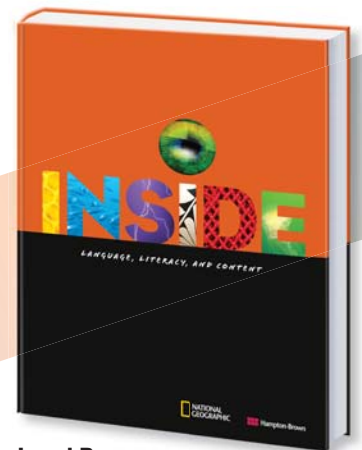


## Newcomer

Newly-arrived and preliterate students learn language, survival vocabulary, and the basic building blocks for literacy.



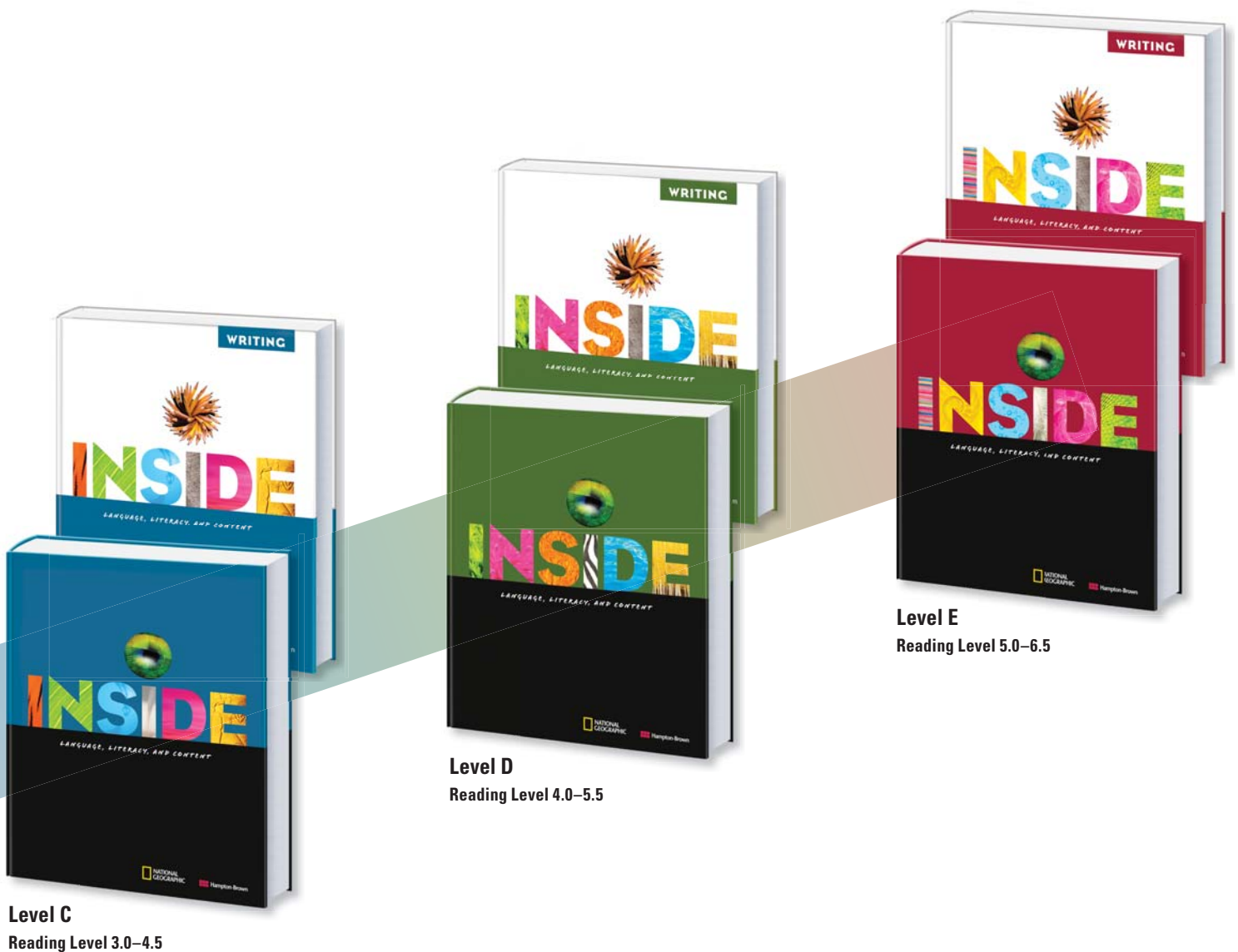
**Level A**  
Reading Level 1.0–2.5



**Level B**  
Reading Level 2.0–3.5

## Learn the Fundamentals

Students who begin in Levels A and B need sequential work in phonemic awareness, phonics, decoding, and spelling as well as foundational work in vocabulary, language, and writing.



## Build Reading and Writing Power

The students who begin in Levels C–E have more advanced language proficiency and have learned to read, but they need intensive work to build academic vocabulary and language, to learn reading strategies, and to develop skill in comprehension, literary analysis, and writing.

Language development lessons promote the use of more complex language functions and grammar. They greatly expand vocabulary and develop facility with non-literal language. Reading skills and strategies spiral across the levels and are taught with text at increasingly higher reading levels.

# Standards at the Core

Reading, language, and writing instruction delivered daily ensures full coverage of standards.

Unit 5

## Planner for "Return to Titanic"

GUIDING QUESTION

**How do discoveries change us and the world?**  
Find out how dreams can lead to discoveries.

		LESSON 1	LESSON 2
<b>Reading</b>			
<p><b>Vocabulary Development</b> Key and Academic Vocabulary</p>	<p><b>Build Background and Vocabulary</b></p> <p></p> <p>Student Book: Reading and Language</p>	<p><b>Build Background</b></p> <p><b>Digital Library</b></p> <p><b>Video</b> See discoveries in action. T280</p> <p><b>Connect</b></p> <ul style="list-style-type: none"> <li>Team Brainstorm T280</li> </ul>	<p><b>Build Vocabulary</b></p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Introduce and Make Study Cards T284</li> <li>alarm famous search</li> <li>discover ocean wreck</li> <li>explorer passenger</li> </ul>
<p><b>Reading Comprehension and Literary Analysis</b></p>	<p><b>Learn Strategies</b></p> <p><b>Read, Respond, and Build Skills</b></p>		<p><b>Reading Strategy</b></p> <p><b>Ask Questions</b></p> <ul style="list-style-type: none"> <li>How to Self-Question T285</li> </ul> <p><b>Read the Selection</b> T286-T294</p> <p><b>Focus on Genre</b></p> <p><b>Recognize Genre</b></p> <ul style="list-style-type: none"> <li>History Article, Interview</li> </ul> <p><b>Use Text Features</b></p> <ul style="list-style-type: none"> <li>Headings</li> </ul> <p><b>Analyze Text Structure</b></p> <ul style="list-style-type: none"> <li>Sequence</li> </ul> <p><b>Focus on Vocabulary</b></p> <p><b>Use Word Parts</b></p> <ul style="list-style-type: none"> <li>Prefixes, Suffixes, Compound Words</li> </ul> <p><b>Reading Strategies</b></p> <p>Preview and Set a Purpose</p> <p><b>Ask Questions</b></p>
<p><b>Reading Fluency</b></p>	<p><b>Build Fluency</b></p>		<p><b>Reading Fluency</b></p> <p>Intonation T289</p> <ul style="list-style-type: none"> <li>Daily Fluency Practice PD60</li> </ul> <p><b>Accuracy and Rate</b> T287</p> <ul style="list-style-type: none"> <li> Online Coach</li> </ul>
<b>Language</b>			
<p><b>Develop Language</b></p>	<p><b>Language &amp; Grammar</b></p> <p><b>Ask for and Give Information</b> T281, T283</p> <p><b>Use Present and Past Tense Verbs</b> T282-T283</p>	<p><b>Language &amp; Grammar</b></p> <p><b>Ask for and Give Information</b> T292</p> <p><b>Use Regular Past Tense Verbs</b></p> <ul style="list-style-type: none"> <li>Introduce and Practice with Transparency 45 and Grammar Routine PD52</li> </ul>	
<b>Writing</b>			
<p><b>Writing Strategies and Applications</b></p>	<p><b>Information Report</b></p> <p>Lessons span Selections 1-3. With Selection 1, students plan their research.</p> <p></p> <p>Student Book: Writing</p>	<p><b>Model Study</b></p> <p><b>Information Report</b></p> <p>T180W-T183W</p>	<p><b>Writing Trait</b></p> <p><b>Focus and Unity</b></p> <ul style="list-style-type: none"> <li>Compare and Evaluate Writing Samples T184W-T187W</li> </ul>

T279c Unit 5 The Drive to Discover

T - Tested on Selection Test and/or Unit Reading and Language Test

# EASY TO PLAN

	LESSON 3	LESSON 4	LESSON 5
	<b>Build Vocabulary</b> <b>Key Vocabulary</b> Review and Practice T295 alarm famous search discover ocean wreck explorer passenger	<b>Build Vocabulary</b> <b>Key Vocabulary</b> Practice with Routine 4 PD36 alarm famous search discover ocean wreck explorer passenger <b>Academic Vocabulary</b> Introduce and Practice T296-T299 sequence fact similar	<b>Build Vocabulary</b> <b>Key Vocabulary</b> Practice with Routine 9 PD41 alarm famous search discover ocean wreck explorer passenger <b>Academic Vocabulary</b> Introduce and Practice T298-T299 interview
	<b>Reading Strategy</b> <b>Ask Questions</b> How to Self-Question T295	<b>Vocabulary Strategy</b> <b>Use Word Parts</b> Prefixes and Suffixes T285	
	<b>Return to the Selection</b> T295 <b>Connect Reading and Writing</b> <b>Critical Thinking</b> Analyze and Interpret the Text Draw Conclusions Summarize <b>Write About the</b> Why do you think Bob Ballard put his life in danger to discover Titanic?	<b>Return to and Extend the Selection</b> T296-T297 <b>Literary Analysis</b> <b>Analyze Text Structure</b> Sequence <b>Media/Speaking</b> View and Discuss Titanic Videos	<b>Extend the Selection</b> <b>Listening and Speaking</b> Conduct a Career Interview T298
	<b>Reading Fluency</b> <b>Intonation</b> T289 Daily Fluency Practice PD60 Self-Assessment T295 <b>Accuracy and Rate</b> T287 Online Coach	<b>Reading Fluency</b> <b>Intonation</b> T289 Daily Fluency Practice PD60 <b>Accuracy and Rate</b> T287 Online Coach	<b>Reading Fluency</b> <b>Intonation</b> T289 Daily Fluency Practice PD60 <b>Accuracy and Rate</b> T287 Online Coach
	<b>Grammar</b> <b>Use Regular Past Tense Verbs</b> Introduce and Practice with Transparency 46 and Grammar Routine PD52	<b>Grammar</b> <b>Use Regular Past Tense Verbs</b> Introduce and Practice with Transparency 47 and Grammar Routine PD52	<b>Language &amp; Grammar</b> <b>Ask for and Give Information</b> Role-Play a News Conference T299 <b>Grammar &amp; Writing</b> <b>Write About the Past</b> T299 Write with Consistent Verb Tense Use Regular Past Tense Verbs
	LESSON 3W	LESSON 4W	LESSON 5W
	<b>Writing Trait</b> <b>Focus and Unity</b> Evaluate Writing Samples and Raise the Score T188W-T191W	<b>Research Strategy</b> <b>Plan Your Research</b> Set the Research Topic and List Research Questions T192W-T195W	<b>Research Strategy</b> <b>Plan Your Research</b> Locate Sources of Information (library, online catalog, alphabetical order) T196W-T199W



Go to [InsideNG.com](https://www.insideNG.com) for a wealth of resources, including pacing plans in the Online Planner

Listening and Speaking

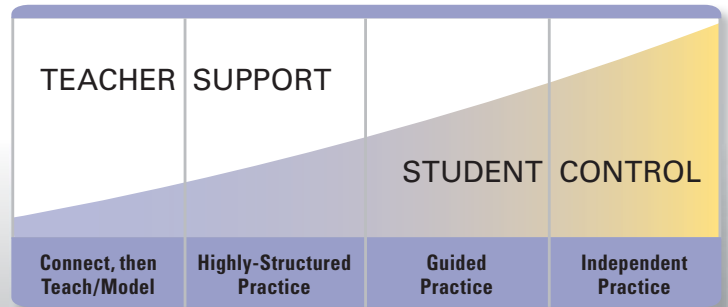
Technology and Media

Written Conventions  
Grammar and Sentence Structure

Research Process

## MOVING STUDENTS TO INDEPENDENCE

The explicit instructional path helps teachers deliver effective instruction with immediate corrective feedback. It supports students as they take greater responsibility for their own learning and achievement.



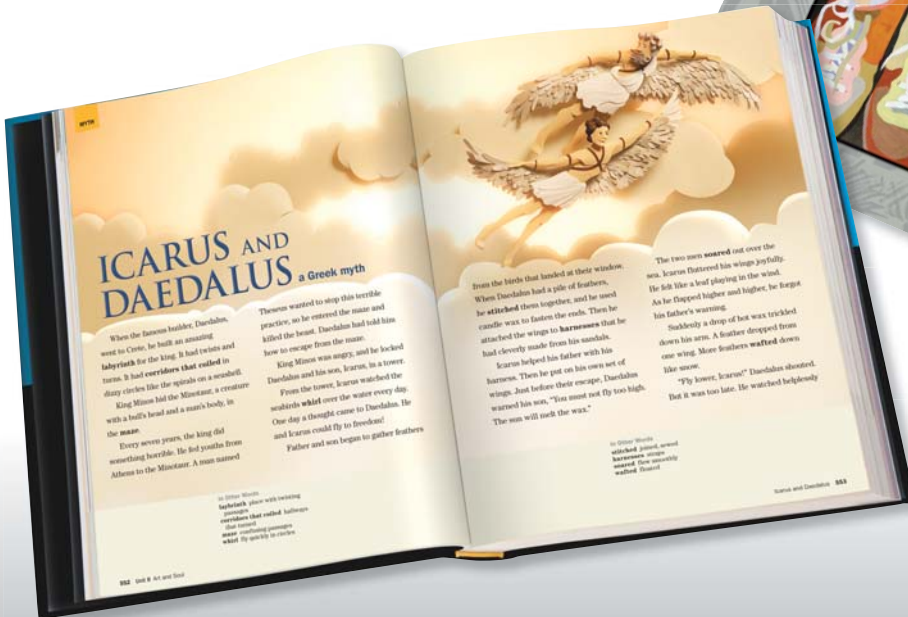
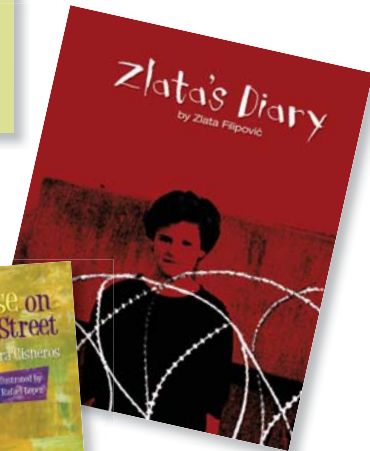
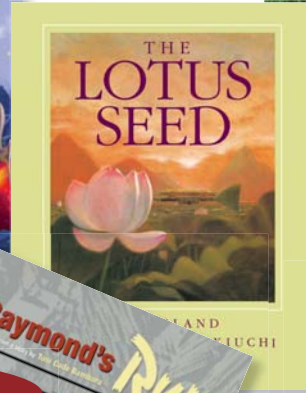
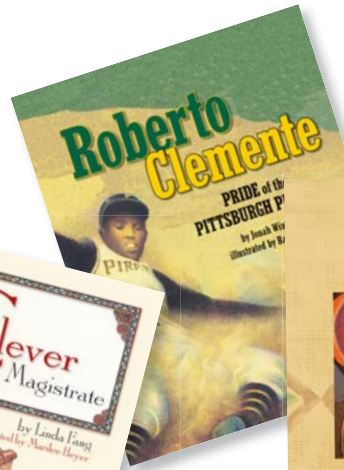
# Inspire the Desire to Read and Succeed

Reading selections reflecting a diversity of cultures, perspectives, topics, and genres capture and hold students' interest.

## MULTICULTURAL LITERATURE

## CLASSIC WORKS

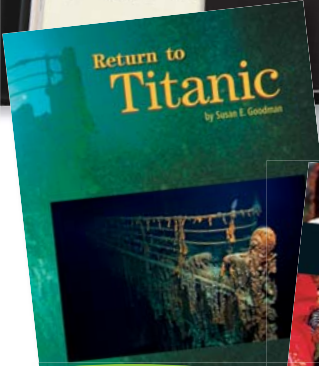
## CONTEMPORARY YOUNG ADULT LITERATURE



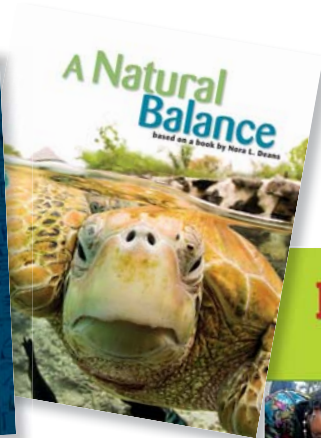




**INFORMATIONAL TEXT**  
 High-interest, visually-rich nonfiction from National Geographic provides relevant and meaningful contexts for learning.



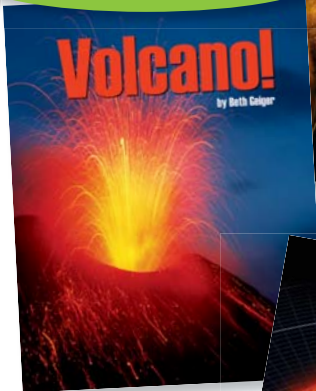
**NARRATIVE**



**PERSUASIVE**

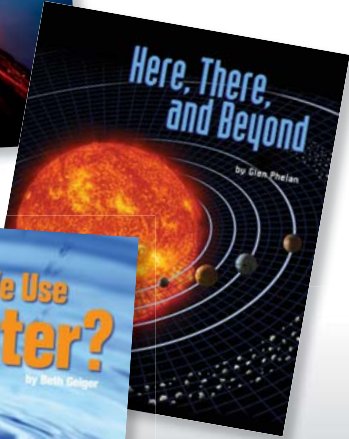
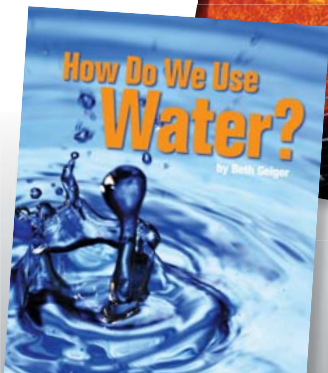


**EXPOSITORY**



**DIGITAL LIBRARY**

**MAKE IT REAL!**  
 Videos and visuals launch each reading selection to build background and spark interest. Students see the hurricane they read about in "Fleeing Katrina."



# Built-in Access for All Students

On-page vocabulary and comprehension supports keep English learners and striving readers moving forward.

Selections Divided into Manageable Chunks

Highlighted Key Vocabulary

## Danger Ahead!

*Titanic* **set off for** New York. At first, the ride was like a party. By April 14, the ship was in the middle of the Atlantic **Ocean**. That night, the weather was clear, and stars twinkled against the dark sky. On the ship, people danced late into the night. No one knew that danger was near. Shortly before midnight, a sailor

**on lookout** saw something in the darkness. He knew it could be only one thing. It was an iceberg, a floating mountain of ice. The sailor raised the **alarm**: "Iceberg ahead!" Next, the **crew** tried to turn *Titanic* away from the iceberg, but it was too late. Finally, the ship scraped along the ice.

Hulton archive, Getty Images; Illustration by Ken Marschall © 1992, from *Titanic: An Illustrated History*. A Hyperion/Madison Press book.



▲ After the ship broke apart, it sank 12,000 feet to the bottom of the ocean.

**Visual Supports**  
Labels, captions, graphics and callouts provide multiple pathways to learning for English learners and aid comprehension for all students

**On-Page Glossary**  
Restatements of difficult words and idioms keep students moving through the reading

**Key Vocabulary**

- ocean** *n.*, a large body of salt water
- alarm** *n.*, a signal to warn people of danger

**In Other Words**

- set off for** began sailing to
- on lookout** watching for problems
- crew** workers

## Water Rushes In

The problem did not seem too bad at first. Then water started pouring into the ship, and nothing could stop it. The ship was going to sink!

The crew tried to get help. They shot off fireworks to **attract** the attention of nearby ships. Crew members on those ships thought the fireworks were for fun, so they did not stop to help.

Passengers began climbing into the lifeboats on *Titanic*. Women and children

mostly went first, but there was not enough room for everyone. When the last lifeboat was lowered into the water, there were still 1,500 people on the sinking ship.

## A Ship Torn Apart

Soon passengers heard a terrible sound. It was the sound of the ship **ripping apart**. The ship sank just 20 minutes later, with most of the passengers and crew still on board.



▲ A newsboy in London sells papers telling about the disaster. The disaster shocked people around the world.

### In Other Words

**attract** get  
**ripping apart** breaking into pieces  
**disaster** horrible event  
**shocked** surprised and saddened

### Before You Move On

- 1. Cause and Effect** Why did the ship sink?
- 2. Explain** What happened to the **passengers** when the ship went down?
- 3. Inference** Do you think most of the people who lived through the disaster were men or women? How do you know?

Return to *Titanic* 291



## SELECTION READING CDS

Dramatic recordings of student book selections to model fluent reading

Frequent  
Comprehension  
Checks

# Learn the Fundamentals

Explicit instruction helps students develop the reading and spelling skills that lead to independence.

## 1. TEACH SOUND/SPELLINGS

Start with phonemic awareness, use the Sound/Spelling Cards, and then blend and spell sound-by-sound

**Routines**  
A consistent routine introduces each sound/spelling


**Lesson 8A LANGUAGE AND LITERACY**

**OBJECTIVES**  
**Learning to Read**  
 • Develop Phonemic Awareness: Isolate Sounds  
 • Associate Sounds and Spellings: /är/ar/, /ôr/or  
**Spelling**  
 • Spell Words with R-Controlled Vowels

**TEACH AND PRACTICE**

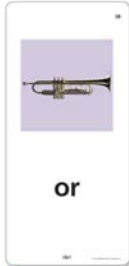
- Complete Reading Routine 1 (PD46) to introduce /är/ar/.
- Repeat the routine to introduce /ôr/or.  
 ▶ If students need preteaching, use Reading Routine 2 (PD48).

**R-Controlled Vowels /är/ar/; /ôr/or**



**ar**

▲ Sound/Spelling Card 37



**or**

▲ Sound/Spelling Card 38

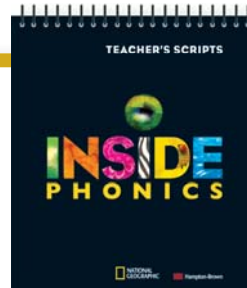
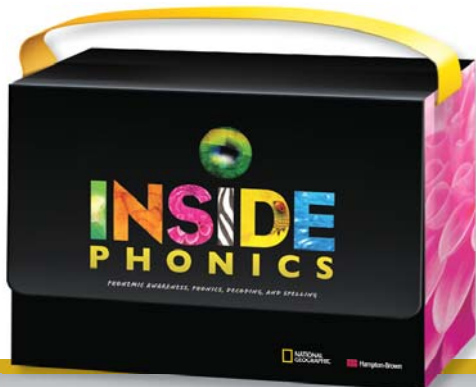
**Reading Routine 1 Introduce Sound/Spellings**

	/är/ar	/ôr/or
<b>Step 1 Develop Phonemic Awareness</b> Insert the target sound in each blank.		
1. Tell students: These words have _____ at the end. Say the three words.	car, far, jar	or, for, nor
2. Tell students: These words have _____ in the middle. Say the three words.	park, hard, mark	corn, port, storm
3. Tell students: I will say a word. Listen for _____. If you hear it at the end, raise one hand. If you hear it in the middle, raise both hands. If you don't hear it at all, leave your hands down.	car, tall, star, stand, far, barn, back, park	for, fat, storm, not, horn, log, sport
<b>Step 2 Introduce the Sound/Spelling</b>		
1. Display the picture-only side of the Sound/Spelling Card. Say the name of the picture. Have students repeat.		
2. Say the target sound. Have students repeat.		
3. Turn the card over. Point to and name the spelling. Have students repeat.		
4. Give examples of words with the sound-spelling in various positions.	art, barn, star	or, port, for
5. Have students say the sound as they write the spelling in the air.		
<b>Step 3 Blend Sound-by-Sound</b>	<b>star</b>	<b>horn</b>
1. Write the spelling of the first sound. Point to it and say the sound. Have students say the sound. Repeat for each sound/spelling before the vowel.		
2. After you write the vowel spelling, blend the sounds through the vowel, sweeping your hand below the spellings. Have students blend the sounds.		
3. If there are additional spellings in the word, repeat the process.		
4. When the word is complete, sweep your hand below it. Have students read it.		
5. Repeat the procedure for other words.	cart, arm, chart	form, horn, sport
<b>Step 4 Spell Sound-by-Sound</b>		
1. Say the word and use it in a sentence. Have students repeat the word.	farm: Cows live on a farm.	cord: Plug in the cord.
2. Guide students to segment the sounds in the word. Then ask: What's the first sound in the word? Guide students to match each sound to a Sound/Spelling Card and identify the spelling. Say: Check the card. What's the spelling? Students may say the spelling and then write it. Repeat until the word is complete.	/f/ /är/ /m/ f ar m	/k/ /ör/ /d/ c or d
3. Write the word on the board. Ask students to check their spelling of the word.		
4. If a student misspelled the word, have him or her circle the word and write it correctly.		
5. Repeat the procedure for other words.	car	corn

T46a Unit 2 Make a Difference!



## Inside Phonics



**Teacher Scripts**  
Facilitate the presentation of phonics and decoding skills with the transparencies.



**Sound/Spelling Cards**  
Clear photographic images introduce sounds and their corresponding spellings.

## 2. BLEND AND SPELL WHOLE WORDS

Use the Transparency to model and practice

**Words with R-Controlled Vowels**

star      horn

Look for a pattern and learn new words.

1. They form a star.      2. She makes art.      3. The porch is part of the farmhouse.

4. Park the car.      5. The park is not far.      6. Carmen started to sketch.

7. A hard stone.      8. A hard job.      9. Carmen painted a storm.

Transparency 57

Transparency 57: R-Controlled Vowels

Also available online and on CD

### Language Support

Talk through each picture to develop meaning for the words in the yellow boxes. Present the two different meanings of the words in Items 1–3. For example, for Item 1, say: • Look. The people form, or make, a star (trace the star with a finger). Here (point to the second picture) is another meaning of form. The picture shows three forms, or kinds, of art.

### TEACH AND PRACTICE

- Blend Whole Words**  
Work through Step 1 of Script 57.
- Spell Words**  
Work through Step 2 of Script 57.

### READ DECODABLE TEXT

- Use **Reading Routine 3** (PD49) to guide students as they read **Decodable Passage 3** for r-controlled vowels /ar/ and /or/:

- *Out of Harm's Way*, p. 370

**Check Understanding** Have students read the word lists at the end of the passage.

► If students have difficulty decoding the text in the passage, review the steps of **Reading Routine 1** (PD46). Have them practice reading individual words in the passage, and then have them reread the entire text.

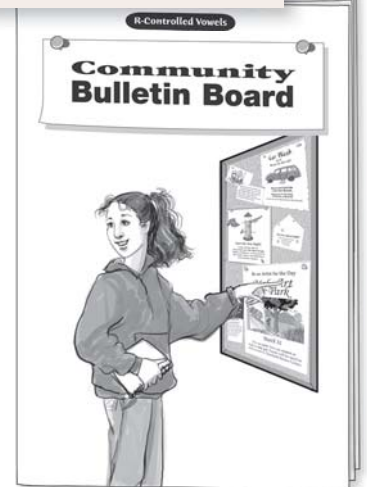
### ON YOUR OWN

When a student's reading indicates understanding, assign the following independent practice.

Practice Book, p. 30

## 3. APPLY IN DECODABLE TEXT

Use the decodable passages in the student book and the Tear-Out/Fold-Up Books



Tear-Out/Fold-Up Book

### Script 57 Procedure

#### 1. Blend Whole Words

**Model.** Use the top panel of the transparency to model whole-word blending and structure the practice for blending the key words.

- Point to the star and say: *The word star has three sounds. Listen while I blend the sounds.*
- Point to the s. Slide your hand below star as you say: *I can blend the three sounds: /s/ /t/ /ar/.*
- Now, /I'm going to say the whole word: star.
- Repeat, having students blend the word with you. Then have them say the word naturally.
- Use the word in a sentence. Ask students to suggest other sentences with the word.
- Repeat for horn, pointing out that the letters or stand for /h/.
- Write the words at the right on the board. Have students chorally read each one. Remind them to use whole-word blending.

**Practice.** Guide students through items 1–5. Read the text, pausing before a word with ar or or so that students can blend the sounds as you point to each spelling. Then have students say the whole word as you sweep your hand under it. Read the phrase or sentence with the word.

#### 2. Spell Words

- Say: *Star. I see the first star in the sky. Star.* Have students repeat the word.
- Have students say: /s/. Help them identify the matching Sound/Spelling Card and the spelling for the sound. Have students write the letter: s.
- Repeat for /t/ and /ar/ so that students have spelled the entire word.
- Write the word, and have students compare it to their spelling. Have them circle it if they spelled it incorrectly and then write it correctly.
- Repeat the steps to spell the words at the right.

#### Words for Blending

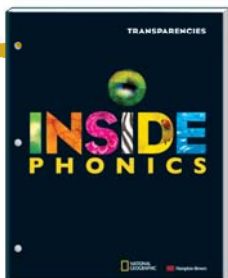
far	fork
car	storm
dart	sports
smart	hornet
garden	horse

#### Words for Spelling

part	torn
start	thorn
yard	stork
march	north

Language and Literacy T46b

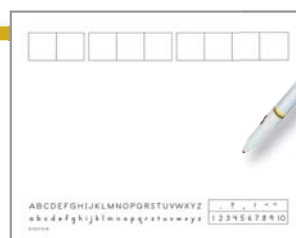
### Level B Teacher's Edition



**Phonics and Decoding Transparencies**  
Visually engaging to introduce the basic skills and strategies.



**Letter and Word Tiles**  
Used to introduce high frequency words and model blending at the overhead.



**Write-On/Wipe-Off Boards**  
Enable all students to respond in lessons by writing spellings and words.



**Sounds & Songs CDs**  
Provide audio support for phonics and decoding lessons.

# Learn the Fundamentals

Students apply the phonics skills in decodable text and then read the Read On Your Own selection in the Student Book. This selection is written with only pretaught high frequency words and words containing previously taught sound/spellings.

## 4. DEVELOP INDEPENDENT READERS

Read on your own again and again

Sets a Purpose for Reading

Uses a routine for Repeated Readings

**Lesson 10, continued**  
**LANGUAGE AND LITERACY**

**OBJECTIVES**  
**Learning to Read**  
 • Decode Words  
 • Recognize High-Frequency Words  
**Reading Strategy**  
 • Set a Purpose  
**Literary Analysis**  
 • Use Text Features: Captions  
**Reading Fluency**  
 • Read with Phrasing  
 • Read with Accuracy

**FOCUS ON READING**

**1 Set a Purpose**  
 Introduce the kids in the photos and view the map. Discuss what students know about the countries shown. Then read aloud the text in the orange box and use it to set a purpose for reading: *Read to find out how the kids in the pictures are helping other kids.*

**ACTIVE READING**

**2 Read the Selection**  
 Use the suggestions below to conduct four readings of "Kids Are Helping Kids."

Kind of Reading	Goals
1. <b>Whisper Reading</b>	<ul style="list-style-type: none"> <li>Support students as they decode words.</li> <li>Provide immediate corrective feedback to ensure accuracy.</li> </ul>
2. <b>Partner Reading</b>	<ul style="list-style-type: none"> <li>Provide intensive feedback for the neediest students.</li> <li>Sum up the meaning.</li> </ul>
3. <b>Group Reading</b>	<ul style="list-style-type: none"> <li>Review genre and discuss text features.</li> <li>Assess progress for individual students.</li> </ul>
4. <b>Choral Reading</b>	<ul style="list-style-type: none"> <li>Practice phrasing.</li> <li>Check understanding.</li> </ul>

**1st Read**  
**Whisper Reading**  
**Listen and Provide Feedback** Have students read p. 50 aloud quietly. Monitor students as they read, and listen for misread words. Provide immediate feedback to correct the misread words, and ask students to reread the sentences. If necessary, pronounce these non-decodable selection words for students: group, war, radio, courage.  
**Summarize Errors and Reteach** After students read, summarize the common errors you identified. Reteach the related Sound/Spelling Cards.  
**Repeat the Procedure** Have students read p. 51.

**2nd Read**  
**Partner Reading**  
**Read with a Partner** If students struggled in the first read, have those students who need extra help read aloud with you.  
**Discuss Hard Words** Have partners tell how they figured out the words.  
**Summarize the Selection** Post these prompts:  
 1. Who is Nadja? What did she do?  
 2. Who is Hafsat? What did she do?  
 3. Who is Craig? What did he do?

**Kids can help other kids in important ways. Nadja, Hafsat, and Craig show us how.**

Nadja helped kids in Bosnia. When Nadja was a girl, ethnic groups in Bosnia started a war. Nadja was not safe, even in her house. Kids lived in fear. A lot of them were hurt. Nadja started a radio show. She sang on the air to give children courage. She also published two books. They tell how hard it is to live through a war. She hopes her books will help end fighting in the world.

▲ The kids in this selection come from Canada, Bosnia, and Nigeria.

**50 Unit 2 Make a Difference!**



Hafsat helps kids in Nigeria. She formed a group called KIND. The group teaches children their rights. It helps kids know how to be leaders. KIND also helps women and children get fair treatment.



▲ Hafsat Abiola is from Nigeria.



Craig was 12 years old when he read that many kids were made to work in hard jobs for no pay. People treated them very badly. He felt that these kids should not be made to work. He formed a group called Free The Children. Since then, his group has worked in 45 countries.



▲ Craig Kielbaso is from Canada.

Think about how American kids can help other kids now. What would you do?



Language and Literacy 81

**Third Read**  
**Group Reading**

**Review Genre** Remind students that this is a biography that gives information and facts about real people and events.

**Teach Text Feature: Captions** Point to the captions under each picture. Say: A caption tells about the picture. Read each caption aloud. Ask students how the caption helps them better understand the photo.

**Assess Individual Progress** Call on a student at random to read the first four sentences of the selection. Then call on other students to read the next portions of the selection.

► As you listen to students read, focus on whether they have corrected the common errors you noticed during the first read. If they have not, repeat the corrective feedback.

**Fourth Read**  
**Choral Reading**

**Choral Read** Listen while students read the selection.

**Practice Phrasing** Read the last two sentences in the selection, modeling appropriate phrasing. Have students chorally read the sentences, and listen to assess their phrasing.

**Check Understanding** Ask the following questions:

1. Why was Nadja unsafe in Bosnia? (There was a war going on.)
2. Whom does KIND help? (It helps women and children.)
3. How can you help other people your age? (Answers will vary.)

Checks on Comprehension, Expands Vocabulary, and Prompts Writing

**Academic Language Frames** Help students at different language and ability levels participate in the activity

**BUILD FLUENCY**

**Develop Fluency**

**Phrasing** Use the Practice Book to review pauses between phrases and sentences. Then have students listen to the phrasing of the model as they use the new vocabulary.

*Fluency Models and Selection Readings CD, track 2*

Pair students to practice reading the selection with appropriate phrasing.

**Accuracy and Rate** After several practice sessions, arrange for a timed reading. Mark words the student misreads on a copy of the passage and note the last word read in one minute. Calculate the words read correct per minute. Have students graph their performance and set a goal for improving in subsequent timed readings.

Practice Book, p. 30

Builds Oral Reading Fluency

Lesson 10, continued  
**LANGUAGE AND LITERACY**

**OBJECTIVES**

- **Language Function**
  - Give Information
- **Vocabulary**
  - Use Content Area Vocabulary
- **Comprehension and Critical Thinking**
  - Classify Details
- **Writing**
  - Write in Response to Literature

**RESPOND TO LITERATURE**

**Check Your Understanding**

**Classify Details** Read the directions aloud. Use the sample answers to model completing the chart based on the passage. Say:

- First, I'll read the question at the top of the first column: "Who Helped Others?" The first person in the article is Nadja, so I'll write her name in the first row. I'll write the name of another person in each of these spaces. (Point to the second and third rows in column 1.)
- The next column asks where the person helped. Nadja helped in Bosnia, so I'll write Bosnia there. Fill in the locations for the other rows using similar modeling. Then model the completion of the other two columns in the first row and guide students to suggest what you should write in each box.

When finished, have students give information about each kid. Display **Transparency 7** with the **Academic Language Frames** to support students as they present.

**Expand Your Vocabulary**

**Give Information** Read the directions and go over the vocabulary in the green box. Use the Example to model giving information about Nadja using the word published.

Encourage volunteers to use other words and phrases from the vocabulary box to give more information about Nadja, Hafsat, and Craig.

**Write About People**

Point out that the Example gives information about how Craig helped others. Then ask students to give information about a person in the passage or about someone they know who helps others.

For students who need additional support in writing, provide these question prompts:

- Who helps other people?
- Where does the person help?
- What does the person do to help?

T52 Unit 2 Make a Difference!

Language and Literacy

**Think About "Kids Are Helping Kids"**

**CHECK YOUR UNDERSTANDING**

1–3. Make a chart like the one below. Include information about each kid.

Who Helped Others?	Where?	What Group of People Did He or She Help?	How?
1. Nadja Bosniyah	Bosnia	children	She published two books. She started a radio show.

**EXPAND YOUR VOCABULARY**

E–6. Tell more about each kid. Now tell a partner about each kid and what he or she did. Use information from your chart. Use some of these words and phrases.

brings hope    fair treatment    hard jobs  
sang on the air    rights    formed a group  
war    published    Free the Children

EXAMPLE 4. Nadja published two books. The books tell about the war in Bosnia.

**WRITE ABOUT PEOPLE**

7. Choose one of the kids from pages 50–51 or another person you know. Tell how the person makes a difference.

EXAMPLE 7. Craig helps kids who were made to work in hard jobs. He formed a group called Free the Children.

82 Unit 2 Make a Difference!

**Give Information**

\_\_\_\_\_ helped others.  
\_\_\_\_\_ was from \_\_\_\_\_.  
\_\_\_\_\_ helped \_\_\_\_\_.  
\_\_\_\_\_ helped by \_\_\_\_\_.

**Vocabulary**

Nadja	Hafsat	Craig
children	rights	formed a group
writing	fair treatment	teaching
Bosnia	Nigeria	Canada
	women	

**Transparency 7**  
**Academic Language Frames**

# Frontload Language for Success

A consistent and systematic plan for language development and grammar provides essential instruction in forms and functions.

1. TRY OUT LANGUAGE	2. LEARN GRAMMAR												
<p>Audio support and modeling to learn a new language function</p>	<p>Explicit instruction with “every student response” and immediate corrective feedback</p>												
<p><b>Language &amp; Grammar</b></p> <p><b>Ask for and Give Information</b> Listen to the chart and the interview. Choose in on the chart, and role-play the interview.</p> <p><b>Get the Facts</b> Get the facts. Get them now. Ask Who? What? When? Where? Why? and How?</p> <p><b>What was Titanic?</b> Titanic was a huge ship. It was built in 1912. On its first trip, it sank.</p> <p><b>How did Titanic sink?</b> Titanic sank because it hit an iceberg. It broke into two pieces.</p> <p><b>Who discovered the lost ship?</b> Robert Ballard discovered the lost ship.</p> <p><b>Where was Titanic found?</b> Titanic was found at the bottom of the Atlantic.</p> <p><b>When did Ballard find the ship?</b> Ballard found the ship in 1985. He looked for it for many years.</p> <p><b>Why was Titanic famous?</b> Titanic was famous because it was the biggest ship ever built.</p> <p><b>CHANT and INTERVIEW</b></p> <p><b>OBJECTIVES</b> Language Function • Ask for and Give Information Listening and Speaking • Participate in a Chant • Listen to and Role-Play an Interview</p> <p><b>CONNECT</b></p> <p><b>1 Tip Prior Knowledge</b> Ask students to tell about a time they asked a question to find out information.</p> <p><b>TRY OUT LANGUAGE</b></p> <p><b>2 Chant and Interview</b> To practice the question words, play the chant on Track 1. Then play the interview on Track 2.</p> <p><b>3 Model the Language Function</b> Share the following ideas.</p> <p><b>HOW TO ASK FOR AND GIVE INFORMATION</b></p> <p><b>Beginner</b> Students ask the questions and listen while you or a more proficient student gives the answers. Then switch roles. As you ask questions, point to the pictures or key words to guide students' answers. Have students repeat any difficult words after you.</p> <p><b>Intermediate</b> As partners role-play the interview, ask them a few additional questions such as: • What are these? (point to the windows) • Where is this iceberg? (point to the iceberg picture)</p> <p><b>Advanced</b> Have students add a few questions and informational responses to the interview as they role-play. Suggest that they look at the pictures and captions in the selection for ideas. For example: • How many feet did Titanic sink? (12,000) • Why did Titanic sink? (It hit an iceberg.)</p> <p><b>Role-Play the Interview</b> Have students work in pairs.</p> <p><b>Role-Play Support</b> Use the Multi-Level Strategies to help all students participate.</p>	<p><b>Language and Grammar, continued</b></p> <p><b>Use Present and Past Tense Verbs</b> The tense, or time, of a verb shows when an action happens.</p> <p><b>TEACH/MODEL</b></p> <p><b>3 Present and Past Tense Verbs Introduce</b> Use the time line to explain that a verb shows when an action happens. Read the rules and use the examples to illustrate when to use each tense. Say: Past tense means the action happened earlier in the past. Present tense means it happens now.</p> <p>As you review the use of -s for present tense, contrast with other persons: I learn about ships or They learn about ships, but My friend learns about ships.</p> <p>Develop more examples to contrast the tenses: We looked at a model of an old ship yesterday. Today, we look at pictures of it.</p> <p>Then demonstrate the formation of the past tense verbs learned and looked.</p> <p><b>PRACTICE</b></p> <p><b>1 Practice Together</b> For each item, demonstrate how to change the verb to the past tense. Say the verb and have students repeat. Then have the group choral read the sentence, adding the past tense verb.</p> <p><b>2 Try It!</b> For each item, have students write the past tense form of the verb on a card. Check for correctness. If students have not added -ed, explain that they have to change the verb to make it tell about the past. Demonstrate how to add the ending. Have them correct the verb on the card.</p> <p>Then ask partners to read aloud each sentence and add the correct past tense verb.</p> <p><b>Check Understanding</b> Have students tell you how to change a present tense verb to the past tense.</p> <p><b>DAILY GRAMMAR LESSONS</b></p> <p><b>Past Tense Verbs</b> Teach/Model and Practice Continue instruction of past tense verbs using these Transparencies. (Also see the Grammar Instruction Routine on PD52.)</p> <table border="1"> <thead> <tr> <th>TR</th> <th>Lesson Focus</th> <th>PR Page</th> </tr> </thead> <tbody> <tr> <td>45</td> <td>Past tense verbs: Spelling (strip it)</td> <td>CS-CO</td> </tr> <tr> <td>46</td> <td>Past tense verbs: Spelling (bubble final consonant)</td> <td>CS-CO</td> </tr> <tr> <td>47</td> <td>Past tense verbs: Spelling (9/16 + -ed)</td> <td>CS-CO</td> </tr> </tbody> </table> <p><b>Apply</b> Students will apply their grammar skills in speaking and writing on p. T299.</p> <p><b>Language Transfer Issues</b></p> <ul style="list-style-type: none"> <li><b>Chinese, Hmong, and Vietnamese</b> Past tense is indicated through context or by adding a time element, but the verb does not change. Students may say Last week, I walk to school.</li> <li><b>African American Vernacular English</b> Present tense verbs use the same form for all subjects. Some students may say, for example: he go, he walk, she have, she do. In addition, AAVE speakers do not always change verbs to show past tense.</li> </ul> <p>Language Transfer Transparency 22</p>	TR	Lesson Focus	PR Page	45	Past tense verbs: Spelling (strip it)	CS-CO	46	Past tense verbs: Spelling (bubble final consonant)	CS-CO	47	Past tense verbs: Spelling (9/16 + -ed)	CS-CO
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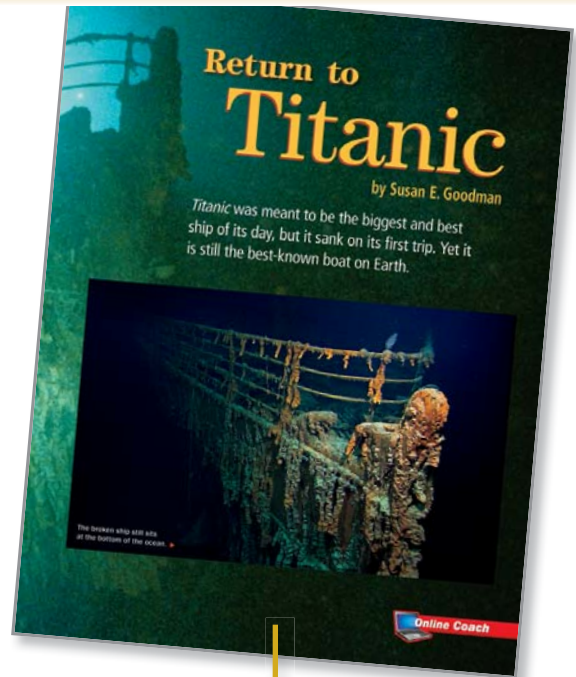
**Multi-Level Strategies**  
Differentiate the instruction for a range of abilities and language proficiencies

**Daily Grammar Lessons**  
Use transparencies to teach and practice grammar every day, including attention to language transfer



### 3. APPLY ON YOUR OWN

An authentic, communicative activity for using the new language and grammar.



Students will use the language and the grammar skills they've just learned to discuss and write about the literature.

#### Explore the Ocean

**ASK FOR AND GIVE INFORMATION**  
There is a lot to learn about the ocean. What do you want to find out about it? Do you want to know more about lost ships, animals in the ocean, or how people use the ocean?

Work with a team to complete a question chart. Write six questions, one for each question word.

Question Word	The Answer will be	Questions
what?	a person	Who keeps the treasures from a lost ship?
what?	a thing	
what?	a time	
where?	a place	
why?	a reason	
how?	an explanation	

Then trade questions with another team. Find out the answers to their questions. Share your questions and answers with the whole group.

**HOW TO ASK FOR AND GIVE INFORMATION**

1. When you want information, you ask questions. Start your questions with Who, What, When, Where, Why, or How.

2. When you give information, you tell your main point and give some details.

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#### APPLY ON YOUR OWN

#### Explore the Ocean

**Ask For And Give Information**  
**Form Teams by Topic** Ask students what aspects of the ocean they are interested in and list their ideas. Then have students form teams with 3-4 members who share an interest.

**Review Question Words and Sample Questions** Work through the chart to clarify the kind of information each question word elicits.

**Academic Language Frames** Display **Transparency 44** to help students form questions with standard word order. Then brainstorm more questions for each question word.

**Create and Exchange Question Lists** Each team then creates at least one question for each question word and trades lists with another team. Check the lists.

- ▶ If a team's questions lack variety, say: *Your [who] questions are good. Now add a [why] question.*

**Use Present And Past Tense Verbs**  
**Focus on Verb Tense** Remind students that the verb in a sentence shows when an action happens. Work through the examples to clarify when to use each tense. Ask each student for an additional example. Allow wait time, and then randomly call on students to respond.

**Perform the Language Function**  
As homework, have students find information to answer the questions. Set a date for teams to present. As students present, circulate and monitor their use of language.

- ▶ If a student's answers are too limited, prompt more detail. Say: *Tell me more. Or, What else can you tell me about the \_\_\_\_\_?*
- ▶ If the word order is not standard, model and repeat with students.

#### Ask Questions

Who	Where	When	What	Why	How
Who discovered the ship?	Where is the ship?	When was it discovered?	What is it like?	Why are the passengers? When is dinner?	
Who discovered the ship?	Where did they discover the ship?	When did they use a robot?	What does the robot take pictures?	Why did they use a robot?	How does the robot take pictures?
Who discovered the ship?	Where did they discover the ship?	When did they use a robot?	What does the robot take pictures?	Why did they use a robot?	How does the robot take pictures?

Transparency 44

**Academic Language Frames**

- 1 Beginning
- 2 Intermediate
- 3 Advanced

Level C Teacher's Edition

### Academic Language Frames

Help students at different proficiency levels grow their language

PAGE 15

# Focus on Vocabulary

Direct vocabulary instruction fuels students' development in reading, writing, listening, and speaking, and leads to success all across the curriculum.

## KEY VOCABULARY

Learn the words critical to understanding the reading selections.

**Consistent Teaching Routine**  
Delivers an explicit path for making words memorable

### Prepare to Read

#### Learn Key Vocabulary

**Rate and Study the Words** Rate how well you know each word. Then:

1. Pronounce the word. Say it aloud several times. Spell it.
2. Study the example.
3. Tell more about the word.
4. Practice it. Make the word your own.

#### Rating Scale

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

#### Key Words

**alarm** (u-larm) *noun*  
▶ page 290



An **alarm** warns people of danger. A smoke detector is one kind of **alarm**.

**discover** (dis-ku-vur) *verb*  
▶ page 292



To **discover** means to find something that is lost or hidden. The boy **discovers** a starfish at the beach.

**explorer** (ik-splor-ur) *noun*  
▶ page 292



An **explorer** travels somewhere to study something. **Explorers** find out what is special about a new place.  
**Base Word:** explore

**famous** (fā-mus) *adjective*  
▶ page 288



Something that is **famous** is very well known. Many people have seen the **famous** Statue of Liberty.  
**Base Word:** fame

**ocean** (ō-shun) *noun*  
▶ page 290



An **ocean** is a large area or body of salt water. **Oceans** cover most of the Earth.

**passenger** (pa-sen-jur) *noun*  
▶ page 288



When you ride in a car, boat, or other vehicle, you are a **passenger**. The bus driver took ten **passengers** to the school.

**search** (surch) *verb, noun*  
▶ page 292



**1 verb** When you **search** for something, you look for it. You might **search** for something you lost.  
**2 noun** A **search** is the act of looking for something.

**wreck** (rek) *noun*  
▶ page 293



A **wreck** is what is left after a crash. A **shipwreck** is a broken ship that crashed.

**Practice the Words** Make a Study Card for each Key Word. Then compare your cards with a partner's.

#### wreck

**What it means:** what is left after a crash

**Example:** car after an accident

**Not an example:** new car

Study Card

**Multiple Paths for Learning**  
Use the picture, pronunciation, and student-friendly definition to introduce each word

## ACADEMIC VOCABULARY

Learn the words that are commonly used across subject areas.

### Connect Across the Curriculum

#### Literary Analysis

#### Analyze Text Structure: Sequence

##### Academic Vocabulary

- **sequence** (sē-kwens) *noun*

The **sequence** of events is the order in which the events happen.

**How Is Writing Organized?** Some writing is organized by time. Time words show when things happen and help readers put events in **sequence**.

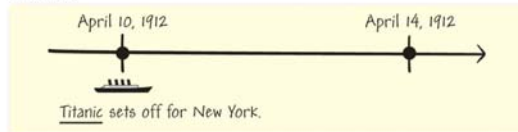
##### Practice Together

**Note Sequence** As you read the passage, use the **time words** to identify the **sequence** of events.

On April 10, 1912 . . . *Titanic* set off for New York. At first, the ride was like a party. By April 14, the ship was in the middle of the Atlantic Ocean. That night, the weather was clear. . . . Shortly before midnight, a sailor on lookout saw something in the darkness.

**Make a Time Line** The time line shows events from “Return to *Titanic*.” What happened April 10, 1912? The answer is listed under the date.

##### Time Line



Sometimes several important events occur on the same date. Reread the part of the text that describes the events of April 14. Use the time words to identify the **sequence**. List these events on the time line.

##### Try It!

Finish the time line by rereading the rest of the text and using the time words. Be sure to add the discovery of *Titanic*.

##### Internet [InsideNG.com](http://InsideNG.com)

- Find out what has happened with *Titanic* recently. Add to the time line.

**Give an Oral Presentation** Use your time line to tell what happened to *Titanic*, in **sequence**. Use time words to tell

- a date or time, such as *April 14, 1912* or *at midnight*
- the order of events, such as *first, next, and then*.

Students learn academic vocabulary in the context of a lesson and then use it again and again

#### Academic Vocabulary

Use the **Make Words Your Own** routine (PD33–PD45).

Vocabulary Routine 1

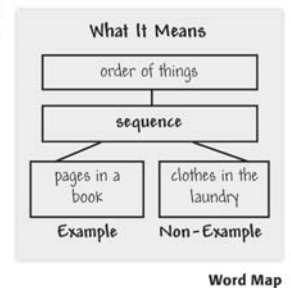
1. Pronounce each word and have students repeat it.
2. Study Examples—Read this student-friendly definition: A **sequence** is the order of things. Sequence can tell about the order in which things appear or happen. Provide examples:

- **sequence** We will put the pages in the right sequence. I liked the sequence of the acts in the show.

3. Encourage Elaboration—Use a prompt:

- **sequence** Name two or more things that happen in **sequence**

4. Practice the Words—Create a Word Map.



Academic Vocabulary Card from Teacher's Edition

# Focus and Repetition to Learn Powerful Strategies

Explicit strategy instruction starts each unit. Across the three selections in the unit, students have multiple opportunities for review and application.

## VOCABULARY STRATEGIES

### Focus on Vocabulary

#### Use Word Parts

Words that share the same base word look **similar**. But a **prefix** or a **suffix** added to a **base word** makes a word with a different meaning.

EXAMPLES

The prefix *re-* means "again."

The suffix *-ful* means "full of."

prefix + base word  
re- + use = reuse

base word + suffix  
use + -ful = useful

Reuse means "to use again."

Useful means "full of use."

#### How the Strategy Works

When you read, you may come to a word you don't know. Look for word parts to help you understand the meaning.

EXAMPLE We **reuse** paper bags.

1. Look closely at the word to see if you know any of the parts.
2. Cover any prefixes or suffixes. **reuse**
3. Think about the meaning of the base word.
4. Uncover any prefixes or suffixes and determine their meanings.
5. Put the meanings of the word parts together to understand the whole word. Be sure the meaning makes sense in the passage.

Use the strategy to figure out the meaning of each underlined word.

What is it like to climb Mt. Everest, the world's tallest mountain? Samantha Larson, an 18-year-old from California, knows. Samantha, her father, and several **helpful** guides made the climb in 2007. During the climb, they often had to **retest** their equipment to make sure it was safe. After a month of climbing, they reached the top of the mountain. What a **joyful** occasion!

#### Strategy in Action

"I see the suffix *-ful* in this word. I'll cover it. There is the base word *help*. I know *-ful* means 'full of.' So *help + -ful* means 'full of help.'"

**REMEMBER** You can use the meanings of word parts to figure out the meaning of an unknown word.

**Academic Vocabulary**  
• **similar** (sĭ-mu-lur) *adjective*  
Things that are **similar** are almost the same.

#### Practice Together

Read this passage aloud. Look at each underlined word. Find the word parts. Put their meanings together to figure out the meaning of the underlined word.

### So Much to Discover on EARTH



People have often gone to new places because they want to **discover** something new. A discovery can be many things. It can be a place that someone sees for the first time. It can be art that was lost for thousands of years. It can even be a new idea.

What lies at the bottom of the ocean? What treasures are hidden deep in the earth? **Scientists** who ask **thoughtful** questions like these sometimes find important answers. They write about their findings so people in the world can learn more.

Some Word Parts	
Prefix: <i>dis-</i>	means "the opposite of"
Prefix: <i>un-</i>	means "not"
Suffix: <i>-er</i>	means "one who"
Suffix: <i>-ful</i>	means "full of"
Suffix: <i>-ist</i>	means "one who"

#### Try It!

Read this passage aloud. What is the meaning of each underlined word? How do you know?

### Dive into Monterey Bay

Most ocean floors on earth are too deep for a human **diver** to reach. But in Monterey Bay, a robot travels to the very bottom of the sea to learn about life down deep. This little **traveler** takes pictures of **unusual** sea creatures, including one that sends out a glow-in-the-dark cloud to scare away its enemies! The robot has also placed a tool on the ocean floor to learn about earthquakes. Scientists are **hopeful** that they will gather a lot of valuable information from this robot.



The robot is launched from a research ship.

Level C Student Book: Reading and Language

Students apply the vocabulary strategy with each reading selection.

#### Vocabulary Study

##### Use Word Parts

**Academic Vocabulary**  
• **similar** (sĭ-mu-lur) *adjective*  
Things that are **similar** are almost the same.

Words that share the same base word can look **similar**. But a prefix or a suffix changes the meaning of the base word. For example:

- **pack** means "to put things in a container."
- **packer** means "someone who packs," because the suffix *-er* means "one who."
- **unpack** means "to take things out of a container." Explain how the meanings of the word parts add up to this definition.

**Figure Out Word Meanings** Work with a partner. Cover the prefix or suffix in each word. Find the base word. Uncover the prefix. What does it mean? Then put the meanings together and write the meaning of the word.

1. sailor	3. explorer	5. lovable	7. visitor
2. disappear	4. unclear	6. comfortable	8. hopeful

#### Vocabulary Study

##### Use Word Parts

Word Part	Meaning
<i>dis-</i>	the opposite
<i>un-</i>	not; the opposite of
<i>-able</i>	can be done
<i>-er, -or</i>	one who
<i>-ful</i>	full of

**Academic Vocabulary**  
• **record** (ri-kord) *verb*  
To **record** means to put something in writing.

When you add a suffix to a base word, you change the meaning.

The suffix *-ful* means "full of," so **colorful** means "full of color."

**Spelling Rules**

1. If the suffix begins with a consonant, make no change to the base word unless it ends in *-y*.  
hope + *-ful* = hopeful    beauty + *-ful* = beautiful
2. If the suffix begins with a vowel, you may need to make a change.  
fame + *-ous* = famous    shine + *-y* = shiny    hunt + *-er* = hunter

**Build Words** Add a suffix to each base word. Use the chart above.

**Record** the new word and use it in a sentence.

1. courage	3. plenty	5. carve	7. visit
2. dirt	4. work	6. danger	8. faith

#### Vocabulary Study

##### Use Word Parts

Suffix	Meaning
<i>-er, -or</i>	one who
<i>-ful</i>	full of
<i>-ous</i>	full of, having
<i>-y</i>	like, having that quality

**Academic Vocabulary**  
• **record** (ri-kord) *verb*  
To **record** means to put something in writing.

A prefix can be added to the beginning of a base word. It changes the word's meaning.

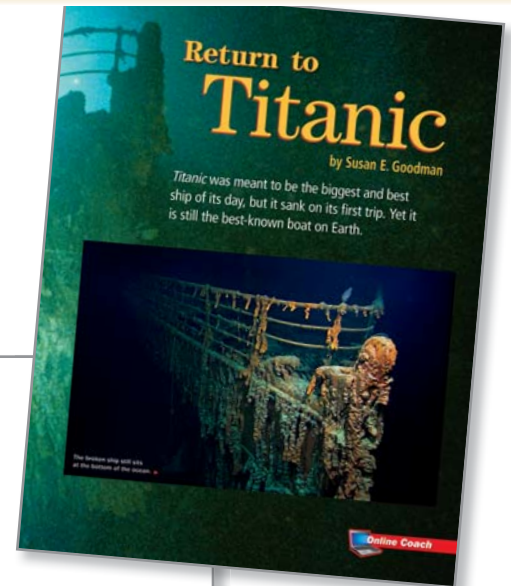
prefix + base word  
mis- + judge = misjudge

The prefix *mis-* means "wrongly," so **misjudge** means "to judge wrongly."

**Build Words** Start with a base word and then add a prefix from the list to make a new word. **Record** each new word you make. Keep the spelling of the prefix and the base word the same. Say what the new word means, and use it in a sentence.

1. star	3. way	5. agree	7. cook
2. night	4. trust	6. spell	8. market

## READING STRATEGIES



Reading Selection

### Reading Strategy: Ask Questions

Do you ever wonder about something when you read? Do you ever get confused? Then ask yourself a question, and look for the answer in the text.

#### Reading Strategy Ask Questions

#### HOW TO SELF-QUESTION

1. As you read, ask yourself questions about the text.
2. Ask questions based on the 5Ws and H: *Who?*, *What?*, *When?*, *Where?*, *Why?*, and *How?* Write your questions on sticky notes.
3. To find the answers, you can usually reread or read on. If the answer is not in the text, look in another resource or ask someone else.

**Repetition Across Genres**  
The same strategy is taught three times in a unit

### Strategy in Action

Here's how one student asked questions.

#### Look Into the Text

### The Wonder Ship

On April 10, 1912, hundreds of people packed a dock in Southampton, England. They came to see *Titanic*, a ship that was about to leave on its first trip. And what a ship it was!

*Titanic* was the largest ship in the world—**as long as four city blocks**. Many people called it the “wonder ship.” It was like a floating palace, **with a swimming pool, carved wood, and fancy gold lights**. It also had many rich and famous passengers who wanted to be the first to ride on this great ship.

How big was Titanic?  
It was as long as four city blocks.

“To answer, I just read on. The answer is right there.”

Why was Titanic such a great ship?  
It had a pool and fancy things.

“To answer, I had to reread the text.”

**Uses the Text to Teach the Text**

**Active Learning**  
Students use sticky notes to engage with the text

### Practice Together

Reread the passage about *Titanic* and ask yourself two questions. Follow the steps in the How-To box. Put your sticky notes by the text above.

# Apply the Strategies in Reading

Explicit instruction maintains the focus and guides the application of the pre-taught strategies in the reading selections.

Clearly Stated Objectives

**Lesson 2, continued**  
**READ**

**OBJECTIVES**

- Vocabulary**
  - Use Key Vocabulary 1
  - Strategy: Use Word Parts 1
- Reading Strategies**
  - Plan: Set a Purpose
  - Ask Questions: Self Question 1
- Literary Analysis**
  - Analyze Text Structure: Sequential Order 1
- Reading Fluency**
  - Read with Intonation

**FOCUS THE READING**

**1 Set a Purpose**

With students, read the heading on p. 288 and look at the photos. Set the purpose for reading: Find out why *Titanic* was called "The Wonder Ship."

**ACTIVE READING**

Read aloud the text and photo captions on pp. 288–289.

**2 Reading Self Question**

Model for students how to self question while reading and how to look for answers by rereading or reading on as necessary.

**MODEL Say:**

- If I'm confused about something I've read, I can ask questions.
- I know that questions begin with words such as Who, What, When, Where, Why, and How. One question I have is Who was able to use the upper deck?
- I can find the answer by reading labels and captions. I see that only rich passengers used the upper deck.

Now have students reread pp. 288–289 and use sticky notes to record questions and answers of their own.

**8 | 1 | A Reading Strategy Support**  
Use the **Multi-Level Strategies** to help students at each proficiency level ask and answer questions.

**1 The Wonder Ship**

On April 10, 1912, hundreds of people **packed a dock** in Southampton, England. They came to see *Titanic*, a ship that was about to leave on its first trip. And what a ship it was!

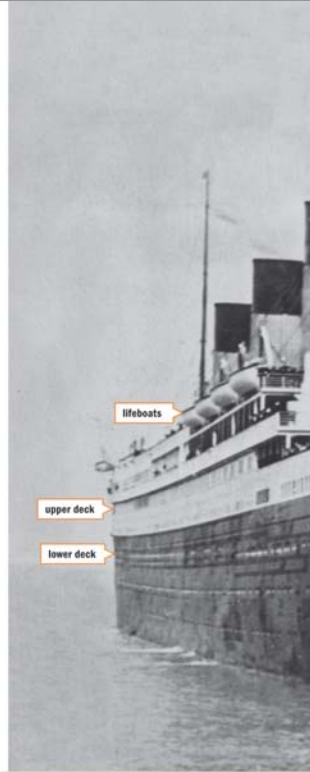
*Titanic* was the largest ship in the world—as long as four city blocks. Many people called it the "wonder ship." It was like a floating **palace**, with a swimming pool, carved wood, and fancy gold lights. It also had many rich and **famous passengers** who wanted to be the first to ride on this great ship.



▲ One of *Titanic*'s grand stairways

**Key Vocabulary**  
**famous** *adj.*, very well known  
**passenger** *n.*, someone who rides in or on a vehicle, such as a boat, bus, or car

**In Other Words**  
**packed a dock** filled the place where a ship stops  
**palace** house that is very large and fancy



**MULTI-LEVEL STRATEGIES**

**Reading Strategy Support**

**Beginning**

Write question words on individual index cards. Have students take turns drawing one card at a time.

Provide basic sentence frames to help students create questions of their own:

- Who is \_\_\_\_\_?
- Who are \_\_\_\_\_?
- What is \_\_\_\_\_?
- What are \_\_\_\_\_?

**Intermediate**

Provide sentence frames:

- Where was the \_\_\_\_\_?
- Where did the \_\_\_\_\_?
- When is \_\_\_\_\_?
- When are \_\_\_\_\_?

Tell students to use a frame to ask a question about the pictures on pp. 288–289. Have them use information from the photographs, labels, or captions for answers.

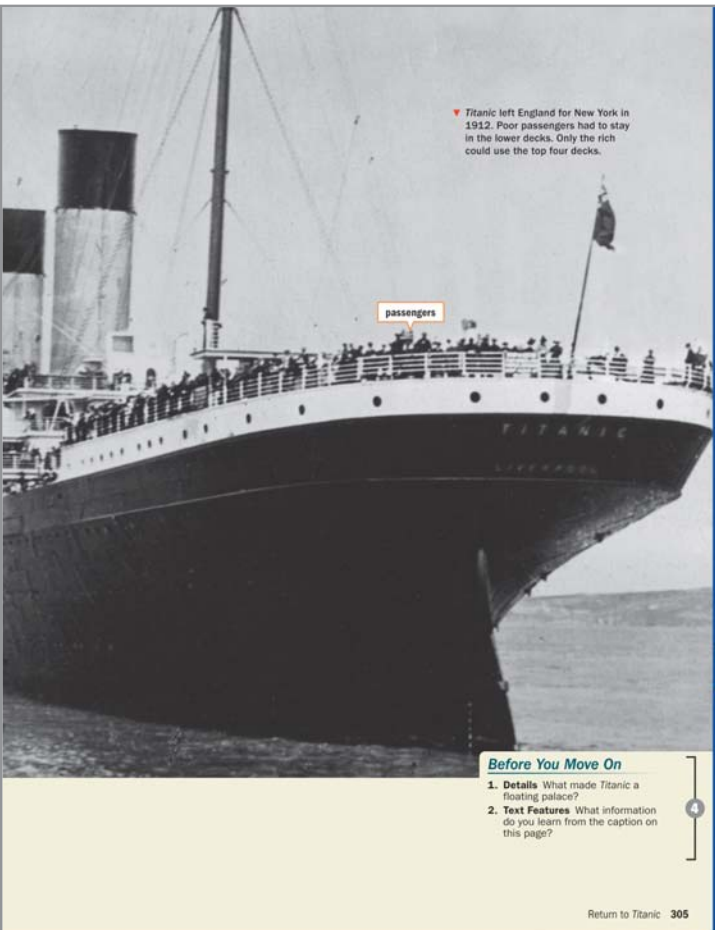
**Advanced**

Encourage students to ask questions with *Why* and *How*, such as:

- Why was \_\_\_\_\_?
- Why didn't \_\_\_\_\_?
- How did \_\_\_\_\_?
- How could \_\_\_\_\_?

Have students use information from the photographs, labels, or captions to answer the questions and then elaborate on their answers.

**Multi-Level Strategies**  
Provide additional supports for students at different levels



▼ Titanic left England for New York in 1912. Poor passengers had to stay in the lower decks. Only the rich could use the top four decks.

passengers

**Before You Move On**

- 1. Details** What made Titanic a floating palace?
- 2. Text Features** What information do you learn from the caption on this page?

Return to Titanic 305

**ACTIVE READING**

**3 Vocabulary Use Word Parts**

Call students' attention to *famous* in the last sentence on p. 288. Model how to figure out the meaning of this word.

**MODEL Say:**

- If I'm not sure what *famous* means, I'll cover the ending to see whether I can figure out the base word.
- The base word is probably *fame*. The *e* was dropped when the ending was added. The ending *-ous* means "with" or "having." So, *famous* means someone who has fame or someone who is well known.
- Knowing this meaning and then rereading helps me understand that many of Titanic's passengers were rich and well known.

Encourage students to look closely at any unknown word to see if it is made up of a base word and a word part that they know. If so, they can put together the meanings to figure out the unknown word.

**Focus on Genre**

**Text Structure: Sequence**

Point out that p. 288 describes a single moment in time and gives the date. Think aloud: *It looks to me as though this article will tell about the events in order. I'll expect to see more dates. I can use them to relate all the events. Ask students if they expect to see other time words and confirm when you turn to p. 290.*

**CHECK UNDERSTANDING**

**4 Before You Move On**

- 1. Details** Answers will vary but should include references regarding *Titanic's* riches: a pool, gold lights, and carved wood.  
▶ If students have trouble answering, ask them to reread the last paragraph.
- 2. Text Features** You learn when and where *Titanic* sailed. You learn that rich and poor passengers stayed on different decks.

Return to Titanic T289

Vocabulary strategy instruction moves from **Model**, to **Guide**, to **Apply**

**2 Vocabulary Use Word Parts**

Point out the word *finally* in the last sentence on p. 290, and have students use word parts to access its meaning.

**GUIDE Say:**

- Cover up the *-ly* in *finally*. Now you can see the base word *final*. What does *final* mean? (the end, the last one)
- The *-ly* at the end is a suffix. It means "in that way."
- Use the meaning of the base word *final* and of the suffix *-ly* to tell what *finally* means in the sentence.
- Allow "think time" and ask students to signal with a "thumbs up" when they have their answer ready. Then call on a student to give the meaning. (in a final way, or in the end) Restate the sentence: *In the end, the ship scraped along the ice.*

Encourage students to try this strategy when they meet other unknown words.

**3 Vocabulary Use Word Parts**

**Prefixes and Suffixes** After reading, have students explain how they figured out the meaning of an affixed word in this section. Some possibilities on p. 292 are:

- explorer
- scientist
- impossible

**APPLY Say:**

- Find a word that has a suffix or a prefix.
- Tell me how you used the meaning of the word part to figure out the meaning of the whole word.

**READING FLUENCY**

**Intonation**

The fluency practice for this selection on p. 580 uses a passage from "Return to *Titanic*" to help students practice appropriate intonation. Use the instruction on p. 565 to teach or review the elements of fluent intonation. Then have students listen to a fluent reading of the passage on the **Reading Fluency CD (Track 13)** and use the Fluency Routines on T580 for daily fluency practice. (See also PD59.)

Fluency Routines

Regular routines for fluency practice

Red arrows indicate tips for modifying instruction when students need additional support

# Make Connections and See Learning Grow

Students use their new vocabulary to discuss and write about the selection.

Students demonstrate comprehension by summarizing or retelling the selection

Questions prompt higher order thinking and the use of academic language

Students assess their fluency and use of the reading strategy

Students review Key Vocabulary orally and in writing

Students write in response to literature

## Connect Reading and Writing

**CRITICAL THINKING**

**1. SUM IT UP** Make a card for each vocabulary word. Use at least five of the words to explain how Ballard explored the **ocean** to find **Titanic**.

famous

passenger

ocean

**2. Analyze** Describe *Titanic* to a friend. Use details from the text to give a clear picture. Tell why *Titanic* is **famous**.

**3. Conclusion** Which picture best shows why so many people wanted to **search** for *Titanic*? Support your conclusion.

**4. Interpret** Robert Ballard says, "Information is lost if you take things away from the **wreck**." Do you agree? Why or why not?

**READING FLUENCY**

**Intonation** Read the passage on page 580 to a partner. Assess your fluency.

1. I read \_\_\_\_\_.

a. great    b. OK    c. not very well

2. What I did best in my reading was \_\_\_\_\_.

**READING STRATEGY**

**Ask Questions**

How did you find the answer to a question you asked during reading? Tell a partner.

**VOCABULARY REVIEW**

**Oral Review** Read the paragraph aloud. Add the vocabulary words.

Most ships are safe, but some ships face terrible danger. Sometimes there is no warning or \_\_\_\_\_ and a ship crashes into rocks. The ship may sink into the \_\_\_\_\_. The \_\_\_\_\_ may lose their lives. People may \_\_\_\_\_ for the \_\_\_\_\_ of a lost ship for many years before they \_\_\_\_\_ it. An \_\_\_\_\_ who studies a well-known, or \_\_\_\_\_, shipwreck can learn new information.

**Written Review** Imagine you are an **explorer**, diving to see the **wreck** of *Titanic*. Write a journal entry about it. Use five vocabulary words.

**WRITE ABOUT THE GUIDING QUESTION**

**Explore the Drive to Discover**

Why do you think Robert Ballard put his life in danger to **discover** *Titanic*? Read the selection again. Support your opinion with examples from the text.

**Vocabulary**

alarm

discover

explorer

famous

ocean

passengers

search

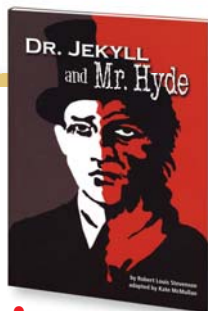
wreck

Return to *Titanic* 295

Pretought Key Vocabulary

Level C Student Book: Reading and Language

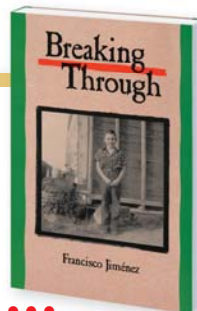
## Connect to More Books for Extended Reading



● Lexile®: 280L  
Genre: Classic Fiction  
Length: 64 pages



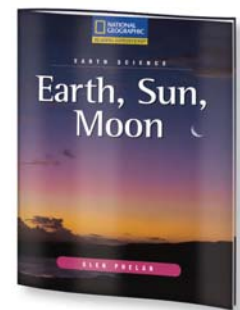
●● Lexile®: 560L  
Genre: Contemporary Fiction  
Length: 228 pages



●●● Lexile®: 750L  
Genre: Contemporary Fiction  
Length: 214 Pages

### Leveled Library

Three titles per unit at different reading levels provide for student choice and independent reading.



### Content Library

One title per unit offers the ability to extend reading into the content areas as well.





The *Inside* Online Coach® is interactive software specifically designed to give students a private, risk-free way to develop reading skills, practice pronunciation and fluency, and build vocabulary.

SOFTWARE  
BUILDS ACHIEVEMENT  
AND ENGAGEMENT

Unit 1	My Power Points	Power Points Goal	Status
<b>Selections</b>			
Hitching a Ride		105	
LAFFF		100	
Kids Are Inventors, Too		105	

The Online Coach includes literature selections from the Student Edition

The Online Coach Table of Contents

### Three Ways to Read

- 1 READ SILENTLY**
  - Comprehension questions with immediate feedback
  - Vocabulary supports
- 2 LISTEN**
  - Professional models of fluent reading
  - Text highlights to support reading along
- 3 RECORD**
  - Oral reading fluency practice
  - Ongoing fluency assessment

Brightly colored fish swirled around Greg Marshall as he glided over the reef. He checked his air supply. It was almost time to end the dive. Then he saw the shark. It was swimming right toward him. The shark came closer, and closer . . .

Greg held his breath as the shark swam past. That's when he saw the remora on the shark. **A remora is a long, skinny fish.** It has a structure on its head that looks like a suction cup. This allows it to attach to other fish.

Greg could not stop thinking about what he had seen after the dive. He wondered if a camera could be stuck to a shark, like a remora. If he could figure out how to do that and get the camera back, he'd see the ocean from the shark's point of view. The "hitchhiking" camera would go where the shark went. It would record what the shark saw and did.

Greg's idea became an invention called Crittercam. Crittercam is a camera that shows us the secret lives of ocean animals. It's a way to swim with them without scaring them.

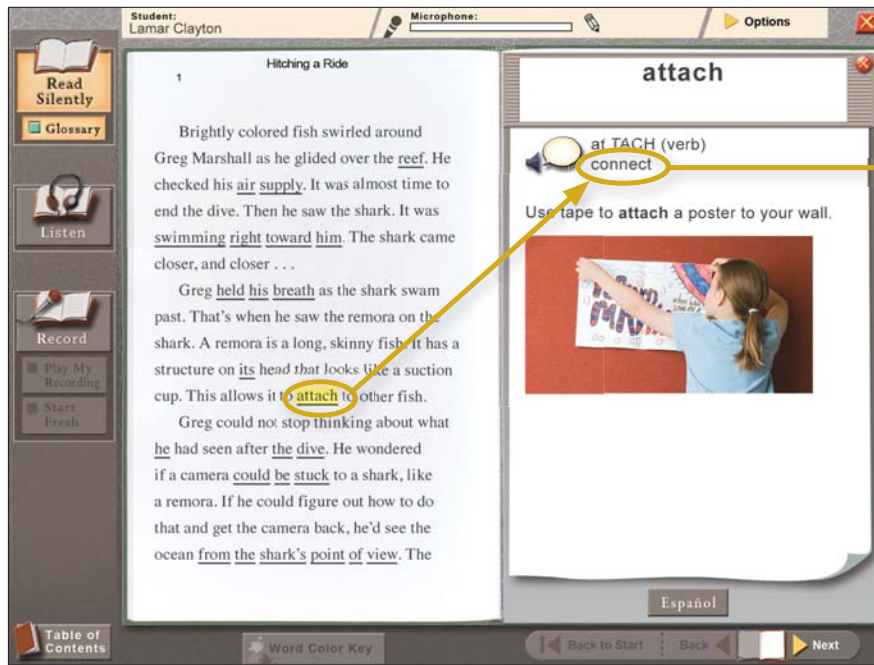
A remora hitches a ride on a shark.

The Online Coach Selection



## Vocabulary Supports

An extensive glossary is available with a click. In addition to the textbook and vocabulary supports, the Online Coach glossary contains entries for idioms, pronoun referents, and other words and concepts that may be especially difficult for English learners.



Substitutable Definitions Support Understanding And Vocabulary Development

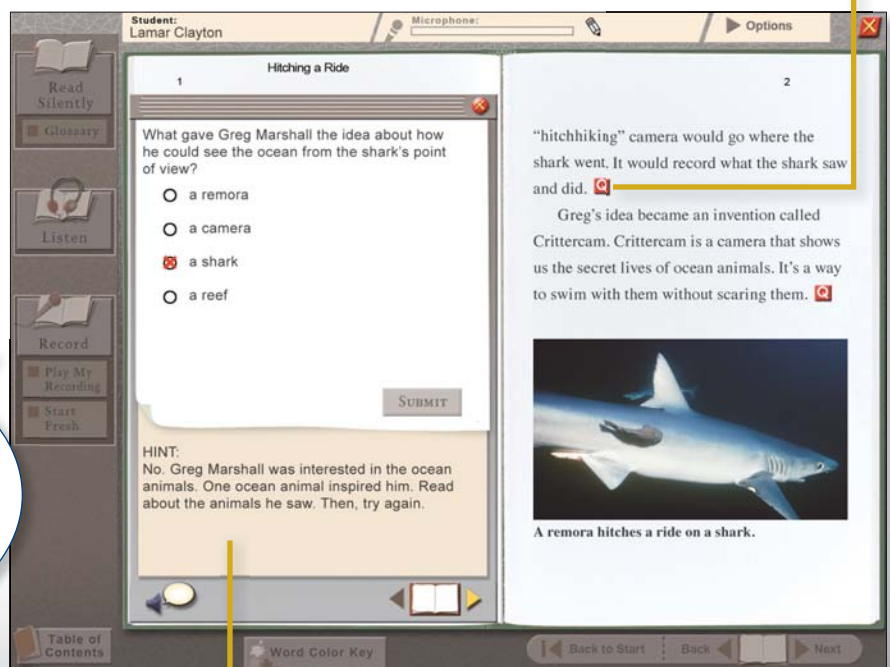
The Online Coach Glossary

Embedded Comprehension Questions

## Immediate Coaching Feedback

Frequent comprehension questions focus student on key parts of the text. Coaching feedback lets students falter, recover, and build confidence.

*When I didn't get the answer right, the Coach gave me hints to help me understand and get it right.*  
 — Devin, age 12  
 (4th grade reading level)



Coaching Feedback

The Online Coach Quiz Questions

## Students Set Goals, Monitor Progress, and Stay Motivated

Students get immediate feedback on fluency. Words are pronounced if the interactive software detects that a student is encountering difficulty. A visual record of oral reading performance is immediately available for the student and teacher.

Students monitor their progress and receive Reading Power certificates that award points for comprehension and show the current fluency rate (words correct per minute or WCPM) and the fluency goal.

The Online Coach Fluency Feedback

Last Session Date	Title	Genre	Selection Lexile®	# of Readings	Last Reading			Fluency Goal (WCPM)	Group Average (WCPM)
					Pronunciation Correctness Setting	Pronunciation Accuracy Rate	WCPM		
09/07/09	Hitching a Ride	Science Article	600	3	80	70%	85	127	69

Powerful reporting tools are available on *Inside Teaching* to track comprehension, fluency rate, and time on task through the school year.

# Focus on Genre to Build Reading and Writing Power

A highly-crafted approach connects genre study to comprehension, literary analysis, and writing.

- 1 Learn About Genre
- 2 Apply in Reading
- 3 Apply in Writing

## FOCUS ON GENRE

**OBJECTIVES**  
**Vocabulary**  
 • Use Academic Vocabulary: **organize**, **sequence**  
**Literary Analysis**  
 • Analyze Text Structure: Sequential Order; Main Ideas and Details

### CONNECT

**1 Tap Prior Knowledge** Describe the events of a recent assembly in **sequence**. Ask students to tell about another activity in order. Say: *Writers also **organize** their ideas in **sequence** when they want you to understand the order of events.*

**Focus** Tell students that in this unit they will learn to recognize the **organization**, or structure, of texts.

### TEACH/MODEL

**2 Organization of Ideas**  
**Introduce** Read aloud the introduction. As an example, explain how “How Do We Use Water?” from Unit 2 is **organized** with one main idea—the uses of water—and details that explain the uses, such as farming and power.

**3 How It Works**  
**Teach Sequential Order** Read the introduction and the passage aloud as you draw a time line to record the events. Reread the text and have students note the highlighted time words. Add them to the time line.

**Teach Organization by Main Ideas and Details** Read the passage aloud. Reread the first sentence and identify it as the main idea. Write it in a tree diagram. Point out the details. Have students refer to them to help you build the tree diagram.

**Contrast the Organizations** Say: *Both of these passages are about the Grand Canyon Caverns. Both are written to inform, but their **organizations** are different.*

- *In the first, the writer wants you to understand the order of events, so he **organizes** ideas in **sequence**.*
- *In the second, the writer wants you to understand the discoveries in the caverns, so she uses one main idea and supporting details.*

At the beginning of each unit, students learn about an aspect of genre—in this case, **Text Structures**:

- Sequential Order
- Main Idea and Details

## Focus on Genre 1

### Organization of Ideas

- In Sequence
- By Main Ideas and Details

In fiction and nonfiction, writers **organize** their ideas in different ways. Understanding the organization will help you follow the writer’s ideas and remember details.

#### How It Works

Before you read, preview the text to figure out the topic and see what type of writing it is. This will often give you a clue to the organization.

**In Sequential Order** A writer may want you to understand the order in which events happen. If so, the writer may organize ideas in time **sequence**. Study this example and watch for **time words**.

**Cavern Exploration**  
*Last summer, my family and I went to the Grand Canyon Caverns in Arizona. I didn’t know what we would find. **First**, we took an elevator ride down 210 feet underground. **Then** we walked into the huge cave. **During our tour**, a scientist told us that the bones and prints from animals that lived long ago have been found there.*

Time words help to show the order of events. Some time words are:  
 after next  
 finally soon  
 first then

**Ordered by Main Idea and Details** Sometimes writers want to explain something. A writer might state a **main idea** and then provide several **details** to explain more.

**The Grand Canyon Caverns**  
*Scientists have made many discoveries inside the Grand Canyon Caverns. They found prints and bones of the giant ground sloth and now know more about this extinct animal. Scientists have also discovered a dead but well-preserved bobcat and a new type of cave cricket. What will they discover next?*

Main Idea  
 Details

**Academic Vocabulary**  
 • **organize** (or-gu-niz) verb  
 To **organize** is to put things in a certain order.  
 • **sequence** (sē-kwens) noun  
 The **sequence** of events is the order in which the events happen.

### Academic Vocabulary

- Use the Make Words Your Own routine (PD33).
1. Pronounce each word and have students repeat it.
  2. Study Examples—read the student-friendly definition above. Provide additional examples:
    - **organize** I am going to organize my desk.
  3. Encourage Elaboration—Use a prompt:
    - **organize** How do you organize your clothes?
  4. Practice the Words—Create a Word Map. Repeat for **sequence** using the following example:
    - We will put the pages in the right **sequence**.
- Use this prompt to encourage elaboration:  
 • Name two more things that happen in **sequence**.



### Practice Together

Read the following passages aloud. As you read, listen for clues that show how each is organized.

#### A Rainy Discovery

Walter Peck discovered a secret cave one rainy night in 1927. He was going to visit some friends when he slipped and almost fell into a large hole. The next day, he returned to the spot with his friends. They tied a rope around one man's waist and then lowered him into the hole. The man went down 150 feet. Finally, he reached the floor of the hole. The rocks in the cave sparkled like gold. Soon many people knew about Walter Peck's discovery—now called the Grand Canyon Caverns.

#### A Visit to the Grand Canyon Caverns

Many visitors see fascinating sights as they tour the Grand Canyon Caverns each year. They take an elevator 210 feet down to view the caverns. They enter the main room, which is bigger than a football field. As they explore the caverns, they see Snowball Palace and The Giant's Keyhole. Visitors also learn how the caves were formed during the past 35 million years!

### Try It!

Read the following passages aloud. How is each passage organized? How do you know?

#### Summer Vacation

Last summer, I went on a wonderful trip to Arizona with my family. On the first day, we went into the Grand Canyon Caverns. It was dark and my little brother got scared. The next day, we went for a hike above ground. The desert sun was very bright and hot—even the lizards stayed in the shade! On the final day, we took a horseback trip. We rode to a waterfall. The horses were very friendly, and the waterfall was cool and beautiful.

#### Exploring a Cave

Exploring a cave is a lot of fun, but you must be well-prepared. Caves are dark, so you need a good, strong light. A helmet with a light is best, because it protects your head and leaves your hands free. You should wear waterproof shoes because caves can be wet—some even have streams and waterfalls. Make sure you have warm clothes and plenty of snacks. A backpack is good for carrying these supplies. Most important, never go into a cave alone!



Focus on Genre 307

## PRACTICE

### 4 Practice Together STRUCTURED

#### Identify Sequential Order

Chorally read the first three sentences of the passage. Point out the phrases in 1927 and the next day. Say: *These time words help you know that the organization is sequential.* As you read the rest of the passage, have students raise a hand each time they hear another time word. (then, finally, soon, now)

#### Identify Organization by Main Idea and Details

Chorally read the second passage. Then reread the first sentence and identify it as the main idea. Say: *The other sentences give details about the main idea.* Let's read them and make a list of the sights. (caverns, main room, Snowball Palace, The Giant's Keyhole.)

### 5 Try It! GUIDED

**Identify Text Structure** Read aloud both passages. Have students write down clues that help identify the organization. Ask: *Which passage is organized by sequence and which by main idea and details?* ("Summer Vacation:" sequence; "Exploring a Cave:" main idea and details)

- ▶ If students have trouble finding clues to sequential organization, have them review the time words on p. 274.
- ▶ If students have difficulty identifying the main idea and details, have them reread the first sentence and point out "you must be well prepared." Ask whether the rest of the sentences give the examples, or details, about how to be prepared.

## CHECK UNDERSTANDING

Have students name two types of organization that writers use and tell the clues they use to find them. (sequential order—uses time words; another uses main idea and details)

### 6 On Your Own INDEPENDENT

When a student's answers indicate understanding, assign the independent practice.

Students will also apply what they have learned about text structure when they read the unit selections. You may wish to have them preview the selections now as you share the information at the left.

Practice Book, p. 110

## UNIT SELECTIONS

### Genre Overview



**Return to Titanic**

#### Nonfiction: History Article

This writer recounts the sinking and discovery of *Titanic*. She wants the order of events to be clear, so she uses sequential order.



**The Forgotten Treasure**

#### Fiction: Folk Tale

This writer wants to entertain. She tells a story that has been told and retold for many years. She chooses to organize the events in sequential order.



**Mysteries of the Ancient Past**

#### Nonfiction: History Article

This writer uses main idea and details to explain an archaeologist's job, and sequential order to describe the discovery of King Tut's tomb.

## Gradual Release

Lessons are organized to move responsibility to the students:

- Connect
- Teach/Model
- Structured Practice
- Guided Practice
- Independent Practice

Knowing the text structures prepares students to comprehend the selections

# Focus on Genre to Build Reading and Writing Power

Students apply the strategy taught at the beginning of the unit to reading selections within the unit.

- |   |                   |
|---|-------------------|
| 1 | Learn About Genre |
| 2 | Apply in Reading  |
| 3 | Apply in Writing  |

**BEFORE READING**  
Students review text structure.

This nonfiction selection uses *sequential order*

**Focus on Genre**  
**History Article**  
A history article tells about real events that happened in the past. The **headings** in the article tell what each part is about.  
Many history articles present information in sequence. Look for **time words** that show the order of events.

**The Wonder Ship** *heading*  
On April 10, 1912, hundreds of people packed a dock in Southampton, England. They came to see *Titanic*, a ship that was about to leave on its first trip.

**Your Job as a Reader**  
**Reading Strategy: Ask Questions**  
As you read, ask questions. Pay attention to the headings so you know what each part is about. You can even turn a heading into questions by using the 5W and H words.

**HEADINGS**  
The Wonder Ship

**QUESTIONS**  
What was  
Why was

This fiction selection uses *sequential order*

**Focus on Genre**  
**Folk Tale**  
A folk tale is a story that has been told and retold for many years. The words and actions of the **characters**, or people in the story, show what is important.  
Once there was a **hunter** who lived with his **wife** and their four **sons**. Each son had eyes like shiny black stones. The hunter looked at his sons and smiled. "Some men have gold, but my sons are better than gold."  
The events of a folk tale usually happen in sequence. Look for time words to help you know when things happen.

**Your Job as a Reader**  
**Reading Strategy: Ask Questions**  
As you read, ask questions about the folk tale. For example, you may want to ask questions about the characters.

**QUESTION**  
Why are *the sons better than gold*?

This nonfiction selection is organized by *main idea and details*

**Focus on Genre**  
**History Article**  
A history article is nonfiction. It tells about something that really happened in the past. The **headings** show what each section is about. The text also explains hard words, or **technical terms**.  
**Objects from Long Ago** *heading*  
The objects that archaeologists study are called **artifacts**. Artifacts are clues that tell archaeologists how people lived in ancient times.  
The paragraphs in a history article often tell about one main idea. They include details to support the main idea.

**Your Job as a Reader**  
**Reading Strategy: Ask Questions**  
As you read, ask questions to gather information. Pay attention to the technical terms.

**TECHNICAL TERM**  
artifact

**QUESTION**  
What is an artifact?

Online Coach

## AFTER READING

Students study the text structure again.

# Connect Across the Curriculum

### Literary Analysis

#### Analyze Text Structure: Main Idea and Details

##### Academic Vocabulary

- **organize** (or-gu-nīz) *verb*  
To **organize** is to put things in a certain order.

Nonfiction writers begin with a **topic**. The topic is what the text discusses. Writers usually **organize** the text so the ideas are clear to readers. They state the **main idea**—what they want to say about the topic—and then give **details** about the main idea.

#### Looking for King Tut heading

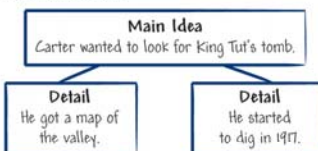
Howard Carter had a plan. . . . Carter wanted to look for King Tut's tomb. He decided to look in the Valley of the Kings. Carter got a map of the valley and marked the tombs that had already been found. Carter thought King Tut's tomb might be nearby. He began to dig in 1917.

#### Practice Together

**Use a Chart** When you look closely at how the writer **organizes** the text, it helps you understand the ideas. You can use a chart to keep track of the main idea and details of each section.

To make a chart, first determine the main idea. Find it by looking at the headings and what the writer is saying about the topic. Then add details about that idea. Compare this chart to the text above.

Main-Idea Chart



#### Try It!

**Make a Chart** Choose another section of the article. Make a Main-Idea Chart for it.

- Figure out the topic. Use the section heading to help you.
- Find the main idea—what the section is saying about that topic.
- Write the details about the main idea.

Practice and repetition ensure mastery

Incorporates academic vocabulary

# Focus on Genre to Build Reading and Writing Power

Students then use the knowledge of the genre for writing assignments. Here they write an information report and organize their ideas using the text structures they have been studying.

1	Learn About Genre
2	Apply in Reading
3	Apply in Writing

## MODEL STUDY

**Project 9** Write as a Researcher

*Model Study*

### Information Report

What's the best way to become an expert on a topic? Do some research and use the ideas and facts you find to write an **information report**! You will discover many new things when you

- gather information about the topic from books, articles, and other sources
- record the facts and details on note cards
- turn the notes into an outline to plan your report
- use the outline to write each part of the report: the introduction, body, and conclusion.

Analyze the student model on pages 181W–183W. Look for the features of an information report.

**INFORMATION REPORT**

**A good information report**

- tells about a topic in an interesting way
- has an introduction, body, and conclusion
- has a clear central idea
- uses facts and details to support the central idea.

Feature Checklist

180W Write as a Researcher

INFORMATION REPORT

### Discovering Life on Mars

by Jamie Choi

Do aliens exist only in books, movies, and on TV—or is there really life in outer space? People are especially curious about life on Mars, one of Earth's nearest neighbors. Although scientists have not discovered life on the surface of Mars, it's possible that life may have existed there in the past and might presently exist underground. Perhaps one day we will discover the answer.

Scientists began to seriously consider the possibility of life on Mars over 100 years ago. In the late 1800s, some astronomers noticed complicated patterns of lines on the planet's surface (Simon, 28). They believed the lines were canals that intelligent living creatures had built (Simon, 29). The idea gripped people's imagination.

In the mid-1960s, spacecraft began to explore Mars. At first, spacecraft could only fly by the planet. Later, they could orbit Mars (Jordan, 35). By the early 1970s, the first spacecraft had landed on Mars to gather information (Jordan, 50). But the spacecraft did not find any signs of life, or canals. However, scientists have made more discoveries about Mars from later space missions.

Early space missions found little evidence of life on Mars.

Level C Student Book: Writing

Feature Checklists get at the heart of the writing form

Callouts connect models back to the text structure in the genre study




# WRITING TRAIT

*Writing Trait*

## Focus and Unity

**What's It Like?**

Why is this a good photograph? Is it clear and sharp? What does it tell you about the Moon? Like a good photograph, your writing should be clear and focused, too. All you have to do is choose one main point and stick to it.



**Why Focus Your Writing?**

When your writing is focused and unified, it helps your readers follow and understand your ideas.

This writer wants readers to understand his central idea. He makes sure all the paragraphs and details work together to support that central idea.

Astronauts Neil Armstrong and Buzz Aldrin took a "giant leap for mankind" when they became the first human beings to set foot on the Moon. At that time, the United States was involved in a "space race" with the Soviet Union. Each nation wanted to be the first to explore outer space.

On July 16, 1969, the Apollo 11 mission was launched. It achieved a goal set by President Kennedy, who eight years earlier planned to have a man on the Moon before 1970. (Easton, 16).

The writer's main point, or **central idea**, is clear and specific.

Everything in the writing goes together and tells about that central idea.

Study the rubric on page 185W. What is the difference between a paper with a score of 2 and one with a score of 4?

184W Write as a Researcher

*Writing Rubric*

## Focus and Unity

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

Writing Trait: Focus and Unity 185W

Students use rubrics to score writing samples and improve their own work

Level C Student Book: Writing

# WRITING APPLICATION

*Writing Application*

## Write an Information Report

**WRITING PROMPT** Now you will write an information report to inform your classmates about your topic. Once you've gathered all your notes and your outline, you're ready to get started!

**Prewrite**

You've picked a cool topic, decided what questions you wanted to find out about, and thought about your audience and purpose. Then you found your sources, took careful notes, and turned your notes into an outline. Now it's time to turn your outline into a draft.

**Draft**

Your plan is all set, so now you can turn your ideas into sentences and paragraphs.

1 **Draft the introduction.**

If you already thought of a great title for your outline, use it here for your paper. Then, think about how to get the reader's attention right away. Here are a few tricks you can use:

- Help readers see how the topic connects to their own experiences.

**Discovering Life on Mars**

Have you ever looked up at the stars wondering if there's life out there in space? So have many scientists.

212W Write as a Researcher

- Ask the question you plan to answer in your paper.

**Discovering Life on Mars**

Could there be life on Mars, Earth's nearest neighbor? Many scientists believe it is possible.

- Start off with a surprising fact, an interesting quote, or a brief story.

**Discovering Life on Mars**

Did you know that over 50% of Americans believe we will one day discover life on other planets? What's more, scientists agree.

Once you've got your readers' attention, let them know what your paper will be about. Give some background about your topic, and state your central idea.

**Discovering Life on Mars**

Do aliens exist only in movies and on TV—or is there life in outer space? **Some scientists believe that life could exist on Mars.** People have always wondered if scientists will ever discover life on another planet. Scientists are especially curious about Mars, the planet closest to Earth.

The writer starts with a question to get readers' attention. The writer establishes the **central idea** near the beginning of the paragraph.

◀ During the twentieth century, scientists learned more about outer space than ever before.

Writing Application: Draft 213W

Writing applications cover the complete Writing Process:

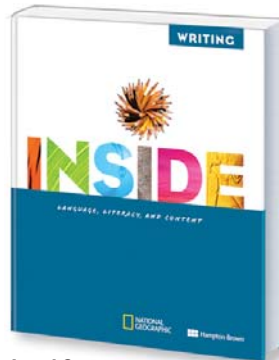
- Prewrite
- Draft
- Revise
- Edit and Proofread
- Publish

Level C Student Book: Writing

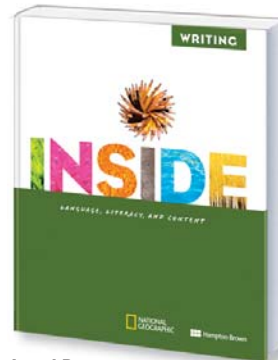
Clear examples and explanations support students through the Writing Process

# Complete Writing Coverage and Support

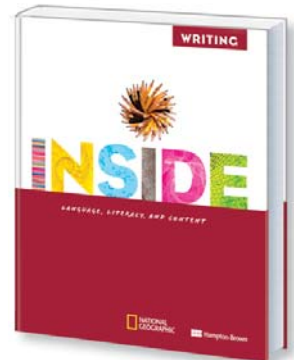
A comprehensive scope and sequence of writing in every book supports instruction from sentences and paragraphs as the basic building blocks to the writing process and into writing applications that connect directly to standards.



Level C



Level D



Level E



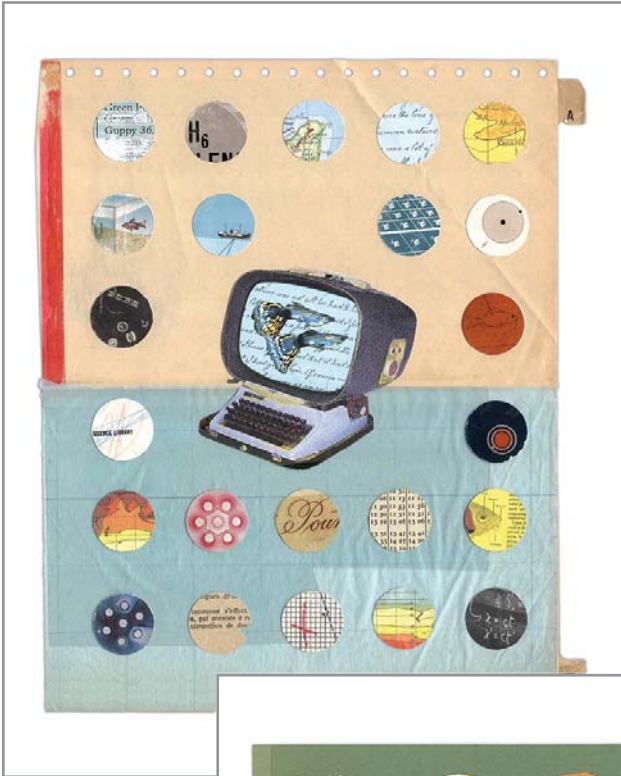
Level C Student Book: Writing

## Chapter 1

# THE Building Blocks OF WRITING

- Project 1 Paragraph Structure: Topic and Details . . . . . 2W
- Project 2 Paragraph Structure: Compare and Contrast . . . 12W
- Project 3 Paragraph Structure: Main Idea and Details . . . 22W
- Project 4 Paragraph Structure: Order of Events . . . . . 32W

Every book begins with the building blocks of writing to ensure that students have a strong foundation



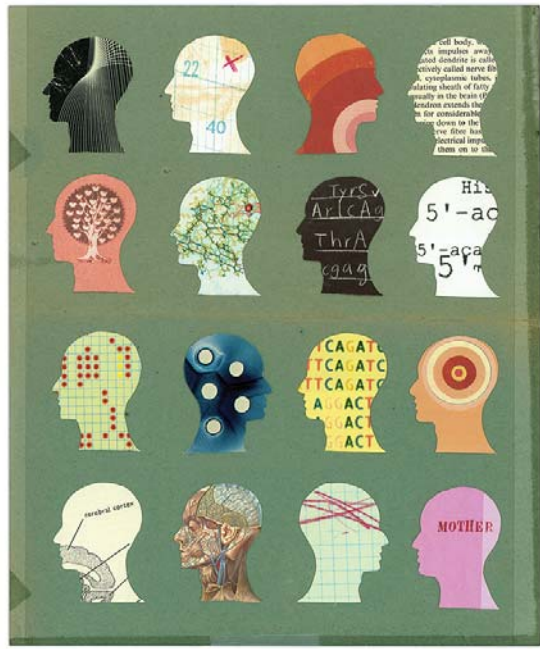
Chapter 2

# THE Writing Process

Project 5 Use the Writing Process

Stages of the Writing Process	46W
Prewrite	48W
Draft	60W
Revise	70W
Edit and Proofread	78W
Publish, Share, and Reflect	90W

Every book teaches the Writing Process



Chapter 3

# THE Many Writers YOU ARE

Project 6 Write as a Friend	96W
Project 7 Write About Your Life	106W
Project 8 Write as a Storyteller	138W
Project 9 Write as a Researcher	180W
Project 10 Write to Summarize	246W
Project 11 Write to Explain	258W
Project 12 Write to Describe	282W
Project 13 Write to Persuade	308W
Project 14 Write Social Notes	322W
Project 15 Write About What You Read	334W

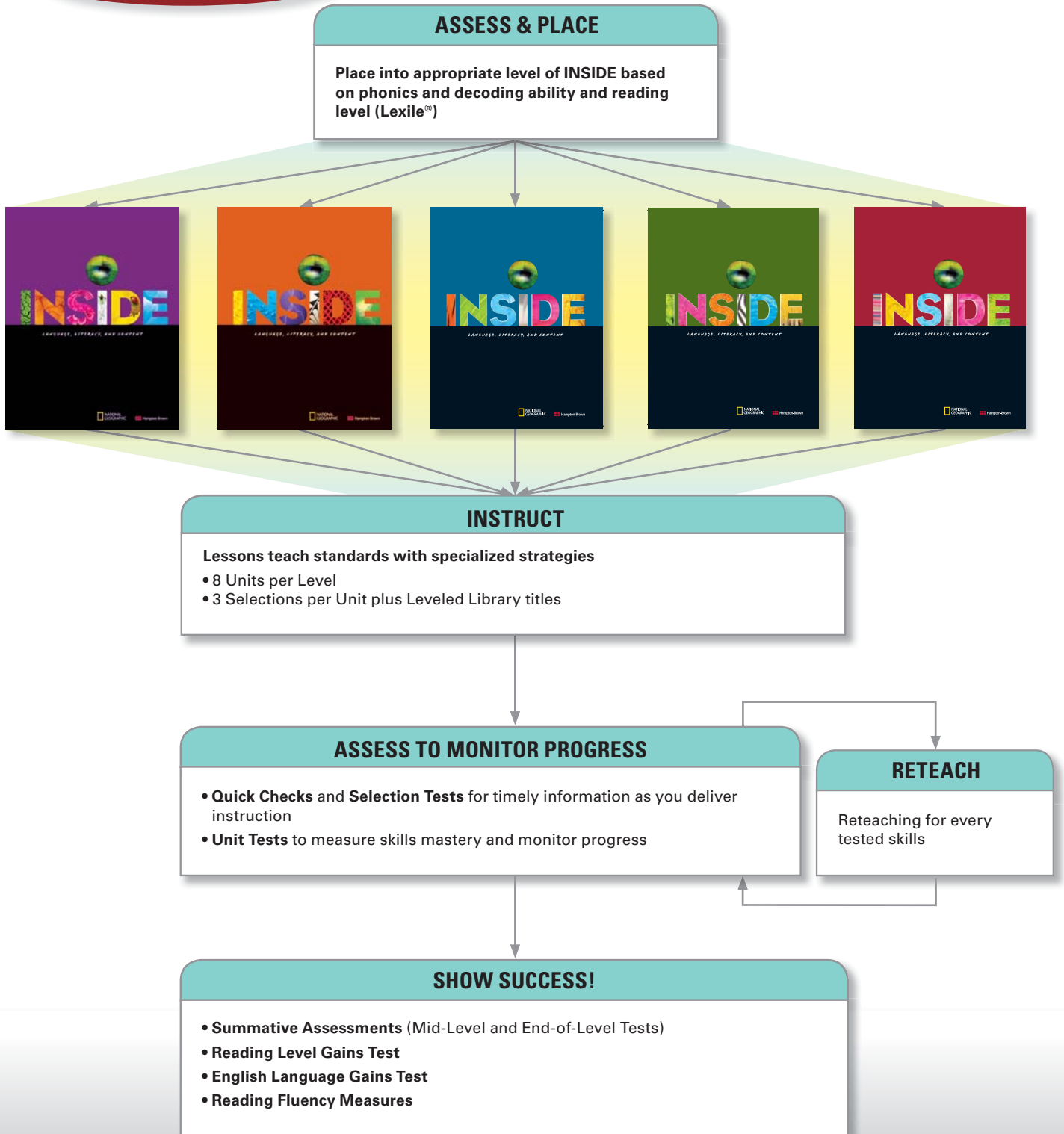
Level C Student Book: Writing

Every book presents 15 to 16 projects for a full writing curriculum that includes Writing on Demand exercises and coverage of tested writing forms


# Place, Monitor Progress, and Determine Exit

Frequent and varied assessments enable you to measure student achievement and make informed decisions every step of the way.

## ASSESSMENT DESIGN



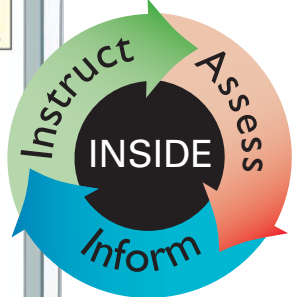
## ASSESSMENT TOOLS

Assessment Purpose	Test Type	Assessment Handbook (BLMs) or online InsideNG.com (PDFs)	Test Booklets	e-Assessment
<b>Placement</b>	<b>Placement Test</b> Places students into the appropriate level of the program based on phonics and decoding ability and reading level (Lexile).®		✓	✓
<b>Progress Monitoring</b>	<b>Quick Checks</b> at Levels A–B and <b>Selection Tests</b> at Levels C–E provide immediate feedback as students learn, with links to reteaching prescriptions.	✓		✓
	<b>Unit Tests</b> Measure mastery of skills taught in the unit to monitor progress and provide reteaching.	✓	✓	✓
<b>Reteaching</b>	<b>Reteaching Prescriptions</b> Include suggestions for re-presenting the skill, guided practice, and application.			✓
<b>Oral Reading Fluency</b>	<b>Fluency Passages for Timed Readings</b> Passages at Levels A–E measure students’ progress toward their words correct per minute goal (WCPM). At Levels C–E, the <b>Online Coach</b> automatically records students’ reading and reports WCPM.	✓		✓ 
<b>Language Acquisition</b>	<b>Rubrics for Performance Assessments</b> Assess how well English learners demonstrate the functions of English.	✓		
<b>Achievement</b>	<b>Summative Assessment (Mid-Level Test)</b> Measures student performance in the targeted skills for Units 1–4 at Levels C–E.		✓	✓
	<b>Summative Assessment (End-of-Level Test)</b> Measures student performance in the targeted skills for all units in the level at Levels A–E.		✓	✓
	<b>Reading Level Gains Test</b> Three parallel forms measure reading level gains by Lexile.®		✓	✓
	<b>English Language Gains Test</b> Two parallel forms measure increase in English language proficiency level from year to year.		✓	✓
<b>Affective &amp; Metacognitive Measures</b>	<b>Surveys, Reflection Forms, Self- and Peer-Assessments</b> Help students make personal connections and get committed to their own learning through reflection and metacognition.	✓		

# e-Assessment

The complete suite of assessment tools enables data-driven instruction. And *Inside* e-Assessment provides immediate information to improve instruction. Online access to reteaching is just a click away.

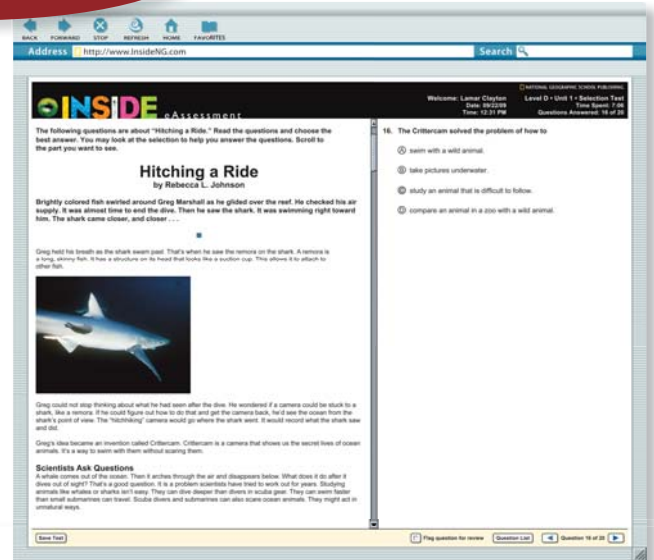
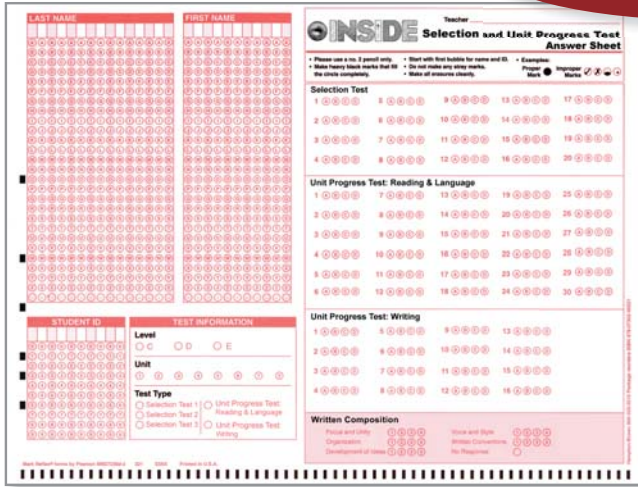
## IMMEDIATE RESULTS



## TWO PATHS TO ONLINE REPORTS

Scan and Score

Online Testing



### SCAN AND SCORE WITH ANSWER SHEETS FOR

- Plain paper scanners\*
- Optical scanners

### TAKE TESTS ONLINE IN A SECURE TESTING ENVIRONMENT

- Placement Test
- Unit Tests
- Selection Tests
- Summative Assessments

# Use Graphic Reports to Make Data-Driven Decisions

Highly graphic reports show student, group, school, and district results at a glance. Reteaching prescriptions—available with a click—allow teachers to easily group students and provide intervention.

## Group Report: Unit Progress Test Performance

**Overall Performance**

Student	Overall Test Score
Group Average	74%
Clayton, Lamar	76%
Fuente, Manuel	72%
Gomez, Alejandra	61%
Johnson, Shawn	87%
Lau, Phong	57%
Roberts, Frank	74%
Schuman, Greg	70%
Serrano, Salome	78%
Tisdale, Alan	96%
Williams, Demetrius	52%
Zawabe, Zuzi	81%

**Reteaching Options**

Reporting Category	Student Performance	Prescriptions
Vocabulary Key Vocabulary	Fuente, Manuel 6/8	Key Vocabulary PDF
	Gomez, Alejandra 4/8	
Vocabulary Academic Vocabulary	Gomez, Alejandra 2/4	Academic Words PDF
	Lau, Phong 2/4	
Vocabulary Use Word Parts ELA.4.R1.2 ELA.4.R1.3	Lau, Phong 1/4	Word Parts PDF
	Schuman, Greg 2/4	
Grammar & Sentence Structure Past Tense: be and have ELA.4.WO1.3	Fuente, Manuel 1/4	Reading & Language PB pp. G89-G106
	Gomez, Alejandra 2/4	
Grammar & Sentence Structure Past Tense: Irregular Verbs ELA.4.WO1.3	Clayton, Lamar 2/4	Writer's Workout p. 132
	Lau, Phong 2/4	
	Schuman, Greg 2/4	
Reading Comprehension & Literary Analysis Logical Order ELA.4.R2.1	Lau, Phong 3/5	Literary Analysis PDF
	Serrano, Salome 2/5	
Reading Strategy Ask Questions ELA.4.R2.2	Clayton, Lamar 6/8	Ask Questions PDF
	Serrano, Salome 4/8	
	Williams, Demetrius 5/8	

**NOTES**  
• Scores in red may indicate need for reteaching

SEE GROUP PERFORMANCE AND RETEACHING OPTIONS

## Student Report: Unit Progress Test Performance

**Overall Test Score**

76%

**Performance Summary**

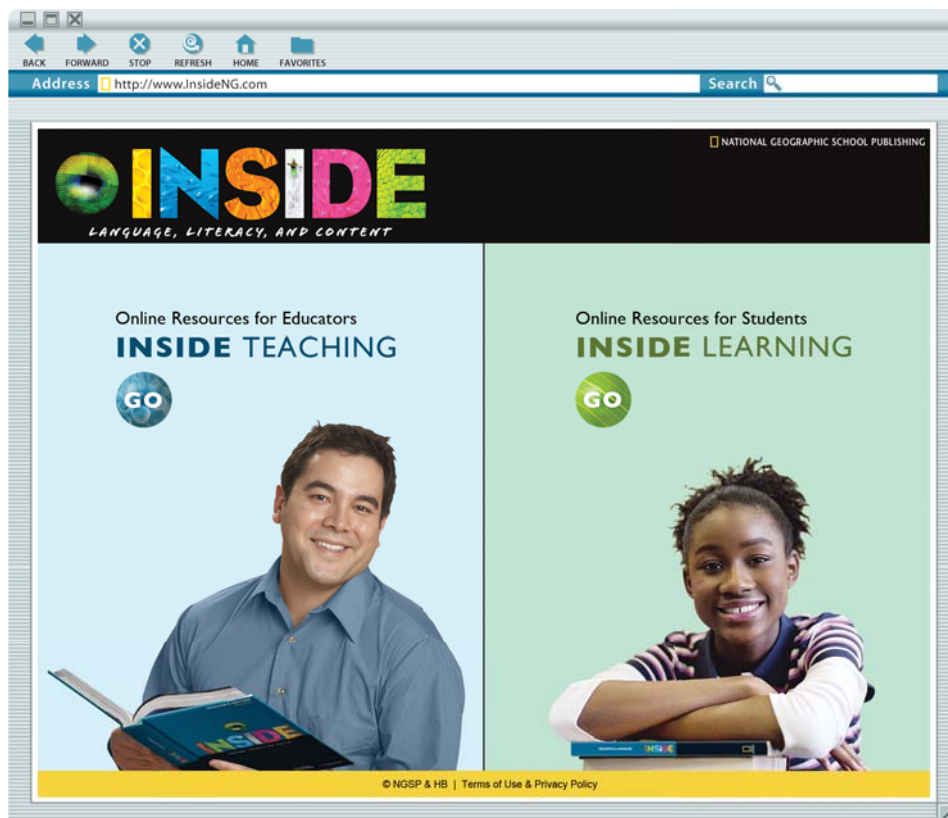
Reporting Category	Results by Item	Points	Mastery	Prescriptions
Vocabulary Key Vocabulary	1 2 3 4 5	7/8	+	
	6 7 8			
Vocabulary Academic Vocabulary	9 10 11 12	4/4	+	
	13 14 15 16			
Vocabulary Use Word Parts ELA.4.R1.2 ELA.4.R1.3	17 18 19 20	3/4	+	
	21 22 23 24			
Grammar & Sentence Structure Past Tense: Regular Verbs ELA.4.WO1.3	25 26 27 28	3/4	+	
	29 30 31 32			
Grammar & Sentence Structure Past Tense: Irregular Verbs ELA.4.WO1.3	33 34 35 36	2/4	-	Writer's Workout p. 132
	37 38 39 40			
Reading Comprehension & Literary Analysis Sequential Order ELA.4.R2.1	41 42 43 44	4/5	+	
	45 46 47 48			
Reading Comprehension & Literary Analysis Logical Order ELA.4.R2.1	49 50 51 52	3/5	-	Literary Analysis PDF
	53 54 55 56			
Reading Strategy Ask Questions ELA.4.R2.2	57 58 59 60	6/8		Ask Questions PDF
	61 62 63 64			

Click a name and go to the Student Report

Click to download reteaching lesson

# InsideNG.com

🖱️ InsideNG.com—with a single sign-on—is your destination for all teacher resources and eTools (Inside Teaching) and all student resources and eTools (*Inside Learning*).



InsideNG.com Launch Page

## For Teachers: INSIDE TEACHING

### Access Resources

- Interactive Teacher's Edition
- All teaching resources

### Plan Lessons

- Easy to use and personalized planning tools tie instruction to the amount of time you have

### View Student Performance **Plus**

- Results at-a-glance for class, school, and district

### Manage Groups & Tests **Plus**

- Easy set-up and administration of scan-and-score testing or online testing
- Graphic, easy-to-use reports to monitor student progress and inform instruction

### Professional Development

- Video, professional development articles, and extensive coaching resources

## For Students: INSIDE LEARNING

### Access Resources

- Directory of unit- and selection-specific links
- Reference Tools
- Selection summaries in eight languages

### Take a Test & View Results **Plus**

- Online testing
- Monitor own progress

### Student Book eEdition **Plus**

- Interactive Student Book
- Audio for all selections
- Full-text search, glossary, and highlighting

**Plus** Available with subscription to *Inside e-Assessment* and/or the *Inside Online Coach*®



# Inside Learning

From *Inside Learning* students can access a variety of resources to support and extend the instruction in the Student Book.

The screenshot shows the 'INSIDE LEARNING RESOURCES' website. On the left, there are 'Web Links' for Unit 5: The Drive to Discover, including 'Unit Launch', 'Connect Across the Curriculum', and 'Web Links'. On the right, there is an 'Assessment' section with a table of 'Selection Tests' and 'Unit Progress Tests'.

Tests	Due Date	Status
Level C • Unit 5 • Selection 1 Return to Titanic	02/13/09	Submitted
Level C • Unit 5 • Selection 2 The Forgotten Treasures	02/13/09	Submitted
Level C • Unit 5 • Selection 3 Mysteries of the Ancient Past	02/17/09	Submitted

Tests	Due Date	Status
Level C • Unit 5 • Reading and Language	02/23/09	Submitted
Level C • Unit 5 • Writing	02/23/09	Submitted

Selection Summaries in eight languages, Web links, and writing support at the *Inside Learning* Resources Web site

**Online Testing**  
Students can see all their test assignments and due dates at a glance—and take tests online.

# Inside Teaching

Every teaching tool is at your fingertips. *Inside Teaching* saves prep time, allows real-time access to student results, and provides professional development, with the click of a mouse.

## PLAN LESSONS ONLINE













































The screenshot shows the 'INSIDE LESSON PLANNER' website. It displays a weekly lesson plan grid for the week of 09/27/10. The grid includes lessons for Monday through Friday, with details on lesson topics, standards, and activities.

## INTERACTIVE TEACHERS EDITION

The screenshot shows the 'Interactive Teachers Edition' website for the lesson 'Return to Titanic'. It features a central video player, a 'Selection Overview' section, and various resource links like 'Build Background', 'See Discoveries in Action', and 'Language Support'. A yellow arrow points from the 'See Discoveries in Action' section to a detailed view of that resource.

Access lesson resources with a click

# Program Components

	NEWCOMER	LEVEL A	LEVEL B	LEVEL C	LEVEL D	LEVEL E	
<b>STUDENT MATERIALS</b>							
<b>Student Worktext</b>							Builds survival vocabulary, language, and basic building blocks of literacy
<b>Student Book and Theme Books</b>							Motivating content at an appropriate reading level with Theme Books to build vocabulary, English structures, and basic comprehension skills
<b>Student Book: Reading and Language</b>							Motivating content at an appropriate reading level and valuable supports for accessing texts
<b>Practice Book</b>							Extensive practice in support of the reading and language instruction
<b>Student Book: Writing</b>							In-depth instruction in writing to address the writing standards for grades 3–6
<b>Writer's Workout</b>							Ample practice and application for the writing instruction
							Software that allows students to read literature silently, listen to a fluent reading, and practice oral reading fluency
<b>TEACHING TOOLS AND AUDIO LESSONS</b>							
<b>Teacher's Edition with Language and Fluency CDs</b>							Complete resource for planning and instruction with CDs containing songs, chants, and other recordings for language development as well as reading fluency models
<b>Practice Book TAE</b>							Annotated Teacher's Edition with answers
<b>Writer's Workout TAE</b>							Annotated Teacher's Edition with answers
<b>Grammar &amp; Language Transparencies</b>							Grammar instruction, language transfer, and Academic Language Frames
<b>Writing Transparencies</b>							Writing supports and Academic Language Frames
<b>Inside Phonics</b>							Provides materials for phonemic awareness, phonics, decoding, spelling, and word recognition

## VIDEO, AUDIO, AND LIBRARIES


<b>Digital Library</b>					Videos and visuals to launch reading selections, build background, anticipation, and interest. Available online and on DVD
<b>Leveled Library</b>					Three books per unit at different reading levels for extended reading
<b>Content Library</b>					Extend reading for each unit into the content areas
<b>Folk Tales Collection and CDs</b>					A collection of 16 multicultural tales for independent reading
<b>Selection Readings CDs</b>					Professional audio recordings of the reading selections
<b>Theme Books CDs</b>					Professional audio recordings of the Theme Books

## ASSESSMENT

<b>Placement Test</b>						Determines the proper entry point into the program
<b>Assessment Handbook</b>						Complete array of assessment tools for monitoring student performance
<b>Unit Tests for Progress Monitoring</b>						Individual test booklets and teacher's manual for administering the unit tests
<b>Summative Assessments</b>						Individual test booklets and teacher's manual for administering the summative assessments
<b>Reading Level Gains Test and English Language Gains Test</b>						Individual test booklets and teacher's manuals for administering the Gains Tests
<b>e-Assessment</b>						Scan and score or online test taking with immediate graphic displays of student performance and mastery as well as links to reteaching prescriptions

## ONLINE RESOURCES AND PROFESSIONAL DEVELOPMENT

<b>Student Website</b>						Numerous resources to support and extend the instruction including links to related web sites and selection summaries in 8 languages
<b>Teacher Website</b>						A complete suite of tools and resources, including lesson planner, interactive TE with professional development videos, and extensive training and coaching resources to model the research-based strategies
<b>Teacher Website Plus</b>						Includes easy-to-use graphic reports from e-Assessment. Available with subscription to the Online Coach and/or e-Assessment



# INSIDE

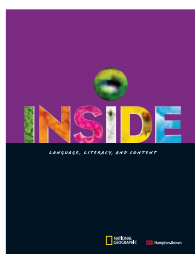
✓ **Complete Standards Coverage**  
*to Promote Achievement*

✓ **Compelling Content**  
*to Inspire and Motivate*

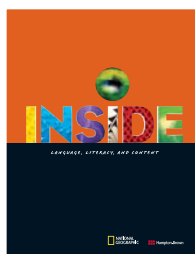
✓ **Specialized Strategies**  
*for Language Development*

✓ **Focused and Connected Instruction**  
*to Accelerate Growth*

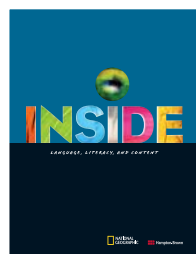
✓ **Explicit Teaching**  
*with Built-In Assessment to Ensure Success*



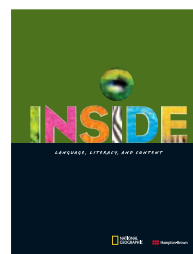
Level A



Level B



Level C



Level D



Level E

SEB21-0400A