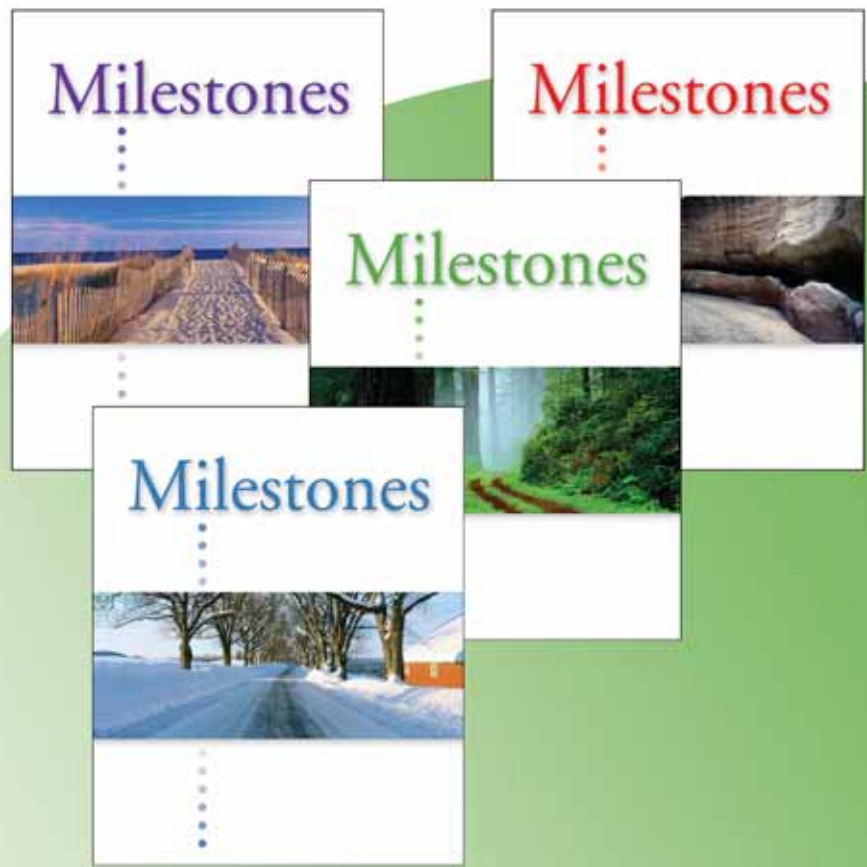




# Milestones



**Sneak Preview**  
from Book A,  
Unit 1, Chapter 1

**Featuring:**

- Program overview
- Full chapter to use immediately
- Teacher's Edition sample
- And more!

## Steps to student success!

# Milestones

Pre-literacy through Transition  
Introductory, A, B, C

Neil Anderson

Jennifer Trujillo

Jill Korey O'Sullivan

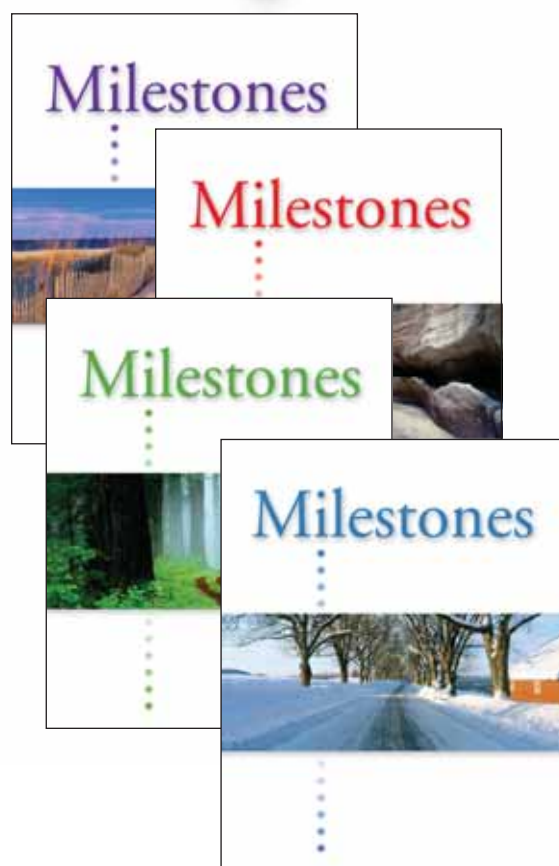
Using a unique embedded assessment plan along with a balanced blend of literature and content readings, *Milestones* ensures that students are mastering skills and standards before being introduced to new skills and standards. This consistent, research-based approach will lead your students to success on state exams as well as to the language acquisition and content knowledge crucial for academic success.

Key program features:

- **Embedded Assessment** helps catch small problems with skills and standards before they grow.
- **Vocabulary Instruction, Practice, and Assessment** of academic vocabulary, reading selection vocabulary, and vocabulary development prepare students for success inside and outside of the classroom.
- **Differentiated Instruction for every reading selection** through adapted readings, point-of-use-suggestions, and multi-level questioning strategies ensures access for all students.
- **Complete Remediation Support** through *MilestonesTracker* and *ExamView*® provides standards-aligned reviews, practice activities, and assessments for all unmastered skills and standards.
- **Phonics and Intervention Strategies** through the *Heinle Phonics @ Intervention Kit* offer extensive support for struggling readers.

*"You have put together a great book! Milestones really hits areas that other textbooks do not!"*

Tanya M. Castro, ESL Teacher  
Pharr—San Juan—Alamo Independent School District



## Full skills coverage

The *Milestones* Scope and Sequence ensures that students are being taught all skills and standards they need to reach language proficiency targets and meet state assessment requirements.

Scope and Sequence	Book C			
	Introductory	Book A	Book B	Book C
<b>Language Development</b>	✓	✓	✓	✓
Vocabulary and Language Development	✓	✓	✓	✓
Academic Language	✓	✓	✓	✓
Vocabulary Concepts	✓	✓	✓	✓
<b>Reading</b>	✓	✓	✓	✓
Learning to Read: concepts about print; phonemic awareness; phonics; decoding	✓			
Fluency	✓	✓	✓	✓
Reading Strategies	✓	✓	✓	✓
Reading Comprehension	✓	✓	✓	✓
Literary Response and Analysis		✓	✓	✓
<b>Writing</b>	✓	✓	✓	✓
Penmanship	✓			
Writing Conventions	✓	✓	✓	✓
Writing Applications	✓	✓	✓	✓
Research and Technology	✓	✓	✓	✓
Evaluation and Revision	✓	✓	✓	✓
<b>Listening and Speaking</b>	✓	✓	✓	✓
Comprehension	✓	✓	✓	✓
Organization and Delivery	✓	✓	✓	✓
Evaluation	✓	✓	✓	✓
<b>Technology and Media</b>	✓	✓	✓	✓

## Steps to student success!

# Milestones has EVERYTHING needed to help your students succeed!

## Chapter-at-a-glance

Every unit of *Milestones* provides instruction, practice, and assessment in all skill areas while offering high-interest literature and content-area reading selections to build cross-curricular knowledge.

Reading Strategies and Academic Vocabulary are clearly introduced and practiced to assist in comprehension.

Clearly defined Objectives and Focus Questions direct student learning.

**Instruct**

**CHAPTER 1**

**Objectives**

**Reading Strategies**  
Visualize: Ask questions

**Listening and Speaking**  
Role-play an interview

**Grammar**  
Learn the simple present tense of *be* and the present progressive tense

**Writing**  
Descriptive writing: Write a paragraph about a place

**Academic Vocabulary**  
visualize | conclusion  
image | recognize

**Academic Content**  
Korean culture  
History of ancient Greece

**Chapter Focus Question**  
How do families teach us about ourselves?

**Reading 1: Literature**  
Short story  
*My Korean Name*  
by Leonard Chang

**Reading 2: Content: Social Studies**  
Informational text (abridged)  
*HOME LIFE IN ANCIENT GREECE*  
by Melanie Ann Apel

**My Korean Name**  
**About the Reading**  
You are going to read a short story about a Korean-American boy and his grandfather.

**Before Reading 1**

**Build Background**  
**Calligraphy**  
The grandfather in "My Korean Name" is a calligraphy artist. Calligraphy is an art from Asia. It is hundreds of years old. It is an important part of many Asian cultures. Calligraphy artists use a brush and ink to write beautiful "characters." These characters are pictures or letters that stand for words.  
Use your finger to trace the character for mother:

**Use Prior Knowledge**  
**Tell About Your Experience**  
The boy in "My Korean Name" speaks English. His grandfather speaks Korean. It is difficult for them to communicate. Think about a time you tried to communicate with someone who did not speak your language.

- Who did you try to communicate with?
- Did you understand this person? Did he or she understand you?
- Why did you need to communicate with this person?
- What did you do to communicate?
- How did you feel?





Unit 1 • Chapter 1 5

Academic Vocabulary and Academic Content are introduced for support across all disciplines.

**Practice**






**Academic Vocabulary**  
Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
visualize	to make a picture in your mind	When I am homesick, I visualize my mother cooking in our kitchen.	
image	a picture you make in your mind	I often have an image in my mind of my mother cooking.	

Draw a picture and write a sentence for each word.

**Reading Strategy**  
**Visualize**  
When you visualize, you make an image of something in your mind. You also think about what you hear, taste, smell, and feel. Visualizing helps you enjoy the story more.  
As you read "My Korean Name," visualize the story.

- After you read each paragraph, close your eyes. Make images in your mind of people and things in the story.
- Look at each paragraph again. Find the words that helped you visualize the paragraph.
- Look at the chart. After you read, you will look at the reading again. Then you will complete the chart.

see	hear	taste	smell	feel
				

**Checkpoint**  
Explain the word visualize to a partner. Use your own words.

**My Korean Name**  
by Leonard Chang

**Reading 1 Literature**

My grandfather left Korea to live with us in New York when he was almost eighty years old. My parents fixed up the attic so that he had his own room.

He wore traditional Korean clothes: shiny vests with gold buttons, and puffy pants that made his legs look fat even though he was really very skinny. He chewed on small dried fish snacks that smelled up everything. He coughed a lot.

My grandfather spoke only Korean, so I never understood what he was saying. He scared me. I had never seen anyone so old so close.

"Take this tea up to your halabogee," my mother told me soon after he had moved in.

"I don't want to," I said.

"He's your grandfather," she scolded. "Be nice to him."

**Reading Strategy**  
**Visualize**  
Imagine you are in the attic. What do you see? What do you smell? What do you hear? What words help you imagine these things?

**Reading Check**

- Recall facts Where does the grandfather live?
- Recall facts What language does the grandfather speak? What language does the boy speak?
- Explain How does the boy feel? Why?

Unit 1 • Chapter 1 9

## Assess

Checkpoints ensure students are on the road to skills and standards mastery.

Progress Checks provide a snapshot of all skills and standards introduced in the chapter and offer re-teaching suggestions to make certain that students are on the right track.

**UNIT 1 • CHAPTER 1**

**Progress Check**

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary from the Readings	What do these words mean? • annoyed, scare, surprised, traditional, wise • belong, role, tradition	6
Academic Vocabulary	What do these academic vocabulary words mean? • image, visualize • conclusion, recognize	16
Reading Strategies	How can visualizing help you understand a reading? Why is it good to ask questions when you read?	7 14
Text Genres	What is the text genre of "My Korean Name"? What is the text genre of "Home Life in Ancient Greece"?	7 16
Reading Comprehension	What is "My Korean Name" about? What is "Home Life in Ancient Greece" about?	8 17
Literary Element	What is characterization? How does an author help readers understand a character?	15
Spelling	Write a sentence for each word: <i>to, too, two</i> .	15
Writing Conventions	Give the contractions for the following: <i>they are, I am, he is</i> .	21
Listening and Speaking	Phrases for Conversation What words can you use for asking questions?	21
Vocabulary Development	What is a suffix? Give an example of a word with each of the following suffixes: <i>-x, -ful, -al</i> .	22
Grammar	When is the simple present tense of <i>be</i> used? Give an example of a simple present sentence with <i>be</i> . When is the present progressive tense used? Give an example of a present progressive sentence.	24
Writing Support: Spelling	Spell the plural form of these words: <i>book, bus, city, knife</i> .	25

Unit 1 • Chapter 1 28

Reading Checks verify comprehension.

# Milestones Assessment Plan

Ensuring mastery of skills and standards to achieve academic success!

## Diagnostic and Placement Assessment

Place your students in the appropriate level of the program.

Evaluate the extent to which your students know the planned skills and concepts of *Milestones*.

Assess the needs your students may have for instructional support in that level.

Provided in *MilestonesTracker* and Assessment Book

## Integrated Informal Progress Monitoring (Embedded Assessment)

Provide explicit and systematic instruction to ensure proficiency and mastery of standards

Monitor progress to gauge learning and adjust instruction, as necessary

✓ **Checkpoint**

✓ **Reading Check**

✓ **Progress Check**

**Assessment Practice**

⌚ **Writing on Demand**

**Milestones to Achievement**

Provided in the Student Edition

## Integrated Formal Assessment (Summative Assessment)

### End-of-Chapter Assessment:

Assess understanding of skills and concepts in each chapter.

### End-of-Unit Assessment:

Assess understanding of content in each unit.

### Mid-Book Assessment:

Assess understanding of content in cumulative units.

Provided in *MilestonesTracker* and Assessment Book

## End-of-Book Assessment

Assess your students' mastery of the standards-based skills and strategies in the *Milestones* program.

Evaluate your students' overall reading proficiency.

Provided in *MilestonesTracker* and Assessment Book

*"The checkpoints and progress checks are great for self-assessment. Milestones will be extremely helpful for students and teachers."*

Jeannie Griffies, ESOL Teacher  
Orlando, Florida

# Skills and standards mastery



# Effective vocabulary support in EVERY chapter

**Milestones includes three opportunities for vocabulary instruction, practice, and assessment in EVERY chapter:**

- **Academic Vocabulary**—for cross-curricular support
- **Vocabulary from the Reading Selection**—for reading comprehension
- **Vocabulary Development**—for strategies inside and outside of the classroom

Instruct

**Academic Vocabulary**  
visualize | conclusion  
image | recognize

**Academic Content**  
Korean culture  
History of ancient Greece

Practice

**Academic Vocabulary**  
Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
visualize verb	to make a picture in your mind	When I am homesick, I visualize my mother cooking in our kitchen.	
image noun	a picture you make in your mind	I often have an image in my mind of my mother cooking.	

Draw a picture and write a sentence for each word.

Assess

**UNIT 1 • CHAPTER 1**  
**Progress Check**

How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary from the Readings	What do the words <b>annoyed</b> , <b>belong</b> , <b>conclude</b> , and <b>visualize</b> mean?	7 14
Academic Vocabulary	What do the words <b>visualize</b> , <b>image</b> , <b>conclude</b> , and <b>recognize</b> mean?	7 14
Reading Strategies	How can <b>visualizing</b> help you understand a reading? Why is it good to <b>visualize</b> when you read?	7 16

*“Given the importance of academic background knowledge, and the fact that vocabulary is such an essential aspect of it, one of the most crucial services that teachers can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms.”*

Robert J. Marzano and Debra J. Pickering, 2005

# More DIFFERENTIATED INSTRUCTION support for the multi-level classroom

## Teacher’s Edition

The *Milestones* Teacher’s Edition offers point of use differentiated instruction suggestions and activities for students with different learning abilities.

**UNIT 1 • Chapter 1**  
**Reading 2**  
**Content**  
**Social Studies**

**Read the Selection**  
Read the selection on page 14. Think 1 (optional).  
1. Read the selection on page 14.  
2. Read the selection on page 14.  
3. Read the selection on page 14.

**Reading Strategy**  
Read the selection on page 14. Think 1 (optional).  
1. Read the selection on page 14.  
2. Read the selection on page 14.  
3. Read the selection on page 14.

**Differentiated Instruction • Reading Comprehension**

**Scaffolding**  
Discuss family roles with students. Explain that roles are the teacher's primary role in a situation. The role of a teacher is to lead the class. The role of a student is to get answers, ask questions, and learn. Have students discuss family roles (cooking, caring for, taking care of children, etc.). Ask how some roles usually done by women? Ask some roles done by both men and women? Are there roles the same for everyone? How are they the same? How are they different? How are they the same? How are they different?

**Extension**  
Have students research important roles that developed in ancient Greece. Divide students into groups and have each group research an important person such as Socrates, Plato, Aristotle, Euclid, or Thales. Research questions can include: Who was the person? What did he or she do? Why is he or she famous? What did he or she think or believe? (Socrates, Plato, and Aristotle philosophy; Euclid geometry; Thales' astronomy)



## Phonics & Intervention Kit

The *Heinle Phonics @ Intervention Kit* offers extensive support and strategies for struggling readers through 66 Decodable Readers which provide introduction and practice of all sounds in the English language. The kit also includes four-color transparencies as well as a Teacher's Guide and Audio CD with support of every sound introduced and practiced on the transparencies.



## Graphic Reader Blackline Master Companion

This collection provides adapted reading support for all reading selections for learners of all levels.

Point-of-use differentiated instruction suggestions and questioning strategies offer support for all students.

# The complete *Milestones* package

## Student Resources

### Student Edition

- 2 chapters per unit including:
  - Literature reading
  - Content reading
- Embedded assessment
- Three kinds of vocabulary practice
- “Apply & Extend” section with academic workshops and end-of-unit assessment

### Workbook with Test Preparation

- Expansion skills practice
- Test-taking tips
- Practice tests modeled after state exams

### Independent Practice CD-ROM (also available online)

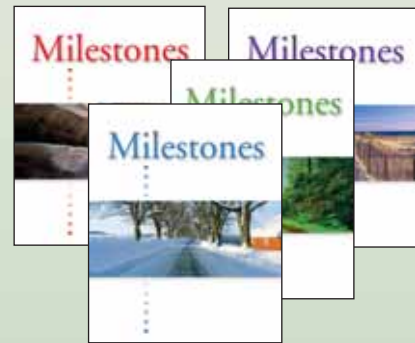
- Interactive expansion activities of skills introduced in the Student Edition
- Additional review and practice for assessment preparation

### Audio Program

- Audio recordings of ALL reading selections in the Student Edition
- Authentic recordings of all speeches
- Listening & speaking activities for *Milestones*, Introductory level

### *Milestones* Reading Library

- 21 leveled readers correlated to themes in *Milestones*, Introductory level
- 6 adapted classic readers and biographies correlated to the themes in *Milestones*, Books A, B, and C



## Teacher Resources

### Teacher's Edition

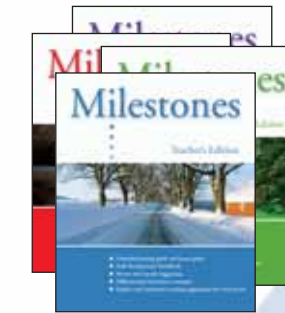
- Point-of-use differentiated instruction strategies for multi-level classrooms
- Easy-to-follow planning and instructional support
- Pacing guide

### Assessment Book

- Placement, diagnostic, chapter, and benchmark tests
- Scoring rubrics for workshop lessons
- Alternative assessment pages
- Peer and self-assessment checklists

### Teacher's Resource CD-ROM

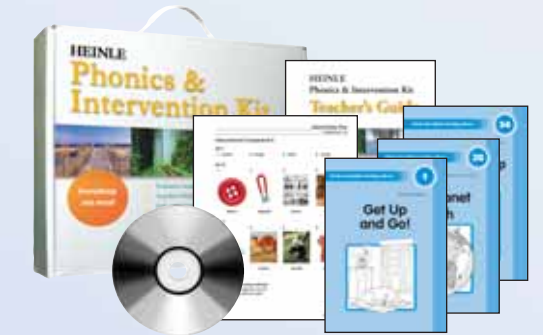
- ExamView® test generator
- Classroom Presentation Tool
- Customizable lesson plans
- Reproducible graphic organizers



### *MilestonesTracker* Online Assessment and Remediation System

- Fully automated, interactive, online assessment and remediation
- Placement and diagnostic tests
- Remediation and practice customized for individual students
- At-a-glance state standards reporting

Performance Summary		
Mrs. Justice Sanchez Washington High School		
ESOL 1	Total Students:	10
Name:	10/01	
<b>Learning Objectives</b>	<b># Students</b>	<b>Class Average</b>
W.1.1 Use knowledge of text to determine the meaning of unknown words within a passage.	10	80.0%
W.1.2 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, description, chronological order, problem and solution) to strengthen comprehension.	10	80.0%
W.1.3 Use appropriate strategies when reading for different purposes (e.g., for comprehension, location of information, personal enjoyment).	10	80.0%
W.1.4 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	10	80.0%



### Phonics & Intervention Kit

- 66 Decodable Readers for every sound in the English language
- Teacher's Guide
- Full-color transparencies
- Audio CD

### Graphic Reader Blackline Master Companion

- Adapted versions of every reading in Student Editions A, B, and C
- Reproducible blackline masters for ease-of-use
- Graphics that aid comprehension for visual learners



### *Milestones* Online Professional Development

- Convenient individualized teacher training
- Valuable insights and research background from the author team
- Video segments featuring *Milestones* being used in a classroom
- Comprehensive *Milestones* component demonstrations

# MilestonesTracker Online Assessment & Remediation System



MILESTONESTRACKER

This icon appears throughout the series for suggestions on when to use MilestonesTracker.

Complete assessment and remediation support

Here's how it works

For the student:



Step 1. Students take a test online.



Step 4. Students then receive extra practice on all skills and standards missed.



Step 2. Students see a list of unmastered skills and standards.



Step 3. Students receive immediate reteaching of EVERY skill or standard not mastered.

For the teacher:

Teachers can generate individual student or full classroom standards skills mastery reports.

Performance Summary		
Mrs. Joannia Sanchez Washington High School		
ESOL 1	Total Students: 18	
Term:	Fall 07	
Learning Objective	# Students Proficient	Class Average
R.4.1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	18	87.8%
R.4.2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	17	86.7%
R.4.2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	14	83.9%
W.4.1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	17	86.7%

POWERED BY MyELT

## UNIT 1

# Family Connections

## Sample Table of Contents

### Chapter 1 (Chapter 1 is included in this Sampler, pages 14 through 41)

#### Reading 1

Literature  
*My Korean Name*  
Leonard Chang

#### Reading 2

Content: Social Studies  
*Home Life in Ancient Greece*  
Melanie Ann Apel

- **Academic Vocabulary** . . . . . conclusion, image, recognize, visualize
- **Reading Strategies** . . . . . Visualize  
Ask questions
- **Grammar** . . . . . The simple present tense of *be*  
The present progressive tense
- **Writing Assignment** . . . . . Descriptive paragraph

### Chapter 2

#### Reading 1

Content: Science  
*Genes: A Family Inheritance*

#### Reading 2

Literature  
*Pride of Puerto Rico*  
Paul Robert Walker

- **Academic Vocabulary** . . . . . complex, entertain, inform, purpose, simplify
- **Reading Strategies** . . . . . Paraphrase  
Draw conclusions
- **Grammar** . . . . . The simple present tense  
The present progressive tense
- **Writing Assignment** . . . . . Descriptive paragraph

### Apply & Extend

- Listening & Speaking Workshop . . . . . Deliver a response to literature presentation
- Media Workshop . . . . . Analyze families in television programs
- Writing Workshop . . . . . Write a descriptive essay
- Projects
- Independent Reading



# Family Connections

## UNIT 1



### Explore the Theme

1. What is a family?
2. Talk about the people you see in the pictures.

#### Theme Activity

Work with a partner. Think about the people in your families or a family you know. Make a chart like the one here. Give one or two words for each person.

mother	father	sister	brother	?
friendly, helpful				





**Objectives****Reading Strategies**

Visualize; Ask questions

**Listening and Speaking**

Role-play an interview

**Grammar**

Learn the simple present tense of **be** and the present progressive tense

**Writing**

Descriptive writing: Write a paragraph about a place

**Academic Vocabulary**

visualize | conclusion  
image | recognize

**Academic Content**

Korean culture  
History of ancient Greece

**Chapter Focus Question**

How do families teach us about ourselves?

**Reading 1 Literature**

Short story

*My Korean Name*

by Leonard Chang

**Reading 2 Content: Social Studies**

Informational text (adapted)

**HOME LIFE IN ANCIENT GREECE**

by Melanie Ann Apel

*My Korean Name***About the Reading**

You are going to read a short story about a Korean-American boy and his grandfather.

**Before Reading I****Build Background****Calligraphy**

The grandfather in “My Korean Name” is a calligraphy artist. Calligraphy is an art from Asia. It is hundreds of years old. It is an important part of many Asian cultures. Calligraphy artists use a brush and ink to write beautiful “characters.” These characters are pictures or letters that stand for words.

Use your finger to trace the character for *mother*.

媽

**Use Prior Knowledge****Tell About Your Experience**

The boy in “My Korean Name” speaks English. His grandfather speaks Korean. It is difficult for them to communicate. Think about a time you tried to communicate with someone who did not speak your language.

1. Who did you try to communicate with?
2. Did you understand this person? Did he or she understand you?
3. Why did you need to communicate with this person?
4. What did you do to communicate?
5. How did you feel?



## Before Reading I

### Key Vocabulary

annoyed  
scare  
surprised  
traditional  
wise

### Vocabulary From the Reading

Learn, Practice, and Use Independently

**Learn Vocabulary** Read each sentence. Look at the **highlighted** word. Think about the context (the words around the highlighted word). Use the context to determine the meaning of the word.

1. I was **annoyed**. My little sister made noise and asked questions during the movie.
2. The little boy **scared** his sister. He jumped out of a closet and said, "Boo!"
3. John was **surprised**. He did not know we were having a party for him.
4. It is **traditional** to eat turkey on Thanksgiving Day in the United States.
5. My grandmother is a **wise** woman. Many people talk to her about their problems.

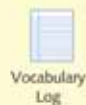
**Practice Vocabulary** Match a Key Vocabulary word to each picture.



### Checkpoint

1. When do you get **annoyed**?
2. When do you get **scared**?
3. Who do you think is very **wise**?

**Use Vocabulary Independently** Write one sentence for each Key Vocabulary word. Read your sentences to a partner.



Vocabulary Log





Workbook page 29



Independent Practice CD-ROM/Online

### Academic Vocabulary

Vocabulary for the Reading Strategy

Word	Explanation	Sample Sentence	Visual Cue
<b>visualize</b> verb	to make a picture in your mind	When I am homesick, I <b>visualize</b> my mother cooking in our kitchen.	
<b>image</b> noun	a picture you make in your mind	I often have an <b>image</b> in my mind of my mother cooking.	

Draw a picture and write a sentence for each word.

### Reading Strategy

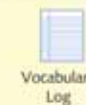
**Visualize**

When you **visualize**, you make an **image** of something in your mind. You also think about what you hear, taste, smell, and feel. **Visualizing** helps you enjoy the story more.

As you read "My Korean Name," **visualize** the story.

1. After you read each paragraph, close your eyes. Make **images** in your mind of people and things in the story.
2. Look at each paragraph again. Find the words that helped you **visualize** the paragraph.
3. Look at the chart. After you read, you will look at the reading again. Then you will complete the chart.

see	hear	taste	smell	feel
				



Vocabulary Log



Workbook page 30



Independent Practice CD-ROM/Online

### Checkpoint

Explain the word **visualize** to a partner. Use your own words.

## Before Reading I

### Text Genre

#### Short Story

“My Korean Name” is a **short story**. A short story is a form of **fiction**—stories that are not true. The purpose, or reason, for reading a short story is for enjoyment.

A short story has the features below. Look for these features as you read “My Korean Name.”

Short Story	
characters	people in a story 
setting	where the story happens 
plot	events in a story that happen in a certain order 
theme	the meaning or message of the story 



### Meet the Author

**Leonard Chang** was born in New York City. His parents were from Seoul, South Korea. Chang was a quiet, shy child. He liked to read at his local library. When Chang was older, he traveled to his parents’ homeland. He wanted to learn about the language and culture of Korea. Today, Chang lives in California. He is a writer and teacher.

### Reading Focus Questions

As you read, think about these questions.

1. How does the reading relate to the theme of “family connections”?
2. What do you think was the author’s purpose for writing “My Korean Name”?
3. Is it important to learn about family history and culture? Why?

### Checkpoint

What does **plot** mean?



Workbook  
page 31



Independent Practice  
CD-ROM/Online

## Reading 1

### Literature

# My Korean Name

by Leonard Chang

- 1 My grandfather left Korea to live with us in New York when he was almost eighty years old. My parents fixed up the **attic** so that he had his own room.
- 2 He wore **traditional** Korean clothes: shiny vests with gold buttons, and puffy pants that made his legs look fat even though he was really very skinny. He chewed on small dried fish **snacks** that smelled up everything. He coughed a lot.
- 3 My grandfather spoke only Korean, so I never understood what he was saying. He **scared** me. I had never seen anyone so old so close.
- 4 “Take this tea up to your **halabogee**,” my mother told me soon after he had moved in.
- 5 “I don’t want to,” I said.
- 6 “He’s your grandfather,” she **scolded**. “Be nice to him.”

### Reading Strategy

**Visualize** Imagine you are in the attic. What do you see? What do you smell? What do you hear? What words help you imagine these things?



**attic** room or space below the roof of a house

**snacks** small amounts of food eaten between meals

**halabogee** Korean word for *grandfather*

**scolded** told someone in an angry way that he or she did something wrong

### Reading Check

1. **Recall facts** Where does the grandfather live?
2. **Recall facts** What language does the grandfather speak? What language does the boy speak?
3. **Explain** How does the boy feel? Why?

- 7 I brought up the steaming cup of tea, hearing him cough once, twice, and again. I **peeked** around the corner and said, "Here's your tea." He looked up at me, chewing his dried fish snack, and smiled.
- 8 He began speaking Korean to me, but I didn't understand him. He waved me over and continued talking.
- 9 "What? What? I don't understand Korean," I said. "I never learned."
- 10 "Aigoo," he said, which was like "Oh my!" in Korean. My mother said that word to me all the time. He waved his finger at me and said, "Korean important. Yes?"
- 11 "I guess so," I said, **surprised**. So he *did* speak a little English.
- 12 He smiled and nodded and sipped his tea loudly. He began speaking to me in Korean again. He talked for a long time, and I didn't understand a single word. I said, "Grandpa, I *told* you I can't understand you!"
- 13 But he just smiled and nodded and kept on talking. After a while, I just listened. I liked the sound of his **raspy** voice filling the warm attic.

### Reading Strategy

**Visualize** In which paragraph does the boy seem to be **annoyed**? In which paragraph do you imagine him enjoying his time with his grandfather?



**peeked** looked secretly at someone or something  
**raspy** deep and rough

- 14 My mother gave my grandfather a colorful shiny hand fan that he used to keep himself cool during the hot afternoons.
- 15 My father gave him a small **transistor radio**, which my grandfather listened to late at night, tuned to the Korean **Gospel** station.
- 16 My mother also gave him a goat-hair brush, rice paper, an ink stick, and an **inkstone** to practice his calligraphy, a special kind of writing.
- 17 One day I was watching him draw lines on the paper. He looked up and said,
- 18 "You." I was **surprised**. Another English word.
- 19 "Me," I said.
- 20 He smiled, his face wrinkling.
- 21 "You," he said again. "Won Chul."
- 22 "Me," I said. "Won Chul is my middle name."
- 23 He nodded and dipped his brush in the inkstone, shaking off some of the extra ink. "You," he said. "Won Chul."
- 24 "I know my middle name," I said, getting **annoyed**.
- 25 He talked to me in Korean again for a long time, then motioned for me to come closer.
- 26 I walked to him. He smelled like **mothballs** and fish.



**transistor radio** small radio that you can carry  
**Gospel** Christian teachings from the Bible  
**inkstone** stone used in calligraphy for making ink  
**mothballs** strong-smelling balls used to keep moths away from clothing

### Reading Strategy

**Visualize** Is Won Chul standing close to his grandfather? How do you know?

### Reading Check

- Recall facts** What is the boy's middle name?
- Analyze characters** Why do you think the grandfather speaks Korean to Won Chul?



- 27 He drew some stick figures **overlapping** each other, **swirling** his brush easily, quickly. “Won,” he said, pointing.
- 28 He drew another figure, this time going slowly. The brush made a *swish* sound on the thin rice paper. He pointed to this second figure and said, “Chul.” Bringing me nearer so that I could study the picture, he said, “Won Chul. You.”
- 29 “That’s my name?”
- 30 He nodded. “Won Chul.”
- 31 “That looks neat,” I said.
- 32 He pushed it toward me.
- 33 “For me?” I asked.
- 34 “For Won Chul,” he said.
- 35 My mother later told me that this was *hanja*, a special Korean way of writing using the Chinese alphabet. This was the *hanja* **version** of my Korean name. She said, “Your grandfather was once a famous artist. All the people in his town wanted him to draw their names.”
- 36 “Wow,” I said, holding the rice paper carefully.
- 37 “You know what your name means, don’t you?” she said. “It means ‘**Wise** One.’ Do you remember?”
- 38 “I remember,” I said. I held up my Korean name to the light, the paper so thin it **glowed**.

**overlapping** having a part of something over part of something else  
**swirling** moving in a twisting and turning motion  
**version** different form of something  
**glowed** gave off light

### Reading Strategy

**Visualize** Imagine Won Chul looking at the drawing of his name. Does he seem interested? What words help you picture this?

- 39 Not too long after that my grandfather went to a **nursing home**, and during the next summer he died while I was away at **camp**. My father turned the attic into a storage room. Now it’s filled with dusty boxes of old clothes and shoes and old furniture.
- 40 I still have the drawing of my Korean name. My mother had it **framed** for me, and it hangs in my room right now. I wonder what my grandfather used to tell me those afternoons when he spoke in Korean, going on and on in this strange language that I never learned. Maybe he was telling me stories. Maybe he was telling me about his life in Korea.
- 41 Sometimes, if I go up into the attic and listen very carefully, I can almost hear his voice rising and falling, telling me stories I don’t understand. I can almost see him in the corner, **hunched** over, listening to his radio and fanning himself. I can see him swishing his brush over the rice paper, and then pointing to me, telling me my own name.



### Reading Strategy

**Visualize** In this paragraph the character **visualizes** his grandfather. What words help you **visualize** the grandfather?

### Reading Check

1. **Recall details**  
Where is the drawing now?
2. **Explain** Did knowing his grandfather change Won Chul? How?

**nursing home** place where people who are old or very sick are cared for  
**camp** a program, usually in the country, where activities are provided for children during the summer months  
**framed** put in a frame  
**hunched** bent over


## After Reading I

### ● Apply the Reading Strategy

#### Visualize



Now complete the Reading Strategy chart.

1. Review the **Reading Strategy** on page 7.
2. Copy the chart.
3. Look back at the reading. Find words that helped you **visualize** the reading.
4. Write the words in the correct column of the chart.

see	hear	taste	smell	feel
				
			mothballs and fish	

### ● Academic Vocabulary

#### Vocabulary for the Reading Comprehension Questions

Word	Explanation	Sample Sentence	Visual Cue
<b>conclusion</b> <i>noun</i>	a judgment or an opinion that you make from information you know	When Tina saw water dripping from Ana's coat, she came to the <b>conclusion</b> that it was raining.	
<b>recognize</b> <i>verb</i>	to remember someone or something when you see or hear that person or thing	I <b>recognized</b> an old friend on the street. We were <b>surprised</b> to see each other after so many years.	

Draw a picture and write a sentence for each word.

#### ✓ Checkpoint

What do **conclusion** and **recognize** mean? Explain in your own words.



### ● Reading Comprehension Questions

#### Think and Discuss

1. **Recall facts** Why was Won Chul's grandfather famous in Korea?
2. **Describe** Describe Won Chul's grandfather.
3. **Draw conclusions** Why do you think Won Chul's grandfather gave Won Chul the drawing of his name?
4. **Recognize character change** Do Won Chul's feelings about his grandfather change by the end of the story? How do you know? Use Key Vocabulary words.
5. **Relate your own experience to the reading** Do you have a family member who speaks another language? How does this make you feel?
6. **Revisit the Reading Focus Questions** Go back to page 8 and discuss the questions.



### ● Literary Element

#### Characterization

Characters are the people in a story. **Characterization** is the way an author creates a character. Authors:

- a. describe what the character looks like.
- b. describe the character's words, thoughts, and actions.
- c. show what others think about the character.

Through characterization, an author shows a character's **traits** (qualities) and explains a character's **motives** (why a character acts the way he or she does).

1. Read the sentences about the grandfather from "My Korean Name." Match each sentence to the way it helps you understand the character.

1. He wore <b>traditional</b> Korean clothes.	a. This sentence shows what someone thinks about the character.
2. He waved his finger at me and said, "Korean important. Yes?"	b. This sentence describes what the character looks like.
3. He <b>scared</b> me.	c. This sentence describes the character's words, thoughts, or actions.

2. Look at the reading again with a partner. Find and write more sentences that help you understand the characters.

#### ✓ Checkpoint

1. What is **characterization**?
2. How does an author help a reader understand a character?



## Before Reading 2



### HOME LIFE IN ANCIENT GREECE

#### About the Reading

You read “My Korean Name,” a short story about a Korean-American boy and his grandfather. Now you will read an informational text about family members in ancient Greece.

#### Build Background

##### Ancient Greece

About 2,500 years ago, there was a great civilization in ancient Greece. This civilization started about 800 BCE. It lasted until about 146 BCE. The ancient Greeks developed many new ideas in science, math, art, and literature. Many of these ideas are still important today.



#### Key Vocabulary

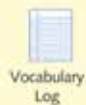
belong  
role  
tradition

#### Vocabulary From the Reading

##### Use Context Clues to Determine Meaning

Use the context of the sentences to determine the meaning of the **highlighted** words. Discuss the meanings with a small group.

1. Last year, I **belonged** to the drama club. This year, I **belong** to the Spanish club.
2. When Juan got married, he took on the **role** of a husband.
3. We follow many Chinese New Year **traditions**. We wear the color red and buy flowers.



Vocabulary Log



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#### Reading Strategy

##### Ask Questions

Good readers **ask questions** while they read. You focus on a reading and understand it better when you ask questions.

1. Read “Home Life in Ancient Greece.” Stop reading after every paragraph.
2. Ask a question or two about what you read.
3. Look for answers to your questions as you continue reading.

#### Text Genre

##### Informational Text

“Home Life in Ancient Greece” is an **informational text**. An informational text is a form of **nonfiction**—a text about something that is true. The purpose of an informational text is to give the reader information about a topic.

An informational text has the features below.

Informational Text	
headings	titles of sections
facts	statements that are true
examples	something that shows or explains a fact

#### Meet the Author

Melanie Ann Apel was born in Chicago. As a child, she loved to read and write. She has written more than 40 nonfiction books.

#### Reading Focus Questions

As you read, think about these questions.

1. How does this reading relate to the theme of “family connections”?
2. What do you think was the author’s purpose in writing “Home Life in Ancient Greece”?
3. Was life in Ancient Greece very different from life today? If so, how?



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#### Checkpoint

How does asking questions help you understand what you read?

## Reading 2

Content  
Social Studies

# HOME LIFE IN ANCIENT GREECE

by Melanie Ann Apel



### Reading Strategy

**Ask Questions**  
Why was family so important to ancient Greek life? Look for the answer to this question in the reading.  
Then ask a question of your own.

### The Family

<sup>1</sup> Family was the center of ancient Greek life. Every family provided food and **shelter** for its members. Each member of the family had a **role** in the family and felt that they **belonged**. The older members taught the younger members about the **traditions** of the family. Greeks used the word *oikos* to describe the family **unit**. This unit included relatives, slaves, and the family house. (*Oikos* was also the word for the hearth. A hearth is where cooking was done.) The family's land was passed down from father to son.

### Children in Ancient Greece

<sup>2</sup> There was great excitement each time a child was born. The birth of a boy was particularly special. Children played with toys like clay, dolls, and balls. By the age of 12 or 13, children were thought of as adults. At this age, they brought their toys to the temple and offered them to the gods.

**shelter** a building or covering that gives protection

**unit** group

### Greek Marriage

<sup>3</sup> Marriage was an important part of ancient Greek culture. Men usually got married in their late twenties or early thirties. Women were usually in their middle to late **teens**. The father chose the people his children married. This was an important job for the father. The future of his family depended on male **heirs**. Once a woman was married, people expected her to have children. It was especially important for her to have boys. Only boys could work and take over their father's land.



**teens** the ages from 13 to 19

**heirs** people who will inherit property

### Reading Strategy

**Ask Questions** Why was it important for women in ancient Greece to have boys? Look for the answer in the reading.  
Then ask a question of your own.

### Reading Check

- 1. Recall facts** When did men usually get married?
- 2. Recall facts** Who chose the people that ancient Greeks married?
- 3. Compare and contrast** Do you think the **roles** of men and women are different today? Explain.





### Reading Strategy

**Ask Questions** What was the **role** of women in ancient Greece? Look for the answer in the reading. Then ask a question of your own.

### Women's Role in the Home

4 Men **ruled** ancient Greek society. They were **citizens** and could take part in the government. Women could not. The woman's job was to marry, have children, and take care of the house. Although men ruled life in general, women ruled home life. The women raised the children, made the family's clothing, and managed the household.

### Communities

5 Ancient Greeks had a strong sense of community. People viewed their community as an extended family. Within the community people lived in single-family houses or apartment buildings. The ancient Greeks built their homes, public buildings, and temples around the *agora*, or town center. Every day people met in the *agora* and shopped for food or other goods there.

**ruled** controlled

**citizens** residents of a city or country, especially those with the right to vote

## After Reading 2

### Reading Comprehension Questions

#### Think and Discuss

1. **Recall facts** What toys did ancient Greek children play with?
2. **Describe** Describe the **role** of men in ancient Greek society.
3. **Analyze** How were the **roles** of men and women different?
4. **Relate your own experience to the reading** What are the **roles** in your family?
5. **Revisit the Reading Focus Questions** Go back to page 17 and discuss the questions.

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### Spelling

Words with the Same Pronunciation but Different Spellings

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### Writing Conventions

Contractions; Using parentheses

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### Connect Readings 1 and 2

You read two stories with the theme of family connections. These activities will help you make connections between the readings.

1. With a partner, use this chart to compare the two readings.

Reading title	What is the text genre?	Who is the reading about?	What is the purpose: to entertain or to inform?
<i>My Korean Name</i>			
<b>HOME LIFE IN ANCIENT GREECE</b>			

2. Work with a partner. Answer these questions. Share your answers with the class.
  - a. What **traditions** are passed on to younger people in each reading?
  - b. What is one **image** you remember from "My Korean Name"? What is one fact you remember from "Home Life in Ancient Greece"?
  - c. Do you have more in common with Won Chul or the children of ancient Greece? Explain.
3. **Revisit the Chapter Focus Question** How do families teach us about ourselves? Use examples from "My Korean Name" and "Home Life in Ancient Greece" to answer this question.

## After Readings 1 and 2

### ● Listening and Speaking

#### Role-play an Interview

You read about different family members in Readings 1 and 2. Role-play an interview with a character from “My Korean Name” or a member of an ancient Greek family.

- Work with a partner.
  - Choose a character or person Reading 1 or Reading 2.
  - Decide which partner will be the INTERVIEWER. The other partner will be the CHARACTER or PERSON.
- Prepare for the interview.
  - INTERVIEWER: Write at least five questions to ask. Look at the **Phrases for Conversation** for help.
  - CHARACTER/PERSON: Look for information about the character or person in the reading. Look for facts and examples that help you understand him or her.
- Perform the interview for your class.
  - INTERVIEWER: Remember to look at your partner as you ask questions. Make sure your partner understands your questions.
  - CHARACTER/PERSON: Answer each question the way the character or person in the reading might answer it. Use information from the reading, or create an answer based on what you know.
- Discuss the interviews with your class.
  - Did the interview help you understand the character or person better?
  - Did the interviewer ask interesting questions?
  - Did the character or person seem real?



#### Phrases for Conversation

##### Asking Questions

**Who** (are the people in your family)?

**Where** (do you live)?

**When** (do you study)?

**What** (do you like to do after school)?

**Why** (do you like to do this)?

**How** (do you learn new words)?

### ● Reading Fluency

#### Choral Reading

When you listen to someone read fluently, you learn how to be a more fluent reader.

- Your teacher will read a paragraph from a reading in this chapter. Follow along silently as your teacher reads. Pay attention to your teacher’s pacing (speed), expression, and intonation (level and sound of voice).
- Your teacher will read the paragraph again.
  - Read aloud with your teacher and the class.
  - Try to use your teacher’s pacing, expression, and intonation.

### ● Vocabulary Development

#### Suffixes: -y, -ful, -al

A **suffix** is a letter or a group of letters added to the end of a root word. A suffix changes the meaning of the root word.

Some suffixes make nouns into adjectives. A **noun** is a word that names a person, place, or thing. An **adjective** is a word that describes a noun.

Root Word (Noun)	+ Suffix	Adjective
dust	-y	dusty
color	-ful	colorful
tradition	-al	traditional

- Copy the chart. Look at each adjective. Write its root word. Then write the suffix.

Adjective	Root Word	Suffix
1. rainy	rain	-y
2. leaky		
3. careful		
4. helpful		
5. musical		
6. educational		

- Write a sentence for each word in the chart. Read your sentences to a partner.

I always carry an umbrella on rainy days.

#### ✓ Checkpoint

- What is a suffix?
- Give an example of a word ending with the suffix **-ful**.

## After Readings 1 and 2

### Grammar

#### The Simple Present Tense of *be*

Use the simple present tense of **be** to:

1. identify something or someone     She **is** a teacher.
2. describe     The trees **are** tall.
3. talk about location     I **am** in the library.
4. talk about origin     You **are** from Haiti.
5. talk about age     I **am** 17 years old.

#### The Simple Present Tense of *be*

subject	<i>be</i>	
I	<b>am</b>	in class now.
He / She / It	<b>is</b>	
You / We / They	<b>are</b>	

#### Contractions

I am = I'm  
 he is = he's  
 she is = she's  
 it is = it's  
 you are = you're  
 we are = we're

**Practice the Grammar** Copy the paragraph. Fill in each space with the correct form of the simple present tense of **be**.

"My Korean Name" (1) \_\_\_\_\_ an interesting story. It (2) \_\_\_\_\_ about a boy and his grandfather. The boy (3) \_\_\_\_\_ Korean-American. His grandfather (4) \_\_\_\_\_ from Korea. They (5) \_\_\_\_\_ very different. However, they (6) \_\_\_\_\_ part of the same culture.

My grandmother and I (7) \_\_\_\_\_ very different, too. I (8) \_\_\_\_\_ Mexican-American. My grandmother (9) \_\_\_\_\_ from Mexico. I (10) \_\_\_\_\_ 16 years old. She (11) \_\_\_\_\_ 70. However, we (12) \_\_\_\_\_ good friends.

#### Use the Grammar Independently

1. Answer these questions with complete sentences.
  - a. How old are you?     c. Where are you now?
  - b. Where are you from?
2. Share your sentences with a partner. Tell the class about you and your partner.

I am 14 years old. Matine is 13 years old.



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### Grammar

#### The Present Progressive Tense

Use the **present progressive tense** to talk about something that is happening right now.

#### Present Progressive Tense

subject	<i>be</i>	verb + <i>ing</i>
I	<b>am</b>	eating.
He / She / It	<b>is</b>	
You / We / They	<b>are</b>	

#### Notes

1. The present progressive is formed with the simple present tense of **be** and a verb with an **-ing** ending.
2. See page 400 to find spelling rules for present progressive verbs.
3. Some verbs are not usually used in the present progressive tense. These verbs include: *hear, know, like, need, remember, see, taste, and want.*

**Practice the Grammar** Copy the paragraph. Fill in each space with the correct form of the present progressive.

In this unit, we (learn) are learning about families. We (1. read) \_\_\_\_\_ stories and informational texts. We (2. learn) \_\_\_\_\_ to **visualize**, too. Right now, I (3. think) \_\_\_\_\_ about the story "My Korean Name." I (4. imagine) \_\_\_\_\_ the first scene between Won Chul and his grandfather. This is what I see in my mind: Won Chul (5. bring) \_\_\_\_\_ tea to his grandfather. His grandfather (6. draw) \_\_\_\_\_. The grandfather (7. take) \_\_\_\_\_ the tea from Won Chul. Now they (8. talk) \_\_\_\_\_.

**Use the Grammar Independently** Write five sentences about things happening in your classroom right now. Read your sentences to a partner.

My teacher is writing on the board.



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#### Grammar Expansion

Yes/No Questions:  
Negative Statements



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#### Checkpoint

1. When do you use the **present progressive tense**?
2. Give an example of a sentence in the present progressive.

## After Readings 1 and 2

### ● Writing Assignment

#### Descriptive Writing: Write a Paragraph About a Place

Descriptive writing gives a detailed picture of a person, place, or thing.

#### Writing Suggestion

See **Milestones Handbook**, pages 393–433

#### Writing Prompt

Think of your favorite place or a place you visited recently. **Visualize** yourself there. Write a descriptive paragraph about the place. Use adjectives and details to help readers imagine it. Use the present progressive tense to talk about what is happening there right now.

#### Write Your Descriptive Paragraph

1. Read the student model. It will help you understand the assignment.

#### Student Model

Martin Ortega

#### A Day at the Beach

I am imagining myself on a sunny beach. The beach is beautiful and warm. I am relaxing and listening to the big waves. Birds are flying over my head. Children are making castles in the sand. Happy families are playing in the ocean. My best friend and I are sitting on our beach towels. We are hungry. We are eating sandwiches and fruit. My friend is taking a bite of a cheese sandwich. Now he is making a face. There is sand in his sandwich! I am laughing! I am having fun at the beach.

2. Prewrite.
  - a. Choose a place to write about. You can write about:
    - the beach
    - a room in your home
    - another place
    - the market
    - a sporting event
  - b. Organize your ideas. Think about these questions and take notes.
    - What do you see in this place?
    - What is happening in this place?
    - What sounds do you hear in this place?
3. Write your paragraph. Name the place you are writing about in the first sentence of the paragraph. Include as much information and detail about the place as possible.
4. Revise. Reread your paragraph. Revise any ideas that are not clear or complete. Use the **editing and proofreading symbols** on page 419 to help you mark the changes you want to make.
5. Edit. Use the **Writing Checklist** to help you find problems and errors.
6. Read your paragraph to the class. Don't read the first sentence. See if your classmates can guess the place.

#### Writing Checklist

1. I used adjectives and details.
2. I indented my paragraph.
3. I capitalized the first word of each sentence.
4. I used the present tense of **be** correctly.
5. I used the present progressive tense correctly.

#### Writing Support

#### Spelling

##### Singular and Plural Nouns

**Singular nouns** name one person, place, or thing.

**Plural nouns** name two or more people, places, or things.

- Put an **-s** at the end of most singular nouns to make them plural.  
seagull / seagulls
- For nouns that end in **s, x, ch, or sh**, add **-es**.  
sandwich / sandwich**es**
- For nouns that end in a consonant + **y**, change **y** to **i** and add **-es**.  
family / famil**ies**
- For nouns that end in **f** or **fe**, change the **f** or **fe** to **-ves**.  
loaf / loaf**es**

**Apply** Check the plural nouns in your descriptive paragraph. Are they all spelled correctly?



How well did you understand this chapter? Try to answer the questions. If necessary, go back to the pages listed for a review.

Skills	Skills Assessment Questions	Pages to Review
Vocabulary from the Readings	What do these words mean? • <b>annoyed, scare, surprised, traditional, wise</b> • <b>belong, role, tradition</b>	6 16
Academic Vocabulary	What do these academic vocabulary words mean? • <b>image, visualize</b> • <b>conclusion, recognize</b>	7 14
Reading Strategies	How can <b>visualizing</b> help you understand a reading? Why is it good to <b>ask questions</b> when you read?	7 16
Text Genres	What is the text genre of "My Korean Name"? What is the text genre of "Home Life in Ancient Greece"?	8 17
Reading Comprehension	What is "My Korean Name" about? What is "Home Life in Ancient Greece" about?	15 21
Literary Element	What is <b>characterization</b> ? How does an author help readers understand a character?	15
Spelling	Write a sentence for each word: <b>to, too, two.</b>	21
Writing Conventions	Give the contractions for the following: <b>they are, I am, he is.</b>	21
Listening and Speaking	<b>Phrases for Conversation</b> What words can you use for asking questions?	22
Vocabulary Development	What is a <b>suffix</b> ? Give an example of a word with each of the following suffixes: <b>-y, -ful, -al.</b>	23
Grammar	When is the <b>simple present tense</b> of <b>be</b> used? Give an example of a simple present sentence with <b>be.</b>	24
	When is the <b>present progressive tense</b> used? Give an example of a present progressive sentence.	25
Writing Support: Spelling	Spell the <b>plural</b> form of these words: <b>book, bus, city, knife.</b>	27

## Assessment Practice

Read this descriptive passage. Then answer Questions 1 through 4.

### A Summer Visit

- <sup>1</sup> Every summer, my cousins come to visit us. Before they arrive, my sister and I have to clean our room. At first, I am always annoyed that I have to clean. Then my mother reminds me that my cousins are staying for two weeks. I imagine the fun we always have. I can see us in the park. We are playing soccer. At home, we are watching movies.
- <sup>2</sup> This year, my cousins arrive in the afternoon on the train. When Maya gets off the train, I am surprised to see how tall she is. She is one year younger than me, but now she is a lot taller. I feel short and a little shy as we walk home. When we arrive at our apartment, we first start cooking tamales, a traditional Mexican food. The heat from the stove curls our hair and makes our cheeks red. The chili peppers and onions burn our eyes. Maya and I cry and laugh at the same time. I feel warm inside. Is it the hot stove or the chili peppers? Maybe, but I think it is the warmth of family connections.

- 1** Read this sentence from paragraph 1.

At first, I am always annoyed that I have to clean.

What does **annoyed** mean?

- A happy
- B surprised
- C not happy
- D cold

- 2** Which question can you ask for paragraph 2?

- A Who cleans the room?
- B What do the cousins do first?
- C Where do they go to school?
- D When do they play soccer?

- 3** What words help you visualize the heat in the kitchen?

- A short and a little shy
- B curled our hair and made our cheeks red
- C cry and laugh
- D warmth of family connections

- 4** What is the main setting of this passage?

- A train station
- B kitchen
- C school
- D park



### Writing on Demand: Descriptive Paragraph

Write a brief description about a special event or occasion. Give general information about the setting. Include specific information that describes how things look, sound, feel, taste, and smell. Give details about what people are doing. (20 minutes)

### Writing Tip

Take your time! Read the writing prompt carefully. Take notes on important words in the prompt to help you understand it better.

**Text Genre**

**Short Story**

**Apply** Ask students to name familiar fairy tales, myths, or legends. Identify 2 or 3 that most students know. Retell the stories and ask questions about them using the Short Story chart. Have students complete the chart for each story.

**Meet the Author**

**Leonard Chang**

- **Explain author background** Leonard Chang studied at Dartmouth College, but left to work with the Peace Corps. Chang graduated from Harvard University with a degree in philosophy. He earned a master's of fine arts degree from the University of California at Irvine. His award-winning books have been translated into several languages. Chang teaches at Antioch University and continues to write.
- **Map skills** Ask students to find New York City and Irvine, California, on a map or globe.

**Reading Focus Questions**

- **Preview** Explain to students that they should think about the **Reading Focus Questions** as they read *My Korean Name*. They will revisit the questions after reading the selection.
- **Preteach vocabulary** Explain the words *relate* (connect to something) and *purpose* (reason for doing something). **Say:** *Snow relates to rain; it is frozen rain. The purpose of exercising is to stay healthy.*
- **Identify author purpose** **Ask:** *Why does an author write? To entertain or to inform the reader? What are other purposes for writing?* (short story: to entertain; poem: to express feelings; newspaper article: to inform; biography: to understand a person's life; table: to teach a lesson) *What does an author write to entertain the reader?* (short story, poem, etc.) *What does an author write to inform the reader?* (newspaper article, research report, how-to article, etc.) *What was Leonard Chang's purpose for writing My Korean Name?* (to entertain)

**Sample Answers**

1. The reading is about the relationship between a boy and his grandfather.
2. to tell his grandfather's story and to entertain
3. Sample answer: It is very important to learn about family history and culture. Learning about family history helps you appreciate the your ancestors' abilities, talents, and efforts. Learning about the culture helps you understand your ancestors better connects you to your heritage.

**Before Reading 1**

**Text Genre**

**Short Story**

"My Korean Name" is a **short story**. A short story is a form of **fiction**—stories that are not true. The purpose, or reason, for reading a short story is for enjoyment.

A short story has the features below. Look for these features as you read "My Korean Name."

Short Story	
characters	people in a story
setting	where the story happens
plot	events in a story that happen in a certain order
theme	the meaning or message of the story



**Meet the Author**

**Leonard Chang** was born in New York City. His parents were from Seoul, South Korea. Chang was a quiet, shy child. He liked to read at his local library. When Chang was older, he traveled to his parents' homeland. He wanted to learn about the language and culture of Korea. Today, Chang lives in California. He is a writer and teacher.

**Reading Focus Questions**

As you read, think about these questions.

1. How does the reading relate to the theme of "family connections"?
2. What do you think was the author's purpose for writing "My Korean Name"?
3. Is it important to learn about family history and culture? Why?

**Checkpoint**  
What does **plot** mean?

**Differentiated Instruction • Text Genre**

**Scaffolding**

Help students think about identifying a purpose for reading. Draw a 2-column chart on the board. **Say:** *I know that you read every day. What do you read? Do you read books? Textbooks? Bus schedules? Advertisements?* Fill in the first column with the different kinds of text students read. **Ask:** *Why do you read each of these things? What is the purpose of reading a book? A textbook? A bus schedule? An advertisement?* Record the students' answers in the second column. Sample answers: enjoyment/entertainment, prepare for an exam, gain information, verify existing knowledge.

**Extension**

Bring copies of the familiar stories students name in "Text Genre" (above). Divide the class into small groups and have students read the stories. Remind them to pay attention to the features of the stories they read. Draw a 5-column table on the board. Fill in the titles of the stories in the first column. Label columns 2–5 "Characters," "Setting," "Plot," and "Theme." Have students switch partners and retell the stories they read to their partners and point out the characters, setting, plot, and theme.

*My Korean Name*

by Leonard Chang

**Reading 1**

**Literature**

1. My grandfather left Korea to live with us in New York when he was almost eighty years old. My parents fixed up the **attic** so that he had his own room.
2. He wore **traditional** Korean clothes: shiny vests with gold buttons, and puffy pants that made his legs look fat even though he was really very skinny. He chewed on small dried fish **snacks** that smelled up everything. He coughed a lot.
3. My grandfather spoke **only** Korean, so I never understood what he was saying. He **scared** me. I had never seen anyone so old so close.
4. "Take this tea up to your **halabogee**," my mother told me soon after he had moved in.
5. "I don't want to," I said.
6. "He's your grandfather," she **scolded**. "Be nice to him."



**attic** room or space below the roof of a house  
**snacks** small amounts of food eaten between meals  
**halabogee** Korean word for grandfather  
**scolded** told someone in an angry way that he or she did something wrong

**Reading Strategy**

**Visualize** Imagine you are in the attic. What do you see? What do you smell? What do you hear? What words help you imagine these things?

**Reading Check**

1. **Recall facts** Where does the grandfather live?
2. **Recall facts** What language does the grandfather speak? What language does the boy speak?
3. **Explain** How does the boy feel? Why?

**Classroom Management**

**Question wait time** When asking a question, be conscious of the amount of time you give to students to answer the question. Wait up to 15 seconds for students to respond orally before rephrasing the question, offering a prompt, or calling on a student by name. Teachers usually only wait 1.5–3 seconds before intervening. English learners often need as much as five times that long to answer a question. The longer wait time allows students time to mentally translate words needed in their response and to lower their anxiety as they compose their responses.

**Contrastive Analysis**

**Adjective position** *My Korean Name* contains many descriptions using adjectives (for example, see paragraph 2). In Spanish, Haitian Creole, Hmong, Cambodian, and Vietnamese, adjectives are usually placed *after* the noun they describe. Remind students that English adjectives go *before* the noun they describe.

**Read the Selection**

- CD 1, Track 1 (optional)
- **Instructional Routine for Read the Selection** Page T38
- **TE p. TX T426: English-Spanish Cognates/False Cognates**
- **Teacher Resources: English-Spanish Cognates/false Cognates**

**Reading Fluency**

- **Instructional Routine for Reading Fluency** Page T40

**Rate buildup** Have students silently read as much as they can of page 9 in 1 minute. Ask them to count the number of words they read and record the number on their Rate Buildup Log. Have students repeat this activity three times. With each reading, students should read more words per minute.

- **Break-in reading** Ask a student to read aloud on page 9 as the others follow along silently. When another student wants to read aloud, he or she "breaks in" and reads along until the end of the sentence. The first reader stops, and the second reader continues until another student breaks in.
- **Grammar preview** In this chapter, students will practice the simple present tense of *be*. Point out the contracted form of *be* in paragraph 6. (He's your grandfather.)
- **Writing convention preview** Students will practice contractions on Workbook page 11. Point out *don't* in paragraph 5. Explain that *don't* is a contracted form of *do not*.

**Reading Strategy**

**Visualize**

**Preteach vocabulary** Explain that an *attic* is a room at the top of a house. Show pictures of attics or draw a picture on the board.

**Reading Strategy Sample Answers**

I see the grandfather in puffy pants and a vest. I smell fish and hear coughing. The words that help me imagine this are *puffy pants*, *shiny vests*, and *coughed a lot*.

**Reading Check Answers**

1. The grandfather lives with the boy's family in New York.
2. The grandfather speaks Korean (and a little English). The boy speaks English.
3. He feels scared. He doesn't understand his grandfather.

# “Apply & Extend” sections complete each unit with workshops and activities perfect for portfolio assessment.

Projects offer opportunities to apply skills in various formats including oral communication, writing, and Internet-based research.

“Apply & Extend” features included in every unit:

- Listening & Speaking Workshop
- Media Workshop
- Writing Workshop
- Project
- Independent Reading

Student writing models provide students with a visual of what their finished assignment should look like.

**UNIT 1 Apply & Extend**

**Writing Workshop**  
**Descriptive Essay**  
 In a descriptive essay, you describe a person, place, or thing. You use words and details that help readers visualize what you are describing.

**Writing Prompt**  
 Write a descriptive essay about someone important to you. This could be a family member, a friend, a teacher, or a neighbor. Describe the person. What makes this person special? Use descriptive words (adjectives) and details that will help readers “see” the person in their mind.

**PREWRITE**

1. Read the student model on the next page. It will help you understand how to write a descriptive essay.
2. Think about these questions. Take notes on your ideas.
  - a. Who will you write about?
  - b. What are some of this person’s physical traits?
  - c. What are some of the person’s personality traits?
  - d. Why is this person special?

**WRITE A DRAFT**

1. The first paragraph of the essay is the **introduction**. It tells what the essay is about. In the first sentence, tell who the person is and why he or she is important to you. This is the **topic sentence** of the paragraph. It tells the most important idea of the paragraph.
2. Next, write the **body** of the essay. The body should have one or two paragraphs. In this part of the essay, write about the person’s physical and personality traits. Be sure to use adjectives and details to help readers “see” the person.
3. Write the **conclusion**. The **conclusion** is the last paragraph. Use different words to restate why this person is important to you.

**Student Model**

**Title** My Grandmother Diego Lopez

**Introduction**  
 My grandmother is the most important person in my life. She always gives me advice, love, and support. I look up to her because she is a very gentle person, but she is also very strong.

**Body**  
 I love my grandmother’s face. She has many deep wrinkles on her kind face. I think she is beautiful, especially when she smiles. She has a big, bright, happy smile. When she smiles, her soft, brown eyes light up. I also love how my grandmother smells. She uses lotion on her hands. The lotion smells like roses. Every time I smell roses, I think of my grandmother. I think of her warm, loving hugs. Although she is small, she gives big, strong hugs. Whenever I come to her house, she gives me one of these hugs. Then she makes me sweet, delicious hot chocolate. This is our tradition.

My grandmother is also a very strong person. My grandfather died many years ago. She lives alone and takes care of herself. When I have a problem, I always go to her. She is very wise and gives good advice. My grandmother can also be very strict. She wants me to get good grades and to be responsible. I always try my best because I want her to be proud of me.

My grandmother is a very important person to me. I can’t imagine life without her. Sometimes I worry that one day she will not be here. However, I know that my grandmother’s beautiful smile and her loving hugs will always be in my heart.

**Conclusion**

Step-by-step instructions for students offer guided support.

Independent Reading includes additional reading suggestions tied to the unit theme, including selections from the *Heinle Reading Library*, part of the *Milestones* series.

**UNIT 1 Apply & Extend**

**REVISION**

1. Review your essay. Make sure you used descriptive words and details. You may want to use a thesaurus to find words that will help readers visualize the text.
2. Exchange your essay with a partner. Ask your partner to use the **Peer Review Checklist** to review your essay. Your partner will point out errors and give suggestions for making your draft better.
3. Revise your draft. You may want to add or delete sentences. You may want to rearrange sentences to make your ideas clearer.
4. Use the **editing and proofreading symbols** on page 419 to help you mark the changes you want to make.

**EDIT**

1. Use the **Revising and Editing Checklist** to evaluate your essay.
2. Fix any errors in grammar, spelling, and punctuation.

**Peer Review Checklist**

1. There is a title.
2. The first paragraph says who the essay is about.
3. There are many details and descriptions in the essay.
4. The essay helps me “see” the person.
5. The essay would be better if \_\_\_\_\_.

**Revising and Editing Checklist**

1. My topic sentence states the main idea.
2. I included details and examples from the reading in the body.
3. I used different words to restate the main idea, or purpose, in the conclusion.
4. I used capital letters and punctuation correctly.
5. I used the verb **be** correctly.
6. I used the simple present tense correctly.

**PUBLISH**

1. Write your essay in your best handwriting. Be sure it is clear and easy to read. You can also use a computer. If you do, use the spell check and the grammar check.
2. Read your essay to the class. Read clearly and slowly enough so that everyone can understand you. Change the tone and expression of your voice to express the important ideas.

**Projects**

Choose one or more of the following projects to explore the theme of family connections further.

**PROJECT 1**  
**Write a Paragraph About a “Person of the Year”**

1. Choose a member of your family or a friend to win a “Person of the Year” award. For example, you might choose your grandmother for “Grandmother of the Year.”
2. Write a paragraph about why this person deserves the award. Describe the person. Give examples of things the person does.
3. Read your paragraph to the class. Answer any questions your classmates may have about the person.

**PROJECT 2**  
**Interview a Family Member About Your Family History**

1. Interview a member of your family to find out about your family’s history. Ask questions like:
  - Where are you from?
  - What is that place like?
  - Are any family members still there?
  - Are there traits shared by many members of our family?
  - Can you tell me any interesting family stories?
2. Take notes on important information.
3. Report back to your class on the interview.

**PROJECT 3**  
**Use the Internet to Learn About a Famous Family**

1. Choose a famous family such as the American Kennedy family, the Italian Medici family, or the Japanese royal family.
2. Type the family name into an Internet search engine.
3. Take notes on important information you learn.
4. Share your findings with a classmate.

President John F. Kennedy and his family

Checklists provide opportunities for self and peer assessment.

Milestones to Achievement informally assesses skills and standards mastery while introducing students to question types and formats found in state exams—including timed writing.

**UNIT 1 Apply & Extend**

**Independent Reading**  
 Explore the theme of family connections further by reading one or more of these books.

**Pride of Puerto Rico: The Life of Roberto Clemente** by Robert Paul Walker, Odyssey Classics, 1991.  
 This is the story of Roberto Clemente, an all-time great baseball player. The story begins with Clemente’s childhood in Puerto Rico. Then it tells about Clemente’s years in the major league, the prejudices he faced, and the ways he helped young people in his native Puerto Rico.

**In My Family/En mi familia** by Carmen Lomas Garza, Children’s Book Press, 2000.  
 Lomas uses colorful paintings and brief narratives to share her childhood memories of growing up in a loving family within a traditional Mexican-American community.

**Under the Royal Palms: A Childhood Growing Up in Cuba** by Alma Flor Ada, Atheneum, 1998.  
 In these ten stories, the author tells of growing up in Cuba in the 1940s. The author’s family lived with aunts, uncles, and cousins in a large, shared family home. The stories focus on the importance of extended family, and are filled with humor and wisdom. The book has black-and-white photographs of the author and her family.

**Kira-Kira** by Cynthia Kadohata, Aladdin, 2006.  
 The Takeshima family moves to Georgia in the 1950s. This Japanese-American family faces many problems there, including poverty, sickness, and prejudice. Despite their struggles, the Takeshimas find a way to create a loving home.

**Child of the Owl** by Laurence Yep, Laurel Leaf, 2001.  
 This story is about a young boy who is adopted by an American family.

**Heinle Reading Library**  
*Pollyanna* by Eleanor H. Porter  
 In a specially adapted version by Mariana Laighton  
*Pollyanna* is all alone in the world, except for her Aunt Polly. But Aunt Polly doesn’t understand children. Will she ever understand her niece?

**Milestones to Achievement**

**Writing: Revise and Edit**  
 Read this rough draft of a student’s descriptive paragraph, which may contain errors.

**An Afternoon with My Brother**

(1) My friends are going to the mall. (2) I want to go with them. (3) Instead I am watching my brother run around the house. (4) He is yelling loudly. (5) He is pretending to be a fire engine. (6) I decide to play with him. (7) I say, “Help! My cat is stuck in a tree.” (8) My brother rushes over. (9) I point to the sofa. (10) He climbs on the sofa. (11) He saves my toy cat. (12) I clap my hand. (13) “Thank you, Mr. Firefighter,” I say. (14) My brother looks proud. (15) He also looks hot and thirsty. (16) I suggest we get a snack. (17) I pour us some apple juice. (18) Then I cut sandwiches in the shape of fire engines. (19) My brother is happy. (20) He jumps up and down. (21) I smile. (22) I am happy, too. (23) Today was nice after all.

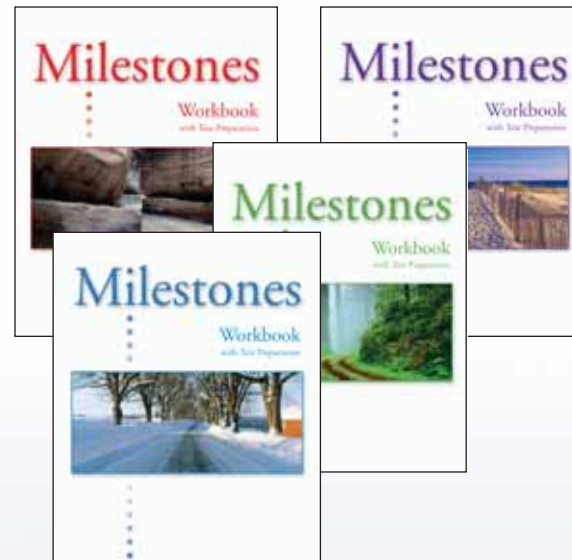
1. Which topic sentence should you insert before sentence 1?
  - A. Today, I babysit my little brother.
  - B. Today, I babysit my little brother.
  - C. Today, I am babysitting my little brother.
  - D. Today, I am babysit my little brother.
2. How can you change sentence 12 to correct it?
  - A. I clap my hand.
3. Which sentence can you add before sentence 14?
  - A. “You are my proud!”
  - B. “You are my ancestor!”
  - C. “You are my wise!”
  - D. “You are my hero!”
4. Which change will make sentence 23 more interesting?
  - A. Today was great after all.

# Milestones Workbook with Test Preparation

Provides expansion activities for skills introduced in the Student Edition as well as preparation for standardized exams.

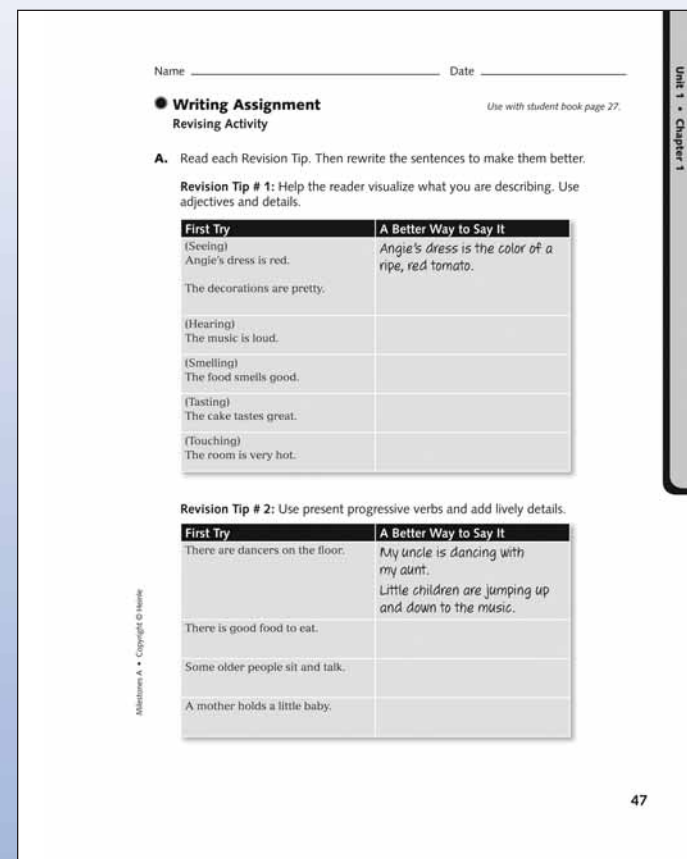
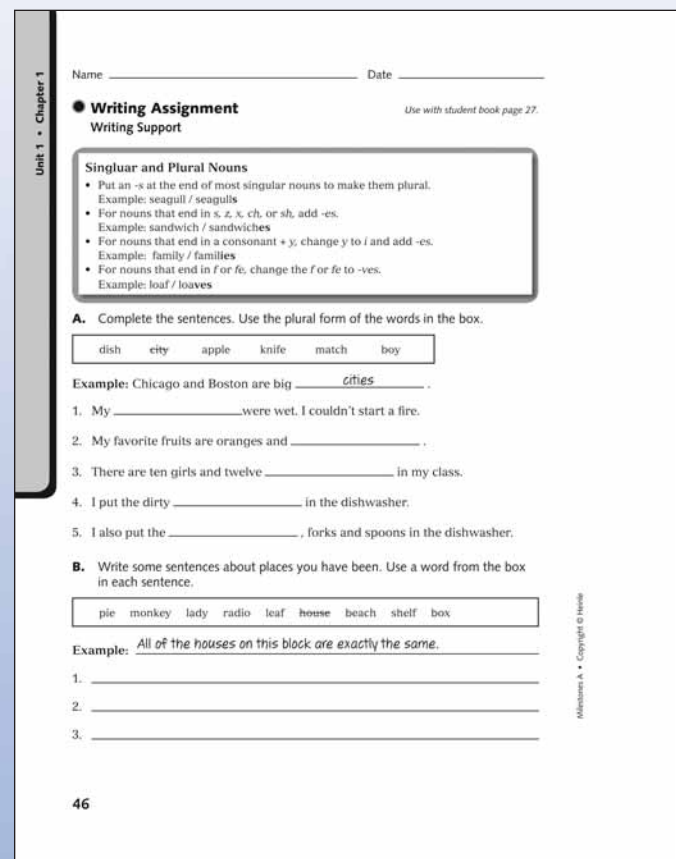
## Activities include:

- Vocabulary development
- Reading strategies
- Reading comprehension
- Spelling
- Writing: conventions, skills, support, and assignments
- Grammar
- Test-taking tips
- Practice tests modeled after state exams



# Milestones has everything you need for student success and teacher support!

Component list	Introductory	Book A	Book B	Book C
Student Edition	•	•	•	•
Teacher's Edition	•	•	•	•
Workbook with Test Preparation	•	•	•	•
Audio Program	•	•	•	•
Assessment Book	•	•	•	•
Teacher's Resource CD-ROM	•	•	•	•
Independent Practice CD-ROM	•	•	•	•
Phonics and Intervention Kit	•	•	•	•
Graphic Reader Blackline Master Companion	•	•	•	•
MilestonesTracker	•	•	•	•
Milestones Online Professional Development	•	•	•	•
Milestones Reading Library:	•	•	•	•
<i>Milestones Reading Library includes the following titles (by level):</i>				
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Milestones program authors and advisors provide the scientific research base needed for today's classrooms.

# Milestones



**Neil Anderson, Ph.D.**  
Program Author and  
Reading Advisor

Brigham Young University:  
Department of Linguistics



**Jennifer Trujillo, Ph.D.**  
Program Author and  
Multicultural Strategies Advisor

Fort Lewis College:  
Teacher Education Department



**Jill Korey O'Sullivan**  
Program Author

Educator and Consultant

*Vocabulary Advisor—*

**Dr. Robert Marzano**, Marzano & Associates,  
Cardinal Strich University

*Assessment Advisor—*

**Anne Katz, Ph.D.**, Educator and Consultant

*Differentiated Instruction Advisor—*

**Keith Lenz, Ph.D.**, University of Kansas

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