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

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

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

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

**Reading at the Right Level**

<table>
<thead>
<tr>
<th>Grades 1–3</th>
<th>Grades 3–5</th>
<th>Grades 5–7</th>
<th>Grades 7–9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals</td>
<td>Level A</td>
<td>Level B</td>
<td>Level C</td>
</tr>
<tr>
<td>Beginning</td>
<td>Intermediate</td>
<td>Advanced</td>
<td></td>
</tr>
</tbody>
</table>

**Language Development for English Learners**
Students value the power of reading and writing in their lives

They are motivated to read widely

They experience what it means to be capable and confident

They achieve success on exit exams

They focus on graduation and a promising future.

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

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

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

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

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

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

Highly Engaging Essential Questions Drive Each Unit

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

—Albert Einstein

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

—Oprah Winfrey

Quotations Provoke Lively Discussion
The Essential Question

Plays a Pivotal Role Throughout the Unit

Is something frightening?

How do people challenge expectations?

How do families affect us?

How can knowledge open doors?

What influences how you act?

Essential Questions

UNIT 1

ESSENTIAL QUESTION:

What Influences a Person’s Choices?

Study the Facts

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

<table>
<thead>
<tr>
<th>Teen Choices</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school students who participate in sports**</td>
<td>32%</td>
<td>45%</td>
</tr>
<tr>
<td>High school students who said they had carried a weapon in the past 30 days**</td>
<td>2%</td>
<td>23%</td>
</tr>
<tr>
<td>High school students who said they had registered and voted*</td>
<td>21%</td>
<td>27%</td>
</tr>
<tr>
<td>High school students who said they had driven after drinking alcohol in the past 30 days**</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>High school students who said they had taken part in a physical fight in the past 32 months**</td>
<td>26%</td>
<td>41%</td>
</tr>
<tr>
<td>High school seniors who participated each month in community affairs or volunteer work***</td>
<td>3%</td>
<td>28%</td>
</tr>
</tbody>
</table>


Analyze and Debate

1. According to the data, young men and young women seem to be making different choices. What general statements can you make about these differences? What might influence a young man to behave differently from a young woman?

2. Which is the greatest influence on a person’s choices—family, friends, culture, money, or wealth?

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

ESSENTIAL QUESTION

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

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

— Dr. Michael Smith, Program Author
Interactive Unit Projects

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

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

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

— Dr. Deborah Short, Program Author
Choice in Extended Reading

**Edge Leveled Libraries**, Levels A–C

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

Build Reading Power with the On-Page Coach

*Breaking Through* by Francisco Jiménez

**Introduction**

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

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

**Look Ahead**

How did Francisco and Roberto feel being without their family? Read pages 34–44 to find out.

**Before You Move On**

1. Summarize pages 25–20. What did the family have to do overseas the United States together?
2. Connections: Read pages 39–42. Why did Francisco’s father have to leave school?

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

**Before You Move On**

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

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

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

"Well, here we are, Punchito," Roberto said sadly. When he saw me choke up, he added, "Time will go by fast, you’ll see."

"Not fast enough," I said. We unpacked our boxes and went to bed. Neither one of us slept well that night.

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

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

See pages 38–40 for a complete list of Edge Library titles, authors, genres and Lexile® Levels.
Texts that Matter
A wide variety of classic and contemporary texts that students can and want to read.

**Variety of Topics**
Contemporary issues and timeless questions

**Variety of Authors**
Representing the diversity of the U.S. and the world

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

— Dr. Alfred Tatum, Program Author
SYSTEMATIC AND FOCUSED

Focus and Repetition

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

UNIT 1

CHOICES

ESSENTIAL QUESTION: What Influences a Person’s Choices?

Unit Launch: TV Talk Show

How to Read Short Stories: Plot, Characterization, Setting

- Plan and Monitor: Preview, Predict, Set a Purpose
  - The Good Samaritan: Literary Analysis: Plot
  - Don’t Go Gentle into That Good Expressway: SHORT STORY
  - The World Is in Their Hands: Nonfiction Text Features

- Plan and Monitor: Clarify Ideas
  - Thank You, M’am: Literary Analysis: Characterization
  - Juvenile Justice from Both Sides of the Bench: INTERVIEWS

- Plan and Monitor: Clarify Vocabulary
  - The Necklace: Literary Analysis: Setting
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Vocabulary Study
- Key Vocabulary: 8, 33, 38, 53
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Literature Organized in 3 Clusters Around the EQ

Cluster 1
- Rene Saldaña, Jr.
- Luis J. Rodriguez
- Eric Feil

Cluster 2
- Langston Hughes
- Janet Tobias and Michael Martin

Cluster 3
- Guy de Maupassant
- Farah Ahmed

Vocabulary, Grammar, and Writing in Every Unit

Single Literary and Reading Strategy Focus in Each Unit

Literary and Reading Strategy Focus Build Throughout the Unit
Scaffolded Instruction

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

Focus on 1 Literary Element and 1 Reading Strategy

Prepare to Read: Level B, page 39

Before Reading

Thank You, M’Am

short story by Langston Hughes

Characterization

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

Look into the Text

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

Hughes shows actions by what she is like.

How does Hughes show this impact of the boy?

Monitor Your Reading

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

How to Clarify Ideas

1. Read. If you are confused, go back to see if you missed something important.

Not Clear to You? I’m not sure why another didn’t stop to help the woman.

Reread: It was about eleven o’clock at night, dark, and she was walking alone.

2. Read On. Keep reading. The author can give more information later.

You think: The boy must have gotten hurt when he fell on his back.

Read On: A few sentences later you come to this.

“If I turn you loose, will you run?” asked the woman.

“You’re,” said the boy.

You think: The boy must be OK if he can run away.

Prepare to Read: Level B, page 50

Before Reading

Juvenile Justice

interviews by Janet Tobias and Michael Martin

Nonfiction Text Features

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

Look into the Text

Judge LaDoris Cordell

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

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

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

Monitor Your Reading

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

How to Clarify Ideas

1. Read Judge Cordell’s answer above.

2. Identify the main points in the text.

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

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

Prepare to Read: Level B, page 9
Specialized Strategies for Striving Readers

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

Demonstration Texts
Give “Pure” Examples of the Genre

Personal Connections
Build Competence

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

Short Stories

On the Bus

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

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

Catherine didn't really like James, though. They'd lived in the same neighborhood for years, yet they hardly seemed to recognize each other. And when he did, it was for all the wrong reasons. Once in eighth grade he saw her washing cars for a church fundraiser. He was walking past her church with a group of friends and he shouted, “Hey, everybody, look! That’s Little Miss Missionary.” Catherine didn’t mind people knowing that she was really religious because church was the most important thing in her life. It was just the way he had said it.

One day that first week James was doing more bragging than usual. He had just gotten the hottest new digital audio player. He came on the bus doing exaggerated dances and playing air guitar to songs he must have been hearing. Even the seniors in the back weren’t impressed, or at least they pretended to be. Stefanie, a kid who had a reputation as being a tough guy, asked James if he could hear a song. Jones handed him his player. Stefanie listened, nodded his head, and looked hard at James. “This thing is great. I’m glad I got one. Too bad you lost yours. You understand what I’m saying? Too bad you lost yours,” Jones slumped down in his seat.

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

Clear Goals for Reading

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

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

— Dr. David W. Moore, Program Author
...and English Language Learners

How to Read: Level B, pages 6–7

Unpack the Thinking Process

Characterization
Authors leave clues to let readers know what their characters are like. This is called characterization. For example, an author may include:
- describing words to tell what a character looks like
- dialogue to show how characters express themselves
- actions to show what a character does
- reactions of other characters to show the impact of a character’s actions.

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

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

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

<table>
<thead>
<tr>
<th>Prediction Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Notice</td>
</tr>
<tr>
<td>Title “On the Bus”</td>
</tr>
<tr>
<td>The first week of school</td>
</tr>
<tr>
<td>Catherine is new to public school</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Elements of Literature
- characterization: the techniques an author uses to show what the characters are like
- setting: the time and place of a story
- plot: the series of events that make up a story

“I Show, Not Tell” Approach to Instruction

As you read, keep track of your predictions. Good readers actively keep track of their thinking while they read. Think about whether your predictions are confirmed, or whether you need to revise them based on new information. If you find that you’re lost, take time to clarify, or get clear, so that you can keep reading. Here are just a few ways that you can get back on track:
- reread (or keep rereading—sometimes you just need to read a bit more to know what’s happening)
- slow down and read closely (or read faster—sometimes that helps)
- synonym, or say what’s happening in your own words

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

On the Bus

The first week of school was always a tough one for ninth-graders, at least for most ninth-graders. But not, it seemed, for James. James was a public high school student and soon found himself in the back of the bus. A spot was usually reserved for seniors and juniors. He talked with everyone on the bus and made friends with the other ninth-graders who shared a common interest in basketball. He quickly got to know the bus and his new classmates.

Think, Pair, Share
Answer these questions with a partner:
1. What else might Catherine have imagined? What do these new details tell you about the kind of person she is? Explain your answer.
2. Look back at your list of possible choices Catherine could make. Which one do you predict will be chosen next? How do you expect the story to change if she does that?

Academic Vocabulary
- characterize: to make clear and understandable, to get rid of confusion

Cooperative Learning
Fosters Engagement

Characterization
What clues do the author give to help you understand characters? Do they help you make predictions?
**Words that Matter—**

**Vocabulary Instruction at Its Best**

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

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

---

**Prepare to Read: Level B, page 38**

**What Influences a Person’s Choices?**

**Find out how circumstances affect choices.**

**Make a Connection**

**Anticipation Guide**

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

**Learn Key Vocabulary**

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

**Key Words**

- **circumstances** (sur-kum-stans-us) noun » pages 52, 56
- **commit** (ku-mit) verb » pages 42, 51
- **consequence** (kon-su-kwens) noun » pages 42, 49, 52
- **contact** (kon-takt) noun » page 44
- **empathy** (em-pu-thé) noun » pages 49, 51, 57, 59
- **juvenile** (joo-ú-nil) adjective; noun » pages 51, 56, 57
- **maturity** (mu-choor-u-të) noun » pages 52, 57
- **salvage** (sal-vuj) verb » page 52

**Examples**

- **circumstances** describe the situation a person is in. There are many circumstances that cause people to make bad choices.
- A person who **commit** a crime is the one who carries it out, or does it. She **committed** the crime of robbery.
- A **consequence** is something that happens as a result of another action. If you lie to a friend, you may have to face a **consequence**, like losing your friendship.
- When you are in **contact** with people or things, you connect with them in some way. I am still in **contact** with my friends from first grade.
- When you have **empathy** for people, you feel like you understand their problems, feelings, or behavior. I felt **empathy** for the lonely boy, and could feel his sadness.
- A **juvenile** is a young person. [adjective] The **juvenile** court is for people younger than eighteen.
- When people reach **maturity**, they are fully developed and have all the abilities of an adult. The girl’s serious and responsible actions showed **maturity**.
- To **salvage** is to save someone or something from destruction. I **salvaged** my friendship by telling my friend I was sorry.

---

**Strong Visual Support**

**Student Friendly Examples**

**Pronunciation and Part of Speech**

**Anticipation Guide**

- Agree or Disagree

- **Thank You, Mr.**
- **Juvenile Justice from Both Sides of the Bench**

- Everyone deserves a second chance.

- Have all the answers showed maturity.

- I am still in contact with my friends from first grade.

- I felt empathy for the lonely boy, and could feel his sadness.
## Prepare to Read

**Unit 1: Choice**

### Key Vocabulary

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

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Check Your Understanding</th>
<th>Deepen Your Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>circumstances</strong> (noun)</td>
<td>Meaning in my life: possible circumstances are:</td>
<td>Possible response: a loving family, supportive teachers.</td>
</tr>
<tr>
<td><strong>commit</strong> (verb)</td>
<td>You can commit yourself to a job you can't finish.</td>
<td>Possible response: stopping to help someone who is hurt.</td>
</tr>
<tr>
<td><strong>consequences</strong> (noun)</td>
<td>Possible consequences of breaking rules at school:</td>
<td>Possible response: privileges are taken away, detention, suspension, losing the respect of parents and teachers.</td>
</tr>
<tr>
<td><strong>contact</strong> (noun)</td>
<td>Sending a letter through the mail is the fastest way to get in contact with a person.</td>
<td>Possible response: telephone or a computer.</td>
</tr>
</tbody>
</table>

### Key Word Check

- **empathy** (noun)
- **juvenile** (noun)
- **maturity** (noun)
- **salvage** (verb)

**Check Your Understanding:**

1. Understanding a person’s feelings is an example of how a person shows empathy.
2. Juvenile people are considered mature and responsible.
3. Expecting someone else to fix your mistakes is an example of maturity.
4. Spreading rumors about a friend is a bad way to salvage a bad friendship.

**Deepen Your Understanding:**

1. A friend of mine showed empathy by [Provide example].
2. Teenagers are juvenile when they [Provide example].
3. I showed maturity when I [Provide example].
4. If I am doing poorly in class, I can salvage my grade by [Provide example].

### Write a Sentence

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

---

**Research in Action!**

Direct Teaching of Individual Words

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

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

— Dr. David W. Moore, Program Author
Postreading Activities Deepen Understanding

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

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

### Reflect and Assess: Level B, page 57

#### Critical Thinking

1. **Analyze** Complete the Anticipation Guide on page 58 again as if you were a character or person interviewed in the text. Defend your answers using ideas and quotations from the selections.

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

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

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

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

#### Writing

**Write About Literature**

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

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

#### Reading Fluency

**Practice Phrasing**: “Thank You, M’am”

Sweat popped out on the boy’s face and he began to struggle. Mrs. Jones stopped, pulled him around in front of her, put a half dollar about his neck, and continued to drag him up the street. When she got to her door, she dropped the boy inside, down a hall, and into a large kitchen-trimmed room at the rear of the house. She switched on the light and left the door open. The boy could hear other women laughing and talking in the Range house. A few of those doors were open, too, so he knew he and the woman were not alone. The woman had him by the neck in the middle of her room.

She said, “What is your name?”

“Roger,” answered the boy.

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

---

**Reading Fluency**

**Reading Fluency Practice, continued**

- Meaningful repetition and multiple exposures to vocabulary
- Fluency building as a part of each day’s lesson
- Clear directions and explanations, with frequent use of graphic organizers and models.
Reflect and Assess: Level B, pages 58-59

Solid Writing Instruction
- Focus on a form
- Focus on a trait
- Write on-demand for tests

...and Extend Learning Across the Language Arts

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

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

**Before Reading**  Thank You, Ma’am

LITERARY ELEMENT: Characterization

Authors use characterization to show what a character is like.

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

**Look Into the Text**

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

<table>
<thead>
<tr>
<th>Type of Clue</th>
<th>Mrs. Jones</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical traits</td>
<td>large woman</td>
</tr>
<tr>
<td>words or thoughts</td>
<td>was probably angry</td>
</tr>
<tr>
<td>actions</td>
<td>kicked the boy and then picked him up and shook him</td>
</tr>
<tr>
<td>reactions of others</td>
<td>the boy was probably startled or frightened by her</td>
</tr>
</tbody>
</table>

B. Complete the sentence about Mrs. Jones’s character.

Mrs. Jones seems like a character who ___________.
Recent legislation in many U.S. states makes it easier to try, or judge, juvenile offenders in adult criminal court and not in juvenile court. As a result, more and more teen offenders are doing time alongside adults in prison.

Teens who are tried as adults can also receive longer sentences, or periods of punishment. Many people believe such punishment is a better fit for more serious crimes. They see this as more important than how old the person is.

Public opinion has changed over the last hundred years. In 1899, the first juvenile court was set up in Illinois. Then, most people believed juveniles were not as responsible for their actions as adults. Illinois wanted to protect each young person, even while it protected the public from crime. The goal of juvenile court was to help offenders make better choices about the future.

Today, however, many people believe that harsh punishment is the better way to stop teens from committing crimes in the future. To explore this topic, the Public Broadcasting System’s Frontline TV news team interviewed people from both sides of “the bench.”

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

In Other Words
Recent legislation: New laws
design: being punished
people from both sides of “the bench”
judge, who is on one side of the bench, or desk, and lawyer, who stand on the other side

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

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

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

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

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

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

GRAMMAR SKILLS PATH

6 Plural Nouns
7 Subject-Verb Agreement: Forms of Be
8 Subject-Verb Agreement: Action Verbs
Language & Grammar Lab, p. 21
9 Verbs with Compound Subjects
10 Review: Subject-Verb Agreement

How Do You Know What Action Verb to Use?
Match it to the Subject.

- Action verbs tell what a subject does: run, jump, go.
- The subject is the person, place, thing, or idea that performs the action.

Try It:

A. Choose the best verb to complete the sentence.

B. Use the verb you choose to complete the second sentence.

What’s a Compound Subject?
It’s a Subject with Two or More Nouns.

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

1. Judges and lawyers make decisions in juvenile courts.
2. A juvenile and an adult are different.
3. A counselor or a psychologist helps young people.
4. The principal or the school needs help.
5. When a subject has two or more nouns joined by and or or, it is called a compound subject.

How Do You Know What Verb to Use?
Match it to the Subject.

- Subject-verb agreement: The subject and verb must agree in number.
- Subject-verb agreement: The subject and verb must agree in number.

Try It:

A. Tell what happens at the start of the story. Use he or he.

B. Write five different sentences about the same event. The first is done for you.

Try It:

A. Write three sentences to tell more about what Mrs. Jones does in the story. Use action verbs.

B. Match the subject to the action verb.

Try It:

A. What do the characters from “Thank You, Ma’am” do? Finish the sentences. Use action verbs. Possible responses:

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

A. Try with the correct form of the verb.

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

Language and Grammar Lab Transparencies: Level B
Take Grammar Instruction Even Further—Language & Grammar Lab

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

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

Specialized Grammar Instruction for ELLs

### LANGUAGE FUNCTION TRANSPARENCY

**Express Ideas and Opinions**

#### How to Express Ideas and Opinions

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

**Try It**

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

### LANGUAGE TRANSFER TRANSPARENCY

**Don’t Leave Out the Verb**

- The verbs *am*, *is*, and *are* are very useful. They often appear in sentences that give a description.
  - *I am* happy.
  - *Tim is* a great dancer.
- They also appear in sentences that tell where someone or something is.
  - *We are* at the dance.
  - *A band is* on the stage.
- Sentences like these need the verbs to be complete.

**Avoid these problems:**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>The music loud.</td>
<td>The music is loud.</td>
</tr>
<tr>
<td>Decorations on the walls.</td>
<td>Decorations are on the walls.</td>
</tr>
</tbody>
</table>

**Try It**

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Rest of Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dance</td>
<td>am</td>
<td>fun at school.</td>
</tr>
<tr>
<td>Tim</td>
<td>is</td>
<td>thirsty at our table.</td>
</tr>
<tr>
<td>My friends</td>
<td>is</td>
<td>awesome.</td>
</tr>
<tr>
<td>The teachers</td>
<td>are</td>
<td></td>
</tr>
</tbody>
</table>

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

Language and Grammar Lab Transparencies: Level B
Scaffolded Writing Instruction

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

<table>
<thead>
<tr>
<th>WRITING MODES</th>
<th>TRAITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Essay</td>
<td>Focus and Unity</td>
</tr>
<tr>
<td>Autobiography</td>
<td>Voice and Style</td>
</tr>
<tr>
<td>Position Paper</td>
<td>Development of Ideas</td>
</tr>
<tr>
<td>Research Report</td>
<td>Organization</td>
</tr>
<tr>
<td>Literary Research Report</td>
<td>Written Conventions</td>
</tr>
<tr>
<td>Persuasive Essay</td>
<td></td>
</tr>
<tr>
<td>Literary Analysis</td>
<td></td>
</tr>
<tr>
<td>Short Story</td>
<td></td>
</tr>
</tbody>
</table>

**Writing Mode**

**Persuasive**

**Writing Trait Focus**

**Focus and Unity**

**Writing Portfolio**

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

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

Connect Writing to Your Life

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

Understand the Form

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

1. Argument
2. Reasons
3. Evidence
4. Counterarguments
5. Rebuttal
6. Call to Action

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

Organize Your Reasons

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

Finish Your Writing Plan

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

Clear Goals and Expectations

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

- Brainstorm a list of ideas on a topic you feel strong about.
- Axis the list down on an essay and supporting evidence.
- Support your points with statistics and facts.
- Argue for your position.
- Be sure to answer the question.
- Use evidence to support your argument.

Personal Connections

Build Competence

Personnel and Student Models

Professional and Student Models

Graphic Organizers

Scaffold Instruction

Step-by-Step Instruction

Writing Plan

Topic:

Argument:

Reasons:

Evidence:

Counterarguments:

Rebuttal:

Call to Action:

Analyse a Professional Model

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

Say “Yes” to Year-Round Schooling

By Dimitrius Washington

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

One benefit of year-round schooling is that it will help keep the buildings in better condition in the winter. It’s also less expensive. A school build for 1,000 students can accommodate 1,300. All our schools have to do is stagger students’ schedules so that at any given time, one group of students is on vacation.

The new scheduling plan will allow for new options. By making more efficient use of the buildings we have, we won’t have to pay to build additions or new schools. Moreover, we won’t be paying to maintain a mostly empty building over the summer.

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

Note that change takes people several weeks to get used to and that some families may feel uncomfortable with year-round schooling. You can think that your kids would have three weeks off. But that has not been the case at schools that have adopted this plan. Kids say it’s easier to work hard for nine weeks at a time rather than three straight months. And they say it’s easier to keep in touch with friends over shorter breaks.

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

Prewrite

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

Choose Your Topic

Try these activities to help that and choose a topic:

- Think of a current issue in the world.
- Pick an issue that is important to you.
- Ask friends and family members what they think about.
- Brainstorm a list of topics that are currently on the Web.
- Ask a teacher what topics to write about.

Clarify the Audience, Controlling Idea, and Purpose

Who are your readers? What background do they need to understand your topic? What opinion do they already have? List some ideas.

Then, write your argument, or topic? What opinions do they already have? List some ideas.

Develop Reasons and Gather Evidence

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

- Brainstorm a list of reasons why you think your argument is right.
- Interview other students to explore contrary beliefs. When students disagree, make notes on their counterarguments and reasons.
- Research the topic. Note anything that can be used as evidence.
Step-by-Step Writing Support

**Write a Draft**

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

**Tips for Persuasive Techniques**

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

- **Logical Appeal:** This technique involves the use of facts, statistics, and examples to support your argument. According to the Mesa Grande Police Department, only 3 percent of crime committed by teens last year took place after 10 p.m.

- **Emotional Appeal:** This technique involves evoking the audience's emotions. A teenager might not want to be out after 10 p.m., because she needs to do chores, do homework, or just get some good sleep.

- **Ethical Appeal:** This technique involves convincing the audience that you are fair, honest, and informed about the issues. I know that council members believe a curfew will help keep teens out of trouble. They want to protect the youth in the community, and that is a good goal. But based on the evidence, a curfew is not a good idea.

**Wrap Up Loose Ends**

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

Your Draft

When you are ready to write your first draft, think about your Writing Plan. Your draft is a rough draft. It is a draft. You might see “draft” in the title. In other words, your draft is not finished. It is a first draft of the essay. It is easy to rework it.

Reflect on Your Draft

When you finish the process of writing your first draft, what went smoothly? What went less smoothly? What went wrong? What went right? How could you improve the next time you write?

**Focus on One Writing Trait per Project**

Use the Rubric to Evaluate the Trait

Focus on the trait of writing you want to improve. Here are some ideas:

- **Focus and Unity:** Make sure your essay has a focus. Does your writing present one central idea or opinion? What evidence does your essay actually present? Is your evidence clear and easy to understand?

- **Focus and Unity:** Make sure your essay has a focus. Does your writing present one central idea or opinion? What evidence does your essay actually present? Is your evidence clear and easy to understand?

- **Focus and Unity:** Make sure your essay has a focus. Does your writing present one central idea or opinion? What evidence does your essay actually present? Is your evidence clear and easy to understand?

- **Focus and Unity:** Make sure your essay has a focus. Does your writing present one central idea or opinion? What evidence does your essay actually present? Is your evidence clear and easy to understand?

**Reflect on Your Draft**

Check the rubric for feedback. What did you do well? What did you do less well? What would you do differently next time?
Checklist Helps Students Improve Their Drafts

Revisit Your Draft

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

Revision Checklist

- In your draft, state the controlling idea. Check that it is clear and concise. If your draft lacks a clear controlling idea, use a different sentence or phrase to make the structure more logical.
- In your draft, try to support your argument. If your draft lacks enough evidence, provide more examples or information.
- In your draft, ensure the structure makes sense. If your draft lacks a logical order, rearrange the sentences or paragraphs to make the structure more logical.

2. Use Commas with Introductory Phrases and Clauses

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

3. Capitalize the Names of Days, Months, and Holidays

The names of days, months, and holidays are capitalized because they are proper nouns. They are common nouns.

4. Edit and Proofread Your Draft

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

5. Publish and Present

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

Alternative Presentations

Publish in a Newspaper

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

1. Find a Publication

Look for publications that accept short essays from readers. Your local paper or school paper might publish short essays from readers.

2. Check the Guidelines

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

3. Submit Your Work

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

Put a Debate

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

4. Adapt Your Essay

Simplify it so that two people can argue the points you've made. Further develop the objections people might make to your argument.

5. Class Debate

Present your opinion yourself. Ask a classmate to present the opposite argument. You will also have to prepare a rebuttal to the opposing argument.

6. Present the Debate

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

- Take notes while the opposing side is talking so you can address what has been said in your responses.

- Speak clearly so the audience and your opponent can understand you.

7. Reflect on Your Work

Think about the results you've had. What did you learn that you can do better next time?

Grammar, Usage, Mechanics, and Spelling

Traditional, Multimedia and Real-World Publication Ideas

Persuasive Essay 627

EOD \text{Unit 3 Writing Project}

Grammar, Usage, Mechanics, and Spelling

Traditional, Multimedia and Real-World Publication Ideas

Persuasive Essay 627

EOD \text{Unit 3 Writing Project}
Technology Supports Vocabulary, Fluency and Comprehension

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

### 3 Ways to Read Edge Selections

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

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

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

---

**Keeps Students Motivated**

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

Online Resources for Students

The Learning Edge for Students

• Learning resources: glossaries, selection summaries, rubrics, project planning tools, and more

• Students’ portal for e-Assessment (separate purchase), where students can take tests online and see test results to monitor their own progress

• Links to real-world Web sites with motivating activities related to reading selections


Interactive Student Book

• Highlighting, notetaking, and search tools

• Dynamic links to relevant content on the Web

• Glossaries and selection summaries in eight languages

• Professionally recorded audio, synchronized to text.
Online Resources for Teachers

The Teaching Edge for Teachers

- Save prep time with online lesson plans
- Immediate access to student test results with Grades-at-a-Glance

Online Lesson Planner

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

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

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

**ASSESS & PLACE**
Place into appropriate level of *Edge* based on reading level (Lexile®)

- **Fundamentals**
  - Reading Level: Grades 1–3
  - Lexile® BR–700

- **Level A**
  - Reading Level: Grades 3–5
  - Lexile® 500–950

- **Level B**
  - Reading Level: Grades 5–7
  - Lexile® 750–1075

- **Level C**
  - Reading Level: Grades 7–9
  - Lexile® 950–1150

**INSTRUCT**
Lessons teach Grades 9–10 standards with specialized strategies
- 7 Units per Level
- 3 Clusters per Unit

**PROGRESS MONITORING**
- Cluster Tests
- Reteach

**SUMMATIVE ASSESSMENT**
Unit Tests
- Reading and Literacy Analysis
- Grammar and Writing

**RETEACH & RETEST**
- Reteaching prescriptions for tested skills

**SUCCEED!**
## Assessment Tools

### Assessments Handbooks

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

### FORMAT

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

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*Lexile* is a measure of reading level.
Edge e-Assessment

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

Immediate Results

Scan and Score

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

OR

Online Testing

- Cluster Tests (shown)
- Unit Tests
**Graphic Reports Support Decision-Making**

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

**Group Report: Cluster Test Performance**

**Student Report: Cluster Test Performance**
Edge e-Assessment

Multiple Views of Student Performance

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

Unit Test Performance: Grammar and Writing Reports
Online Testing Option

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

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

### STUDENT COMPONENTS

<table>
<thead>
<tr>
<th>Edge Student Edition</th>
<th>Relevant, motivating literature at an appropriate reading level, explicit instruction, and useful handbooks in hardcover, CD-ROM and online versions. Seven units, each organized around an Essential Question, per book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edge Interactive Practice Book &amp; TAE</td>
<td>Full-color companion to the Student Edition with interactive selections and ample practice with vocabulary, reading, and literary analysis skills and strategies. Accompanying Annotated Teacher’s Edition provides answers and models of student responses.</td>
</tr>
<tr>
<td>Grammar and Writing Practice Book &amp; TAE</td>
<td>Ample practice for the extensive and systematic grammar instruction. At the Fundamentals level, this practice is built into the main practice book.</td>
</tr>
<tr>
<td>Edge Online Coach</td>
<td>Software that allows students to read literature silently, listen to fluent reading, and practice oral reading fluency—all with built-in comprehension, vocabulary, and fluency supports.</td>
</tr>
<tr>
<td>Edge Library Collections A-C</td>
<td>Three books per unit—at three different reading levels—provide student choice and exploration of the Essential Question. A downloadable Teacher’s Guide and Student Journal accompanies each title.</td>
</tr>
<tr>
<td>Selection Readings &amp; Fluency Models</td>
<td>Professional audio recordings of the Student Edition selections for listening comprehension, as well as fluency models to develop students’ prosody, pronunciation, accuracy, and rate.</td>
</tr>
</tbody>
</table>

### TEACHING TOOLS

<table>
<thead>
<tr>
<th>Teacher’s Editions</th>
<th>Complete resource for planning instruction and assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Writing Transparencies</td>
<td>Instructional transparencies to develop strategic reading and writing.</td>
</tr>
</tbody>
</table>
LANGUAGE AND GRAMMAR LAB

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

ASSESSMENTS

Placement Test & Reading Level Gains Tests

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

Assessments Handbook

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

Unit Tests & Teacher’s Guides

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

Edge e-Assessment

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

ONLINE RESOURCES

The Learning Edge

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

The Teaching Edge

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

The Teaching Edge Plus

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

PROFESSIONAL DEVELOPMENT

The Teaching Edge

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

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

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

### Easiest to read

| Unit 1: Think Again | Mysteries of Sherlock Holmes | Sir Arthur Conan Doyle
Adapted by Judith Conaway | Short Stories 370L |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Unit 2: Family Matters</td>
<td>Jane Eyre</td>
<td>Charlotte Brontë</td>
</tr>
<tr>
<td></td>
<td>Classic Fiction 540L</td>
<td></td>
</tr>
</tbody>
</table>
| Unit 3: True Self | Dr. Jekyll and Mr. Hyde | Robert Louis Stevenson
Adapted by Kate McMullan |
|                     | Adapted Classic 280L |
| Unit 4: Give & Take | Of Sound Mind | Jean Ferris |
|                     | Contemporary Fiction 730L |
| Unit 5: Fair Play | Dracula | Bram Stoker |
|                     | Classic Fiction 290L |
| Unit 6: Coming of Age | Crazy Loco | David Rice |
|                     | Short Stories 830L |
| Unit 7: Making Impressions | The Code | Mawi Asgedom |
|                     | Expository Nonfiction 850L |

### Most challenging

| Unit 1: Think Again | Facing the Lion | Joseph Lemasolai Lekuton |
|                     | Autobiography 720L |
| Unit 2: Family Matters | Finding Miracles | Julia Alvarez |
|                     | Contemporary Fiction 770L |
| Unit 3: True Self | Stargirl | Jerry Spinelli |
|                     | Contemporary Fiction 590L |
| Unit 4: Give & Take | The Ch’i-lin Purse | Linda Fang |
|                     | Folk Tales 790L |
| Unit 5: Fair Play | Emako Blue | Brenda Woods |
|                     | Contemporary Fiction 600L |
| Unit 6: Coming of Age | Thura’s Diary: My Life in Wartime Iraq | Thura Al-Windawi |
|                     | Autobiography 990L |
| Unit 7: Making Impressions | The Friends | Rosa Guy |
|                     | Classic Fiction 730L |

### Correlated to Edge Level A Themes and Skills

#### Unit 1: Think Again
- Mysteries of Sherlock Holmes
- Facing the Lion

#### Unit 2: Family Matters
- Jane Eyre
- Finding Miracles

#### Unit 3: True Self
- Dr. Jekyll and Mr. Hyde
- Stargirl

#### Unit 4: Give & Take
- Of Sound Mind
- The Ch’i-lin Purse

#### Unit 5: Fair Play
- Dracula
- Emako Blue

#### Unit 6: Coming of Age
- Crazy Loco
- Thura’s Diary: My Life in Wartime Iraq

#### Unit 7: Making Impressions
- The Code
- The Friends

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*Correlated to Edge Level A Themes and Skills*
**Edge Library Collection B**

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

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

### Unit 1: Choices

- **Easiest to read**
  - The Trojan Horse
    - Justine and Ron Fontes
    - *Graphic Novel* 550L
  - Hole in My Life
    - Jack Gantos
    - *Autobiography* 840L

- **Most challenging**
  - Breaking Through
    - Francisco Jiménez
    - *Autobiography* 750L

### Unit 2: The Art of Expression

- **Easiest to read**
  - Hercules
    - Paul Stonie
    - *Graphic Novel* 540L

- **Most challenging**
  - September 11, 2001: Attack on New York City
    - Wilborn Hampton
    - *Journalistic* 1060L

### Unit 3: The Hero Within

- **Easiest to read**
  - The Outsiders
    - S.E. Hinton
    - *Classic Fiction* 750L

- **Most challenging**
  - Parrot in the Oven: Mi Vida
    - Victor Martínez
    - *Contemporary Fiction* 1000L

### Unit 4: Opening Doors

- **Easiest to read**
  - The Afterlife
    - Gary Soto
    - *Contemporary Fiction* 801L

- **Most challenging**
  - Dr. Jenner and the Speckled Monster
    - Albert Marrin
    - *Expository Nonfiction* 990L

### Unit 5: Fear This!

- **Easiest to read**
  - Keeper
    - Mal Peet
    - *Contemporary Fiction* 780L

- **Most challenging**
  - Warriors Don’t Cry
    - Melba Patillo Beals
    - *Autobiography* 1000L

### Unit 6: Are You Buying It?

- **Easiest to read**
  - Romiette and Julio
    - Sharon M. Draper
    - *Contemporary Fiction* 610L

- **Most challenging**
  - The Other Side of the Sky
    - Farah Ahmedi with Tamin Ansary
    - *Contemporary Fiction* 610L

### Unit 7: Where We Belong

- **Easiest to read**
  - A Raisin in the Sun
    - Lorraine Hansberry
    - *Drama* NP

- **Most challenging**
  - Picture Bride
    - Yoshiko Uchida
    - *Historical Fiction* 970L
Edge Library Collection C
7th–9th Grade Reading Levels (Lexile® Levels noted.)

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

Stuck in Neutral
Terry Treuman
Graphic Classic
820L

Necessary Roughness
Marie G. Lee
Contemporary Fiction
750L

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

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

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

The Wave
Todd Strasser
Contemporary Fiction
770L

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

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

Code Talker
Joseph Bruchac
Historical Fiction
910L

We Shall Overcome
Reggie Finlayson
Expository Nonfiction
980L

Animal Farm
George Orwell
Classic Fiction
1170L

The House of Dies Drear
Virginia Hamilton
Classic Fiction
670L

Speak
Laurne Halse Anderson
Contemporary Fiction
680L

Dying to Cross
Jorge Ramos
Journalistic Nonfiction
1050L

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

Monster
Walter Dean Myers
Contemporary Fiction
680L

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

Hoop Dreams
Ben Joravsky
Biography
800L

Down Gareapata Road
Anne Estevis
Short Stories
810L

Othello
Julius Lester
Classic Fiction
770L
Professional Development
Improves Student Achievement!

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

**Professional Development Courses:**

- Develop highly-qualified literacy coaches and teachers
- Deliver research-based instructional strategies
- Tailor sessions to meet individual district or school needs
- Include FREE instructional materials.

View a sample lesson from the *Edge in Action!*
Professional Development Website at <NGSP.com/pd>

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

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1. **The Foundations of Adolescent Literacy**
   - Presents teachers, literacy coaches, and administrators with the foundational knowledge related to research-based adolescent literacy instruction.

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

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

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

For more information on courses and pricing, please email ProfessionalDevelopment@NGSP.com or call 1-800-816-9544
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