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

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

» Teach with relevant and motivating content.

» Prepare students for Common Core State Standard success.

» Utilize systematic and focused teaching materials.
Connect your students to the world

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

**Informational Texts**
- National Geographic articles
- Expository texts
- Narrative nonfiction
- Expository texts
- Digital genres
- Arguments

**The Importance of Curfews**

Once upon a time, parents weren’t afraid to set guidelines or impose restrictions on their children’s behavior. They understood that loving their children required setting limits and saying no. That time is gone. Too many of today’s parents just don’t want to be responsible for their children.

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

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

<table>
<thead>
<tr>
<th>City</th>
<th>Age</th>
<th>Weekday Times</th>
<th>Weekend Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orlando, FL</td>
<td>under 18</td>
<td>12:00 am – 6:00 am</td>
<td>12:00 am – 6:00 am</td>
</tr>
<tr>
<td>Austin, TX</td>
<td>under 17</td>
<td>11:00 pm – 6:00 am</td>
<td>12:30 am – 6:00 am</td>
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<tr>
<td>Washington, D.C.</td>
<td>under 17</td>
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<td>12:01 am – 6:00 am</td>
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<tr>
<td>Chicago, IL</td>
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<td>10:30 pm – 6:00 am</td>
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<tr>
<td>San Francisco, CA</td>
<td>under 14</td>
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</tbody>
</table>

“Teen Curfews”
“A Raisin in the Sun”

**CHARACTERS**

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

**SCENE 1**

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

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

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

[Half asleep, TRAVIS stumbles toward the bathroom.]

**RUTH**: Walter Lee, get up!

[RUTH’s husband, WALTER LEE, comes out of their bedroom.]
Farah Ahmed didn’t have much of a childhood. She was still recovering from losing her leg in a land mine accident when a rocket attack destroyed her home in Kabul, Afghanistan. Four years and many challenges later, Farah and her mother found their way to a suburb of Chicago. Farah learned English, started high school, and began to make choices that would change her life. Despite her disability, she wanted to fit in. She wanted to “wear high-heeled shoes.” Here, Farah remembers one of those choices.

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

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

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

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

Visuals help students understand the text

Background building

Restatements of difficult words and idioms

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

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

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

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

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

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

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

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

At home I...
Conduct Close Reading

Apply reading skills and strategies with complex texts.

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

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

“...the road is full a them families goin’ west.

Never seen so many. Gets worse all a time. Wonder where the hell they all come from?”

“We’d sure admire you buy a san’widge? We got nice san’widges, hamburgs.”

“Wonder where they all go to,” said Mae. “Come here for gas sometimes, but they don’t hardly never buy nothin’ else. People says they steal. We ain’t got nothin’ layin’ around. They never stole nothin’ from us.”

Big Bill, munching his pie, looked up the road through the screened window. “Better tie your stuff down. I think you got some of ’em comin’ now.”

A 1926 Nash sedan pulled wearily off the highway. The back seat was piled nearly to the ceiling with sacks, with pots and pans, and on the very top, right up against the ceiling, two boys rode. On the top of the car, a mattress and a folded tent; tent poles tied along the running board. The car pulled up to the gas pumps. A dark-haired, hatchet-faced man got slowly out. And the two boys slid down from the load and hit the ground.

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

Student Edition

Historical Background
In the early 1930s, a drought hit the midwestern U.S. and farmers in the area lost all their crops. This area became known as the Dust Bowl because of the wind storms that swept dust over everything. Many families packed what little they had left and drove west to work in the fields of California.
Mae walked around the counter and stood in the door. The man was dressed in gray wool trousers and a blue shirt, dark blue with sweat on the back and under the arms. The boys in overalls and nothing else, ragged patched overalls. Their hair was light, and it stood up evenly all over their heads, for it had been roached. Their faces were streaked with dust. They went directly to the mud puddle under the hose and dug their toes into the mud.

The man asked, “Can we git some water, ma’am?”

A look of annoyance crossed Mae’s face. “Sure, go ahead.” She said softly over her shoulder, “I’ll keep my eye on the hose.” She watched while the man slowly unscrewed the radiator cap and ran the hose in.

A woman in the car, a flaxen-haired woman, said, “See if you can’t git it here.”

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

Mae said, “This ain’t a grocery store. We got bread to make san’widges.”

“I know, ma’am.” His humility was insistent. “We need bread and there ain’t nothin’ for quite a piece, they say.”

“If we sell bread we gonna run out.” Mae’s tone was faltering.

“We’re hungry,” the man said.

“Whyn’t you buy a san’widge? We got nice san’widges, hamburgs.”

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

Mae said, “You can’t get no loaf a bread for a dime. We only got fifteen-cent loafs.”

From behind her Al growled, “God Almighty, Mae, give ‘em bread.”

“We’ll run out fore the bread truck comes.”

**The man…stood with a curious humility in front of the screen.**

---

**In Other Words**

- roached brushed to stand upright
- git get
- humility modesty, lack of pride
- Could you see your way to Would you
- san’widges sandwiches
- insistent demanding, persistent
- ain’t nothin’ for quite a piece isn’t anything for quite a while
- faltering uncertain, hesitating
- Whyn’t Why don’t
- admire like
- ain’t got but only have

---

The Grapes of Wrath 91
Integrate Great Reading and Great Writing

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

**Reflect and Assess**

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

**Reading**

**Critical Thinking**

1. **Interpret** What is Maupassant saying about the influence of society in “The Necklace”? Would Ahmedi agree with this message? Why or why not?

2. **Compare** The necklace in “The Necklace” and high-heeled shoes in “The Fashion Show” are both **symbols**. What is similar about the themes that the symbols represent? How are they different? Explain.

3. **Analyze** How do Ahmedi’s and Madame Loisel’s characters affect their decisions?

4. **Speculate** How would the theme of the memoir be different if it took place in France in the 1800s?

5. **Evaluate** Each of the selections in this unit deals with the things that influence us: our circumstances, our friends and families, and our communities. Which reason is the most positive? Use text examples to support your ideas.

**Vocabulary**

**Key Vocabulary Review**

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

- humiliating
- luxuries
- perceive
- symbols
- inspire
- poverty

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

**Writing**

**Write About Literature**

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

---

Support writing with text evidence.
As you read, look for the three main parts of the story.

The Bike
by Gary Soto

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

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

I pedaled my squeaky bike around the curve onto Sarah Street. I returned immediately. I braked and looked back at where I had gone. My face was hot, my hair sweaty, but nothing scary seemed to happen.

There ain’t no dogs, I told myself. I began to think that maybe this was like one of those false rainbow warnings.

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

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

The boy asked, “Did it hurt?”

“No,” I said, almost crying.

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

Then the sudden bark of a dog scared me, and my pants leg fed into the chain, the bike coming to an immediate stop. I tugged at the cuff, crushed and oil-black, until ripping sounds made me quit trying.

I felt to the ground, bike and all, and let the tears tatter my face. I then dragged the bike home with the pants leg in the chain. There was nothing to do except lie in the dirt because Mom saw me round the corner from Sarah Street. I just lay there when she came out, and didn’t blame the dog or that stupid rainbow.

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

Write a Draft

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

Keep Your Ideas Flowing

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

• Talk it Over Tell someone what you want to say in your narrative. Together, find the words to say it.

• Change Your Plan If your plan is not helping, change it. Brainstorm, list, and organize new ideas.

• Skip over the Hard Part If you have trouble writing one part of your paper, skip to a part that is easier to write. It will then be easier go back and finish it.

• Do a Focused Freewrite Write continuously about your topic for about five minutes. During that time, do not stop writing. If you can’t think of anything to say, then say that. Then, reread what you wrote. Underline ideas that you might be able to use in your paper. Study the student example below.

Create a Catchy Beginning

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

OK

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

Better

My mum and I were eating Italian food at our favorite place, Telesco’s, when she told me the big news.
Go Digital with an Edge

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

myNGconnect.com for Teachers
- eAssessment and Progress Reports
- Teacher’s eEdition
- Transparencies
- PDFs of teaching and learning resources
- Family Newsletters in multiple languages
- Online Lesson Planner
- Online Professional Development

Debate the Essential Questions
Projection-ready images can spark discussion.

Complex Text Read Alouds
National Geographic articles aligned with Essential Questions
myNGconnect.com for Students

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

Language CDs and MP3s

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

eBooks

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

Comprehension Coach

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

Frequent and varied assessments provide multiple measures of learning outcomes.

**Assess & Place**

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

**Instruct**

Develop language and provide explicit and systematic instruction in:

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

**Assess to Monitor Progress**

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

**Show Success**

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

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

**Reteach**

Use reteaching prescriptions for tested skills.
eAssessment: Digital Option

» Online tests

» Reports

» Individualized reteaching prescriptions

<table>
<thead>
<tr>
<th>Assessment Purpose</th>
<th>Test Type</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement &amp; Gains</td>
<td>Reading Placement and Gains Test</td>
<td>Print</td>
</tr>
<tr>
<td></td>
<td>Places students into the appropriate level of the program by reading level. Three parallel forms report Lexile® text measures. Foundational skills are measured to determine placement and identify targeted intervention needs.</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Language Placement and Gains Test</td>
<td>✓ ✓</td>
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<tr>
<td></td>
<td>Places students into the appropriate level of the program by language proficiency level. Three parallel forms report out Beginning, Intermediate, or Advanced proficiency level.</td>
<td>✓ ✓</td>
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<tr>
<td>Progress Monitoring</td>
<td>Cluster Tests</td>
<td>✓ ✓</td>
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<td>These weekly tests allow you to provide immediate feedback and reteaching of the week’s instruction in reading, literary analysis, vocabulary, and comprehension &amp; critical thinking. Each test includes a Reader Reflection form for input from students on their own progress.</td>
<td>✓ ✓</td>
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<tr>
<td>Performance Assessment</td>
<td>Language Acquisition Rubrics</td>
<td>✓ ✓</td>
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<tr>
<td></td>
<td>Assess the movement of English learners through the stages of language acquisition.</td>
<td>✓ ✓</td>
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<td></td>
<td>Unit Project Rubrics</td>
<td>✓ ✓</td>
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<td></td>
<td>Holistic assessment of students’ performance on the unit project, including key unit skills.</td>
<td>✓ ✓</td>
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<tr>
<td>Summative &amp; Metacognitive Assessments</td>
<td>Unit Reading and Literary Analysis Tests</td>
<td>✓ ✓</td>
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<td></td>
<td>Constructed-response and selected-response items measure students’ performance in the targeted unit skills: vocabulary strategies, key vocabulary, reading strategies, literary analysis, and comprehension &amp; critical thinking.</td>
<td>✓ ✓</td>
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<td></td>
<td>Unit Grammar and Writing Tests</td>
<td>✓ ✓</td>
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<td></td>
<td>Constructed-response and selected-response items measure students’ performance in the targeted unit skills: grammar, traits of good writing, revising and editing for written conventions, and written composition.</td>
<td>✓ ✓</td>
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<tr>
<td>Reteaching</td>
<td>Reteaching Prescriptions</td>
<td>✓ ✓</td>
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<td></td>
<td>Include suggestions for re-presenting the skill (from Cluster and Unit Tests), guided practice, and application.</td>
<td>✓ ✓</td>
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<tr>
<td>Affective Measures</td>
<td>Surveys, Reflection Forms, Self- and Peer-Assessments</td>
<td>✓ ✓</td>
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<tr>
<td></td>
<td>Help students make personal connections and get committed to their own learning through reflection and metacognition.</td>
<td>✓ ✓</td>
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</table>
Focus on the Text
Meet the Common Core with coordinated lessons that put texts at the center of instruction.

Essential Questions
- Promote argumentation

Clear Objectives
- Provide systematic, explicit instruction

Step-by-step lessons provide

Prepare to Read

Before Reading: Thank You, M'am

Reading Strategies

Reading Strategy

Language Focus

Focus on the Text

Reading Strategy

Vocabulary

In Other Words

Definitions

Key Vocabulary

Vocab

In Other Words

slung  hanging
taking off full ... d the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"Lady, I'm sorry," whispered the boy.

Focus Strategy: Plan and Monitor

When you make your reading, you should pause and ponder to see if you understood. Look into the text and draw but something that isn't to you. Then, you may start to see, and these statements to better understand, or clarify.

Focus on the Text

Specialized strategies

for English learners

Ongoing

Assessment

Differentiated Instruction

Teach Strategies

Read the introduction to define character. Then use the rubric as a guide to locate examples. Help students recognize not only what the text reveals about the characters but also how Hughes structures his writing. To help students use a chart to see and consider, do the following:

1. Find out how circumstances affect choices.

2. Ask students to find examples in the story.

3. Prioritize the ways authors show character.

4. To help students use the clues to uncover character, do the following:

5. Provide students with examples of character description.

6. Reinforce the concept of character description.

7. Use text examples to support the concept of character description.

8. Use text examples to support the concept of character description.

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59. Use text examples to support the concept of character description.

60. Use text examples to support the concept of character description.
“You know, your face is dirty. I got a great mind. I need your face for you. Don’t you get nobody home to tell you to wash your face?”

“No,” said the boy.

“And I think that if you were to wash your face, you wouldn’t have to take a hard call like this.”

The woman said, “You ought to be up now. I would teach you right from wrong. And if I can find right over there, I’ll teach you how.

“Now, and the being-dragging.”

“I just need you to be home.”

---

**Analysis of author’s word choice and syntax**

**TEACH & PRACTICE**

1. **Reading Support**
   - Explain what Kurt Kumli means by “the sooner, the better.”
   - Tell what Kurt Kumli means by “the sooner, the better.”
   - Analyze visuals: What can you tell from the visual that supports this idea?

2. **Reading Support**
   - Explain what Kurt Kumli means by “the sooner, the better.”
   - Tell what Kurt Kumli means by “the sooner, the better.”
   - Analyze visuals: What can you tell from the visual that supports this idea?

---

**Vocabulary**

See the Vocabulary and Fluency Rotation tab for more directions.

**Word Wall**

Display the words to provide a mark strategy. Create word maps or choose a graphic organizer from page T93.

**Respond to Questions**

Compose questions using the words for example.

**Word Sorts**

Place words into categories. For example:

- Parts of speech
- Rhymes
- Analogies

**Fluency: Phrasing**

This chapter’s fluency practice uses a passage from “Thank You, M’am,” by Langston Hughes. The 7th grade Reading Handbook (from page 71) and the Fluency Model GP (from page 74) will help you sort the elements of fluence phrasing and then use the self-fluency practice to develop students’ reading proficiency.

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**TEACH & PRACTICE**

1. **Reading Support**
   - Explain what Kurt Kumli means by “the sooner, the better.”
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**DAILY ROUTINES**

**Vocabulary**

See the Vocabulary and Fluency Rotation tab for more directions.

**Word Wall**

Display the words to provide a mark strategy. Create word maps or choose a graphic organizer from page T93.

**Respond to Questions**

Compose questions using the words for example.

**Word Sorts**

Place words into categories. For example:

- Parts of speech
- Rhymes
- Analogies

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**TEACH & PRACTICE**

1. **Reading Support**
   - Explain what Kurt Kumli means by “the sooner, the better.”
   - Tell what Kurt Kumli means by “the sooner, the better.”
   - Analyze visuals: What can you tell from the visual that supports this idea?

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**DAILY ROUTINES**

**Vocabulary**

See the Vocabulary and Fluency Rotation tab for more directions.

**Word Wall**

Display the words to provide a mark strategy. Create word maps or choose a graphic organizer from page T93.

**Respond to Questions**

Compose questions using the words for example.

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Here’s your Edge

For the Students

Student Book and Student eBook

Student eEdition

Student Website
myNGconnect.com

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

Interactive Practice Book

Grammar and Writing Practice Book

Assessment | Print and Online

e-Assessment Website
myNGconnect.com

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

Assessment Handbook

Placement Test
Test Booklets
Teacher’s Manual

ExamView® Test Generator
Level C Shown
For the Teachers

Teacher’s Edition with Language and Selection CDs

Interactive Practice Book Teacher’s Annotated Edition

Teacher Website
myNGconnect.com

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

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English Language Gains Test 2 Forms Teacher’s Manual

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