COMMON CORE BASICS

Reading Lesson Plans

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Identify the purpose and structure of consumer and business documents
- Understand and use forms

✔ Determine Student Readiness

Tell students that informational text provides readers with information, such as facts about a subject or a description of something. Ask small groups of students to open a classroom book and try to find examples of informational text. Once they locate informational text, have a volunteer from each group read a paragraph aloud for the class and state what information it provides.

Key Concept

Memos and forms are common documents employers use to share information with their employees.

Concept Background: Tell students that to be smart consumers and capable employees, they need to be able to read and understand different types of practical documents. They need to understand memos and forms, which are two common business documents. Provide students with a sample memo and ask students questions to lead to understanding: *Is there a title? What does the memo say? What is it asking the employee to do? Why do you think the manager wrote it? Does the memo include a date or deadline?* Also ask students if they have ever filled out a form, such as a change of address form, or if they have sent or received a memo at work.

Develop Core Skills

Reading Skill: Draw Conclusions

Explain to students that when they draw conclusions, they use the information in the text along with their own knowledge to figure out what the text is about. Write on the board: *Lou put the shovel, bag of fertilizer, and plants in the wheelbarrow. He pushed the wheelbarrow into the backyard.* Ask: *What is Lou going to do?* (work in the garden) Point out that coming up with this answer requires drawing a conclusion.

Core Skill: Utilize Forms

Brainstorm with students to create a list of the different kinds of forms they have used recently. Your list might include contest entries, school academic forms, job applications, and so on. Help them to compare the different forms and discuss the features the forms have. How are they similar? How are they different? Draw Venn diagrams on the board to help students visualize these comparison.

Pre-Teach Vocabulary

Synonyms

Define the vocabulary words for students. Have partners ask each other yes/no questions using the words. Tell them they can use more than one word in a sentence. Provide an example: *How would you interpret the optional information?*

Tier 2 Words:	Tier 3 Words:	Test Words:
categories (p. 15)	functional (p. 16)	interpret (p. 15)
encounter (p. 15)	violation (p. 16)	
optional (p. 16)		

DURING THE LESSON

Informational Text

Explain that informational text provides important facts and details. Tell students that a work memo can contain information about meetings, schedules, policies, or other work-related topics. Point out the parts of the memo on page 14. Ask students to tell who wrote the memo, whom it is for, and what the memo is about. (Ida Francese wrote the e-mail to Janice Gonzalez; it is about Janice's employment.)

Reading Skill: Draw Conclusions

Reread the memo on page 14 with students. Have them answer the questions about the memo and read aloud the sentences that helped them draw conclusions about the answers. Sample answers: *The employee's responsibilities are to work during the fall, winter, and spring and to teach at least two courses during each of those seasons. If she fulfills her responsibilities, she can expect to get paid and keep her job. If she does not fulfill her responsibilities, she will probably get fired.*

Core Skill: Utilize Forms

Explain that reading a form all the way through helps a reader to understand the information. Ask students how following the steps listed on page 16 would be helpful when completing a form. Have students point out the features of the Employee Disciplinary Action Form. Have small groups of students fill out the form together using an imaginary employee as their example.

Evidence-based Reading Support: Comprehension

Clarify Meaning Find an example of a form that could be confusing, such as a tax form. Ask students what is confusing about the form or what details should be clarified. Then work with students to create a class version of the form worded in a way that everyone will understand.

WRITE TO LEARN

Ask students whether or not they think forms are helpful. Give an example of information that might be on a form in sentence format and ask if this is easier to understand than a completed form. *My name is John Smith and the date is June 16, 2013. I work in the automotive department and would like to report Jake Stone for something he did last week.* Emphasize that forms help people find only the important information. After students complete their journal entries, have them discuss their responses in small groups.

THINK ABOUT READING

1. C. The purpose of the form is to request a review of an employee's behavior. The title of the form states this.
2. B. If a manager submits the form, only one signature is needed. This information is stated in the introductory paragraph.
3. C. Revealing confidential information is the only choice not listed in Section B.
4. date, time, context of incident, witnesses, prior attempts at correcting behavior
5. Completing Section D, Additional Comments, is optional, so this section does not need to be filled out

WRITE TO LEARN

Point out that discipline is often given when a person breaks rules. Explain that the same thing happens in the workplace. Tell students that in this activity, they will be putting themselves in the shoes of a manager. Have pairs of students discuss how they can make the information on the form as clear as possible *(by omitting extra details, by focusing on facts rather than feelings).*

Technology Connection: Online Forms
Ask students what types of online forms they have used, such as contest entries and online purchase forms. Compare and contrast them with paper forms. If some students are not familiar with online forms, use a computer to access one and demonstrate how to complete it.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student page 264.

Engage and Extend
ELL Instruction: Practice Accuracy For accuracy, have students practice difficult words from the memo on page 14 separately from the context of the passage. Have them mark syllable breaks. Read one sentence at a time and have students repeat, checking for accuracy as they do so.

Extension Activity: Assess Memos Have students construct their own business memo to a classmate. Encourage them to develop a topic using formal language. Have students exchange memos with a classmate and assess the memo for clarity and purpose.

BEFORE THE LESSON

Objectives
After completing the lesson, students will be able to
- Recognize the correct sequence of steps
- Follow directions and instructions
- Understand how directions and instructions are organized

✓ Determine Student Readiness
Students have learned that business documents contain facts and details and are used for a variety of purposes. Ask students to share experiences they have had with following the directions in a document. Ask: *What about the document made following the steps easy or difficult?*

Key Concept
How-to texts and instructions explain how to make something or how to do something.

Concept Background: Tell students that a good how-to text or instructional text states a goal and then clearly gives the steps to explain how to reach that goal. Explain that reading this type of text involves three key strategies: identify the main idea or goal, recognize the steps necessary to reach that goal, and follow the steps in the order in which they are given. Ask students if they have used these strategies before and if so, when.

Develop Core Skills

Reading Skill: Sequence Events
Ask students to think of something they know how to do that involves following steps in a process. Ask: *Do you know how to cook a hamburger? Do you know how to use a lawn mower?* Tell students to start a list of things they know how to do. This list will come in handy when they write how-to instructions later in the lesson.

Core Skill: Understand Diagrams
Tell students that diagrams can help to visually show how something should be done. Show them an online diagram of how to make something or draw one on the board. Ask: *How is the diagram helpful? (It shows how to make something instead of just using words to tell about it.)*

Pre-Teach Vocabulary
Word Bench
Preview lesson vocabulary words by explaining to students that they can take a word apart and put it back together. Help students divide the words into syllables. Then ask them to name other words that look like them. Invite students to underline the letters that make up the common parts. Sample: in • struc' • tions; <u>struc</u>ture, in<u>struct</u>, con<u>struct</u>, de<u>struct</u>ive.

Tier 3 Words:
diagram (p. 25)
instructions (p. 22)
résumé (p. 26)

Test Words:
sequence (p. 22)

DURING THE LESSON

How-To and Instructions
PAGE 22

Tell students to look at the sequence of steps for changing a flat tire on page 22. Point out that these steps are given in a logical sequence. Then ask students: *What might happen if the steps were given in an illogical or incorrect order? (Readers may not be able to complete the process.)*

Have students compare the instructions for changing a flat tire on page 22 and the instructions for placing a three-way call on page 23. Ask: *What are the differences in how the examples are organized? (Changing a flat tire is described in paragraph form; placing a call is described in just short sentences in order.)* Ask: *Which kind of organization do you find more helpful? Why?*

Real World Connection: Interpret Visual Instructions
PAGE 23

Show students examples of visual instructions, such as installing a toner cartridge in a printer, and have them interpret the instructions. For the activity, have partners draw their instructions on poster board. Tell them not to label their instructions with a title. Have each pair display their poster and ask the rest of the class to interpret the instructions.

Reading Skill: Sequence Events
PAGE 24

Read the instructions with students. Point out sequence words, such as *first, then, now,* and *finally.* After students make their numbered lists in their notebooks, have them compare their lists. Have students trade papers and check to make sure that no steps were left out.

WRITE TO LEARN · ANSWER KEY

Tell students that when they write instructions, they need to have a clear goal. To help them write the instructions in the correct order, tell them to think about the steps in the process they are going to explain. Tell them to picture the process in their mind first and imagine going slowly through each step. They can then write the steps in the correct order. Have partners exchange notebooks and check to make sure that the steps are in order and easy to follow. Students should revise their steps as necessary.

THINK ABOUT READING · ANSWER KEY

1. B. Option A is incorrect because you must remove the hubcap before loosening the lug nuts. Option C is incorrect because you should lower the car before tightening the lug nuts. Option D is incorrect because you should turn your hazard lights on after you safely pull the car off the road.
2. where to place the jack before jacking up the car

PAGE 25

THINK ABOUT READING · ANSWER KEY

1. Try to find the location of the paper jam.
2. If the paper jam isn't clear or if the copy machine gets another paper jam right away, you should repeat these steps.

Core Skill: Understand Diagrams

Read aloud the passage about clearing a paper jam and tell students to listen for the sequence words. Have them work with a partner to create the sequence diagram. Have partners show their diagrams to the class and explain the steps. Listeners should offer constructive feedback about the order of steps in the diagrams.

Evidence-based Reading Support: Alphabetics

Prefix dia– Tell students that the word *diagram* is from a Greek word that means "to mark out by lines." The prefix *dia–* is found in other words:

diagonal	slanted
dialect	a form of language
dialogue	conversation

Ask students to list additional words with the prefix *dia–*.

Engage and Extend

ELL Instruction: Signal Words Tell students that directions and steps in instructions are introduced by signal or linking words. Write the signal words *then, next, before,* and *after* on the board and give examples of their use. Have students think of more signal words to add to the list. Say two sentences and have students choose the signal word that best connects the sentences.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student pages 264 and 265.

Extension Activity: Collect and Display Information Have students draw diagrams to represent their how-to instructions. Tell them to identify which step in their process would be most useful if shown in diagram form. Remind them to label the important parts of the diagram and provide a caption if necessary.

Websites

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Understand how to use websites to gain information
- Evaluate the reliability of websites

✓ Determine Student Readiness

Most students will probably be familiar with websites. For those who are not, explain that websites are collections of pages on the Internet (a way to search and communicate via computer) that give information. Ask: *Which websites do you use most frequently? Why do you use those instead of others? What kind of information do you find on those websites?*

Key Concept

A website is a collection of web pages that give information about a topic.

Concept Background: Tell students that websites are a great source of information on many topics. Explain that to become effective web users, students must know how to navigate the web and how to check for reliability and accuracy. Have volunteers look up one or two of the websites students mentioned using frequently. Ask students if the websites appear reliable and accurate and why. (Possible answers: *.edu, .org,* and *.gov* sites are reliable and accurate.) Explain that students will learn more about using websites in this lesson.

Develop Core Skills

Reading Skill: Analyze Visual Information
Before students start the lesson, have them briefly look at the titles of two websites of your choice, such as www.senate.gov and www.stanford.edu. Ask them what kind of information they will likely find on these websites. *(information about the senators and the US government; information about Stanford University)* Ask students if scanning titles is a good way to find information, and if so, why.

Core Skill: Synthesize Ideas from Multiple Sources
Tell students that when they synthesize, they combine ideas to come up with something new. Provide this example: *Suppose you want to buy a dog. A website about choosing the best dog for you could get you started. What other online sources could you use to find out more about dogs?* Students might suggest sites about training dogs, sites that list the prices for dogs from different animal shelters or breeders, or sites that recommend which dog breeds are best with children. Students can combine the information from those sites to decide what dog would be the best choice for them.

Pre-Teach Vocabulary

Create a Sentence
Preview lesson vocabulary words by providing the definitions. Then have students choose a word and write their own sentence using the word and underline the word.

Tier 2 Words:	Tier 3 Words:	Test Words:
reference source (p. 31)	Internet (p. 30)	synthesize (p. 33)
reliability (p. 30)	key word (p. 31)	
scanning (p. 31)	margin (p. 32)	

DURING THE LESSON

Websites   PAGE 30

Before students start the lesson, have them brainstorm what kinds of websites they might use if they wanted to find out the following information: the score of last night's basketball game, tomorrow's weather, a movie review, a report about the space program, a list of national holidays, where to find book discussion groups. Have volunteers navigate to the suggested sites to see if they were correct.

PAGE 31

THINK ABOUT READING   **ANSWER KEY**

1. A website address ending in .com belongs to a business. Its purpose is to sell something or give current information about the company.
2. Websites with addresses ending in *.edu* or *.gov* will be the most reliable sources of information.

Reading Skill: Analyze Visual Information   PAGE 32

Look at the website with students. Have them point to the different features as you name them. After students write in their notebooks, have them look up a museum website and list the features on the site and what content is represented by these features. Sample answers: *The tabs are* Plan a Visit, Teachers, *and* Membership. *The information in the* Plan a Visit *tab will help you find out what to see, when the museum is open, and how much it costs. The* Teachers *tab may have lesson plans or other information that teachers can use in their classrooms. The* Membership *tab will explain how to join the museum and the advantages of doing so.*

WRITE TO LEARN   ANSWER KEY

If some students have experience designing web pages, ask them to describe the procedure to the rest of the class. Suggest that students make a few drawings of sample web pages for their website before writing their paragraph. Have students share their information in small groups.

THINK ABOUT READING   ANSWER KEY

1. The paragraph at the bottom of the web page says you can click on the links to learn more about Anytown Science Center. You should click on the Observatory link.
2. *Sample answers:* tabs (at the top of the web page), headings, left-margin column

Reliability of Information

PAGE 33

Review the strategies on page 30 for checking the reliability of websites. (Does the website have an author? Is the author an expert, or someone whose job it is to know about the topic? Is the information accurate? Are dates and facts correct? Is the website up-to-date? When was it last updated? What is the purpose of the website?) Have students look for these reliability indicators for the two websites on pages 32 and 33. Ask: *Are these websites reliable? Why or why not?*

THINK ABOUT READING   ANSWER KEY

1. *Sample answer:* You can learn about the history of the White House.
2. The Blue Room is where presidents formally receive guests. You would click on the link "White House Rooms" to learn more about various rooms in the White House.
3. The website is reliable. Its address ends in *.gov*, which means it's an official government website.

Engage and Extend

ELL Instruction: Elaborate on Language Discuss additional words associated with websites and the Internet that students might not be familiar with. Use the websites in this lesson to point to and then explain these words: *toolbar, icon, URL, menu bars, links, search feature.* Encourage students to add more words. Have them create their own dictionaries for all of the website-related words. Tell them to write the word and the definition. Then students should write a sentence containing the word. Suggest that they add illustrations.

Core Skill: Synthesize Ideas from Multiple Sources
Explain that doing research usually involves taking ideas from many different sources and using them as support for your own idea. Have students brainstorm a list of questions about the website on page 33 and write their questions on the board. Work with students to go online and find the answers to the questions. Show students how to use key words from their questions to help them find the answers.

Evidence-based Reading Support: Comprehension
Clarifying Meaning Ask students to bring to class some text from a website that they think is confusing to a reader. Read the passage aloud. As a group, discuss strategies students can use to help them better understand the text. Guide students to suggest slowing down, rereading, or looking for relationships among ideas. Try out some of their ideas and determine which ones work best for the text.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student pages 265 and 266.

Extension Activity: Distinguish Key Words Ask students to think of a topic they would like to investigate on the Internet. Then have them each write a list of possible search words that they think will lead them to information about the topic. Have students do the searches and refine their search words. Have them continue to do this until they find three or four reliable sites. Have each student write a sentence distinguishing between helpful and unhelpful key words. Have them describe why these key words worked or did not work.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Recognize the purpose of common workplace documents
- Explain and apply information from common workplace documents

✓ Determine Student Readiness

Ask students if they have encountered any documents in their workplace. If so, ask them what types of documents those were. Suggest documents such as job applications, employee handbooks, memos, e-mails, project guidelines, tax forms, and so on. Ask: *What do you think the purpose of these documents is?* (Sample answers: *help managers compare job candidates, lay out rules for employees, convey information, keep track of employment status*)

Key Concept

Workplace documents are written papers (print or digital) used in offices, factories, and other places where people work. They include instructions or forms.

Concept Background: Explain that people in all types of workplaces have to communicate. Communications are sent to employees, to customers, and to suppliers. To understand a workplace document, students must determine the author's purpose and audience. Write a list of workplace documents on the board: *employee handbook, warranty, product invoice.* If necessary, explain that a product invoice is a request for payment for products. Write a list of recipients next to the list of documents (*supplier, employee, customer*) and have students connect the document with its intended audience. (Answers: *employee handbook: employee; warranty: customer; product invoice: supplier*)

Develop Core Skills

Core Skill: Summarize Information

Tell students that to summarize is to say or write a brief statement of a text's main points. Supply students with a brief memo. Work with students to underline key points in the first paragraph and summarize it on the board. Sample summary: *The fall clothing line needs realignment based on current young adult TV and fashion preferences. The company should engage in more online marketing.*

Reading Skill: Determine Author's Purpose

Tell students that the first step to understanding a workplace document is to identify its purpose. Explain that the three main purposes for writing are to entertain, to inform or explain, or to persuade.

Show students a sample employee handbook, such as the one here:
http://www.nyu.edu/employees/hr-at-your-service/employee-handbook.html

Ask: *What is the author's purpose for writing this handbook?* (*to inform*) Explain that the tone of the writing indicates that the writer wishes to inform the reader. Point out that the main purpose of a handbook is not to entertain or persuade; instead, the writer is informing employees about the rules.

Pre-Teach Vocabulary

Synonyms

Explain that synonyms are words that have the same or similar meanings. Display the Tier 2 and Tier 3 vocabulary words and briefly go over their definitions. Call on students to provide at least one synonym for each word. Remind them that writers use synonyms to keep their text from becoming repetitive. Use the following example of a synonym for *alternative*: A word that means almost the same as *alternative* is *choice*.

Tier 2 Words:	Tier 3 Words:	Test Words:
alternative (p. 39)	agenda (p. 38)	summarize (p. 40)
design (p. 38)	employee	
documents (p. 38)	handbook (p. 38)	
identify (p. 38)		
structure (p. 38)		

DURING THE LESSON

Workplace Documents

Explain that workplace documents are written paper or digital documents that are used where people work in order to carry out business. Have students look at the sample employee handbook from the Reading Skill activity and identify elements that make it easier to find the information that the document was written to convey (bullet points, section heads). As a class, write a memo or e-mail that contains organizational elements. For example, you could write an e-mail listing five tasks that an employee needs to complete in order over the course of a workweek using a numbered list.

Evidence-based Reading Support: Fluency

Echo Reading Use the introductory paragraph under the heading Workplace Documents on page 38 to echo read. Read the paragraph with fluency and expression. Tell students to track the text while reading. Have students read the text after you, copying your fluency and expression.

Technology Connection: Online Workplace Documents

Tell students that online or digital documents can be an efficient way of communicating in the workplace. Provide them with a printed business e-mail and show the same e-mail on a class computer. Have half the class read the printed version and half read the computer version. Ask: *What was the main idea of the e-mail?* Compare students' answers, which should be the same. If they differ, discuss the potential differences between reading on paper and reading a computer screen (*paper may help focus on details; online may lead to quicker reading or scanning for main details*).

THINK ABOUT READING   ANSWER KEY

The purpose of this document is to describe the job of an administrative assistant. The document tells what skills someone with this job must have. The audience might be someone who has this job or someone who wants the job.

Core Skill: Summarize Information

Explain to students that when they summarize a piece of writing, they look for the main points. Writing a summary is a way to understand the text. Refer to the job description for an administrative assistant on page 40. Guide students to see that the job description is a summary of a job's duties. Have students check each other's work. Remind them to write their summaries in their own words, except for any quotations they might include.

THINK ABOUT READING   ANSWER KEY

The purpose of this document is to request a conference room reservation. The form gives employees information so they can plan ahead for how the space will be used and gather the necessary equipment. It also gives contact information that employees can use if questions arise.

Reading Skill: Determine Author's Purpose

Explain to students that an author's purpose for writing changes based on the information that is being conveyed.

Engage and Extend

ELL Instruction: Use Text Structure Have students look at the Conference Room Reservation Request on page 41. To help students identify how text structure is a clue to the purpose of the form, ask them to find the section called "Event Type" and to point out the names and checkable boxes of the different types of events. Tell them that the items on the form, like event type, give clues to the form's purpose: gathering information about events.

Tell students that to figure out the author's purpose in writing workplace documents, they should ask themselves questions such as these: *Who wrote this? What information does it contain? What does the writer want me to do after I read this?* Have pairs of students answer these questions as they look at the online form on page 41. Have students present their answers to the activity questions to the class.

WRITE TO LEARN   ANSWER KEY

Explain to students that most workplace documents, such as business reports, are written in a formal style. However, many everyday workplace documents, such as e-mails, are written in a more casual style. Have students review the e-mail on page 42 sent to Brian Yamamoto by Carolyn Smith, his supervisor. Brainstorm with students reasons that they would write an e-mail to either a supervisor or coworker. After students complete the writing activity, have volunteers read their responses. Discuss as a group the effectiveness of each response and suggestions for improvement.

THINK ABOUT READING   ANSWER KEY

1. **B.** This e-mail is from a supervisor to an employee. The purpose is to check with the employee about an upcoming meeting.
2. **D.** The questions are intended to help Brian plan ahead for any equipment he needs for his presentation at an upcoming meeting.
3. **C.** An e-mail is a written message, not an oral message. Generally e-mails are casual, everyday forms of communication.
4. The lines below Carolyn's name tell that she is the director of resources at ABC Corporation in New York. From the questions she is asking, you can infer that she is most likely Brian's supervisor.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 266 and 267.

Extension Activity: Cite Evidence Using a computer, access different types of workplace documents, such as a W-4 form, an online job application, the checkout section of an online store, a time sheet, and a benefits application. For each example, have students discuss the purpose and intended audience and cite evidence for their opinion.

Graphic Documents

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Identify graphic documents and their functions
- Interpret information from simple charts and graphs
- Analyze information presented in a variety of graphic formats

✓ Determine Student Readiness

This lesson requires that students be familiar with data delivered in a visual format. Draw a smiley face emoticon and a circle with a diagonal slash on the board and ask students the meaning of these graphics. Ask students what graphics they have seen today. Encourage volunteers to draw on the board a graphic they have recently seen and explain its meaning.

Key Concept

Graphic documents use a variety of visual formats to present factual information.

Concept Background: Explain to students that some information is presented in a way that relies heavily on images and symbols, with very little text. A graphic sign, for example, may depend almost entirely on drawings to communicate its message. In a restaurant, for instance, students would recognize the graphic signs for the men's and women's restrooms. Students may be familiar with road signs, maps, and posters whose images contain key information. Ask students to identify one type of graphic document that they see frequently.

Develop Core Skills

Core Skill: Analyze Visual Information

Point out that graphic documents have to convey information quickly and easily. Discuss the kinds of situations where that might be necessary or convenient. Ask students to name examples of graphic documents that are used to provide safety, travel, or instructional information.

Examples of such documents include graphic pedestrian crossing signs, road signs that show a graphic of an airplane along with the word "airport," and road signs that show illustrations of a tent or trailer to let motorists know there is a campground nearby.

Find examples of graphic documents online and display them for students. Discuss with the class what they found clear or confusing about each graphic.

Reading Skill: Use Context Clues

Remind students that they have used context clues—the words and phrases that surround an unfamiliar word—in their reading. For graphic documents, context clues are the environment in which the document is located.

Ask students to recall graphic documents they have seen on their way to class, such as bus stop signs or highway exit signs. Ask them to explain why the context of the sign is an important part of the sign's meaning.

Pre-Teach Vocabulary

Word Study: Prefix *con–*

Call on volunteers to identify the vocabulary words that contain the prefix *con–* (*context, concrete*). Tell students that *con–* can mean "with" and "together." Define the vocabulary words for students and discuss how *con–* forms part of the meaning of these two words. Encourage students to name other words with *con–*, such as *condition, concert,* or *connection.*

Tier 2 Words:	Tier 3 Words:	Test Words:
concrete (p. 48)	bar graphs (p. 48)	analyze (p. 50)
context (p. 50)	pie charts (p. 48)	
graphic (p. 48)		
infer (p. 48)		
symbol (p. 48)		

DURING THE LESSON

Graphic Documents

Explain that unlike documents that use only words, graphic documents rely on images to communicate much, or all, of the message. People infer the meaning of the images and words and use the context in which the graphic document is located to understand the images' meaning. Graphic documents are useful when information has to be communicated in a hurry, such as in an emergency. Graphs, charts, and safety signs are graphic documents that are often used in the workplace.

Analyze Visual Information

Contrast graphic documents used in business, such as maps or charts, with road signs or safety signs. Point out that charts and maps convey two levels of information: a quick visual impression and specific data or directions.

Technology Connection: Icons and Emoticons

Provide examples for students who are not familiar with emoticons. After students draw and explain their emoticons, complete the assignment by discussing with them why emoticons are used frequently in personal digital communication. Invite volunteers to share stories of how they, or people they know, use emoticons.

Reading Skill: Use Context Clues

To reinforce the importance of context clues, invite students to create artwork, such as a poster, in which the graphic message and the context clues are a mismatch. They may work with the images presented here or find others. An example might be a sign communicating "Danger: highly flammable material" positioned on a forest scene.

Evidence-based Reading Support: Fluency

Collaborative Reading Using the graphic documents on page 50, conduct a choral reading of the message on each of the six workplace safety signs. Repeat until students gain enough fluency to read the text on the signs on their own in response to your pointing.

THINK ABOUT READING   ANSWER KEY

1. Both the first-aid sign and the fire extinguisher sign include pictures and text. Both would be used to show the location of items needed for workplace safety.
2. **A.** Graphic 2 must be placed above a fire extinguisher, or the sign would have no meaning. Graphics 3, 5, and 6 do not depend on their location for meaning.
3. Graphics 3 and 6 are both safety warnings. Both include text and a symbol for a person.
4. These safety signs are effective because they can be quickly and easily understood by everyone. This is important when safety is at risk.
5. *Answers will vary.* Ask your fellow students to "read" your sign so you are sure the message can be figured out quickly and easily. If people have difficulty determining your message, revise your work.

Core Skill: Analyze Visual Information

Point out to students that just as they would use certain visual cues when reading text, there are visual cues to be aware of when "reading" graphic documents. Images and their placement on the document may be as important as the words on the sign.

Call on students to share what they have written in their notebooks about a graphic document they have seen, its meaning, and its strengths and weaknesses. Continue in a similar fashion with the next exercise, in which students determine the purpose of visual images presented on page 52.

Engage and Extend

ELL Instruction: Analyze Text Connections   Help students whose first language is not English to connect with the graphic documents by replacing the text in some of the documents with the same message in their first language. Post the translated signs for classmates to identify.

WRITE TO LEARN   ANSWER KEY

Students' written descriptions of the images should include shape, color, symbols used, and whether any text was on the document. They should tell the context in which the documents are used, such as in the workplace or on the road. Ensure that students write one paragraph for each document and that each paragraph includes a topic sentence that presents the main idea and details that support the main idea.

THINK ABOUT READING   ANSWER KEY

1. **D.** Graphic 4 shows how a workplace is organized. The manager is at the top, and the junior coworkers are at the bottom. Graphics 1, 2, and 3 do not represent the structure of a group.
2. **C.** The purpose of Graphic 2 is to show how a decision is made. By asking yourself a series of questions, you can make wise decisions. Graphics 1, 3, and 4 do not ask a series of questions.
3. Both graphics categorize a large group of data into smaller chunks. Graphic 1 categorizes the students in a class according to the month of their birthdays. Graphic 3 categorizes sales according to the territory where the sales occurred. Graphic 1 uses bars to represent the number of students. The taller the bar, the greater the number. Graphic 3 uses a circular pie image. The larger the "slice," the greater the percentage of sales in the area.
4. These documents show complicated information in a simple way. Written documents providing the same information would be longer and more difficult to understand. The graphic documents provide a lot of information very quickly.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student pages 267 and 268.

Extension Activity: Interpret Visual Information   Direct students to notice advertisements that use very little, if any, text on their daily commute. Call on volunteers to describe the most effective ads that used the least amount of text. Explain what symbols conveyed the message most effectively, the role of context clues, and what the viewer is asked to infer from the ad's message.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Consult reference materials, such as dictionaries and thesauruses
- Gather information from different media
- Determine author's purpose

✓ Determine Student Readiness

Assess students' prior knowledge of various reference texts by discussing where they turn for information they need. Ask: *What resource would you use to find the meaning of an unfamiliar word? Where would you look to find a dentist near you? How would you research the libraries in your community? Where would you find instructions on motorcycle repair or on changing the oil in an automobile?*

Write student responses on the board. Depending on students' level of response, explain that in addition to using a dictionary to find word meanings, they can find answers to many other questions by consulting reference texts. These include dictionaries, encyclopedias, thesauruses, atlases, and handbooks.

Key Concept

A reference is a source of factual information. Reference texts include dictionaries, encyclopedias, thesauruses, atlases, directories, and handbooks. These references may be print or digital.

Concept Background: Explain to students that reference texts have very specific purposes. They are written to inform, not to entertain or persuade. The factual information found in reference texts serves as an educational resource not only for students, but for all types of people to use in their studies and in their everyday personal lives and in the workplace.

If available, show students an example of a dictionary, an encyclopedia, a thesaurus, and an atlas or other type of reference text. Briefly explain how each type of resource is used. Ask students to identify one type of reference text they have used recently.

Develop Core Skills

Core Skill: Analyze Text Structure

Tell students that while all reference texts provide factual information, the information in reference texts are structured, or organized, in different ways depending on their purpose. Point out that dictionaries, for example, organize information in a set way and provide more information than the definitions of words. Ask students who have used a dictionary recently if they can remember some of the text features they may have noticed.

Reading Skill: Evaluate Content in Different Formats

Students who use the Internet to search for information may be aware of some differences between the ways information is made available online and in print. CDs or websites may use interactive features to display data. Articles online often contain links to additional websites providing further information. Ask students whether they have used reference texts in CD form or on any electronic devices. Ask volunteers to compare their use of print resources to the same type of resources in digital formats. Ask: *What similarities have you noticed? What have you noticed that is different? What features might be an advantage or a disadvantage?*

Pre-Teach Vocabulary

Word Study: Recognizing Multisyllabic Words

Tell students that breaking down multisyllabic words into syllables can help them pronounce an unfamiliar word. Write *evaluate* on the board. Divide the word into syllables and pronounce each one: *e • val' • u • ate*. Have partners work together to break down other multisyllabic words into syllables and pronounce them. Tell students that they can use a dictionary to help them.

Tier 2 Words:	**Tier 3 Words:**	**Test Words:**
entry (p. 59)	digital (p. 59)	evaluate (p. 61)
reference text (p. 58)	online (p. 59)	preview (p. 59)
specialized (p. 60)		
synonyms (p. 60)		
volumes (p. 60)		

DURING THE LESSON

Reference Texts

Tell students that in this lesson, they will practice using reference texts to gather factual information. Explain that whether they are more comfortable working with print texts or researching information online, reference texts such as dictionaries, encyclopedias, thesauruses, atlases, directories, and handbooks are readily available in both formats. Together, read the chart on page 58 that details the purposes of different types of reference texts. Ask volunteers to explain specific ways they might use a thesaurus (*to vary word choice in their writing*) or an atlas (*to locate a city in another region of the country*). Brainstorm reasons why they might use a company handbook or a directory (*handbook: to learn about company rules of conduct or job benefits; directory: to find information about a company before submitting a résumé or to learn more about an organization they are thinking of joining*).

Analyze Text Structure

Explain that to use reference texts most efficiently, students must learn about the way each type of text structures its contents.

Point out that a dictionary has a very specific structure that allows users to find the meaning, pronunciation, spelling, and other information about words. A thesaurus has a similar structure but helps users find similar words, or synonyms. Have students work in pairs to use a dictionary or thesaurus to find one of the vocabulary words. Have students using a dictionary write one sentence each using the word. Have students explain the part of speech and one or two definitions to the class, then read their sentences aloud. Ask students using a thesaurus to write two sentences: one with the original word and one with a synonym. Have them read their sentences aloud as well.

Explain that encyclopedias and atlases can help students find information for many subjects, but they are particularly useful for social studies topics. With students, choose a historical or geographic topic. Have small groups of students use encyclopedias and atlases to find geographic and factual information on the topic.

Reading Skill: Evaluate Content in Different Formats

After students have compared print and online dictionaries, ask them to explain a feature they found more useful in one format than in the other. How did students prefer learning about pronunciation, from the syllabification and pronunciation symbols in print and online or from the audio pronunciation available online?

Core Skill: Analyze Text Structure

Have students scan the encyclopedia article and answer the questions about the First Continental Congress. Then ask them to write one sentence each about the article's text features (such as headings, subheadings, photos, maps, captions, or bullet points) that describes how they used the features to quickly find the information they needed.

> **THINK ABOUT READING**　　　ANSWER KEY
>
> Review with students the answer on page 268 of the student lessons.

Engage and Extend

ELL Instruction: Paired Reading Pair fluent English speakers with English language learners. Provide paired students with a copy of a brief (50-200 word) encyclopedia article to read aloud. If the less-proficient student misreads, the more proficient student points to the word and pronounces it; then the less-proficient student repeats that word. Continue in this fashion until the end of the passage.

> **WRITE TO LEARN**　　　ANSWER KEY
>
> Answers will vary. Check that students' responses provide details about the locations hit by the tsunami and that the texts are three paragraphs long, with a beginning, a middle, and an end.

Evidence-based Reading Support: Comprehension
Reread/Read More Slowly Go online and find a brief passage from a user manual for a type of product students are familiar with, such as a computer, a phone, a television, or cable service. Provide copies of the passage to students and ask them to read through the passage once, then turn it over and write in their notebooks a summary of what they read.

Then ask them to read the passage again more slowly. Ask: *Did reading the passage a second time help you understand its meaning? Did reading more slowly help you remember the information?*

Real World Connection: Gather Information from Different Media
After students complete their lists of key words, ask volunteers to write their lists on the board. Then brainstorm each list to determine whether students might get better results with a refined list of words.

> **THINK ABOUT READING**　　　ANSWER KEY
>
> Review with students the answers on page 268 of the student lessons.

21st Century Skill: Information Literacy
After students compile their lists of reliable reference websites, brainstorm a list of historical events that occurred within the past ten years. Have students choose an event and use websites from the list to find information about the event. Ask them to write two paragraphs about their event, using a thesaurus and a dictionary to broaden their word choices and check their spelling.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 268 and 269.

Extension Activity: Compare and Draw Conclusions Ask pairs of students to investigate the usefulness of different formats of reference texts. Assign each pair a different state and ask them to look up information about their state's legislature and its capital. To do their research, one student from each team should use an online encyclopedia and one student should use a print encyclopedia. Have the pairs compare the time spent per format and how up-to-date each format was in order to draw a conclusion about which format is most efficient for this type of research.

Comparing Texts in Different Media

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Gather information from different media
- Evaluate content in different media
- Determine advantages and disadvantages of different media

✓ Determine Student Readiness

Make sure students understand what is meant by *media*. Explain that a medium is a method of communicating information, such as a newspaper or a website, and that there are many different types of media. Ask students to list in their notebooks as many kinds of media as they can. Ask volunteers to explain which forms of media they prefer for news, for entertainment, and for researching information. Write volunteers' media choices on the board and discuss with the class to reach a consensus on the group's most frequently used forms of media.

Key Concept

Comparing how the same text is presented in different media can provide a deeper understanding of a text.

Concept Background: Before students start the lesson, engage them in a discussion of different kinds of media presenting the same material. Show students a front-page story from the newspaper and have them read it. Then go online to one of the national news service websites and play a video story or interview about the same event. Discuss how each medium handled the story. How effective do students think the newspaper and the website coverage are? Did they notice different items of information in one medium or the other? Tell students to write a sentence comparing and contrasting the story coverage by the two media. Ask volunteers to read their sentences to the class.

Develop Core Skills

Reading Skill: Evaluate Content in Different Media
Explain to students that the format in which information is presented may affect the details that are included in the message and also affect how the information is received. Point out that often the same product—such as a car—may be advertised online, in a magazine, on television, on Twitter, and on highway billboards. Ask students what might be the same (*the product sold*) and what might be different among those media. Why do they think the manufacturer might alter the message for different media? (*Advertisers and companies alter messages to appeal to different age groups, incomes, and genders based on the product they are selling and research that indicates which media appeal to their target group.*)

Core Skill: Draw Conclusions
Tell students that they may have drawn conclusions in other classes: for example, determining the causes of a historic event or describing the results of a science experiment. Ask students who have accessed the same information in more than one medium—such as reading a novel and listening to the same story as an audiobook—to share their conclusions about how different media affect their perception of the information. Do they find one medium more informative or entertaining than another? Do they find that accessing the information in more than one medium enriches their experience? Involve the class in an experiment by having students compare the experience of looking up the location of Chicago's Willis Tower (formerly Sears Tower) on a print map and finding the same building online using an interactive map website. After students have studied both formats, ask volunteers to share their conclusions as to which format is more useful and explain their choices.

Pre-Teach Vocabulary

Word Study: Prefix *inter–*
Explain that prefixes are groups of letters added to the beginning of a word to change its meaning or make it another part of speech. Recognizing prefixes helps people define words. The Latin prefix *inter–*, which is attached to many words, has a variety of meanings, including "between, among, during, and together."

Words with *inter–*
interpret, interactive, Internet, interrupt, intersection

Tier 2 Words:	Tier 3 Words:	Test Words:
enhance (p. 68)	animation (p. 72)	visualize (p. 68)
interpret (p. 68)	italics (p. 69)	
media (p. 68)	multimedia (p. 72)	
presentation (p. 70)		

DURING THE LESSON

Texts in Different Media

Tell students that in this lesson, they will review different types of media to determine how the physical format used to deliver information affects their understanding and enjoyment of the information. Remind students that in comparing items, they are determining how the items are alike. Tell them that they will compare media and will also contrast media to see how the formats are different and how those differences affect the way the media deliver information. After reading page 68, display the words *visualize, enhance,* and *interpret*. Ask students to explain how the words provide clues for comparing texts in different media.

Reading Skill: Evaluate Content in Different Media

After students have listed the main ideas of the online and audio versions of the weather report, pair them with classmates and have them explain to each other the reasons they believe that changes were made in the content of the report from one medium to the other.

Evidence-based Reading Support: Fluency

Echo Reading Read aloud the first sentence from the second boxed text on page 69. Use the words in italics to add expression and emphasis to the text. Have students echo you by reading the same sentence and trying to read with the same speed and expression as you do. Continue echo reading through the end of the boxed paragraph.

Core Skill: Draw Conclusions

After students discuss their conclusions with classmates, ask them to write a brief paragraph explaining what they have learned about on-the-job training and whether they would want to engage in such training.

THINK ABOUT READING ANSWER KEY

Review with students the answer on page 269 of the student lessons.

Workplace Connection: Analyze Text Connections in Different Media

After students have completed writing about their topic, ask how many students prefer getting their information in print, how many like online information better, and how many feel they get more out of information presented in audio or video formats. Discuss as a group the pros and cons of the different types of media.

WRITE TO LEARN ANSWER KEY

Answers will vary. Check to be sure that students' writing includes an analysis of the features they consulted on the interactive highway map and a conclusion about how the map's format aids in plotting the route for a road trip.

THINK ABOUT READING ANSWER KEY

Review with students the answers on page 269 of the student lessons.

21st Century Skills: Media Literacy

When students complete their paragraphs comparing and contrasting the video and multimedia presentations they accessed, ask for volunteers to share their experiences and conclusions with the class. Ask: *What was the topic you researched? What feature of the video or multimedia presentations did you find most helpful? Did you find that watching information about your topic in these two formats added to your understanding? Do you think seeing the data in several presentations helped you remember the information?*

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student pages 269 and 270.

Engage and Extend

ELL Instruction: Visualizing Text The subtitled video presentation about on-the-job training (see link on page 70) provides a meaningful context for word recognition and reading. The captions allow students to confirm what they have are hearing on the audio track. Ask students to watch the video two or three times in quick succession while concentrating on hearing and seeing the narrator's words simultaneously.

Following their repeat viewings, ask students to discuss in pairs what they learned from the video. Have one member of each pair relate their combined perception to the class.

Extension Activity: Organize a Presentation Ask students to apply what they learned about the effectiveness of different media types. Tell students to write a brief informative text and also construct an audio, video, or multimedia version of the same message. Tell them to select their own topic or to use a topic from the lesson, such as a weather advisory or a recipe.

Provide audio or video recording equipment, or allow students to use their own smartphones or other devices. Tell them to organize their information in a logical order and to interpret their message using precise language and well-designed audio and visual elements. Tell them that readers or audience members should be able to easily infer the meaning of their presentations.

Have volunteers present their written texts and audio/visual presentations to the class for discussion.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Identify the stated main idea
- Gain information from textbooks and other educational material

✓ Determine Student Readiness

Students have learned that informative texts contain facts and details. Ask students how these texts are organized. Offer suggestions, such as sequential organization. Explain that reading materials such as books, magazines, and newspapers usually have features, sections, and a table of contents. Explain what each of these elements are and have students find examples in classroom books.

Key Concept

Textbooks and other educational materials are instructional texts used in language arts, mathematics, science, social studies, and other fields of study.

Concept Background: Show students a classroom textbook and open it. Explain that textbooks include specific text features meant to guide students as they read. Using the textbook as a model, point out how the writers include titles and headings and how vocabulary words are set in boldface type as a guide for readers. Ask: *How might reading a textbook without these features affect your learning? (Sample answer: I would have a harder time following the text.)*

Develop Core Skills

Reading Skill: Summarize Text
Explain to students that when they summarize, they tell the most important ideas or events in their own words, but they don't include every detail. Model this skill by summarizing the plot of a movie or television show. Then ask student volunteers to summarize what happened in a movie or television show they recently watched.

Core Skill: Analyze Visual Information
Tell students that graphic aids, such as tables and charts, are types of visual information. They provide information in a different way than the written text does. Use a textbook to show visual information. Ask: *How does this information add to the text? (Sample answer: It gives more detail and helps us better understand what the text is saying.)*

Pre-Teach Vocabulary

Vocabulary Study Cards
Preview lesson vocabulary words by having students create vocabulary study cards. Provide the words and simple definitions on the board. Have students write each word and its definition on an index card so they can practice them.

Tier 2 Words:	Tier 3 Words:	Test Words:
details (p. 87)	survey (p. 86)	classify (p. 89)
main idea (p. 87)	topic sentence	
stated (p. 87)	(p. 87)	

DURING THE LESSON

Educational Materials

PAGE 86

Point out some of the educational materials in the classroom and write the names of the materials on the board. Ask students to identify more educational materials and add their descriptions to the list. Choose a familiar text and model using SQ3R on a few pages. Then have pairs of students choose a page from a textbook or other educational material in the classroom and practice using SQ3R. Circulate to ensure they are using all five parts of the strategy correctly.

PAGE 87

THINK ABOUT READING   ANSWER KEY

2	Ask yourself questions.
5	Write answers to your questions.
1	Scan titles, headings, and boldfaced words.
3	Read for facts and ideas.
4	Look again at main ideas, details, and concepts.

21st Century Skill: Global Awareness
If some students have not used a search engine, show them how to do so. Then pair them with students who have previously used search engines to research for an Internet newspaper article. After students have completed the assignment in their notebooks, have them read their main ideas aloud to the class.

1. *filial piety* and *extended family*
2. How important is family in China?
3. The family was the basic unit of Chinese society and the most important unit.

Reading Skill: Summarize Text

Explain that summarizing requires understanding the main idea and the most important details of a piece of writing. Read the selection on page 88 with students. Have them point out the headings and the caption. Tell them to underline the topic sentence in each paragraph. After students write the main idea and summary in their notebooks, have them share their work in small groups and choose the work that best summarizes the selection.

Core Skill: Analyze Visual Information

Tell students that visual information is another way for writers to explain information. Point to the photo of hieroglyphics. Then ask students what its purpose is (*showing an example of a writing system that the text describes*). Read the table with students. Model reading across the rows and down the columns. After students have completed the assignment in their notebooks, have them explain to a partner what inventions and concepts are.

Tell students that scanning involves looking for text features and visual elements in a text. Read the text on page 89 with students and have them point out the special features of textbooks. Have them write down their lists of text features. After they complete their written explanations, have them discuss in small groups which features they find most helpful.

1. This topic is Egyptian society and daily life.
2. *Scribes* and *hieroglyphics* are in boldfaced type.

Evidence-based Reading Support: Alphabetics
Use Word Parts

Tell students that the main part of a word is called its root. When the root is a complete word, it may be called the base word. When students come across a new word, they should check whether they recognize its root or base. These word parts can help them pronounce the word and figure out its meaning. Have students look at the word *classify* on page 89. Tell them to use this strategy to find the base word for *classify* (*class*).

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 272.

Engage and Extend

ELL Instruction: Read a Chart Tell students that charts and tables hold information in an organized way. Have students look again at the chart on page 89. Have pairs of students create their own tables about a favorite topic, such as movies they like and dislike, places they would like or not like to visit, and so on.

Extension Activity: Critique Visuals Have pairs of students choose a chapter from a textbook and critique the visual elements. They should explain to the class why they think the sidebars, images, graphs, and so on are or are not effective. Have student pairs create their own visual element that they think would enhance the chapter.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Explain text features and graphics and their purpose
- Read magazine and newspaper articles to gain information

✓ Determine Student Readiness

Students have learned that informative texts give facts and details or explain how to do something. Ask students for examples of informative text that they encounter on a regular basis. Make a list on the board. Sample responses: *newspaper article, online article, magazine article, instructions, textbook chapter, e-mail, handbook section.* With students, write an informative sentence about the class on the board. Sample: *This class meets three times a week and discusses reading.* Explain that students will learn more about reading informative texts in this lesson.

Key Concept

Magazine and newspaper articles provide current information about events and other topics.

Concept Background: Tell students that there are many reasons for reading. To learn and understand new or current information, you might read newspaper and magazine articles. Show students a variety of newspaper and magazine articles and discuss the purpose of each one. Ask students to describe recent magazine or newspaper articles they have read and the kind of information they got from them.

Develop Core Skills

Reading Skill: Analyze Text Structure
Explain to students that each text has a specific structure that depends on the purpose of the text. Use an online or paper magazine or newspaper article to point out text structure by pointing to titles, headings, subheadings, captions, and other structural features. Have students work in pairs to choose their own article and discuss its text structure.

Core Skill: Evaluate Content in Different Formats
Browse through the magazines and newspapers you used for the Concept Background activity and point out the different formats that are used for visuals (*circle graph, bar graph, line graph*). Work with students to identify each format and explain how it provides information.

Pre-Teach Vocabulary

Connect to Life Experiences
Briefly go over definitions of vocabulary words with students. Have students use the vocabulary words in sentences that relate to their own lives. Give an example: *I always read the captions below photographs when I read the newspaper.*

Tier 2 Words:	Tier 3 Words:	Test Words:
caption (p. 95)	byline (p. 94)	summarize (p. 96)
graph (p. 97)	legend (p. 97)	
heading (p. 95)		
visual (p. 95)		

DURING THE LESSON

Magazine and Newspaper Articles

PAGE 94

Before starting the lesson, ask students why they might read magazine and newspaper articles. List the reasons on the board. Ask students to think about what kinds of information they would learn from magazine and newspaper articles as compared to reading a textbook or a procedural document. Tell them that to get the most from reading newspapers and magazines, they should pay attention to how the article is organized, look at all headings and subheadings, study the photographs and captions, and look for additional information in charts or diagrams. Choose a magazine article and have small groups study the article and present a brief summary to the class. Ask each group how the organization and elements of the article helped them understand it.

Evidence-based Reading Support: Alphabetics
Compound Words Tell students that compound words are made when two separate words are combined to make a new word. To learn the meaning of a compound word, students should study its parts individually. Explain that the word *byline* is made of two smaller words: *by* and *line.* Tell students that since you know *by* can mean "who did it," you can guess that byline means "who wrote it." Have students think of other compound words, or offer suggestions if they struggle (newspaper, headline, airplane, notebook, longtime). List the compound words on the board and work with students to determine the meaning of each one.

Technology Connection: Digital Publications
Tell students that digital publishing has drastically changed the way people receive their news. Instead of listening to the radio, watching the nightly news on TV, or waiting until the next day for a paper newspaper to arrive, people can now access news 24 hours a day online. Work with students to locate articles about an appropriate current event. Encourage them to study the length, features, and information in the articles they are comparing. Have volunteers present their comparisons to the class.

THINK ABOUT READING   **ANSWER KEY**

1. The article is mostly about the possibility that Napoleon may have been poisoned. The title shows that this is the topic of the article.
2. The most surprising evidence was how well Napoleon's body was preserved. This information can be found under the heading "Shocking Evidence."
3. The painting is of Napoleon. The caption tells the reader who is in the painting.

Reading Skill: Analyze Text Structure
Tell students that looking at headings is one key to understanding an article or finding the information you want. Display an online or print article to the class. Go over the headings and have students tell what the article is generally about. Ask them which section they would read to find out a certain piece of information. Then read the article on page 96 with students. Have them point out the headings, picture, and caption. After they list the headings and write in their notebooks, have them share their notes with partners and refine them as necessary.

WRITE TO LEARN   **ANSWER KEY**

Remind students that summarizing means retelling the main points in their own words. Have them jot down notes as they reread the article and use those notes to write their summaries. Then have students read their summaries to a partner. Listeners should check to make sure the speaker uses the main ideas of the headings in the summary.

Core Skill: Evaluate Content in Different Formats
Discuss with students the different formats described in the text (*circle graph, bar graph, line graph*) and show an example of each one. Explain to students that charts and tables can also be used to compare information. Read the table on page 97 with students. Explain that they can use the heading and the information in the table to determine the main idea. After students write the main idea in their notebooks, discuss it as a class by emphasizing the title and the column and row headings.

THINK ABOUT READING   **ANSWER KEY**

1. "Experience Counts"
2. adults ages 18 and 19

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 273.

Engage and Extend

ELL Instruction: Describe Graphs Show students a bar graph, a circle graph, and a line graph. Point to each and have students discuss what the graph might be about. Point to the legend and explain how it works. Have students find another graph and explain it to a partner.

Extension Activity: Graph Data Remind students that a graph shows how two or more things relate. Review the Core Skill sidebar on page 97 with students. Have students create a line graph to show the changes in the temperature for the past week in your town.

BEFORE THE LESSON

Objectives
After completing the lesson, students will be able to
- Determine the author's purpose
- Draw evidence from text

✓ Determine Student Readiness
Ask students if they remember a time they used written directions to install, build, or fix something. Point out that the directions they used were technical text. Ask whether the text did what it was meant to do, or fulfilled its purpose. *Were you able to use, fix, or operate the device? What about the directions—what was helpful and what was not?*

Key Concept
A technical text is a document that provides a particular group of people information about a specialized subject.

Concept Background: Tell students that technical texts are everywhere—in the form of instruction manuals, workplace memos, cookbooks, and more. Explain that these texts are useful tools for solving specific problems, many of which may be work-related. Ask students for examples of using technical texts at home or at work. (Sample answers: *I used an instruction manual to set up my stereo. I used a company planning guide to prepare a presentation at work.*) Ask students if these texts contained technical words that were difficult to understand. Explain that to offset difficult language, technical texts often include diagrams and illustrations.

Develop Core Skills
Reading Skill: Interpret Words and Phrases in Text
Explain that technical text often contains difficult words because of the information it is trying to convey. Point out that technical texts are a good place to use the strategy of context clues. Provide the class with a technical text, such as instructions for changing a car's oil. Have them identify places where context clues help them determine the meaning of a technical word.

Core Skill: Draw Conclusions
Tell students that drawing conclusions is a common way to help understand something by using the information given and your own knowledge to come up with a meaning. Hold up the technical text on changing a car's oil and ask: *What can you conclude from the fact that people use this?* (Sample answer: *If people are using it, then they must need help understanding how to change a car's oil.*)

Pre-Teach Vocabulary
Synonyms and Antonyms
Discuss the definitions of the vocabulary words with students. Have students work with a partner to list one or more synonyms and/or antonyms for each vocabulary word. They may use a thesaurus for assistance.

Tier 2 Words:	Tier 3 Words:	Test Words:
diagram (p. 102)	consumers (p. 102)	technical (p. 102)
process (p. 102)		
regulations (p. 102)		

DURING THE LESSON

Determine Author's Purpose in Technical Texts
`PAGE 102`

Remind students that authors generally have one of three primary purposes for writing: to inform or explain, to persuade, and to entertain. Explain that the primary purpose of a technical text is to inform and explain how a specific procedure or process works. There are many kinds of technical texts, and each has its own structure. Show students examples of a process flowchart, an instruction manual, regulations, and consumer information. Go through each example briefly and discuss with students how the text features or structure help indicate the example's purpose. (Sample answers: *flowchart: graphics and text show it is about a process; instruction manual or regulations: numbered or lettered steps indicate it is explaining a process or list of rules; consumer information: capitalized or bold faced text stands out to a person using the product and informs about it.*)

Reading Skill: Interpret Words and Phrases in Text
`PAGE 103`

Have students circle any unfamiliar words in the installation instructions on page 103. Review how to use context clues to find the meaning of a word and recommend that students try this approach before they conduct an online search. Point out the different kinds of online support a person could find if necessary, such as online chats with customer service representatives. Check students' notebooks to verify that their definitions can help them understand the technical text.

Evidence-based Reading Support: Comprehension
Asking Questions Explain that with technical texts, it helps to ask yourself questions as you read. Model reading the technical text in the box on page 103 and asking questions about it: *What does the word* coupling *mean? Which direction should I turn the pliers to tighten it?* Explain that students can look up words they do not know, but in this case, the best strategy is to look at the diagram for help with understanding the directions. Have students look again at the instructions for changing a car's oil and come up with questions that will help them understand the text.

Core Skill: Draw Conclusions

Show students a regulation such as this:
The following list, which is not exhaustive, are jobs that 14- and 15-Year-Olds <u>MAY NOT</u> *Be Employed in:*

1. *Any MANUFACTURING occupation.*
2. *Any MINING occupation.*
3. *Most PROCESSING occupations such as filleting of fish, dressing poultry, cracking nuts, developing of photographs, laundering, bulk or mass mailings.*
4. *Occupations requiring the performance of any duties in WORKROOMS or WORKPLACES WHERE GOODS ARE MANUFACTURED, MINED OR OTHERWISE PROCESSED ...*
5. *ANY OCCUPATION FOUND AND DECLARED TO BE HAZARDOUS BY THE SECRETARY OF LABOR.*
6. *Occupations involved with the operating, tending, setting up, adjusting, cleaning, oiling or repairing of HOISTING APPARATUS.*
7. *Work performed in or about BOILER OR ENGINE ROOMS or in connection with the MAINTENANCE OR REPAIR OF THE ESTABLISHMENT, MACHINES, OR EQUIPMENT.*
Source: (http://www.dol.gov/whd/regs/compliance/childlabor101_text.htm)

Have students look carefully at the regulation and point out facts and details that indicate why the law was written. Point out that all of the capitalized words are referring to jobs or locations where workers could get injured. Explain that based on how the law is worded, one can conclude that it was written in order to protect teenagers from taking dangerous jobs. Have students complete the sidebar activity on their own and write their conclusion on the board. Work with the class to compare students' conclusions.

Engage and Extend

ELL Instruction: Draw Conclusions Have English language learners select one of the illustrated passages in the lesson and translate some of the technical words into their first language. To extend this activity, have them give the translated technical text to someone who is proficient in English. The proficient English speaker should use the illustrations and his or her own knowledge to infer the meaning of the translated words.

Compare Words and Phrases in Technical Texts and Other Informational Texts

Call students' attention to the table on page 105. Explain that the left and right columns are two different kinds of technical writing. The middle column shows how the two types are similar. Before students complete the activity, ask them how the two sets of instructions are different (*length of steps, measurements, preparation in recipe vs. no preparation in manual*).

WRITE TO LEARN   ANSWER KEY

Explain that a flowchart is a good way to help others visualize a process. For students who have difficulty thinking of a process they often do at home, suggest the following: the morning commute, turning on the computer, preparatory steps to beginning a job, brushing and flossing teeth, preparing a meal. To see if students' flowcharts are effective, have them trade them with a partner and see if the partner can follow the instructions.

THINK ABOUT READING   ANSWER KEY

1. A. *Monitor, inspect, require,* and *allow* are all words that have to do with making and enforcing rules. The other words might be found in instruction manuals, consumer information documents, and process flowcharts.
2. C. Numbered sections show the order and importance of information. Flowcharts use symbols to show a repetition of events, while regulations often use outline style. Poetic language is not used in technical documents.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 273 and 274.

Extension Activity: Critique Instructions Tell students that they will assume the role of a technical writer. Have them write instructions to tell how to do something with which they are familiar. Have students exchange instructions and critique whether they make sense and are simple to use.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Understand how to read and interpret ads
- Evaluate the effectiveness of arguments
- Identify an author's assumptions and beliefs

✓ Determine Student Readiness

Tell students that forms, instructions, websites, blogs, magazine and newspaper articles, and editorials are types of nonfiction informative text. Tell students that the purpose of these texts may be to inform or to persuade. Ask students for an example of a nonfiction text they have read for information and an example of one that tried to persuade them. (Sample answers: *information: textbook or magazine; persuasive: editorial or argumentative essay*.) Tell students that they will be learning more about persuasive writing in this lesson.

Key Concept

Ads are persuasive messages that try to convince people to buy or use something or to think or act in a certain way.

Concept Background: Point out to students that they all see ads constantly. To navigate through this maze of information, they need to study ads carefully. Show students two or three ads from a recent print publication. As students read the ads, ask: *What does the ad want you to think, buy, or do?* Explain that reading ads effectively can help students better decide whether the advertised product or action is something they need or want.

Develop Core Skills

Core Skill: Evaluate Arguments

Explain to students that an argument is a reason given by a writer or speaker of why someone should do something. For example, an ad for a tire store might present an argument that their tires are better than other tires. It is up to the reader to evaluate whether the source of the information is reliable. Discuss with students the kinds of ads they think have reliable information, and ask them to explain their reasons.

Reading Skill: Analyze Word Choice

Point out to students that writers can support their writing with factual information. Remind students that facts can be proven but opinions cannot. Give students an example of a car ad that says, "The car gets 40 miles to the gallon and gives the smoothest ride you'll ever have." Ask students to identify the fact (*the car gets 40 miles to the gallon*) and the opinion (*it gives the smoothest ride you'll ever have*) in the sentence. Discuss what makes one a fact and the other an opinion. (*The car's mileage is provable, but no one can prove that a ride is the smoothest ever.*)

Pre-Teach Vocabulary

Word Map

Provide students with definitions of the vocabulary words. Then have students draw a word map with three circles. Tell them to write one vocabulary word in the center circle. Next, have students write a definition in an outer circle and an example in the other circle.

Tier 2 Words:	Tier 3 Words:	Test Words:
argument (p. 119)	advertisement (p. 116)	evaluate (p. 119)
fact (p. 117)	logo (p. 116)	
opinion (p. 117)	slogan (p. 116)	

DURING THE LESSON

Ads
PAGE 116

Tell students that in this lesson, they will read different kinds of ads. Engage students in talking about ads they have read or seen recently. Ask them how ads can be helpful when they need to buy something or go somewhere. Point out that the writers of ads only want the readers to see the good side, or positive aspects, of the advertised products.

Explain that in addition to using celebrity opinions to influence consumers, ads often contain loaded words— words that cause an emotional response rather than an intellectual one. Recognizing these words will help a reader maintain emotional distance from the ad and distinguish between fact and opinion. Write the words *death, loved ones, secure,* and *left behind* on the board. Explain how each word can be loaded (*death: plays on people's fear of the future; loved ones: draws an emotional response about a person's family and friends; secure: makes people feel that the product will protect them; left behind: suggests people should buy a product to avoid being "uncool"*). With students, add to the list of loaded words and leave it on display during the lesson. As you progress through the lesson, have students point out any of the loaded words that are already on the list and add more words as they find them.

Real World Connection: Analyze Visual Elements
PAGE 117

Ask students what types of visual elements they have seen in ads. Write their responses on the board. Responses may include attractive people; cute animals; beautiful beaches; delicious food; advanced technology; prominent fonts; attractive, exciting, or peaceful colors. Have partners put their two ads on poster board and label each of the visual elements. Then have them present their ads to the class and explain why they would or would not want to follow the ad's advice (for example, buying a product, taking a vacation, or supporting a cause).

Workplace Connection: Evaluate Job Ads

Ask students if they have ever responded to job ads. If so, ask: *Did the ads use facts, opinions, or a combination?* Read the numbered paragraph on page 118 aloud with students and have them point out the facts and opinions. After students identify the facts and opinions in two job ads, have them discuss their ads in small groups. Suggest that the group evaluate all of the ads in terms of their effectiveness. Would they apply for that job based only on the ad?

THINK ABOUT READING — ANSWER KEY

1. Sentences 1, 3, and 4 are facts. They name the stores and give specific prices.
2. Sentences 2 and 5 are opinions of the shopper.
3. The words *It seems to me*, *cheapest*, and *best* signal personal opinions.

THINK ABOUT READING — ANSWER KEY

1. F
2. O
3. O
4. F

Core Skill: Evaluate Arguments

Read the questions with students. Show the class an ad for a product, either a good or a service, and have them answer the questions together. Then have partners use the same process to evaluate another ad. After they have finished, discuss as a class how evaluating the arguments in the ads can make students more knowledgeable consumers.

Evidence-based Reading Support: Vocabulary

Relate Words Tell students that a good way to build vocabulary is to relate new words to words or concepts they already know. They should think about how the new word is similar to or different from words they are already familiar with, such as *evaluate, evaluation, evaluator*. Tell students to use a word web with related words to study the new word. For example, *evaluate: test, opinion, performance, grade, achievement*.

THINK ABOUT READING — ANSWER KEY

1. C. It can be proven that StormStand homes are raised off the ground. The other choices are opinions.
2. A. This statement is meant to persuade you that you need a StormStand home because your home would not be safe if there were a violent storm.
3. "Ask anyone" does not provide evidence that StormStand homes are the best homes built. Most people would not know whether StormStand homes have the best record of storm survival.

Reading Skill: Analyze Word Choice

Make a two-column chart on the board. Label one column *Facts* and the other column *Opinions*. Read the passage on page 120 with students and discuss the effectiveness of the photograph and the text elements. Ask what students think of the name of the product. Have students list the facts and opinions from the passage as you write their responses on the board. Discuss the author's purpose for writing the ad and whether or not students would call the builder.

WRITE TO LEARN — ANSWER KEY

Tell students that to write an effective ad, they should use descriptive words. Explain that in writing an ad, they should give a clear overall impression, include specific details, and organize sentences so it is easy to picture what is being described. Have partners check each other's completed ads to make sure they have included at least two facts and two opinions. Tell students to revise as necessary.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 276.

Engage and Extend

ELL Instruction: Persuasive Language Explain that persuasive language tries to convince someone to do something or to think a certain way. Provide examples from the lesson. Discuss what the ads want the readers to do, think, or buy.

"Isn't it time to upgrade your home entertainment systems TODAY?!" (page 119)

"With the Easy Diet program, you can enjoy life while you peel off the pounds." (page 123)

Have students work with a partner to write one sentence that uses persuasive language.

Extension Activity: Critique Ads Have students bring in ads, and in small groups, analyze the ads using these questions: 1) What real information is included in the wording of product descriptions? 2) What claims are backed up by facts? 3) What claims does the ad want you to accept on faith? Have groups discuss their responses. Then have small groups create their own ads and share them with the class. Students should be able to justify their use of fact and opinion.

BEFORE THE LESSON

Objectives
After completing the lesson, students will be able to
- Understand the purpose and content of editorials
- Evaluate the effectiveness of arguments in excerpts
- Distinguish between conflicting viewpoints

✓ Determine Student Readiness
Ask students what types of information they might expect to find in informative texts. Explain that these texts can contain facts and details, and some may also contain opinions. Tell students that facts can be proven to be true and that an opinion tells what someone thinks. Say several facts and opinions and have students identify if each statement is a fact or an opinion: *A year is about 365 days long. (fact) This book is more interesting than other ones about wolves. (opinion) Abraham Lincoln died in 1865. (fact)* Ask students to give their own examples of facts and opinions.

Key Concept
Editorials express ideas and opinions from the writer's point of view.

Concept Background: Tell students that editorials present arguments for or against something. Explain that they need to review editorials carefully to uncover the author's arguments as well as the author's biases. Biases are prejudices. Supply students with a short newspaper opinion piece and work with them to underline the author's arguments and identify any biases present.

Develop Core Skills
Reading Skill: Evaluate Support for Conclusions
Explain to students that when they form an opinion about something, they are evaluating. To help them evaluate support for a conclusion, they should ask themselves whether the author seems biased, whether the information is one-sided, and whether the argument presented is logical. Using the same opinion article from the Concept Background activity, work with students to answer these three questions.

Core Skill: Compare Different Texts
Explain to students that comparing and contrasting involves identifying how things are similar and different. Draw a Venn diagram on the board. Have students compare and contrast two classroom items, such as two pens, backpacks, or tables. As students offer suggestions, fill in the Venn diagram and explain how it can be used for comparing and contrasting. Tell students that texts can also be compared and contrasted.

Pre-Teach Vocabulary
Possible Sentence
Preview lesson vocabulary words by defining them for students. Have students write sentences that use the words either correctly or incorrectly. Then as a class, read the sentences and guess whether or not the words are used correctly. If a word is not used correctly, have a volunteer rewrite the sentence so it is correct.

Tier 2 Words:	Tier 3 Words:	Test Words:
assumption (p. 126)	editorial (p. 124)	conclusion (p. 125)
bias (p. 125)	point of view (p. 124)	
defend (p. 125)		
evidence (p. 125)		

DURING THE LESSON

Editorials
PAGE 124
Explain that people write editorials to express an opinion. Provide examples of editorials in newspapers, in magazines, or on websites. Read at least two editorials aloud with students. Have students answer the questions on page 124 for each editorial. Ask students to explain how the editorials are similar and different.

PAGE 125

THINK ABOUT READING   **ANSWER KEY**
When reading editorials, you should consider whose opinion is being expressed and what evidence supports the writer's opinion.

Research It: Find Evidence
Before partners begin their research, have the class brainstorm a list of possible topics and some reliable sources they could use to find information. Allow class time for partners to give their presentations. Invite listeners to offer constructive feedback.

Evidence-based Reading Support: Alphabetics
Suffix –ion
Tell students the suffix, or word part added to the end of a word, –ion is Latin for "act or process." Using this information, ask students to try and figure out what the words *assumption* and *conclusion* mean. Provide them with the definitions of *assume* and *conclude*. Have students list additional words in the text or other words they know with the suffix –ion, then explain how they use the suffix to arrive at the meaning of each word.

Other words with –ion include:
information
description
definition

1. A. In the last two paragraphs of the editorial, the author argues that citizens will be defenseless if handguns are banned.
2. C. The author says this in paragraph 6. The other statements are from the editorial, but they do not support the author's conclusion.

Reading Skill: Evaluate Support for Conclusions

Explain that writers often draw conclusions based on facts. Read the passage on page 126 with students. Ask students to circle the author's conclusions and underline any facts or reasons given to support the conclusions. Write the conclusions and facts on the board and discuss whether there is enough evidence to support each conclusion. Have students write their paragraphs and read them aloud in small groups.

WRITE TO LEARN   ANSWER KEY

With students, brainstorm a list of issues that affect them. Have students choose one issue from the list to use for their editorial. After students complete their editorials in their notebooks, have them read them aloud in small groups. If possible, create a class publication for all of the editorials. Ask students which editorials were most convincing and why.

THINK ABOUT READING   ANSWER KEY

1. They both discuss a ban on handguns.
2. The first editorial is against banning handguns, and the second editorial supports a ban.

Engage and Extend

ELL Instruction: Distinguish Text Types   Display an editorial and a news story from a newspaper. Point out key words that identify one piece as an editorial (opinions, biases, arguments for and against) and the other as a news story (facts, information). Review with students the purposes for writing an editorial (to express an opinion) and a news story (to give information). Show students several editorials and news stories and have them sort the articles into groups. Have students use sentence frames to explain how they distinguished between the types: *This is a news story because it has* _____; *This is an editorial because it has* _____.

Core Skill: Compare Different Texts

Before students complete the activity, read aloud two editorials with different viewpoints about the same topic. Have a student write facts from each editorial on the board. Tell students to use the notes on the board to create their Venn diagrams. After they have finished, have students compare their Venn diagrams with others and make adjustments as needed.

Real World Connection: Analyze Editorial Cartoons

Show students one or two editorial cartoons. Explain the illustrations. Then ask students questions to help lead them through the four steps in the activity. Supply newspapers or magazines and have students find an editorial cartoon to use for the activity.

THINK ABOUT READING   ANSWER KEY

1. The letters are less formal than the editorials. They have a conversational tone.
2. *Sample answer:* I think the first letter is more persuasive because it includes facts and statistics from reliable sources

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 277.

Extension Activity: Assess an Editorial   Ask students to find an editorial in a local newspaper or an online news source, then find a news article about the editorial's topic. Explain that students should read both and identify the facts and opinions in each. Ask students to decide whether they think the writer of the editorial has given enough facts to support the opinion expressed. If they say no, ask them what additional facts the writer should have used.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Understand how to read and evaluate blogs
- Identify an author's assumptions and beliefs

✓ Determine Student Readiness

Ask students if they have ever read blogs, or online writings that express the writer's opinions. If so, ask: *Which blogs do you read? What kind of subject matter do the blogs deal with?* Write students' responses on the board and use them to show that blogs can be about almost anything, from politics to sports to baby clothes or even writing itself.

Key Concept

Blogs, or web logs, are personal web pages that express an author's ideas or opinions.

Concept Background: Explain to students that blogs are basically online conversations between ordinary people. Some blogs contain information on a particular topic, such as cooking or surfing. Others are like journals, where people document the events of their daily lives. Ask students to describe a blog topic that would interest them.

Develop Core Skills

Reading Skill: Draw Evidence from Text

Tell students that while reading blogs, they should be aware of facts and opinions presented by the writer. Point out that students should also learn to recognize language that is meant to elicit an emotional response. Provide a link to a political blog that gives a strong opinion. Work with students to identify words the writer uses to convince readers of the writer's opinion.

Core Skill: Determine Author's Purpose

Blog writers often try to persuade readers about a specific idea or opinion. To do this, they might provide facts or quotes from an expert or celebrity, or they might use words that appeal to emotions. Provide a sample from a blog and have students discuss which one of these strategies the blogger uses. Have them find more examples from the blog.

Pre-Teach Vocabulary

Yes/No Questions

Work with students to define the vocabulary words. Then have partners ask each other yes/no questions using the vocabulary words. Tell them they can use more than one word in a sentence. Provide an example: *Do you think this blog contains a bias?*

Tier 2 Words:
endorse (p. 132)
persuade (p. 133)
qualifications (p. 132)

Tier 3 Words:
blog (p. 132)

Test Words:
connote (p. 132)
judgments (p. 133)

DURING THE LESSON

Blogs

`PAGE 132`

Explain that blogs may be organized in different ways, but most include a main page showing recent posts, a title or author, a list of posts or comments from other people, a place for people to respond, and regular updates. Blogs also have different purposes depending on who is writing them and why. Show students several examples of blogs. Have students identify the writers' qualifications, or experience and education. Then ask students to look for company endorsements. Work with students to write on the board a sample blog paragraph from the perspective of someone endorsing a favorite product. (Sample scenarios could include a convenience store endorsing a new type of coffee drink, a makeup artist endorsing a favorite nail polish, or a professional baseball player endorsing a favorite brand of athletic shoes.)

Evidence-based Reading Support: Comprehension

Make Connections Model questions students can ask themselves when making text-to-text connections. Ask: *What else have I read that is similar to what I am reading now? How are the texts alike? How is the organization of the texts alike or different? What is a new feature I have seen or read?* Have students ask these questions as they read the blogs throughout the lesson.

`PAGE 133`

THINK ABOUT READING   **ANSWER KEY**

1. T	3. F
2. T	4. F

Technology Connection: Social Media

Tell students that technology has made it easy to express opinions to friends, family, and others. Caution students to think about who might read their opinions. Even their employer or teachers may be able to access what they write. Explain that many employers research a job candidate online before hiring that person. Ask: *What are some subjects you should probably avoid when posting online? (angry or heated arguments, comments that could hurt others' feelings, information about substance abuse, compromising photos)* Ask students to suggest rules to follow when posting online. Write their responses on the board.

THINK ABOUT READING   ANSWER KEY

1. She was dynamic and determined and worked tirelessly.
2. to thank Lavinia and Walter for their vision for the center

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 278.

Reading Skill: Draw Evidence from Text

Explain that many blog writers use emotional words to appeal to or persuade their readers. Read aloud one of the blogs from earlier in the lesson. As you read, have students raise their hands when they hear an emotional word. Write these words on the board. As students complete the activity on page 134, circulate to ensure that they correctly understand positive and negative connotations.

WRITE TO LEARN   ANSWER KEY

Remind students to structure their writing with a beginning, a middle, and an end.

- **Beginning:** Introduce the topic, get readers' attention, and state your judgment.
- **Middle:** Support your position and give reasons.
- **End:** Sum up your reasons.

THINK ABOUT READING   ANSWER KEY

1. *super cool* and *You won't be disappointed!*
2. **C.** The store sells Stella Marie Soaps and Scrubs. The author of this passage is the creator of those soaps. She will benefit if people buy them at Elisia's on Broadway.
3. **A.** The author is trying to persuade people to buy her soaps at Elisia's on Broadway. She is not trying to inform, entertain, or describe.

Core Skill: Determine Author's Purpose

Tell students that bias is a prejudice for or against someone or something. Explain that many blog writers show their bias by using words with positive or negative connotations to sway their readers. Using one of the blogs students have already encountered, work with students to locate bias by marking words with positive or negative connotations and drawing a conclusion.

Engage and Extend

ELL Instruction: Echo Read   Give students a copy of one of the blogs from the lesson. Read it aloud with proper phrasing and expression. Then have students read the blog aloud and ask them to imitate the way you read. Then have pairs practice reading aloud until they can do so fluently.

Extension Activity: Critique a Blog   Have pairs of students work together to decide on a blog topic and write the text for a short blog. Have them trade blogs with another pair and critique that blog based on bias, strength of argument, and persuasiveness.

Reviews and Commentaries

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Determine the author's opinion in reviews and commentaries
- Identify main ideas and essential details

✓ Determine Student Readiness

Ask students what an opinion is (*how someone feels about something*). Explain that an opinion is not necessarily based on facts, and a reader may agree or disagree with the writer's opinion. State an opinion aloud, such as: *Red is the best color for a car.* Have students raise their hands if they agree with this opinion. Then have students state opinions on other topics, such as books, restaurants, or movies.

Key Concept

A review is an evaluation, or judgment, about a product or service.

Concept Background: Ask students if they form opinions about the movies or TV shows they watch. Explain that reviews and commentaries can give information and help them focus on the things that interest them. Tell students to keep in mind that a review gives the writer's opinion. Read aloud a movie review and ask students to restate the reviewer's opinion about the movie.

Develop Core Skills

Reading Skill: Interpret Words and Phrases in Text

Tell students that interpreting words and phrases in a text is one way to figure out an implied main idea. Creating a title for a text excerpt will help zero in on the main point. Write a short paragraph that has an implied main idea. For example: *Although the characters got my attention, their struggles did not seem realistic. The sound did not complement the action well, and the action itself seemed lacking in places.* Have the groups write their titles on index cards, read them aloud, and discuss which title fits best and why. (Sample answer: *Movie Lacks Interest.*)

Core Skill: Infer

Tell students that making inferences involves making an educated guess about a text's content based on what they know. Give students part of a book review and ask them to make inferences about what they think the writer's opinion of the book is. Then read aloud the entire book review to check their inferences.

Pre-Teach Vocabulary
Word Clues

Go over vocabulary definitions with students. Then have students give clues about a new word to a partner. Have partners guess the word. Provide a model to get students started. For example: *This word means to tell someone your opinion, usually in a way that expresses disapproval. You should not _____ the coach unless you can do a better job.* (criticize)

Tier 2 Words:	Tier 3 Words:	Test Words:
analysis (p. 140)	commentary	inference (p. 143)
criticize (p. 140)	(p. 140)	interpret (p. 141)
implied (p. 141)	review (p. 140)	

DURING THE LESSON

Reviews
`PAGE 140`

Explain that a review differs from a news story because a review includes the writer's opinions, which may or may not be supported by facts. Point out the four main parts of a review: introduction, summary, analysis, and conclusion. Use one of the reviews from the pre-lesson activities and work with students to find these four elements.

Research It: Compare Reviews
`PAGE 141`

Ask students who have digital devices with them to partner with those who do not. Remind students to take notes as they read the reviews and to write down the URL or web address for each review. After students have completed their essays, ask them to share them in small groups. Circulate to ensure that students have compared and contrasted the reviews appropriately.

`PAGE 142`

> **THINK ABOUT READING**   **ANSWER KEY**
>
> 1. Poetry can be a valuable tool to explore personality. Paragraph 1 states that students are using poetry to explore who they are.
> 2. Readers will be hooked by Grimes's creative premise. The reviewer makes no negative comments about poetry.
> 3. *Sample answer:* "As always, Grimes gives young people exactly what they are looking for—real characters who show them they are not alone."

Reading Skill: Interpret Words and Phrases in Text

Explain that context clues help a reader understand how an author feels about something. Provide a restaurant review to students and ask them to identify the author's opinion. Ask: *Which words clued you in to the author's opinion?* Then reread the excerpt on page 142 with students. Have them answer the questions in the sidebar and tell which details they underlined.

📄 ***WRITE TO LEARN***   **ANSWER KEY**

Remind students of what they just read in the box on page 142. Read the question (*How do these words persuade the reader?*) and work with students to make a list on the board of the words and phrases this author used that the class has encountered in other reviews.

📄 ***THINK ABOUT READING***   **ANSWER KEY**

Sample answers:

What I Know: People work hard at things they love or things they think are important.

Inference: Aldo Castillo thinks it's important to showcase Latino art.

Core Skill: Infer

Explain that students will practice making inferences. Read the review aloud with students. After each paragraph, have students share which words or information can help them make an inference. Write their responses on the board. After students have read the entire review, have them use the notes on the board to make an inference.

Evidence-based Reading Support: Fluency

Echo Read Use the review of Latino art on page 143 to echo read. Read the first paragraph with fluency and expression. Tell students to track the paragraph while you read. Have them read the paragraph after you, copying your fluency and expression. Then have them work with a partner. One partner reads while the other echo reads. Then they switch roles.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 279.

Engage and Extend

ELL Instruction: Identify Cognates Review vocabulary words with English language learners by pointing out those that have Spanish cognates: *analysis/análisis, commentary/comentario, criticize/criticar, implied/implícito, inference/inferencia, interpret/interpretar*

Extension Activity: Assess a Review Have students bring in a review about a movie, TV program, or product. Tell them to identify the introduction, the summary, the analysis, and the conclusion. Have students analyze the review for a positive or a negative tone and assess the strength of the review.

Nonfiction Prose

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Examine various types of nonfiction prose
- Explain how individuals, events, or ideas develop and interact throughout a text

✓ Determine Student Readiness

Explain that there are various types of nonfiction informative texts, including forms, instructions, websites, blogs, magazine and newspaper articles, and editorials. Explain that there are other types of nonfiction writing that tell about people's lives. Ask students if they have ever read or written a memoir, personal essay, letter, or diary. Ask: *If you were writing about your life, what subjects or events would you include?* List student responses on the board and connect them to a type of writing that could include these elements.

Key Concept

Nonfiction prose is a form of writing about real people and real events or situations.

Concept Background: Tell students that writers choose different forms of nonfiction prose to communicate their ideas or stories. Depending on what he or she wants to say, one author may choose the memoir form while another may choose the diary form. Show students an online or print version of part of a memoir. As students read it, have them identify information about a real person or people.

Develop Core Skills

Reading Skill: Analyze Text Connections
Point out to students that the things they do in everyday life are connected to each other. Give examples, such as maintaining their car so they can go to work and working so they can pay their bills. Ask students to give additional examples of the ways that events are connected. Explain that they should look for these connections while reading.

Core Skill: Identify Types of Nonfiction
Before starting the lesson, list the different types of nonfiction prose students will focus on in this lesson: diary, letter, essay, and memoir. Provide an example of each type. Ask students what they think is distinctive about each of these types of nonfiction. List their responses on the board and add to or revise the list as they work through the lesson.

Pre-Teach Vocabulary
Word Wall

Preview lesson vocabulary words by having students create a word wall. Display the words in a prominent location. Assign pairs of students a vocabulary word. Provide them with the definitions and have them use the term in a sentence.

Tier 2 Words:	**Tier 3 Words:**	**Test Words:**
diary (p. 156)	genre (p. 156)	develop (p. 157)
essay (p. 159)	memoir (p. 160)	interact (p. 157)
prose (p. 156)	nonfiction (p. 157)	

DURING THE LESSON

Nonfiction Prose

Tell students that in this lesson, they will read different kinds of nonfiction prose. The term nonfiction prose might sound intimidating or confusing to students. Explain to students that it is simply writing that focuses on real people and events and is written as we would talk. Types of nonfiction prose include letters, diaries, memoirs, and essays. Engage students in talking about any nonfiction prose texts they have read recently. Ask them why reading nonfiction prose might help them learn more about the real world.

THINK ABOUT READING   **ANSWER KEY**

1. The author is watching what is happening on the streets of the ghetto where he lives. He may be looking out a window or sitting on a park bench.
2. He is disgusted with the police, who dress up in new clothes and act important.

Reading Skill: Analyze Text Connections
Read the diary entry on page 156 with students and emphasize words that tell how the author describes feelings (*beautiful, affectionately, blood boils, insolent air, clicks his shiny little boots, satiated, gorged, struts, snake, plays, comedy, anger, tragedy*). Have them answer the questions about the diary entry and read aloud the sentences that helped them find the text connections. (Sample answers: *The author is angry because the police officer is wearing a new coat and hat and looks like he has had enough to eat. The author says the police "are playing a comedy with their own tragedy." The police officer is causing the anger. The details about the sunny day, the officer's new clothes, and how well fed he looks help you understand the author's feelings.*)

THINK ABOUT READING | ANSWER KEY

1. *Sample answers:* "nearly half-dead," "I have just slept sixteen hours at a stretch," "I am all right again," "My eyes are still tired."
2. *Sample answer:* Despite illness, Van Gogh worked with great energy and purpose.

Tell students that to be able to provide details when reading or writing, they need to determine the main topic or idea of the story. Have them read the entire excerpt from Stephen King's memoir on page 160 and determine the author's most important point (*his excitement over selling his first book*). Students should make sure the details they write relate to that idea or topic.

Workplace Connection: Communicate by E-mail
Make sure all students are familiar with e-mail. If not, explain that e-mail is a way to send messages electronically. Read aloud the letter on page 158. Have students work with a partner to rewrite the letter as an e-mail. Then have groups trade and read the e-mails and offer constructive feedback.

Evidence-based Reading Support: Fluency
Collaborative Reading Copy the passage from page 160 and enlarge it. Gather students in a group. Read aloud a sentence from the passage, emphasizing accuracy and phrasing. Pass the text to a student to read one or more sentences. Then pass the text to the next student. Repeat until all students have had a chance to read aloud. As students read aloud, supply pronunciation and phrasing corrections as needed.

THINK ABOUT READING | ANSWER KEY

This excerpt is written to sound like normal speech, so it is prose. It is about real people and real events, so it is nonfiction.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 281.

THINK ABOUT READING | ANSWER KEY

1. C. Author Stephen King seems surprised by the amount of money he will receive for his book. This implies that this is the first time he has sold a book to a major publisher.
2. D. He says, "The strength ran out of my legs" and "I kind of whooshed down to a sitting position there in the doorway." This all implies that he was shocked by the news.

Core Skill: Identify Types of Nonfiction
Make a four-column chart on the board and label the columns *Diaries, Letters, Essays, Memoirs*. Have students copy the chart in their notebooks. Have students list the features of each type of nonfiction prose on their chart. At the end of the lesson, have them read their lists aloud and add their responses to the chart on the board. Tell students to revise or add to their charts, as necessary.

Engage and Extend
ELL Instruction: Words Taken from Another Language Tell students that *genre* and *memoir* are French words used in English. Use the glossary in the student book to teach the correct pronunciation of *genre* (ZHAN ruh) and *memoir* (MEM wah). Have students look through the lesson and other familiar texts and create a list of other foreign words they know that are used in English. Write the list on the board and have students define the words.

Extension Activity: Make Observations about Nonfiction Have students work in small groups to complete a chart with the names of nonfiction texts they have read recently in addition to those in the lesson. Have groups list the title, the genre, and the author's purpose for each. Next, have each group make observations about the types of nonfiction texts they find most informative and which they find the most enjoyable.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Identify the form and characteristics of a biography
- Understand how the characteristics of a genre affect an excerpt's meaning or purpose

✓ Determine Student Readiness

Ask students if they have read a biography, which is the true story of someone's life. If so, ask: *Who was it about? What information did it contain?* Show students a brief biography of a world leader, such as Mahatma Gandhi. Point out that the biography contains facts about the person's life. Then discuss the organization of the biography (for example, chronological order, list of accomplishments).

Key Concept

A biography is the true story of a person's life, written by another person.

Concept Background: Tell students to remember that a biography is written not by the person it is about, but by another person. Have students take notes as they read each excerpt in the lesson. Notes should indicate which details or events the author emphasizes in each passage.

Develop Core Skills

Reading Skill: Summarize Supporting Details
Point out to students that because nonfiction prose is based on real events and people, factual details are part of the content. Tell students to look for phrases such as "I think," "I feel," "in my opinion," and "should be." These phrases signal that an opinion is being stated, not a fact. When students summarize supporting details, they should focus only on the facts. Show students a paragraph from the biography they read in the Determine Student Readiness activity. Work with them to identify facts and opinions in the text.

Core Skill: Gather Information from Different Media
Before starting the lesson, explain that there are many kinds of reference sources, such as newspapers, textbooks, maps, encyclopedias, and interviews. They may be in print, online, or video format. Have students brainstorm what reference sources would be most useful if they were writing a biography. Students may answer that newspaper articles, diaries, and interviews would be the best reference sources. They could also find facts in encyclopedias or textbooks.

Pre-Teach Vocabulary

Relate Words
Preview lesson vocabulary words by telling students that a good way to build vocabulary is to relate new words to words they already know. Write the vocabulary words on the board and ask students if they can think of other words that relate to them. For example, *examine: exam, examination.*

Tier 2 Words:	Tier 3 Words:	Test Words:
authorized (p. 164)	biography (p. 164)	examine (p. 167)
chronological (p. 164)		
emphasize (p. 164)		
unauthorized (p. 164)		

DURING THE LESSON

Biography

PAGE 164

Before beginning the lesson, read several sentences out loud from the biographical excerpts on pages 166 and 167. Tell students these biographies were written about living individuals who have had an influence in politics and in sports during the latter part of the 20th century and today. Biographers of living people are often able to interview their subjects, family members, friends, and people who know the subjects' work. Discuss with students how this approach differs from the work of biographers who write about famous individuals of the 19th century. What kinds of resources do students think biographers must use to write about someone who lived over a hundred years ago? Mention that biographers often make use of historical documents and personal letters in researching their subjects.

THINK ABOUT READING   ANSWER KEY
1. F
2. T
3. F
4. T

Research It: Read Biographies

PAGE 165

Tell students an anecdote about someone you know, or about a famous person. Then provide them with a list of accomplishments for the same or a different person. Discuss how these methods introduce the subject. Have partners work in pairs to research examples of anecdotes and lists of accomplishments.

THINK ABOUT READING   ANSWER KEY

Sample answer: I think the author believes Mandela was a good, kind, and just leader. The quotations and other information show that Mandela respected people and their opinions and that he was compassionate.

Reading Skill: Summarize Supporting Details

Say a few phrases and have students identify them as facts or opinions. Read the passage on page 166 with students. Make a two-column chart on the board and label one column *Facts* and the other column *Opinions*. Have students tell you facts and opinions from the passage and write them on the chart. Tell students to use the information from the Facts column as well as other facts from the passage to write their summaries. Have students share their summaries in small groups. Remind them to avoid including opinions in their writing.

WRITE TO LEARN   ANSWER KEY

Explain to students that when they state an opinion, they need to support it with details. Give an example of an opinion, such as *Cooking is a useful skill that everyone should learn.* Have students discuss ways to justify this opinion with logical reasons. Have them apply this strategy to their writing.

THINK ABOUT READING   ANSWER KEY

1. **B.** The information included in this excerpt shows that Derek was dedicated to baseball at an early age. He loved playing baseball and watching professional games.
2. **B.** This excerpt shows that Derek Jeter was special from an early age. It does not describe his baseball technique or his warmup routine.

Engage and Extend

ELL Instruction: Restate Language To help students identify opinions, create a list of opinion words and phrases on the board (*think, feel, believe, perceive, seem, view, personal, understand, claim, admit, imagine, suppose*). Read through some biographies to identify opinions, and list them on the board. Use sentence frames to have students summarize the opinions: *Nelson Mandela believed that* _____; *Derek thought* _____.

Core Skill: Gather Information from Different Media

Show an example of each type of reference source and discuss its contents. Then draw a five-column chart on the board and label the columns *Newspapers, Magazines, Encyclopedias, Almanacs,* and *Atlases.* Have students copy the chart in their notebooks. After they have chosen a topic, have them fill in their charts with the information they could find in each reference source. Have students discuss their completed charts in small groups and adjust their charts as needed.

Evidence-based Reading Support: Comprehension **Reread/Read More Slowly** Have students read the first three paragraphs of the boxed text on page 167. Then tell them to close their books and write in their notebooks a summary of what they read.

When they have written their summaries, ask them to reread the passage more slowly. Ask: *Did reading the passage a second time help you understand its meaning? Did reading more slowly help you remember the information?*

Ask for volunteers to share with the class how rereading or reading more slowly changed their understanding or retention of the information.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 282.

Extension Activity: Compare Biographies Have students bring in biographies they have read, and supplement these with additional biographies. Have students work in small groups to compare two of the biographies to determine the organization and the details that are emphasized. Have them present their research to the class.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Identify the form and characteristics of an autobiography
- Explain how genre affects the meaning and purpose of a text

✓ Determine Student Readiness

Students have learned that a biography is the story of a person's life written by another person. They also learned that biographies emphasize certain events and contain both facts and details. Ask students what information someone might include in a biography. Then ask what they might include if they wrote about themselves. Tell students that a biography written about oneself is called an autobiography.

Key Concept

An autobiography is a factual account that a person writes about his or her own life.

Concept Background: Tell students that in an autobiography, a person writes about his or her own life from his or her own point of view. Explain that as students read the excerpts, they should write down in their notebooks the techniques the authors use to help readers connect to their stories. Do they use humor, provide vivid descriptive details, or share their feelings and emotions?

Develop Core Skills

Core Skill: Analyze Connections
Point out to students that many of the people they know are connected to each other. Explain a possible scenario, such as you and your friend using the same hairdresser and your hairdresser's children also going to school with your children. Ask students to give additional examples of the ways that people they know are connected. Create a diagram of these relationships on the board. Have students create their own diagram of relationships for someone they know and share it with the class.

Reading Skill: Identify Point of View
Explain to students that every nonfiction text is written from a point of view. In first person, the author is part of the story and uses the pronouns *I, my, me*. In third person, the narrator describes the action and uses pronouns such as *he, she, they*. Read a few short passages from classroom books and have students identify the point of view in each one. Discuss how the information given is different depending on the point of view.

Pre-Teach Vocabulary
Word Sorts
Preview lesson vocabulary words by having students create word sorts. Write the words and a brief definition on index cards, then tape the cards on the board. Discuss the attributes of each word, such as part of speech, meaning, and number of syllables. Have students sort the words into various groups according to their attributes.

Tier 2 Words:	Tier 3 Words:	Test Words:
pattern (p. 174)	autobiography (p. 172)	apply (p. 174)
subjective (p. 172)	characteristics (p. 172)	
	perspective (p. 173)	

DURING THE LESSON

Autobiography
PAGE 172

Ask students to explain what they already know about autobiographies. Suggest that students begin a KWL (Know, Want to know, Learned) chart to make connections between what they already know and what they want to learn from the lesson. Draw a KWL chart on the board as a model. Tell them to add to their charts during the lesson. Review the completed KWL charts at the end of the lesson.

Evidence-based Reading Support: Alphabetics
Greek Roots Tell students that many words in English have Greek roots. Show students how to figure out the meaning of the word *autobiography* by analyzing its root words: *autos*, "same or self"; *bios*, "mode of life"; *graphos*, "written." Ask them to find the root and meaning of *interview* (*inter*, "between"; *view*, "sight," from Latin *videre*).

Technology Connection: Media Literacy
PAGE 173

Write the questions from this activity on the board. Discuss each question after students have watched the excerpt from the movie. If possible, read an excerpt from the autobiography on which the film is based. Have students create a two-column chart in their notebooks and label one column *Autobiography* and the other column *Film*. Tell students to write down ideas in each column. Then have students use those ideas to write their paragraph. Ask for volunteers to read their paragraphs aloud. Then discuss the point of view and its influence.

THINK ABOUT READING ANSWER KEY

1. The words *I* and *my* show that this passage was written from the first-person point of view.
2. *Sample answer:* The narrator tells what he was thinking and uses chronological order to tell about events in his life. These are characteristics of an autobiography.

Core Skill: Analyze Connections

Have students revisit the diagrams of personal connections that they made at the beginning of the lesson. Explain that students will now be able to trace these relationship connections in an autobiography. Have students write the questions from the sidebar on page 174 in their notebooks, one question per page. Read the first paragraph of the passage aloud. Pause after reading and discuss the questions. Have students write their responses in their notebooks. Repeat the procedure with the second paragraph. Have student volunteers use their notes to give an oral summary of the connections in the passage.

THINK ABOUT READING ANSWER KEY

Sample answer:

hat the Character Does	What This Shows about the Character
He worried about how he looked.	He wanted to impress his classmates.
He cracked jokes in school.	He wanted people to like him.
He listened to his teacher.	He valued what his teacher said.

Reading Skill: Identify Point of View

Tell students that autobiographies use the first-person point of view, which means the author includes his or her own thoughts and observations. Read the passages with students and pause periodically to have them underline details only the authors could have known. Ask students to read the details aloud and write them on the board. Discuss what the autobiographies might be like without those details.

Engage and Extend

ELL Instruction: Summarize Tell students they can reinforce comprehension of the lesson by summarizing passages. Remind them that a summary includes the main idea and facts, but not all of the details. Pair English language learners with fluent English speakers. Assign one passage to each pair of students. Have them work together to write a two-sentence summary of the passage. Ask students read their summaries aloud.

WRITE TO LEARN ANSWER KEY

Explain that many autobiographies feature people who influenced the author to change or reach a goal. Tell students that when they are writing their paragraphs about a teacher or another person who had a strong influence on them, they should begin with an interesting sentence that gets the reader's attention. The details that follow should explain and support the sentence. The paragraph should end with a strong concluding sentence.

THINK ABOUT READING ANSWER KEY

Sample answer: Orman might have tried to hide the fact that she had difficulty learning foreign languages.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 283.

Extension Activity: Assess an Autobiography Have students think about a time in their lives when they were nervous entering a new situation. Tell them to write an autobiographical paragraph and critically assess whether it would interest readers and how they could improve their writing. Have partners read their paragraphs to each other.

Plot and Setting

BEFORE THE LESSON

Objectives
After completing the lesson, students will be able to
- Analyze how incidents in a story propel the action
- Analyze the development of plot and setting

✓ Determine Student Readiness
Ask students to name a fiction book or a movie, play, or television program about a fictional topic that they have recently seen or read. Point out that all stories, even those for television and movies, have some of the same basic elements, such as a plot and setting.

Explain that plot is the action of a story and the setting is when and where the story occurs. Have students identify plot or setting elements they have noticed in books, movies, or TV programs. Write the elements on the board and refer to them as the lesson progresses.

Key Concept
The plot is the action of a story. The setting is the time and place of the action.

Concept Background: Explain that every story has a structure and that the plot—or story events—and the setting —where and when the story takes place—are two important parts of a story's structure. The setting and plot affect each other. Ask students:

What did you do today before coming to class? What events were you part of? What events did you see occur? Where were you when these events occurred?

Tell students that if their lives were to be written as a short story or a movie, the events of the day would become the *plot*. The time and location where the events occurred would be the *setting* of their story.

Develop Core Skills
Reading Skill: Sequence Events
Review with students the idea that sequence is the order in which events take place and that plot is a series of events. Tell students that keeping track of the plot's sequence of events will help them understand a story. Have pairs of students look online for plot summaries of a novel or movie, such as *To Kill a Mockingbird* or *Casablanca*. Ask students to summarize the plot by stating the events in order.

Core Skill: Analyze the Relationship between Plot and Setting
After discussing the plot summaries that students found online, discuss each story's setting. Explain that the physical location of a story and its timeframe can affect the plot.

Ask them to compare and contrast a location like Hawaii with the Mojave Desert. How might the two locations affect plot? For some stories, the timeframe of the setting may last several years, while other stories take place within a day. Ask volunteers to explain how they believe such varying timeframes would affect a story's plot.

Pre-Teach Vocabulary
Word Bench
Preview lesson vocabulary words by having students divide each word into syllables. Explain that doing so can help them pronounce a word and notice if they know similar words. Divide *resolution* into syllables: res • o • lu' • tion. Ask students to name other words that look like it (*solution, resolve, resolute*). Have students underline the common parts.

Tier 2 Words:	Tier 3 Words:	Test Words:
propel (p. 188)	climax (p. 188)	diagram (p. 188)
sequence (p. 189)	conflict (p. 188)	
	resolution (p. 188)	

DURING THE LESSON

Plot Development
`PAGE 188`

Draw the Plot Development diagram from page 188 on the board. Tell students that works of fiction they read or movies that they watch follow this general plot pattern:

The story introduction, or exposition, establishes the story's setting, its characters, and its conflict. Ask: *How does the first paragraph of many fairy tales, which begins "Once upon a time . . . ," serve as exposition?* (The story's characters, location, timeframe, and conflict are introduced in this paragraph.)

As characters begin to deal with their conflict, tension grows during a period of increasing action or drama. The characters' struggle generally makes us care more about them and the story's outcome.

The action reaches a major turning point called the climax. After the climax, the action winds down to the resolution and the end of the story.

Ask for volunteers to explain the turning point, or climax, in one of their favorite TV shows, movies, or books.

Reading Skill: Sequence Events
`PAGE 189`

Make sure students understand the structure and purpose of the graphic organizer at the bottom of the sidebar. To help them interpret the story excerpt, have students think about which past events are causing present events and write those in the box labeled *Past*. Then have students write what they think will happen in the future.

1. Bill and Mary, who dated years earlier, meet in Washington Square in New York City.
2. Mary and Bill do not know quite what to say to each other.
3. Mary and Bill say good-bye to each other as Mary gets on her bus.
4. Mary realizes that she and Bill do not know how to contact each other, so it is unlikely they will meet later.

Workplace Connection: Use Quotations

Quotations in a workplace document provide clarity and can be used to support important information. If students have difficulty locating quotations in a document, suggest they search online for corporate press releases. After students have located documents, have them highlight the quotations. Call for volunteers to write their quotations on the board. As a group, discuss what the quotations reveal about the companies. How much of the documents' messages are contained in quotes?

Setting

Tell students that setting (the where and when of a story) can help shape the plot. If the story takes place in Wisconsin during January, it is doubtful the plot will include swimming in Lake Superior.

Discuss with students that the reason time is an important part of the story setting is because the time may define what action will, or can, take place. For example, a character could not send an e-mail in a story set in the 9th century or a skirmish during the Battle of Gettysburg could only occur if the year is 1863. Moreover, some novels, such as *Roots,* take place over centuries, while some stories, such as *An Occurrence at Owl Creek Bridge,* take place in a few moments.

Mood

Tell students that plot and setting influence how readers experience a story emotionally. A fast-paced story set in a violent war zone creates a far different mood than a leisurely paced comedy set in a quiet small town.

Engage and Extend

ELL Instruction: Sequence Signal Words Remind students of the signal words that are used to show time order or sequence: *first, next, then, after, while, now, later, last.* Write this list of signal words on the board and brainstorm with students additions to the list. Remind students that these words can help them link one event to the next.

Core Skill: Analyze Relationship Between Plot and Setting

After students complete the activity, ask which detail in the passage caused the miner to store her food in a tree away from her campsite. What do they think Cochran was concerned about? Ask volunteers to explain in their own words how setting can affect plot. Have other volunteers provide sample stories to illustrate this concept.

After reading students' lists of sensory details, point out that combining the writer's sensory details with their own life experiences can help them visualize the scene very clearly.

Write students' examples on the board, then pair students and have them collaborate on writing a short paragraph using sensory details. Have volunteers share their paragraphs with the class.

Evidence-based Reading Support: Fluency

Collaborative Reading Read aloud the excerpt from *Chesapeake* on page 192. Before the exercise, copy and enlarge the text. Read aloud one or more sentences, modeling pronunciation and phrasing. Then pass the text to a student to read one or more lines. Continue passing the text from student to student until all have had a chance to read. Begin the text a second time, if necessary.

1. The story takes place on an isolated island. "He must explore this island quickly."
2. The time is in the past. Pentaquod is using a canoe to explore the island.
3. The mood is quiet and cautious. "With extreme caution he started inland, noticing everything."

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 285.

Extension Activity: Interpret the Setting Provide students with images of classic paintings, such as scenes from Breughel, van Gogh, and Renoir. Ask students to interpret the setting by using context clues and making observations about the characters in the paintings. From their observations, ask students to suggest plot actions that could occur after the scene depicted. Have them write a paragraph giving their suggestions and citing evidence for their conclusions. Ask volunteers to share their paragraphs with the class.

BEFORE THE LESSON

Objectives
After completing the lesson, students will be able to
- Recognize how characters are used in stories
- Interpret the actions, thoughts, and feelings of characters

✓ Determine Student Readiness
Students have learned that the setting of a story describes when and where a story takes place and that the plot consists of the actions or series of events around which a story is built. Tell students that characters are another important part of a story. Explain that the characters in stories often have traits that are similar to people we may know or have met. This makes characters easier to relate to or understand. Ask students to describe a familiar person or animal. Ask volunteers to describe a story they have read that involves a familiar person or type of animal.

Key Concept
Characters—people, animals, robots, or whatever the writer chooses—perform the action in a story.

Concept Background: Tell students that understanding characters is the key to reading fiction. As students read, help them compile details that will aid them in understanding primary and secondary characters in a story. Tell students that details about a character are typically given in three ways: what the character says and does; what other characters say about the character; and what details the narrator provides.

Develop Core Skills
Core Skill: Compare and Contrast
Tell students that they will learn more about characters' traits, actions, and interactions by comparing and contrasting characters. Remind students that they have probably used a Venn diagram in other classes to compare and contrast things such as aspects of historical events. As a refresher exercise, create a sample Venn diagram for them comparing and contrasting two things in the room (shoes, chairs, folders). (See the Graphic Organizer section of the Instructor Resource Binder for a blackline master of a Venn diagram.) When completed, ask students to discuss whether the two items are more similar or more different.

Reading Skill: Draw Evidence from Text
Have students read the following paragraphs.

Luis is taking three classes this semester and is working part-time to help pay his bills. He gets up at 5:30 every morning, picks up newspapers from the distribution center, and drives through his neighborhood making deliveries.

By 7:00, he's done and has time to do some final studying while having breakfast at a coffee shop. Because he studies, Luis understands his subjects and usually knows the answers to questions in class. However, he is often tired and sometimes dozes off in his 8:00 class. Recently, when the teacher called on Luis and he was unable to answer, another student laughed and asked whether they were keeping him awake. The teacher tried to make light of the incident, but Luis was upset.

Ask students: *How would you feel if you were criticized for your performance in class? Do you think Luis would feel the same way? Use evidence from the text to explain your answer.*

Pre-Teach Vocabulary
Word Study: Recognize Multisyllabic Words
Tell students that breaking down multisyllabic words into syllables can help them pronounce unfamiliar words. Write *reasonable* on the board. Divide the word into syllables and pronounce each one: *rea' • son • able*. Have partners work together to break down other multisyllabic words into syllables and pronounce them. Tell students that they can use a dictionary to help them. Other multisyllabic vocabulary words include *adjust, prediction*, and *motivation*.

Tier 2 Words:	Tier 3 Words:	Test Words:
adjust (p. 199)	characters (p. 198)	motivation
familiar (p. 198)	prediction (p. 199)	(p. 200)
reasonable (p. 199)		

DURING THE LESSON

Character

Tell students that narrators, or the storytellers, can often be important characters, too. After reading the excerpt from *Great Expectations* (pages 200–201), ask students what they know about the narrator of the passage. Students may respond that they know that the narrator loves Estella but thinks that she is too good for him.

Draw Evidence from the Text

Read the boxed passage aloud with students. Have them list the evidence and clues in the text. Ask students to share their predictions and to explain how they used their prior knowledge to make their prediction.

Real World Connection: Analyze Characters
After students have written their one-sentence descriptions, have them read their descriptions aloud. Ask listeners to offer constructive feedback. *Do you feel as though you know this person? What other details would make the description clearer?*

Core Skill: Compare and Contrast

Read aloud the passage from *Great Expectations* on pages 200 and 201. Ask students to point out some of the details that helped them visualize the characters. Have students show their completed Venn diagrams to the class. Encourage students to add to their diagrams based on their classmates' completed diagrams.

THINK ABOUT READING   ANSWER KEY

1. D. You can tell that the speaker is a person who is part of the story because the speaker uses the pronouns *I* and *we*.
2. A. In paragraph 1, when telling Estella about the day they met, the speaker asks, "Not remember that you made me cry?"
3. B. Estella acts cold and distant toward the narrator. She says, "I have no heart" and "I have no softness there, no—sympathy—sentiment—nonsense." There is no evidence to suggest she is warm and tenderhearted, easygoing and friendly, or bitter and angry.
4. Estella seems to have no regret about being heartless. She accepts herself as cold and unfeeling.

THINK ABOUT READING   ANSWER KEY

1. Phoenix Jackson is an old, wrinkled African American. She is small, and she walks slowly, using a cane. Her hair is black, and her eyes look blue. Her head is tied in a red rag, and her clothes are simple. She is not wearing a coat, even though it is a cold day.
2. She is strong and proud. She looks straight ahead as she walks. The noise of her cane makes a steady tapping sound as she moves with determination.
3. Phoenix Jackson is wearing an apron made of old sugar sacks. This suggests that she is a poor woman who knows how to make do with what she has. Although her clothes are poor, she looks "neat and tidy." This shows that she cares about her appearance.

Engage and Extend

ELL Instruction: Compare and Contrast Help students recognize and understand the use of signal words and phrases used with compare-and-contrast organization (page 200). Write each word or phrase on an index card. Have students choose an index card and write a sentence that includes the signal word or phrase and a detail from the completed Venn diagram on page 200.

Reading Skill: Draw Evidence from Text

After student partners have discussed "A Worn Path," ask volunteers to share their responses with the class. Discuss how the details of Phoenix Jackson's physical characteristics and their prior knowledge helped them answer the questions.

WRITE TO LEARN   ANSWER KEY

Give students sentence starters to convert their Venn diagrams into a paragraph: Estella and Phoenix Jackson are _____ (a general observation about the two characters). Both characters _____ (a detail in the overlapping circle). However, Estella _____ (a detail from Estella's circle). In addition, Phoenix _____ (a detail from Phoenix's circle). Overall, _____ (students should state whether the characters are more similar or more different.)

Evidence-based Reading Support: Fluency
Collaborative Reading Make a copy of the text of "A Worn Path" (page 202). After students have read the passage silently from their own books, read the first sentence aloud, then pass the text copy to a student. That student reads one sentence aloud before passing the text to the next student, and so on. Assist students as needed with phrasing and pronunciation.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 286.

Extension Activity: Cite Evidence from Text Encourage students to more fully interpret characters by reading longer passages. Ask students to use the Internet to locate the full text of the short story, "A Worn Path."

Tell students to expand their earlier understanding of the character Phoenix Jackson by looking for evidence from the dialogue in the short story.

Have students write observations in their notebooks about Phoenix Jackson. They may use their observations to cite evidence supporting the conclusions they draw about the character.

BEFORE THE LESSON

Objectives
After completing the lesson, students will be able to
- Understand point of view
- Identify how point of view affects a story

✓ Determine Student Readiness
Students have learned that the characters perform the actions (the plot) of a story. Ask students to briefly describe the plot and characters of a familiar book, movie, or TV show. Ask if they have noticed that each story was told from the point of view of a particular character. Provide an example: *The Hunger Games* is told from the point of view of the main character, Katniss Everdeen. Ask students how they think a story's point of view might influence what is emphasized in the plot.

Key Concept
Point of view is the way of looking at an issue. In literature, it is the attitude, or outlook, of the person telling the story.

Concept Background: Tell students that there are many ways to tell a story. When they read the excerpts in this lesson, they should pay attention to who is telling the story. Is it someone who is part of the story? What pronouns are used? Is the story told by someone outside the story? What pronouns are used in this case? Paying attention to pronouns can help determine point of view.

Develop Core Skills

Core Skill: Draw Conclusions
Tell students that drawing conclusions is coming up with ideas beyond what the author writes. Students can draw conclusions using two factors: passage details and their own experiences.

Read the following passage aloud.

On Saturday evening, I was watching TV with my mom and dad while my sister Monica was out on a date. When the phone rang, Mom answered, talked for a moment, and hung up. "That was Monica," she said, looking a bit puzzled. "She and Jason will be here in a few minutes and want to talk to us."

"What about?" asked Dad, but Mom just shrugged.

"Monica sounded happy. That's all I know."

Then Monica and Jason entered. Jason looked pleased and nervous at the same time. Monica was beaming as she twisted her right hand around the ring finger on her left.

Have students use text details and their own experience to support a conclusion about the passage.

Reading Skill: Make Inferences
Tell students an inference involves using thinking and experience to come up with an idea based on what an author implies. Before beginning the lesson, tell students that you are going to read them a scene description from a movie script. Then read aloud the following paragraph.

[Scene: A small-town main street, midday. A dog slowly ambles down the wooden sidewalk as townspeople stop to talk to each other. A man walks briskly across the street, banging his cowboy hat against his legs to dislodge the trail dust. As he reaches the opposite side of the street, a stagecoach wheels around the corner and halts in front of the coach stop.]

Ask students the following question:

What kind of movie do you think was made from this script?

Have students write a one-sentence inference based on the script excerpt.

Pre-Teach Vocabulary
Use Vocabulary
Preview lesson vocabulary words by having each student choose a word. Provide students with definitions. Pair students who chose the same word and have each write a sentence using the word correctly. Then have partners trade their sentences and critique each other's work. Ask: *Did your partner use the vocabulary word accurately?* Write students' sentences on the board and discuss as a class.

Tier 2 Words:	Tier 3 Words:	Test Words:
inference (p. 207)	first-person point	identify (p. 207)
logical (p. 207)	of view (p. 206)	
	perspective	
	(p. 206)	
	third-person point	
	of view (p. 206)	

DURING THE LESSON

Point of View
PAGE 206

Tell students that point of view is the perspective from which a story is told. Read aloud the passage on page 209. Ask students if they can tell from whose point of view the story is told. Have them give their reasons for their responses. Sample answer: *The passage is told in first-person point of view. The narrator's use of the pronoun I is the clue.*

Evidence-based Reading Support: Fluency

Mark Phrase Boundaries To mark phrase boundaries, choose a text for students to read aloud. Use a pencil to mark the appropriate phrase boundaries—places in the text that a reader normally would pause. Place a single slash mark to show a short pause within a sentence. Use double slash marks at the end of sentences to indicate a longer pause. Read the entire text emphasizing the pauses. Have students repeat the phrases after you. Discuss how reading in phrases helps them read more fluently and better understand what they read.

Research It: Learn about the Author

Have partners choose an author to research. Before they begin, review with students what they have learned about finding reliable sources online. Remind students to draw a correlation, or relationship, between what they learn about the author and the passage in the lesson. Have students read their paragraphs aloud to the class, explaining how they think the author's life experiences affected the author's writing.

THINK ABOUT READING   ANSWER KEY

1. P   4. O
2. O   5. P
3. P

Core Skill: Draw Conclusions

Read the passages with students and work with them to determine each passage's narrator and point of view. List the answers on the board for students to refer to as they write their paragraphs. Have students share their completed paragraphs with the class. Encourage discussion if students have different conclusions about the same paragraph.

Engage and Extend

ELL Instruction: Pronouns and Point of View Remind students that writers use pronouns. Briefly review the first-person and third-person pronouns:

I, me, my, we, us, our
she, her, he, him, his, it, its, they, them, their

Help students compare first- and third-person points of view. Write two sentences on the board and ask students to identify the point of view:
He takes pride in his physical abilities.
I take pride in my physical abilities.

Have students write their own sentences using each point of view.

WRITE TO LEARN   ANSWER KEY

Have students identify the pronouns in passage 3 on page 208. (*he'd, I, it*) Ask which pronoun refers to the narrator (*I*). Have several students share their conclusions about passage 3. Encourage discussion if students have different conclusions.

THINK ABOUT READING   ANSWER KEY

The story is told from the first-person point of view. The narrator uses the pronoun *I*. He is describing the event as he saw it.

THINK ABOUT READING   ANSWER KEY

1. **A.** The clue that tells you this is written from the first person point of view is the use of the pronouns *I* and *me*.
2. **C.** The narrator is clearly anxious about what Pap is going to do. He is afraid that Pap will let him be given back to the widow.
3. He is very independent. He does not want to go back to the widow because he would be forced to follow some rules (become civilized). He wants his freedom.

Reading Skill: Make Inferences

Read the passage with students. Have students identify the narrator and point out the pronouns that support their answer. (Huck; *I, me*) Have partners work together to answer the questions in the sidebar. Ask for volunteers to read their answers and their inferences aloud to the class. Ask students to provide evidence from the passage to support their inferences.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 287.

Extension Activity: Modify Point of View Have students reread the excerpts on page 208 and infer how the excerpts would sound if they were written from different points of view. Have partners modify each passage, rewriting it from a different point of view. Ask volunteers to read their rewritten passages aloud. As a class, make comparisons and draw conclusions about which point of view is most effective.

Literal and Figurative Language

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Recognize effective word choice and sentence structure
- Identify how the use of language affects writing

✓ Determine Student Readiness

Students have learned that a story is told from the narrator's point of view, which is usually either first- or third-person. Each author has a particular way of writing. Some write more often from the first-person point of view, while others favor the third-person point of view. Just as authors may use different points of view, they may also differ in their use of language. Some use few details or descriptions, while others employ more expressive language. Ask students to name a favorite fiction author and explain what they like about the author's writing.

Key Concept

Literal and figurative language helps create effective and expressive word choices in writing.

Concept Background: Tell students that fiction writers use figurative language to express meanings in new and interesting ways. As students read the excerpts in this lesson, have them pay attention to the writers' use of words and think about possible reasons why the writers chose those words.

Develop Core Skills

Core Skill: Analyze Word Choice
Tell students that writers use certain words to create an impact or to paint pictures for the reader. Say the following sentences: *A diamond is my favorite gem. Stan is a gem of a player.* Explain that the literal meaning of *gem* is used in the first sentence. Ask students what it means if Stan is "a gem of a player."

Reading Skill: Analyze Text Structure
Point out to students that many of their daily activities have a structure, or plan. For example, they get up in the morning, have breakfast, go to school or work, and then go home in the evening. Ask students for additional examples of the structure of some of their activities. After students discuss the structure of activities, tell them that just as their activities have a certain structure, so do the different kinds of texts that they read. Each text has a beginning, a middle, and an end. In addition, texts are made up of paragraphs, and paragraphs are made up of sentences. Each of these units is a building block in the structure of a text.

Pre-Teach Vocabulary

Latin Roots
Preview lesson vocabulary words by telling students that many English words have Latin roots. Write *literal* on the board and give its definition (*sticking to the facts or the main meaning of a term; word-for-word[exact]*). Then underline the root (*liter*). Tell students that this word part is derived from the Latin word *litera*, which means "handwriting, or letter."

Ask students for suggestions of other words they think have the same Latin root. Some examples: *illiterate, letter, literary, literate, literature.*

Write students' suggestions on the board and have volunteers underline the common parts of these words.

Tier 2 Words:	Tier 3 Words:	Test Words:
emotion (p. 214)	figurative (p. 214)	connotation (p. 215)
	literal (p. 214)	denotation (p. 215)

DURING THE LESSON

Literal and Figurative Language
PAGE 214

Tell students that in this lesson, they will read excerpts that contain both literal and figurative language. Say a sentence using literal language and then say it using figurative language. For example: *That shirt is overpriced for its value. That shirt is such a rip-off!* Discuss which sentence has more emotion in it. Give additional examples of figurative language and ask students to supply the literal meaning.

THINK ABOUT READING		ANSWER KEY
1. D	**5.** F	
2. G	**6.** C	
3. A	**7.** E	
4. B	**8.** H	

Core Skill: Analyze Word Choice
PAGE 215

Have students look up the denotation of *gold, star,* and *chicken* in the dictionary. Ask volunteers to write the meanings on the board. Have students use the words literally and write their sentences on the board. Then discuss the connotations of the words. For example, something that is gold is valuable or expensive: *His idea is pure gold; The price of gasoline is like gold right now.* Have students read their figurative-language sentences aloud. Ask listeners to provide constructive feedback.

Evidence-based Reading Support: Vocabulary

Word Families Tell students that a good way to build vocabulary is to relate new words to words or concepts they already know. Write the following word family on the board:

configuration, disfigure, figure, figurative, figurehead, figurine

Ask students to write these words in their notebooks and to underline the common base word (*figure*). Have them look up each word in a dictionary and write out its denotation. Then have them use each word in a sentence and share their sentences with the class.

THINK ABOUT READING   ANSWER KEY

1. **B.** The first paragraph describes tractors that are plowing the land.
2. **C.** Insects crawl on the ground, so the machines were crawling along.
3. **A.** The narrator uses figurative language to describe the driver as though he were a machine. He feels that the driver does not care about the people whose jobs he is destroying.
4. This is an example of figurative language. Tractors do not really create thunder when they move. They do, however, make a loud noise.

Reading Skill: Analyze Text Structure

Help students create a graphic organizer, such as a simple chart, to help them keep track of the text connections as they read the passage and answer the questions. After partners share their graphic organizers and answers, have them share with the class.

Engage and Extend

ELL Instruction: Figurative Language Explain that figurative language is not factual. When it is "raining cats and dogs," no animals are falling from the sky; it is simply raining very hard. Tell students that figurative language is used to make text more colorful and that it frequently uses exaggeration, similes, and metaphors. Give examples from the lesson. Have students discuss what they see in their minds when they hear these words and phrases:

"moving like insects" (p. 216)

"they thundered when they moved" (p. 216)

"the limbs flopped all over the place like untied shoes" (p. 219)

Explain that the expression "cool as a cucumber" (p. 214) means "very calm." Ask students if there is a figurative phrase in their first language that also means "very calm." If they know of such a phrase, ask them to share it with the class. Then ask students to write a sentence using "cool as a cucumber" and to also share that with the class.

WRITE TO LEARN   ANSWER KEY

Tell students that as they review their ideas about personal connections to the text, they should think about ways to combine simple sentences into compound or complex sentences that are more interesting to read. Tell them to use connecting words, such as *furthermore, in addition, therefore,* and *however,* to form compound sentences. Have partners read each other's paragraphs and point out areas where the writer could improve the sentence structure.

Technology Connection: Internet Resources

Discuss with students the types of websites that would have the most reliable information about figurative language. Provide assistance as necessary while students look up examples of figurative language. Have students read their results aloud to the class. Ask volunteers to write sentences on the board using the examples of figurative language.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 288.

Extension Activity: Compare Texts with

Experience Have students select one of the excerpts in this lesson and make observations as to how the passage relates to an event in their own lives. Have them write a paragraph that employs both literal and figurative language in making comparisons between the excerpt and their personal experience. Ask volunteers to share their paragraphs with the class. Encourage class members to critique the presentation and suggest, where appropriate, additional uses of figurative language.

Theme

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Identify and interpret themes
- Understand a theme's connection to setting, character, and plot

✓ Determine Student Readiness

Students have learned that a fictional story has a plot that consists of a series of events around which a story is built. They also learned that characters—which may be people, animals, or objects—perform the action in a story. Ask students to identify the plot and characters in a familiar TV show.

Key Concept

The theme is the central idea or message in a work of fiction.

Concept Background: Ask students if they have noticed a central idea or message in books they have read or in movies or TV shows they have seen. Provide examples:

In *The Adventures of Tom Sawyer,* a central idea is that as children mature, they learn to take responsibility for the welfare of others.

A central idea in the Harry Potter books and movies is that good triumphs over evil.

Tell students that these central ideas are called themes and that each work of fiction is built around a theme.

Explain that understanding the theme is important in reading fiction and that writers present themes in different ways. Sometimes writers state themes directly and sometimes they only imply them.

Ask students to write a sentence stating the theme of a story they have read or of a movie they have seen.

Develop Core Skills

Core Skill: Determine Theme
Tell students that a theme is an important element of fiction. Have students brainstorm other areas in which a theme, or a message, is important. Students may say that a theme about life can be important in a song, a TV show, or a movie.

Reading Skill: Compare Themes in Different Genres
Explain to students that a genre is a certain style of writing. List fiction genres on the board: *realistic fiction, historical fiction, science fiction, fairy tales, plays, short stories*. Work with students to think of at least one example for each genre. Discuss how the themes might be the same in different genres. For example, a science fiction story and a fairy tale might both have the theme of good against evil.

Pre-Teach Vocabulary

Word Study: Suffix *–al*
Explain that suffixes are groups of letters added to ends of words to change their meaning or make them another part of speech. Recognizing suffixes helps people to define words. The suffix *–al*, which is attached to many words, means "relating to." *Universal* means "relating to all members of a group, worldwide."

Other words with *–al*

cultural	relating to culture
national	relating to the nation
natural	relating to nature
social	relating to society
tribal	relating to a tribe

Have students write a sentence that correctly uses the word *universal*. Then have students trade papers with a partner and ask them to critique each other's work, providing suggestions for improvement. Ask volunteers to read their sentences aloud, adding their partner's suggestions.

Tier 2 Words:	**Tier 3 Words:**	**Test Words:**
motivate (p. 223)	relationship	conclusion (p. 223)
strategy (p. 221)	(p. 221)	
	universal (p. 220)	

DURING THE LESSON

Theme

Before reading the excerpts in the lesson, have students scan the titles (at the bottom of the passages). Ask students to make a prediction about what the possible theme of each selection could be, based on the title. Tell students that after they read the selections, they will check their predictions and identify which themes are universal.

Media Literacy: Compare Themes

After students write their sentences listing the themes of their favorite movies or TV programs, have them read their sentences aloud. Encourage discussion if students have varied responses about the same movie or show.

THINK ABOUT READING   **ANSWER KEY**

Review with students the answer on page 288 of the student lessons.

Review with students the answer on page 288 of the student lessons.

Core Skill: Determine Theme
Read the passage with students. Have them answer the questions about the passage and read aloud the sentences that helped them draw conclusions. (Sample answers: *Estara's rocket has crash-landed somewhere. She is on Novos. The others have either perished or landed somewhere else. She might find other survivors, or she may meet a hostile alien.*)

Reading Skill: Compare Themes in
Different Genres   PAGE 224
Suggest that students use a Venn diagram or another graphic organizer of their choice to compare and contrast the themes of the two passages. Have students discuss their answers in small groups. Then have a volunteer from each group present their conclusions to the class.

Evidence-based Reading Support: Fluency
Echo Reading Read aloud the first sentence of the boxed text on page 224. Then have students echo you by reading the same sentence and trying to read with the same speed and expression as you do. Continue echo reading through the first two paragraphs of the passage. As you lead the reading, continue to emphasize accuracy and phrasing for students to model.

PAGE 225

THINK ABOUT READING   ANSWER KEY

Review with students the answers on pages 288 and 289 of the student lessons.

Engage and Extend
ELL Instruction: Identify Cognates Review vocabulary words with English language learners by pointing out those that have Spanish cognates:

conclusion/conclusión, motivate/motivar, relationship/ relación, strategy/estrategia

WRITE TO LEARN   ANSWER KEY
When students have completed their three paragraphs, have them trade texts with a partner and critique each other's work. Ask them to provide suggestions for revising the setting description, the plot summary, or the description of characters. Discuss how revisions might help students determine theme.

Comparing Theme across Genres   PAGE 226
Tell students that whether the genre is historical fiction, mythology, or realistic fiction, they can reach a conclusion about the text's theme by examining the plot, setting, and characters. The details of those elements will tell them the author's theme.

21st Century Skills: Cross-Cultural Skills
After students have completed their list, work with them to brainstorm a more comprehensive list of common themes. Write student responses on the board. Some possible themes: person against him or herself, person against other people, person or people against nature, good or evil, war or peace, change or stay the same. Provide resources for students to use. Have students share their findings with the class.

PAGE 227

THINK ABOUT READING   ANSWER KEY
Review with students the answers on page 289 of the student lessons.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 289 and 290.

Extension Activity: Assess Characters' Impact on Theme Have students modify the excerpt from *A Raisin in the Sun* (page 227). Ask them to change the age of the boy (Travis Younger) from 10 years to 17 years, so the passage becomes a conversation between a father (Walter Younger) and his teenaged son instead of a conversation with a young child. Tell students to use cause-and-effect to determine how this character modification will change the theme of the passage. Will Walter still be able to spin his fanciful dreams of a high-powered career and wealth to a more sophisticated Travis? Infer the likely reactions from Travis to his father's extravagant announcements. When students complete their revision of the text, pair them with a partner to enact the scene. Finally, have the class critique the rewrites and discuss the experience.

Text Structure

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to
- Analyze text structure
- Discuss how parts of a text contribute to the whole work

✓ Determine Student Readiness

Explain to students that writers create works of fiction in many different forms, such as novels, short stories, poems, plays, and movie or TV scripts. Writers use a certain type of structure, or organization, for each type of fiction. Ask students what type of fiction they enjoy reading. Ask volunteers to give a brief summary of the fiction they have read recently, explaining what they noticed about the structure of each piece.

Key Concept

Information in a text can be organized in a variety of ways. The pattern of organization that an author chooses is the structure of the text.

Concept Background: Remind students that they studied the different structures of reference texts. In reference texts, structure is often used as a guide for finding information. Different genres of fiction have different organizational structures, just as nonfiction texts do. Ask:

What structure have you noticed in novels you have read? Why do you think novel writers divide their books into chapters? Do you feel that this structure for novels helps you as a reader? Explain why you feel this way.

Develop Core Skills

Reading Skill: Compare Text Structures
Clarify for students that text structure refers to the patterns authors use in different kinds of writing. Ask students if they have read a fictional book recently. Remind students that most books are divided into chapters. Mention that chapters are also divided into paragraphs. Tell students that paragraphs and chapters are the text structures used for novels. Ask for descriptions of the structures used for plays. Write student responses on the board and briefly discuss acts and scenes, letting students know they will learn about each of these text structures in this lesson.

Core Skill: Identify Tone
Explain to students that tone is how the writer expresses his or her feelings about a topic. Ask students to brainstorm a few very different feelings, such as *worry, anger, gratitude, anticipation, nervousness,* or *love.* Then ask them to say or write a two-sentence message to another person, inviting that person to visit. Each message should be in a different tone. Ask volunteers to share their notes with the class and to explain which words and styles showed the different tones.

Pre-Teach Vocabulary

Context Cues

Remind students that they can use context clues as a way to find the meaning of an unfamiliar word. Write the following sentences on the board:

Caitlin says that mystery novels are her favorite genre of literature. Other styles of writing, such as science fiction, do not appeal to her.

Discuss the words that give context for *genre.*

Brainstorm with students a sentence that would provide context cues for *chapter.*

Tier 2 Words:	Tier 3 Words:	Test Words:
chapter (p. 232)	genre (p. 232)	text structure
scene (p. 232)	stanza (p. 232)	(p. 232)
	tone (p. 232)	

DURING THE LESSON

Text Structure

Point out to students that, like the types of nonfiction genres they studied in earlier lessons, works of fiction have a beginning, a middle, and an end. Tell students that this lesson addresses the different structures used in fiction genres such as novels, short stories, poems, and plays.

Show students an example of a novel, a short story, a play, and a poem. Go through each example and briefly discuss with students how the text structures differ by genre and how the structures assist readers in understanding the text.

Tone

Point out that, in choosing a tone, writers are telling readers how they feel about their subject. Find online a copy of the poem "The Road Not Taken" by Robert Frost. Read the poem for students and ask what tone they believe Frost used in this work. Discuss what mood(s) the poem induced in students. How different would they feel if Frost had either reaffirmed his choice in stanza 4 or had condemned it?

21st Century Skills: Media Literacy

Guide students to use strong key words in their online search. After students have answered the questions regarding movie and play scripts, discuss as a class. Point out that both types of scripts contain dialogue, setting information, and stage (or screen) directions that describe the characters' actions.

Reading Skill: Compare Text Structure

Review with students the different structures for different types of fiction—the chapters in novels, acts and scenes in plays, and stanzas in poems—as the building blocks of fictional texts.

When students have reviewed the Morris and Whitman poems and answered the questions, invite them to share their thoughts regarding similarities and differences. (Sample answers: *Morris uses rhyme, while Whitman uses free verse. Both convey an emotional tone: Morris's narrator is grateful for the time he has spent in the tree's shade and is eager to defend the tree now. Whitman's narrator feels an affinity to the trees he passes under. He believes they send him meaningful and happy thoughts; the trees' fruits are a metaphor for the narrator's thoughts.*)

> **THINK ABOUT READING**   ANSWER KEY
>
> Review with students the answers on page 290 of the student lessons.

Core Skill: Identify Tone

When students have answered the questions about the tone in *Enemy of the People*, write their answers on the board, then discuss any differing opinions. Sample answers: *The tone is one of anger and dismay. The author conveys his tone through the rhetorical questions about the excellent reputation of the town and its baths as healthful and his revelation that the baths are in fact a "pest-house." The author emphasizes his estimation of the baths as a pest-house by using an exclamation mark for that declaration.*

Engage and Extend

ELL Instruction: Retell To assess that students understand the differences in text structure among different fiction genres, ask them to explain in their own words the division of novels into chapters and of plays into acts and scenes. Guide them to elaborate on the structure of each genre, including, for example, the use of setting and stage directions in the play structure. Supply pronunciation and phrasing corrections as needed.

Technology Connection: Use Key Words

When students have located the full texts of "An Occurrence at Owl Creek Bridge" and "The Raven," divide the class into small groups. Assign half of the groups "An Occurrence at Owl Creek Bridge" and the other half "The Raven." Have each group read the full text of their assigned work and create a list of significant details missing from the abridged version of the text. Ask them to write a paragraph in response to these questions:

How did you feel the full text differed from the abridged text? Do you feel the tone of the full text was about the same as the abridged version? If you felt it was different, explain the ways in which you felt it differed.

Have a representative from each group present their paragraph and follow up with a class discussion about any differences of opinion.

> **WRITE TO LEARN**   ANSWER KEY
>
> Students' poems will vary, but make sure students based them on part of a story or novel that has two or more people talking, that the poem uses figurative language, and that the poem is divided into stanzas.

Evidence-based Reading Support: Fluency
Repeated Reading Ask students to turn to "The Raven" on page 237. Lead the group in reading the passage aloud together several times. Emphasize accuracy and phrasing until the group reading sounds smooth and consistent.

> **THINK ABOUT READING**   ANSWER KEY
>
> Review with students the answers on page 290 of the student lessons.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 290 and 291.

Extension Activity: Modify Tone Tell students to select a work of fiction from the lesson or another piece of fiction of their choice.

Provide a list of suggested short story and poetry authors, such as Ray Bradbury, Emily Dickinson, or Jack London. Ask students to classify the author's tone (sad, happy, and so on). Have them cite evidence to support their choice. Then have them revise the work to modify its tone: turn a sad poem into a joyful one, for example. Ask students to point out changes in vocabulary, phrasing, or punctuation that modified the tone. Have volunteers share their work with the class.