



How does growing up change us?

Reading 1

"Ancient Kids"

This social studies article tells about children in three ancient cultures.

Pacing	7–8 days	Page
Prepare to Read	The Big Question: Students use a graphic and discuss how the natural world affects them.	64
	Build Background: Students learn about children's lives thousands of years ago in the Greek, Roman, and Maya cultures.	64
Vocabulary	Key Words: <i>ancient, ceremony, citizen, education, rights, rituals</i>	65
	Academic Words: <i>classical, cultural, feature, philosophy</i>	66
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Assessment	Reading Test 1	
Technology	Pearson English Portal for Reader+, ExamView™ and more	

Reading 2



from *Becoming Naomi León* by Pam Muñoz Ryan

This novel excerpt tells about a girl who is reunited with her father after many years.

7–8 days	Page
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Build Background: Students learn about Oaxaca, Mexico.	80
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L.6.1, L.6.2, L.6.4.b, L.6.4.c, L.6.4.d, L.6.6, RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.7, RL.6.10, SL.6.1, SL.6.6, W.6.2.b, W.6.2.d, W.6.4, W.6.5, W.6.10	
Reading Test 2	
Pearson English Portal for Reader+, ExamView™ and more	

Reading 3

"Growth Facts: The Long and Short of It" and "The Old Grandfather and His Little Grandson" by Leo Tolstoy
A science article and folk tale tell about growing up.

Pacing	7–8 days	Page
Prepare to Read	 The Big Question: Students discuss how animals and plants change as they grow.	96
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Vocabulary	Key Words: <i>average, conversion, height, length, rate, weight</i>	97
	Academic Words: <i>category, enormous, generation, percent</i>	98
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Read	Reading Strategy: Use Visuals 2	99
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Writing	Write a Story from a Different Point of View	108
 Common Core State Standards	L.6.1, L.6.2, L.6.2.b, L.6.4.c, L.6.4.d, L.6.6, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7, RST.6-8.7, RST.6-8.10, SL.6.1, SL.6.1.a, SL.6.6, W.6.3, W.6.3.a, W.6.3.b, W.6.3.d, W.6.4, W.6.5, W.6.7, W.6.8, W.6.10, WHST.6-8.7, WHST.6-8.8	
Assessment	Reading Test 3	
Technology	Pearson English Portal for Reader+, ExamView™ and more	

Preview the Unit

Teaching Resources

- Teacher's Resource Book, pp. 13–22
- Worksheets, Unit 2 Daily Language Practice
- Video Documentary
- Teacher's Resource Book, p. 92
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Unit Content

Lead students in a discussion about how people, animals, and plants grow. Tell students that this unit contains both fiction and nonfiction selections relating to facts and emotional experiences of growing up. Students will also learn skills, such as comparing and contrasting, and visualizing.

The Big Question Ask students the Big Question, making it clear that there are no right or wrong answers. Let students know that they will be exploring answers to the Big Question throughout the unit. To stimulate discussion, ask:

- Do boys and girls have different experiences of growing up?
- What are some of the positive things about growing up? What are some of the difficult things?

Visual Literacy

Tell students that a publisher often includes pictures, maps, and charts with a reading. In groups of two or three, have students preview the pictures in this unit. Ask them to make a list of what the pictures show people doing. [For example: Graduating, page 65; learning, pages 68–69; writing, page 79; cooking, page 80; riding bikes, page 82; sitting under a tree, pages 85–86; hugging, page 88; playing a game, page 95]

Unit 2



How does growing up change us?

This unit is about what happens to people, plants, and animals as they grow and change. You will read about growing up in three ancient cultures, and you'll learn amazing facts about plant and animal growth. You will read a novel excerpt and a folktale about conflicts within families and lessons family members teach one another. As you explore growing up, you will practice the academic and literary language you need to use in school.

Reading 1 Social Studies



"Ancient Kids"

Reading Strategy
Compare and contrast

Reading 2 Novel



From *Becoming Naomi León* by Pam Muñoz Ryan

Reading Strategy
Visualize

Reading 3 Science/Folktale



"Growth Facts: The Long and Short of It," "The Old Grandfather and His Little Grandson" by Leo Tolstoy

Reading Strategy
Use visuals 2

62 Unit 2

EL Insights

Freewrite

You can help students remember prior experiences and knowledge by asking them to do a freewrite about a topic. (*Freewrite* means to write down all your thoughts without stopping.) Start with a class discussion about a particular topic. Then ask students to start by writing "I remember..." and freewrite everything they remember that relates to that topic. Alternatively, students may do a freewrite based on "I know..."

Quick Write

This QuickWrite asks students to write in the simple past. Write the topic on the board, and give students a few minutes to compose. Help them by giving them an example. The purpose of a QuickWrite is to practice generating on-the-spot writing and help writers begin by getting something down on paper.

Extend

Ask students if they have read any books about growing up. Review the titles of the readings with students. Ask students how they think each reading will relate to the Big Question.

- What do you think "Ancient Kids" will tell you about growing up?
- Do you think the cultural background of the children in *Becoming Naomi León* will influence their experiences growing up?
- What do you think "Growth Facts: The Long and Short of It" will be about?
- Sometimes children influence their parents' growth and beliefs. How do you think this happens in "The Old Grandfather and His Little Grandson"?

View and Respond

For a warm-up activity, have students watch and listen to the video for this unit. After the video, encourage students to orally answer the questions in their [Digital Resources](#) to build concept and language attainment.

Listening and Speaking—Skit

At the end of this unit, you will perform a **skit** about ancient kids.


Writing—Short Story

At the end of this unit you will write a **short story**. To help you do this, you will write a friendly letter, a paragraph about character and setting, and a story from a different point of view.

Quick Write

In your notebook, write several sentences about your first day at school. Who was your teacher? What happened?

View and Respond

 Go to your [Digital Resources](#). Watch the video and answer the questions.

Prepare to Read

Teaching Resources

- Audio
- Workbook, p. 33
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Objectives

Write the following content objective on the board, and review it with students.

- Students will be able to compare and contrast growing up in Ancient Greece to growing up today.

The Big Question Remind students that the Big Question is “How does growing up change us?” To stimulate discussion, **SAY:** *What is daily life like for children growing up today?*

Learning Strategy

Encourage students to share their experiences about growing up. Explain that by remembering what they already know and by sharing their knowledge, it will be easier to understand new words and concepts they will read about.

Build Background

Point out on a map where ancient Greece, ancient Rome, and the Maya civilization (in present-day Mexico and Central America) were located. Explain that ancient Greece influenced the development of ancient Rome, but that the Maya were not influenced by either culture. Ask the class to predict similarities between their lives and the ways children in each of these cultures lived.

Understanding the Genre: Informational Text

Point out that “Ancient Kids” is an informational article on an important social studies topic. An informational text or article is a piece of nonfiction writing that might appear in a magazine, an academic journal, or on the internet. It focuses on facts rather than opinions. It is often written in sections. “Ancient Kids” has different sections about childhood in ancient Greece, ancient Rome, and among the ancient Maya.

Reading 1

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Context, dictionary skills, word study
- Reading strategy: Compare and contrast
- Text type: Informational text (social studies)

Grammar

- Showing contrast: Coordinating conjunctions
- Showing contrast: Conjunctive adverbs

Writing

- Write a friendly letter



THE BIG QUESTION

How does growing up change us? What is daily life like for children growing up today? How do children get an education? What sports do they play and watch? What games and toys do they like to play with? Which animals do they keep as pets? Use your prior experiences to answer these questions with a partner. Copy these headings: *Education, Sports, Games, and Pets* into your notebook. List your ideas under each heading. Then share your ideas with your peers and teacher.

Learning Strategy

Compare new information to your prior experiences. This will make the new information more meaningful to you, and it will be easier to understand.

Build Background

“Ancient Kids” describes children’s lives thousands of years ago in three different cultures. It tells about growing up among the ancient Greeks, Romans, and Maya. Ancient Greece was a great civilization from around 2000 to 146 B.C.E. The Greeks created beautiful architecture, sculptures, and vase paintings. They also wrote works of literature and philosophy that are still read today.

Rome became powerful after Greece. The Romans made important contributions in the areas of building, medicine, and government.

The ancient Maya established a great civilization in southern Mexico and Central America from 1000 B.C.E. to 1550 C.E. They made accurate studies of the stars, planets, sun, and moon. They had their own calendar, mathematical system, and form of writing. They built remarkable stone temples that are still standing.



Knucklebones was a popular ancient game, played with five small objects made from ankle joints of small animals.

64 Unit 2



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 64–67.

Teaching the standards: RI.6.4, L.6.2.b, L.6.4.c, L.6.4.d, L.6.6, RH.6-8.4, RH.6-8.5

Practicing the standards: L.6.4.a

Go to your [Digital Resources](#) for additional standards correlations for these pages.

Differentiated Instruction

Beginning

Write the words education, sports, games, and pets on the board. Assist students in locating the words in The Big Question text.

Early Intermediate/Intermediate

Read the Learn Key Words sentences aloud. Lead students to clarify the meanings of the Key Words by using synonyms, antonyms, and examples.

Early Advanced/Advanced

Have students challenge each other to combine two or more Key Words or forms of Key Words in a sentence.

Vocabulary

Listening and Speaking: Key Words

Read aloud and listen to these sentences with a partner. Use the context to figure out the meaning of the **highlighted** words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. Studying **ancient** cultures, or cultures from thousands of years ago, helps us learn about ourselves.
2. At a wedding **ceremony**, people celebrate a marriage.
3. The girl learned what was expected of her and became a good **citizen**.
4. Long ago, boys and girls did not get the same type of **education**. They learned different things.
5. In the past, women did not have many **rights**. They could not vote or own property.
6. People long ago had **rituals**, including specific songs and dances, to celebrate important events.

Practice



Work with a partner to answer these questions. Try to include the key word in your answer. Write the sentences in your notebook. Get support from your peers and teacher to develop your ability to use this language.

1. What are three objects that we use today that **ancient** people didn't have?
2. What would you expect to happen at a graduation **ceremony**?
3. What are some rules a **citizen** has to follow in your country?
4. Which subjects are important to your **education** at school?
5. What **rights** do you think are most important? Why?
6. What **rituals** does your family perform to celebrate a birthday?

Modern students graduating amidst the ancient pyramids. ▶



Key Words

ancient
ceremony
citizen
education
rights
rituals



Vocabulary

Listening and Speaking: Key Words

Play the audio. Have students listen and repeat. If you are not using the audio, read the Key Words aloud.

Oral Vocabulary Routine

Have students choral read the sentences with the Key Word. After each sentence, read the vocabulary routine.

Define: **ancient** happening or existing very far back in history

Expand: Ancient ruins can show us how people lived long ago.

Ask: What can we learn from ancient history?

Define: **ceremony** formal event that happens in public on special occasions

Expand: Graduation is an important ceremony for students and parents.

Ask: Have you attended a ceremony in the past year?

Define: **citizen** someone who lives in a particular town, state, or country

Expand: A person is a citizen of the country where he or she is born.

Ask: What town are you a citizen of?

Continue vocabulary routine with **education**, **rights**, and **rituals**. Have students copy the definitions into their notebooks and generate original sentences.

Practice

Read and clarify the list of Key Words with students. Have students complete the practice exercise with a partner.

ANSWERS

Possible responses:

1. Three things we use today that ancient people didn't have are cars, computers, and phones.
2. At a graduation ceremony, graduates receive their diplomas.
3. Some rules a citizen has to follow are paying taxes, obeying laws, and serving on juries.
4. All subjects are important to my education.
5. I think the rights of free speech and equality before the law are our most important rights.
6. My family's birthday rituals include cake and gifts.

Prepare to Read

Teaching Resources

- Audio
- Workbook, pp. 34–36
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Listening and Speaking: Academic Words

Play the Audio. Have students listen and repeat. If you are not using the audio, conduct the Oral Vocabulary Routine.

Oral Vocabulary Routine

Have students choral read the sentences in the right column. After each sentence, read the vocabulary routine.

Define: Students read aloud the definition for **classical**.

Expand: We study **classical** Greek and Roman cultures in history.

Ask: What can you learn from studying **classical** architecture?

Define: Students read aloud the definition for **cultural**.

Expand: An enjoyable **cultural** event is a concert.

Ask: What **cultural** activities do you enjoy?

Define: Students read aloud the definition for **feature**.

Expand: The Arch is an important **feature** of Roman buildings.

Ask: What **feature** did Greeks use in their buildings?

Continue vocabulary routine with **rights** and **rituals**.

Practice

Model how to answer the questions on page 66 by completing the first one with the whole group.

ANSWERS

Possible responses:

1. You might see **classical** art in a museum.
2. The part of my country's **cultural** life I know the most about is music.
3. A unique **feature** of our school is that everyone learns two languages.
4. I think people study **philosophy** to better understand themselves and others.

Reading 1

Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about informational texts. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read "Ancient Kids," try to use these words to respond to the text.

Academic Words

classical
cultural
feature
philosophy

classical = belonging to the culture of ancient Greece or ancient Rome	➡	Classical plays from thousands of years ago are still performed in large outdoor theaters in Greece and Rome.
cultural = relating to a particular society and its way of life	➡	Creating art, music, and literature are cultural activities.
feature = quality, element, or characteristic of something that seems important, interesting, or typical	➡	A special feature of Maya culture is its system of writing.
philosophy = the study of what it means to exist, what good and evil are, what knowledge is, or how people should live	➡	People still read ancient Greek philosophy today. They learn how people thought and what they valued.

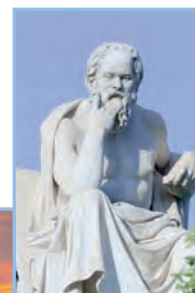
Practice



Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. Where might you look to see **classical** art from long ago?
2. What part of your country's **cultural** life do you know most about? Do you know about music, art, or literature?
3. What is a unique **feature** of your school? What makes it different from other schools?
4. Why do you think people study **philosophy**?

Socrates taught philosophy in ancient Greece. ▼



These ruins give us clues about an ancient culture. ▶

66 Unit 2

Linguistic Note Homophones

The English writing system uses letters to represent sounds. Not all languages are based on an alphabet. Chinese characters represent an entire word (logographic writing system), and Japanese kana characters represent a syllable (syllabic writing system). English learners from these language backgrounds may have difficulty with English spelling rules because English is not spelled phonetically. This means that one sound can be spelled with several different letters and one letter can have different sounds. This is the reason for the many homophones in English. Homophones are words that contain the same sound but have different spellings and meanings; for example, be and bee. Write some of the homophones containing the long /ē/ sound on the board, and discuss their different meanings. Examples: *deer/dear, meat/meet, Greece/grease, piece/peace, see/sea, seem/seam, and week/weak.*

Word Study: Spelling Words with Long Vowel Sound /ē /

In English, the long vowel sound /ē/ can be spelled in many different ways. For example, when you read “Ancient Kids,” you will read the words in the first row of the chart below. Say each word with a partner. Notice the /ē/ sound and its spelling. Study the rest of the chart for more examples.

e	ee	ea	ie	y	ey
evil	Greece	wreaths	married	baby	journey
he	free	treat	fields	lady	honey
redo	wheels	leave	buried	ceremony	money

Practice

Work with a partner. Copy the chart above into your notebook. Say a word from the chart, and ask your partner to spell it aloud. Then have your partner say the next word. Continue until you can spell all of these words correctly. Now spell the words in the box below and add them to the chart under the correct headings. Circle the letters that stand for /ē/.

bead	families	philosophy	studied	valley
even	geese	Egypt	treat	vary

Learning Strategy

To acquire grade-level vocabulary, actively memorize new words and their spellings. To help remember this information, be sure to review it often.

Reading Strategy Compare and Contrast

Comparing and contrasting helps you to understand what you read more clearly. When you compare, you see how things are similar. When you contrast, you see how things are different. To compare and contrast, follow these steps:

- Look for words the author uses to show that things are similar, such as *alike*, *also*, *too*, *in the same way*, and *likewise*.
- Look for words the author uses to show that things are different, such as *one main difference*, *but*, *however*, *yet*, *unlike*, and *opposite*.
- Use a graphic organizer to list your comparisons and contrasts.

As you read “Ancient Kids,” compare and contrast the Greek, Roman, and Maya cultures.

Reading 1

WB
36

67

Word Study: Spelling Words with Long Vowel Sound /ē /

Read the information about the spellings of the vowel sound /ē/. Say aloud each word in the chart, modeling pronunciation, and note the spelling of the vowel sound /ē/. Give students more examples and ask them to write them in the chart.

Practice

Read aloud the instructions for this practice exercise. Model the first few. Have students search the reading for additional examples.

e	ee	ea	ie	y	ey
even	geese	bead	families	philosophy	money
Egypt	need	treat	studied	vary	abbey

Learning Strategy

After reviewing the words in the chart, have students cover the chart with their hands, and then try to remember each new spelling.

Reading Strategy: Compare and Contrast

SAY: *I'll compare and contrast my desk and chair as examples. My desk has four legs. My chair has four legs, too. Words like too signal sameness. However, my chair is shorter than my desk. Words such as however signal difference.* Assign the corresponding Reading Strategy on Workbook page 36 for extra practice.

Reading 1

Teaching Resources

- Teacher's Resource Book, p. 85
- Audio
- Reader's Companion, pp. 27–33

For extra practice, use the various worksheets in your [Digital Resources](#).

Ancient Kids

This informational article tells about the lives of children in three ancient cultures. By comparing childhood experiences in three civilizations, we see commonalities of play, school, and rites of passage.

The Big Question: Remind students of the Big Question: "How does growing up change us?" Draw a three-column chart on the board and write *play*, *school*, and *rites of passage* as the three categories. Fill in the chart with examples from students' lives. Tell students they'll be learning about the lives of children in ancient times.

Set a Purpose for Reading

SAY: *We are reading "Ancient Kids" to compare and contrast the way that children in ancient times lived with the way that you live today.*

Refer students to the three-column chart to help them compare and contrast.

Preteaching Boldfaced Words

Preview the boldfaced words on student book pages 68–69. Write the words on the board, and point out that they are defined in the glossaries at the bottom of each page. Ask volunteers to find and read the definitions. Model using the words in an original sentence. For example, *The girl learned how to play the lyre.* Then ask for volunteers to do the same and create a word book including the definition, a sentence using the word, and perhaps a picture.

Scaffolding: Listen and Read

Have students read along as you play the audio of the reading. Pause the recording at the end of each page to ask and answer any questions students may have.

Reading 1

Informational Text Social Studies

Set a purpose for reading Compare and contrast what it was like growing up among the ancient Greeks, Romans, and Maya. How did each culture treat children differently? What is different about growing up today?

Ancient Kids®

Growing Up in Ancient Greece

ANCIENT GREECE

2000 B.C.E.

146 B.C.E.

0

2000 C.E.

When a baby was born in **ancient** Greece, the father performed a **ritual**. He did a dance, holding the newborn baby. For boy babies, the family **decorated** the house with **wreaths** of olives. For girl babies, the family decorated the house with wreaths made of wool.

There were many differences in the lives of boys and girls as they grew up. One main difference was that girls did not go to school and boys did. Some girls learned to play musical **instruments**.

Mostly, girls helped their mothers with **chores** in the house or in the fields. They didn't leave their houses very often. Sometimes they went to festivals or funerals. They also visited neighbors.

Girls stayed home with their parents until they got married. Girls' fathers usually decided whom the girls would marry.

decorated, made it look more attractive by adding things to it
wreaths, circles made from flowers, plants, or leaves
instruments, objects used for making music
chores, small jobs



▲ Some girls learned to read and write at home.

68 Unit 2



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 68–73.

Teaching the standards: RI.6.1, RI.6.3, RI.6.5, RH.6-8.10

Practicing the standards: RI.6.7, RI.6.10

Go to your [Digital Resources](#) for additional standards correlations for these pages.

Differentiated Instruction

Beginning

Assist students in describing orally the picture of the girl reading on page 68. Elicit the words *girl*, *sit* or *sitting*, *read* or *reading*, and *book*.

Early Intermediate/Intermediate

Preview the boldfaced words with students. Have them compare and contrast words for activities associated with children in ancient Greece.

Early Advanced/Advanced

Have students summarize the information they have read so far using the words *cultural*, *education*, *ancient*, and *feature*.

Boys stayed home until they were six or seven years old. They helped grow **crops** in the fields, and they learned to sail boats and to fish.

When boys were about seven years old, they started their **formal education**. They went to school and learned reading, writing, and mathematics. They had to memorize everything because there were no school books! They also memorized the poetry of Homer, a famous poet. They also learned to play a musical instrument, such as the **lyre**.

At school, boys learned about the arts and war. They also learned how to be good **citizens**. At the age of eighteen, boys went to **military school** for two years.

Children played with many toys, such as rattles, clay animals, pull-toys on four wheels, yo-yos, and **terra-cotta** dolls. Children also had pets, such as birds, dogs, goats, **tortoises**, and mice.



People placed these clay figures ▲ in the graves of children to keep them company in the afterlife.



▲ In Ancient Greece, students stood in front of their teachers.

crops, wheat, corn, fruit, and so on, that a farmer grows
formal education, education in a subject or skill that you get in school rather than by practical experience
lyre, ancient instrument, similar to a guitar
military school, school where students learn to fight in wars
terra-cotta, baked red clay
tortoises, land animals that move very slowly, with a hard shell covering their bodies

Before You Go On

1. How were boys' lives different from girls' lives in ancient Greece?
2. What toys did children play with?

On Your Own

Did your family have any special ceremonies when you were born? Describe them.

Reading 1 69

Study Skills: Encyclopedia

After they finish reading about ancient Greece, have students look it up in an encyclopedia. It will probably be a subsection of the article on Greece. They can also look up the Roman Empire and the Maya. Compare the size of the Maya Empire to ancient Greece. Ask students to create a chart comparing the different civilizations. On a map, they can also compare the borders of the ancient empires to those of modern day countries.

Check for Comprehension

Ask students to check what they have understood in the reading. If you are using the audio, pause the recording.

Before You Go On

Place students with a partner to answer the questions. Tell students that answering questions before going on to the next page is one way to make sure they understand. When students answer each question, they should look for the place on the page that gives them that information.

ANSWERS

1. Boys went to school and got a formal education. Girls stayed home and learned how to take care of the house.
2. Children played with toy rattles, clay animals, pull-toys, yo-yos, and terra-cotta dolls.

On Your Own

Have students write an answer to the On Your Own question on a separate sheet of paper. Encourage volunteers to share their responses with the class. Then collect student responses to monitor their comprehension, writing skills, and fluency.

Challenge Words and Terms

Some words and terms may be difficult for English learners. Teach the following words and terms before reading:

- festival
- funeral
- memorize
- extraordinary

Reading 1

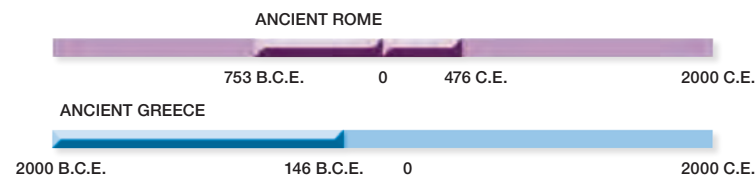
Preteaching Boldfaced Words

Before reading this spread, point out the boldfaced words and terms to students. Define each one, pointing out the definition in the glossary at the bottom of the student book page. Make sure that students understand each boldfaced word. Ask students to generate original sentences, using the boldfaced words. When correcting original sentences, focus on usage of the boldfaced word. Do not explicitly correct other errors. Model correct usage and grammar by repeating a correct version of the student's sentence.

Across the Curriculum: Math

The Maya, ancient Romans, and ancient Greeks each had a mathematical system that was different from the one we use today. The Maya used three symbols: a shell represented zero, a dot represented one, and a bar represented five. The ancient Greeks and Romans did not have the concept of zero in their numerical system. Romans used Roman numerals. In this system, for example, V meant five and X meant 10. This numerical system continued to be used in Europe after the Romans, but was later discarded in favor of Arabic numbers, which we use today. Before the Romans, ancient Greeks used a variety of numerical systems, such as writing the first letter of the number.

Growing Up in Ancient Rome



When a Roman baby was born, a relative put the baby at the feet of the father. The father picked up the baby to accept it into the family. The baby was named nine days after birth.

The oldest man in a family—the father, the grandfather, or an uncle—was the “**head of the family**.” However, women were also important to family life. They **managed** the house and household **finances**. In the early years of ancient Rome, women did not have many **rights**. In later years, they had more rights. They were allowed to own land and to have some types of jobs. They could manage some businesses, but they were still not allowed to hold jobs in the government or to become lawyers or teachers.

Girls and boys wore a special **locket**, called a *bulla*, around their necks. The bulla protected them from evil. A girl wore the bulla until her wedding day. A boy wore the bulla until he became a citizen. A boy became a citizen at age sixteen or seventeen. The family had a big celebration on this day.

Some Greeks lived in southern Italy and Sicily. The ancient Greeks had a cultural **influence** on the Romans. Greek teachers introduced the Romans to the Greek gods and goddesses and to Greek literature and philosophy.

head of the family, person who is in charge of the family
managed, controlled or directed
finances, money matters
locket, piece of jewelry like a small round box in which you put a picture of someone
influence, effect



▲ Roman children dressed like their parents. They wore long shirts called tunics.



▲ Marble heads of a Roman girl and boy



Reading Strategy

Compare and Contrast Model the compare and contrast reading strategy after reading and listening to each page. You may want to refer students back to the chart on the board about daily lives in the three cultures. Or you may want to encourage students to compare and contrast the three cultures.

Roman children played with marbles, much like these modern glass ones. ▼



School was not free. Most children in ancient Rome were not from rich families. They were poor. In poor families, parents taught their children at home. Many poor children did not learn to read or write.

Rich families sent their children to school at age seven to learn basic subjects. Girls did not continue in school after they learned the basic subjects. They stayed at home, where their mothers taught them how to be good wives and mothers.

Boys from rich families continued their education in formal schools or with **tutors**. They became lawyers or worked in government.

What did children do after school? They played with friends, pets, or toys. Toys included balls, hobbyhorses, kites, **models** of people and animals, hoops, **stilts**, marbles, and knucklebones. War games were popular with boys. Girls played with dolls. They also played board games, tic-tac-toe, and ball games.

What kind of pets did children play with in ancient Rome? Dogs were the favorite pets. Roman children also kept birds—pigeons, ducks, **quail**, and geese—as pets. Some children even had pet monkeys.

tutors, teachers of one student or a small group of students
models, small copies

stilts, a pair of poles to stand on, used for walking high above the ground

quail, small fat birds that are hunted and shot for food and sport

▲ Dolls were popular toys.

Before You Go On

1. What did Roman girls do when they grew up?
2. What kind of work did Roman boys from rich families do?

On Your Own

How is what you do after school different from what Roman children did?

Reading 1 71

Study Skills: Dictionary

Looking up unfamiliar words is invaluable for students seeking to understand a text in any subject. Students looking up a word may discover that it has several possible meanings. Students should first identify the part of speech of the word as it is used in the text. They can use context to determine if a word is a noun, verb, adjective, etc. A word in a dictionary may contain definitions for usage as both a noun and a verb in different contexts. Then students should carefully read the definitions for the correct part of speech and consider which one is most likely to apply in this situation.

Check for Comprehension

Ask students to check what they have understood in the reading. If you are using the audio, pause the recording.

Before You Go On

Tell students that when they answer each question, they should find details from the text to support their responses.

ANSWERS

1. Roman girls became mothers and wives and managed the house and household finances.
2. Roman boys from rich families became lawyers or worked for the government.

On Your Own

Have students write an answer to the On Your Own question on a separate sheet of paper. Encourage volunteers to share their responses with the class. Then collect student responses to monitor their comprehension, writing skills, and fluency.

Reading 1

Preteaching Boldfaced Words

Before reading this spread, review the boldfaced words and terms with students. Define each one, pointing out the location of the definition in the glossary at the bottom of the student book page. Make sure that students understand each boldfaced word. If appropriate, ask students to generate original sentences using the boldfaced words. When correcting original sentences, focus on usage of the boldfaced word.

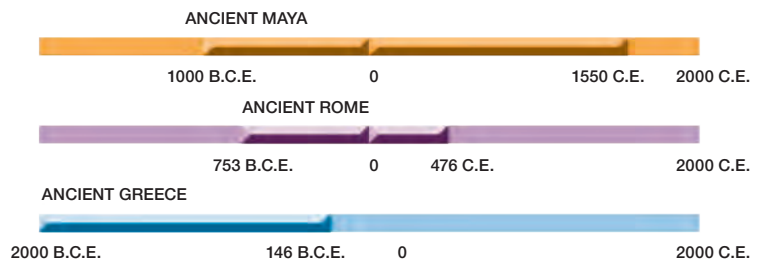
Across the Curriculum: Social Studies

At its most powerful, the Maya civilization had over forty cities in Mexico and Guatemala. No one is certain what caused the Maya civilization to decline. Some scientists believe that war and famine were the two key factors. That does not mean, however, that Maya people do not exist today—they do! The Maya continue to live mainly in Mexico, with small populations in Guatemala. They work mostly as farmers, growing corn, beans, and squash. Most Maya today observe a mixture of Christianity and their indigenous religion.

Model the Reading Strategy: Compare and Contrast

Return to the reading strategy exercise on page 67 of the student book. Ask questions of students to prompt them to use the skill. **SAY:** *Remember that when we compare, we look for similarities. When we contrast, we look for differences. Words that signal similarities are like, also, too, in the same way, and likewise. What sentences in this article signal similarities? Words that signal difference are one main difference, differences, but, however, yet, unlike, and opposite. What sentences signal difference?*

Growing Up in the Ancient Maya Culture



The Maya lived throughout parts of southern Mexico and Central America, including Belize and Guatemala. They built large cities and created extraordinary art and architecture. You can visit the **ruins** of some ancient Maya cities, such as Chichén Itzá in Mexico's Yucatan region.

In Maya culture, the father was the head of the family. Maya men worked hard to support their families, and they paid **taxes** to the government. Women in Maya society cooked, made cloth, sewed clothing, and took care of the children.

When a boy was about five years old, the Maya tied a small white bead to the top of his head. When a girl was about five, the Maya tied a red shell around her waist. When boys and girls were twelve or thirteen years old, the village had a big **ceremony** that marked the end of childhood. During the ceremony, a priest cut the beads from the boys' heads. Mothers removed the red shells from the girls' waists. After the ceremony, boys and girls could get married. Young men painted themselves black until they were married.

ruins, parts of buildings that are left after other parts have been destroyed
taxes, money that must be given

All women did some weaving and spinning. They made things for their families and to sell. ▼





◀ This Maya mask shows a jaguar.

Maya boys and girls, unlike Roman children, did not have to pay to go to school. They learned from their parents, too. Girls learned how to weave and cook. Boys learned to hunt and fish. Children also learned how to grow crops, such as corn. At age seventeen, boys joined the army to learn about war and fighting.

Children played games and they played with toys. Some of their toys had wheels. Surprisingly, the Maya did not use wheels in their work or transportation. However, toys, such as animal pull-toys, had wheels.

Animals were important in everyday life and religion. The Maya used animals in their art. They decorated various items with pictures of foxes, owls, **jaguars**, hummingbirds, eagles, and other animals. The Maya sometimes ate dogs, but they mainly used dogs for hunting. The Maya thought that dogs could **guide** people on the journey to the **afterlife**. This is why they buried dogs with their owners.

jaguars, large wild cats with black spots

guide, show the way to

afterlife, life that some people believe you have after death

Before You Go On

1. What are three modern-day countries where the ancient Maya lived?
2. Why did Maya boys and girls have a special ceremony when they turned twelve or thirteen?

On Your Own

What would you have enjoyed about growing up among the Maya?

Reading 1 73

Study Skills: Encyclopedia

Using an encyclopedia to gain background information on a subject is useful for students in English, social studies, math, and science. An encyclopedia is an easy-to-use reference for students seeking background information or an overview of a topic. For example, students who want to understand ancient Rome can use an encyclopedia to look up the history, population, achievements, and architecture of people in that time period. The references in an encyclopedia can direct students to primary and secondary sources for more in-depth information and exploration. Have students fill a three-column chart with information about the achievements of each of the three cultures.

Check for Comprehension

Ask students to check what they have understood in the reading.

Before You Go On

Place students with a partner to answer the questions. When students answer each question, they should look for the place on the page that gives them that information.

ANSWERS

1. Three modern-day countries where the ancient Maya lived are Mexico, Guatemala, and Belize.
2. Maya boys and girls had a special ceremony to mark the end of their childhoods.

On Your Own

Have students write an answer to the On Your Own question on a separate sheet of paper. Encourage volunteers to share their responses with the class. Then collect student responses to monitor their comprehension, writing skills, and fluency.

Review the Purpose for Reading

Elicit responses to the Set a Purpose for Reading questions at the beginning of this reading. Remind students to relate their responses to the Big Question.

Review and Practice

Teaching Resources

- Workbook, p. 37
- Reader's Companion, pp. 34–38
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Comprehension

Students can answer these questions independently or in groups, responding orally or in writing. Model the first question with the class so they can see how to answer in a complete sentence.

ANSWERS

1. The pets the children of ancient Greece had were birds, dogs, goats, tortoises, and mice.
2. Greek teachers introduced Greek gods and goddesses, Greek literature, and philosophy to the Romans.
3. The mothers of ancient Maya girls taught them to weave and cook.
4. Six-year-old boys and girls in ancient Greece stayed home with their parents.
5. Possible response: All three cultures had toys for their children because children love to play with toys.
6. Possible response: The most important feature of education in ancient Rome was that boys and girls got to learn basic skills.
7. Answers will vary.
8. Answers will vary.

Speaking Skill

Tell students to introduce each topic with an opening statement. For example, *I am going to compare the ancient Greeks and the ancient Romans*. This will help the speaker organize his or her thoughts and let the listeners know what to expect from the presentation.

In Your Own Words

Read aloud the instructions for this activity and model the first one for students. Remind students that *summarizing* means to focus on the most important main ideas, use their own words, and be concise.

Reading 1

Review and Practice

Comprehension



Recall

1. What pets did the children of ancient Greece have?
2. What did Greek teachers introduce to the Romans?

Comprehend

3. Who taught ancient Maya girls how to weave and cook?
4. What did both six-year-old girls and boys in ancient Greece do?

Analyze

5. Why do you think grown-ups in all three cultures had toys for their children?
6. What do you think was the most important **feature** of education in ancient Rome?

Connect

7. Do you think that **cultural** activities are as important today as they were in ancient times? Why?
8. What do you think makes a person well educated? What do you think people should learn in school? Do you think people should learn about **classical** art and literature? Why or why not?

In Your Own Words

Summarize the reading. Use the topics and vocabulary below to tell a partner about growing up among the Greeks, Romans, and Maya.

Speaking Skill

Present each topic clearly.

Ancient Greeks	Ancient Romans	Ancient Maya
The Birth of a Baby	The Birth of a Baby	Life for Men and Women
Education for Boys	Women's Rights	Ceremonies
Education for Girls	Education for Boys	Education for Boys
Toys and Pets	Toys and Pets	Toys and Animals

74 Unit 2



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 74–79.

Teaching the standards: RI.6.2, RI.6.3, RI.6.5, RI.6.10, W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.10, SL.6.1, SL.6.1.d, SL.6.6, L.6.1, L.6.2, WHST.6-8.4, WHST.6-8.58

Practicing the standards: SL.6.1.a, SL.6.2, RH.6-8.10, RST.6-8.10

Go to your [Digital Resources](#) for additional standards correlations for these pages.

Differentiated Instruction

Beginning

Have students recall the words *education*, *sports*, *games*, and *pets*. Guide students to volunteer some English words for each category and assist students in reading them aloud.

Early Intermediate/ Intermediate

Have each student work on a Venn diagram to compare and contrast ancient cultures with modern times in terms of *education*, *sports*, *games*, or *pets*.

Early Advanced/ Advanced

Have students create a chart or other visual aid that pulls together the similarities and differences between cultures.

Discussion

Discuss with a partner or in a small group.

1. What are some examples of ceremonies in “Ancient Kids”? What ceremonies are important to family life today?
2. Which ancient society would you have wanted to grow up in—the Greek, Roman, or Maya culture? Why?
3. In your opinion, why is education important for children?

How does growing up change us? Compare and contrast what it was like growing up in ancient cultures to growing up today. What is different for kids today? What is similar?

Read for Fluency

When we read aloud to communicate meaning, we group words into phrases, pause or slow down to make important points, and emphasize important words. Pause for a short time when you reach a comma and for a longer time when you reach a period. Pay attention to rising and falling intonation at the end of sentences.

Work with a partner. Choose a paragraph from the reading. Discuss which words seem important for communicating meaning. Practice pronouncing difficult words. Give each other feedback.

Extension



In “Ancient Kids” you learned about growing up long ago. Choose any one of the three cultures you read about. Think about what features of the culture you would like to research. For example, you could read more about ancient Greek games like knucklebones or find out about an ancient Maya ballgame called pok-a-tok. Select a cultural feature to research. Then use encyclopedias, books, and the Internet to find the information. Share the information with your classmates.

Ancient Maya people used their hips and thighs to shoot a hard rubber ball through pok-a-tok hoops like these. ▶

Listening Skill

Listen carefully to your classmates. Identify the important ideas. Retell these ideas in your own words to confirm that you have understood them correctly.



Reading 1 75

Listening Skill

Remind students that interrupting their classmates is impolite and shows a lack of respect.

While students are engaged in the discussion on page 75, encourage them to test their understanding by restating what their classmate has said. Allow the original speaker to tell whether the restatement was accurate.

Discussion

For the first question, **SAY:** *Maya children had a ceremony for the end of childhood. Today, we have graduation ceremonies.* For the second question, **SAY:** *If I were a boy, I would have wanted to grow up in Roman society. Why might my answer be different if I were a girl?* For the third question, **SAY:** *Why is it important for you to go to school?*

The Big Question: How does growing up change us? Remind students that the Big Question is “How does growing up change us?” Guide students in a discussion about the similarities and differences between growing up in an ancient culture and growing up today.

Read for Fluency

Have students time their reading. Explain to them that although reading fluently is a mark of a good reader, it is not enough to simply read rapidly. Comprehension is also very important. Answer any questions students may have.

Extension

Read aloud the instructions for this extension activity. Have students work in small groups.

Grammar

Teaching Resources

- Workbook, pp. 38–39

For extra practice, use the various worksheets in your [Digital Resources](#).

Showing Contrast: Coordinating Conjunctions

Tell students that they will learn how to use conjunctions when joining contrasting ideas.

Read aloud and discuss the introduction.

Grammar Skill

Read the grammar skill aloud with the class. Remind students about the importance of subject-verb agreement.

Practice A

Read aloud the directions for this practice exercise.

ANSWERS

1. Animals were kept as pets, **but/yet** they were also eaten.
2. Children worked hard, **but/yet** they still had time for fun.
3. A girl learned to weave and cook, **but/yet** a boy learned to hunt and fish.
4. Roman boys kept going to school, **but/yet** Roman girls did not.

Practice B

Read aloud the directions for this practice exercise.

ANSWERS

2. Caroline carried her umbrella all day, **but/yet** it didn't rain.
3. Joaquín is graduating next month, **but/yet** he still doesn't have a job.
4. The show starts in ten minutes, **but/yet** we're stuck in traffic.
5. I love chocolate cake, **but/yet** I don't like chocolate ice cream.

Grammar Check

Point out the Grammar Check box and read the question aloud.

Answer: **the second one**

Apply

Help students combine clauses and sentences accurately.

T76

Reading 1

Grammar

Showing Contrast: Coordinating Conjunctions

A coordinating conjunction is used to connect two ideas in a sentence. The two parts of the sentence are called independent clauses. The coordinating conjunctions *but* and *yet* contrast two ideas. The conjunction usually begins the second independent clause and is preceded by a comma. The second clause shows the contrasting idea.

The Maya sometimes ate dogs, **but** they used most dogs for hunting. Women could manage some businesses, **yet** they were still not allowed to hold jobs in the government.

Practice A



Work with a partner. Copy the sentence starters in Column A into your notebook. Complete the sentences with *but* or *yet* and the contrasting idea in Column B. Be sure to add the proper punctuation.

Example: The father was the head of the family,
yet women had some rights.

Column A	Column B
1. Animals were kept as pets	a boy learned to hunt and fish.
2. Children worked hard	Roman girls did not.
3. A girl learned to weave and cook	they were also eaten.
4. Roman boys kept going to school	they still had time for fun.

Practice B

Work with a partner. Copy the sentences into your notebook. Then combine them using *but* or *yet*. Punctuate correctly.

1. My parents are both tall. I'm short.
My parents are both tall, but I'm short.
2. Caroline carried her umbrella all day. It didn't rain.
3. Joaquín is graduating next month. He still doesn't have a job.
4. The show starts in ten minutes. We're stuck in traffic.
5. I love chocolate cake. I don't like chocolate ice cream.

Grammar Skill

The subject pronoun in the second clause often refers to the subject in the first clause. Make sure they agree.

Grammar Check

✓ When *but* or *yet* is used to connect two independent clauses, which clause **shows** the contrasting idea?

Apply

Work with a partner. In your notebook, write five sentence starters. Switch notebooks with your partner. Take turns reading each other's sentences and finishing them with clauses that begin with *but* or *yet* and show a contrasting idea.

Example: Yesterday I went to a restaurant, but I didn't enjoy the food.

Accelerate Language Development

Classroom Pairings

Beginning students struggle to understand simple discussions of instructional interactions. Intermediate students can understand simple or routine directions. Advanced and Advanced High students can understand more elaborate directions and discussions. These students have a grasp of more complex sentence patterns. Pair students for activities so that Beginning students can benefit from interacting with more Advanced students.

Showing Contrast: Conjunctive Adverbs

A conjunctive adverb, like a coordinating conjunction, connects two ideas. A conjunctive adverb is used with two complete sentences, each a complete thought. A conjunctive adverb is a type of transition. Use transitions to help show a change in thought.

Some examples of conjunctive adverbs are *however*, *nevertheless*, and *nonetheless*. Like other adverbs, they describe the verb. The conjunctive adverb begins the second sentence and is followed by a comma. The second sentence shows a contrasting idea.

The oldest man was the "head of the family." **However**, women were also important to family life.
The Romans' culture was very different from the Greeks'. **Nevertheless**, the Greeks introduced them to Greek philosophy.
Education was important to Romans. **Nonetheless**, education was not free.

Practice A

Work with a partner. Rewrite the sentences in your notebook using *however*, *nevertheless*, or *nonetheless*. Remember to include proper punctuation.

1. He was angry. He took her to the dance.
2. It was cold. I went swimming.
3. Sue ate a lot for lunch. She was hungry.

Practice B

Draw a line to the sentence with the correct contrasting idea.

1. I studied hard for the test.	However, they were actually planning my surprise party.
2. Yoga is quite challenging for So Ling.	Nevertheless, he still didn't have enough to buy a computer.
3. Henry was looking forward to his vacation.	However, his family had to cancel their trip.
4. Eduardo tried to save money for a year.	Nonetheless, she enjoys it.
5. My friends told me they were too busy to see me on my birthday.	Nevertheless, I made a lot of mistakes.

Grammar Check

- ✓ What punctuation follows a **conjunctive adverb**?

Grammar Skill

Nevertheless is slightly more formal than *nonetheless* and *however*. It is used more often in writing than in speaking.

Apply

Work with a partner. In your notebook, write five sentences about yourself. Then write a contrasting idea. Read the sentences to your partner, using the transitions on this page.

Example: I like studying English. *Nevertheless*, it's difficult.

Showing Contrast: Conjunctive Adverbs

Read aloud and discuss the information about conjunctive adverbs. **SAY:** *Read the first sentence. Now read the second sentence. What is the conjunctive adverb, or transition word, that is used to join these two sentences? (however).* Repeat the procedure with the other sentences.

Grammar Skill

Discuss the meanings of the words *nevertheless*, *nonetheless*, and *however*.

Practice A

ANSWERS

1. He was angry. *Nonetheless*, he took her to the dance.
2. It was cold. *Nevertheless*, I went swimming.
3. Sue ate a lot for lunch. *Nonetheless*, she was hungry.

Practice B

Read aloud the directions for this practice exercise. Complete the first example.

ANSWERS

1. I studied hard for the test. *Nevertheless*, I made a lot of mistakes.
2. Yoga is quite challenging for So Ling. *Nonetheless*, she enjoys it.
3. Henry was looking forward to his vacation. *However*, his family had to cancel their trip.
4. Eduardo tried to save money for a year. *Nevertheless*, he still didn't have enough to buy a computer.
5. My friends told me they were too busy to see me on my birthday. *However*, they were actually planning my surprise party.

Grammar Check

SAY: *What punctuation follows a conjunctive adverb?* Answer: a comma

Apply

Work with students to write a variety of grade appropriate sentence lengths, patterns, and connecting words to combine clauses and sentences.

Writing

Teaching Resources

- Workbook, p. 40
- Worksheets, Writing Model 26
- GO 17: Letter Organizer
- Assessment, pp. 47–50
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Write a Friendly Letter

Tell students that a friendly letter is a type of narrative. This kind of writing uses the first-person point of view.

Discuss the parts of a letter and the form in which a letter is written. Discuss the reasons for including a date on a letter. Explain that the salutation begins with the greeting *Dear* followed by a comma. Tell students that the body of the letter starts on the next line. Show students how to close a letter.

Prewrite

Have students work with a partner to write friendly letters to each other. Help them remember the format of a friendly letter by using the bulleted sentences to gather ideas. Have them use a graphic organizer to complete the student writing model on the next page. Tell students to write their graphic organizer in the notebooks.

Reading 1


Writing

Write a Friendly Letter

A narrative is a story. It can be told about real people and events or about characters and events that a writer creates. In this lesson, you will write a narrative paragraph in the form of a friendly letter. A friendly letter is written to a friend or family member. In friendly letters, writers often tell about events in their lives. They use a personal and informal voice. A friendly letter includes five parts: date, greeting, body, closing, and signature.

Writing Prompt

Write a friendly letter to an older family member. Tell a story about an event that happened when you were younger. Tell what happened in time order, using signal words such as *then* and *next*. Use connecting words to combine sentences. Be sure to use coordinating conjunctions and conjunctive adverbs correctly.

- 1 **Prewrite** Choose an interesting event from your past. 
- Ask yourself why this event was important to you.
 - Think about someone who would enjoy reading about it.
 - List your ideas in a graphic organizer.

A student named Amir created this graphic organizer.

Date: July 23, 2019	
Greeting: Dear Grandpa,	
Body: Being in my school play helped me overcome stage fright. Didn't really enjoy performing in front of others— nervous. Performed well. Amazing sense of accomplishment.	
Closing: Love,	
Signature: Amir	

Accelerate Language Development

Brainstorming Topics

Beginning students have a limited ability to use the English language to express their ideas in writing. Their sentences tend to be short and simple. They are most comfortable using present forms of verbs. Their descriptions and narrations are not detailed. To encourage language and promote more detail in students' writing, have them brainstorm a list of topics they might want to share about themselves in their letters.

- 2 **Draft** Use your organizer to help you write a first draft.
 - Keep in mind the person who will read your letter.
 - Remember to include all five parts of a friendly letter.
 - Use coordinating conjunctions and conjunctive adverbs correctly.
- 3 **Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 389.
- 4 **Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 40. Edit your final draft in response to feedback from your partner and your teacher.
- 5 **Publish** Prepare a clean copy of your final draft. Share your friendly letter with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Writing Checklist

Voice:

- ☐ My voice was personal and informal.

Conventions:

- ☐ I included the five parts of a friendly letter.
- ☐ I used coordinating conjunctions and conjunctive adverbs to show contrast.

Here is Amir's letter to his grandfather. Notice how Amir used coordinating conjunctions and conjunctive adverbs to show contrast.

July 23, 2019
Dear Grandpa,
Did I ever tell you how being in my school play helped me overcome stage fright? I was only nine years old, and I didn't really enjoy performing in front of others. All week, my class and I practiced hard, but I couldn't get over my fear. Then, on the night of the play, I was so nervous! When I walked on stage, I had the urge to run away. The heat from the stage lighting was almost unbearable. During the performance, I felt as if the eyes of everyone in the audience were glaring at me. However, even though I was really nervous, I performed well. Afterwards, I felt an amazing sense of accomplishment. Since you saw the play, I wanted to share my memory of that night with you.
Love, Amir



Reading 1 79

Draft

Remind students to use their organizers during the draft stage. Read the bulleted items. Remind students to refer to their organizers frequently during this stage of the writing process.

Revise

Tell students that revising is an important part of the writing process. Encourage students to read their drafts at least six times, addressing each one of the points in the checklist. **SAY:** *Revising gives you a chance to look at your letter again. Read it slowly. Think about what you have written. Does it say what you want it to? Is it clear? Does it make sense? Think of other ways to make it better.*

After students revise, have them exchange their letters with partners. Have partners take turns reading letters aloud and suggesting revisions, if needed.

Writing Checklist

Have students use the Writing Checklist to evaluate their final drafts.

Voice Check that student's voice is personal and informal.

Conventions Check that students included the five parts of a friendly letter. Also check that they used coordinating conjunctions and conjunctive adverbs to show contrast when necessary.

Edit and Proofread

Tell students that good editors often put their writing away for a while. They can then return to it with "fresh eyes." Encourage students to use the dictionary and thesaurus and to check spelling and usage. Then have them trade papers with a partner and use the Peer Review Checklist on Workbook page 40 to evaluate each other's work.

Publish

Students can present the friendly letters they received in small groups. Allow time for students to practice reading their letters. Remind students to save their work.

Prepare to Read

Teaching Resources

- Audio
- Workbook p. 41
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Objectives

Write the following content objective on the board, and review it with students.

- Students will be able to identify how the character, Naomi León, is affected when she is reunited with her father after many years.

The Big Question Encourage students to complete the activity on page 80. Remind students of the Big Question: “How does growing up change us?” To stimulate discussion, talk about your own family growing up. Ask students about their families. You may want to discuss the influences families have on us as students begin to read the excerpt from *Becoming Naomi León*, which is about how a young girl reunites with her father after many years.

Build Background

On a map, locate the state of California, U.S.A., and the state of Oaxaca, Mexico. The town of Lemon Tree, California is a fictional town, but Oaxaca is a real city in the state of Oaxaca, Mexico. In the story, Naomi and her father share a love of carving. Family members may share talents like carving, as well as singing, painting, and music. Ask students what talents their families have.

Understanding the Genre: Novel Excerpt

Tell students that a novel is a long work of fiction. Novels contain such elements as characters, plot, conflict, and setting. The writer of the novel creates these elements. This reading is an *excerpt*, or a short reading from a novel about an episode or an event in it. This excerpt from *Becoming Naomi León* involves a girl learning about her family heritage.

Reading 2

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Literary terms, dictionary skills, word study
- Reading strategy: Visualize
- Text type: Literature (novel excerpt)

Grammar

- Direct quotations: Statements
- Direct quotations: Questions

Writing

- Write about a character and setting



THE BIG QUESTION

How does growing up change us? What kinds of families do children grow up in? Some grow up in large families; others grow up in small families. Sometimes children are raised by their grandparents, aunts, or uncles.

Work with a partner. Use your prior experiences to talk about the kinds of families you know and those in stories and on TV. In your notebook, draw a picture of a family from a TV show or a book. Label the members of the family using words such as *mother, father, sister, brother, aunt, uncle, grandmother, grandfather, stepmother, or stepfather*. Share your ideas about how our families influence who we become with your peers and teacher.

Build Background

Becoming Naomi León is a realistic novel—a fictional narrative about events that could happen in everyday life. The main character, Naomi Soledad León Outlaw, lives in Lemon Tree, California. She and her younger brother, Owen, have been cared for by Gram, their great-grandmother, ever since their mother left them seven years ago. Naomi often feels unhappy. To cheer herself up, she writes lists and carves beautiful objects out of soap. In the novel excerpt, you will read about Naomi’s reunion with her father in Oaxaca, Mexico.

Oaxaca is a city in southern Mexico. The people there hold a radish-carving festival every year. After reading the novel excerpt, you may want to try carving, too. A how-to piece called “Soap Carving” will tell you how.



This woman is carving a radish. ▶

80 Unit 2



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 80–83.

Teaching the standards: RL.6.4, L.6.4.c, L.6.4.b, L.6.4.d, L.6.6

Practicing the standards: L.6.4.a

Go to your [Digital Resources](#) for additional standards correlations for these pages.

Differentiated Instruction

Beginning

Guide students to suggest words related to *dialogue*. Write the words on the board and assist students in reading them.

Early Intermediate/Intermediate

Create word webs with students for *dialogue* and *setting* that connect to high-use vocabulary such as *talk, speak, and answer (dialogue)* and *time, day, place, and buildings (setting)*.

Early Advanced/Advanced

Have students work with a partner to choose a specific *setting* and develop a *dialogue* that includes clues to the *setting*.

Vocabulary

Learn Literary Words

In fiction, you can learn a lot about a character by paying attention to what the character says. **Dialogue** is the exact words spoken by two or more characters. Writers use dialogue to reveal what the characters in a story are like. Often, dialogue makes the characters seem like real people.

Read the examples of dialogue below. They are from *Becoming Naomi León*. Notice that each bit of dialogue begins and ends with quotation marks (“ ”).

“I will go with you,” said Santiago, and they headed towards the garden. “Do not be sad,” he whispered.

Another important part of a story is the **setting**—the time and place where the narrative occurs. Identifying the setting will help you better understand what is happening in a story. Sometimes writers state the setting directly. In other cases, you must use clues to figure out where the narrative takes place. Clues might include details about the type of clothing, houses, land, weather, time of day, and transportation.

Practice



Work with a partner to develop your comprehension of literary language. Take turns reading each setting aloud. First, identify the time—past, present, or future—of the setting. Then identify the place.

Type of Literature	Setting
Mystery story	Joe walked down a dark road on the edge of town. It was raining hard and flashes of lightning lit up the deserted house at the end of the street. Joe heard a clock strike midnight and a dog howl in the distance. He took out his cell phone, but the battery was dead.
Science fiction novel	In the year 3050, a strange yellow aircraft landed on Earth. Two huge insect-like creatures stepped out. They waved their many legs in the air but did not speak.
Historical novel	In the 1850s, I met a woman who ran a big cattle ranch in Arizona. She used to ride into town on a palomino pony, wearing a big leather hat and a long cotton skirt.

Literary Words

dialogue
setting

Learning Strategy

Use words that you already know to learn new and essential language, or words that you must know in order to understand your schoolwork.

Vocabulary

Learn Literary Words

Play the audio. Have students listen and repeat. Direct students to the Literary Words and read them aloud. **SAY:** *These are called Literary Words because we use these words when we discuss literature.* Read the words aloud. **SAY:** *Read the paragraphs in your book that define these words.* Write down the following key points on the board in order to reinforce learning.

dialogue: the exact words spoken by two or more characters

setting: the time and place where a narrative occurs

SAY: *An example of dialogue is, “Where is the spaceship, Mr. Norida?” Alice asked. “We don’t see any sign of it.” An example of setting is, “It was a dark and stormy night at the McBriar mansion. The only sound was the rumble of thunder.”*

Learning Strategy

As students read the text on page 81, encourage them to use words they already know to help them figure out the meanings of the Literary Words or other unfamiliar terms on the page.

Practice

Draw a three-column chart on the board. Write in the headings *Type of Literature*, *Time*, *Place*. Explain that students will look at the Setting column of the chart in the Student Edition to find the time and place to complete the chart on the board. Model the first example, then have students work with partners to fill in the chart.

Type of Literature	Time	Place
Mystery story	midnight	On a dark road at the edge of town
Science fiction novel	Year 3050	Earth
Historical novel	1850s	Cattle ranch in Arizona

Prepare to Read

Teaching Resources

- Audio
- Workbook pp. 42–44
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Listening and Speaking: Academic Words

Play the audio. Have students listen and repeat. If you are not using the audio, conduct the Oral Vocabulary Routine.

Oral Vocabulary Routine

Have students choral read the sentences in the right column of the chart. After each sentence, read the vocabulary routine.

Define: Students read aloud the definition for **assist**.

Expand: Teachers **assist** their students in learning.

Ask: How can you **assist** your parents at home?

Define: Students read aloud the definition for **bond**.

Expand: Our classmates have a **bond** of friendship.

Ask: What common **bond** do you have with your best friend?

Define: Students read aloud the definition for **conflict**.

Expand: The boys had a **conflict** over who won the race.

Ask: How do you resolve a **conflict** with your friends?

Define: Students read aloud the definition for **process**.

Expand: Cooking dinner is a long **process**.

Ask: What **process** do you use to study for a test?

Practice

SAY: *When you read a sentence, you can understand a word's meaning from context. For example, in the example sentences for the word conflict, the word war gives us context for understanding the word conflict.*

Review with students that this is a fill-in-the-blank exercise, which means they should read each sentence and then find the word on the Academic Word list that best completes it.

ANSWERS

1. conflict 2. bond 3. process 4. assist

Reading 2

Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about literature and informational texts. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read the excerpt from *Becoming Naomi León*, try to use these words to respond to the text.

Academic Words

assist
bond
conflict
process

assist = help someone do something	→	Grandparents sometimes assist parents with child care.
bond = a feeling or interest that unites two or more people or groups	→	Children usually feel a strong bond with their parents.
conflict = disagreement	→	The two friends solved their conflict by discussing their disagreement openly.
process = a series of actions that someone does in order to achieve a particular result	→	There are many steps in the process of writing a story.

Practice



Write a **purple** word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. We want this _____ between the two countries to be settled right away. Otherwise, the two countries may go to war.
2. Brothers and sisters often have a close _____. They know each other well and care about each other.
3. My friend from Oaxaca explained the steps involved in the _____ of carving radishes.
4. I often _____ my aunt when she is caring for her son. I help her make his lunch.



This brother and sister have a close bond. ▶

82 Unit 2

Linguistic Note Suffixes Provide Meaning

Point out that English suffixes and prefixes give clues to the meaning and the function of words. For instance, there are suffixes used only for nouns and others that are used for verbs, adjectives, and adverbs. For example, *-ness*, *-tion*, and *-ation* are used to create nouns. A suffix can also help to give meaning to a word. For example, *competition* and *competitor* are both nouns from the verb *compete*. However, *-or* indicates that there is a person performing the action, whereas *-tion* indicates a condition or state of being. Ask for other examples with different suffixes that change meaning. Possible answers are: *admiration/admirer*, *transportation/transporter*, *legislation/legislator*, *creation/creator*, *creativity/creative*.

Word Study: Suffixes *-ness*, *-tion*, and *-ation*

A suffix is a letter or a group of letters placed at the end of a base word. A suffix can change a word's part of speech and its meaning. Sometimes when a suffix that begins with a vowel is added to a base word that ends in a vowel, the last letter is dropped from the base word. Study the examples in the chart below. The letter *e* in the verb *admire* is dropped before adding the suffix *-ation*.

Word	Suffix	New Word
fierce (adjective)	-ness	fierceness (noun)
admire (verb)	-ation	admiration (noun)
consider (verb)	-ation	consideration (noun)

Practice

Work with a partner. Add the suffix to the end of the word to create a new word. Check the dictionary to make sure that you have written the word correctly. Write the word in the chart.

Word	Suffix	New Word
good (adjective)	-ness	(noun)
imagine (verb)	-ation	(noun)
transport (verb)	-ation	(noun)

Reading Strategy Visualize

Visualizing helps you understand what the author wants you to see. When you visualize, you make pictures in your mind. To visualize what you are reading, follow these steps:

- Read the text, such as these sentences from *Becoming Naomi León*:
Tied to the branches with transparent fishing line, the carved wooden animals appeared suspended. When a warm breeze tickled the dragons, reptiles, birds, and lions, they twirled and swayed.
- Now, close your eyes and visualize what you read. What do you see?
- As you read, look for descriptive words the author uses.

As you read the excerpt from *Becoming Naomi León*, ask yourself, "What words help me create a picture of what things look like and what is happening?"

Reading 2

WB
44

83

Word Study: Suffixes *-ness*, *-tion*, and *-ation*

Read aloud the information from the student edition, and ask students how the suffixes *-ness* and *-ation* change the part of speech of each word (adjective to noun, verb to noun, verb to noun). Clarify pronunciation of the *sh* sound in *-ation*, and where it occurs. Review the examples on the chart, and model several more, such as *kind/kindness* and *adore/adoration*.

Practice

Model the first example for students. **SAY:** *When I combine the adjective good with the suffix -ness, I get the new word goodness. It is a noun.*

Have partners complete the Practice chart.

Reading Strategy: Visualize

Read aloud the first paragraph and discuss what it means to visualize. **SAY:** *Close your eyes. Think of your favorite person. Can you see that person in your mind? What does the person look like? Where is the person in your mind? Can you describe the place?*

Point out that good writers help us visualize the setting, characters, and events by using lots of description. **SAY:** *Let's read the sentences from Becoming Naomi León. What interesting descriptions does the author use to help the reader visualize the setting?*

Reading 2

Teaching Resources

- Teacher's Resource Book, p. 85
- Audio

For extra practice, use the various worksheets in your [Digital Resources](#).

from *Becoming Naomi León*

The main character, Naomi León, is eleven years old and lives with her grandmother. Gram and the children have gone to Mexico to find Naomi's father and ask him to help make Gram Naomi's legal guardian.

The Big Question Discuss the meaning of *legal custody*, which is the legal right to make decisions about a child and his or her care. Ask how a change in custody might bring changes in the life of a family.

Set a Purpose for Reading

SAY: *Naomi has been separated from her father for a long time. How do you think a child would feel after seeing a parent after a long time apart?*

Literary Check

Remind students that the meaning of the word *setting* appears on page 81. Answer: **The setting is Christmas morning in Oaxaca, Mexico. There are bright-colored carvings on the branches and below the jacaranda tree.**

Preteaching Boldfaced Words

Preview the boldfaced words on pages 84–85. Write the words on the board, and point out the glossaries at the bottom of each page. Model how to use the words in original sentences.

Listening Skill

Remind students that they can refer to the definitions at the bottom of each page in order to enhance their comprehension of the story.

Scaffolding: Listen and Read

Have students read along as you play the audio recording of the reading. Pause the recording to answer students' questions.

Reading 2

Literature Novel

Set a purpose for reading Naomi is reunited with her father in Oaxaca after many years. How does the experience change her?

Becoming Naomi León

Pam Muñoz Ryan

*Life changes when eleven-year-old Naomi's mother, Skyla, comes back and tries to obtain **custody** of Naomi. Gram and the children flee in their trailer, Baby Beluga, to Oaxaca in search of the children's father, hoping that he will make Gram the children's legal guardian. They arrive just in time for Oaxaca's radish-carving festival. Naomi finally finds her father and discovers that he loves carving, too.*

On Christmas morning Owen and I stood in the yard and looked up. I had to pinch myself to make sure I was not dreaming. A jungle of painted beasts floated beneath the **jacaranda** tree, the leaves and purple flowers like a **canopy** above them. Tied to the branches with **transparent** fishing line, the carved wooden animals appeared suspended. When a warm breeze tickled the dragons, reptiles, birds, and lions, they twirled and swayed.

Owen and I lay down on the ground and watched them. A few minutes later Santiago came out from behind the trailer, where he had been waiting. He lay down next to us and we watched the **spectacle** to the music of Owen's **raspy** laughter.

Later in the afternoon I sat outside, carving with Santiago. He was an expert on wood and had brought some of the special copal branches from the trees in the mountains. I loved watching him carve.

He held up a curved branch. "Each piece has a personality. Sometimes you can look at the wood and see exactly what it might be. The promise

custody of, the right to legally care for
jacaranda, type of tropical tree with purple flowers
canopy, cover attached above a bed or seat, used as decoration or as a shelter
transparent, clear and easy to see through
spectacle, public scene or show that is very impressive
raspy, rough sounding

LITERARY CHECK

Describe the **setting** at the beginning of the excerpt.

Listening Skill

Follow along in your book as you listen to the audio. Notice the words in bold type. To understand them, read the definitions at the bottom of the page. Knowing the meanings of these words will enhance and confirm your comprehension of the story.

84 Unit 2



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 84–89.

Teaching the standards: RL.6.1, RL.6.3, RL.6.5, RL.6.7

Practicing the standards: RI.6.7, RL.6.10

Go to your [Digital Resources](#) for additional standards correlations for these pages.

Differentiated Instruction

Beginning

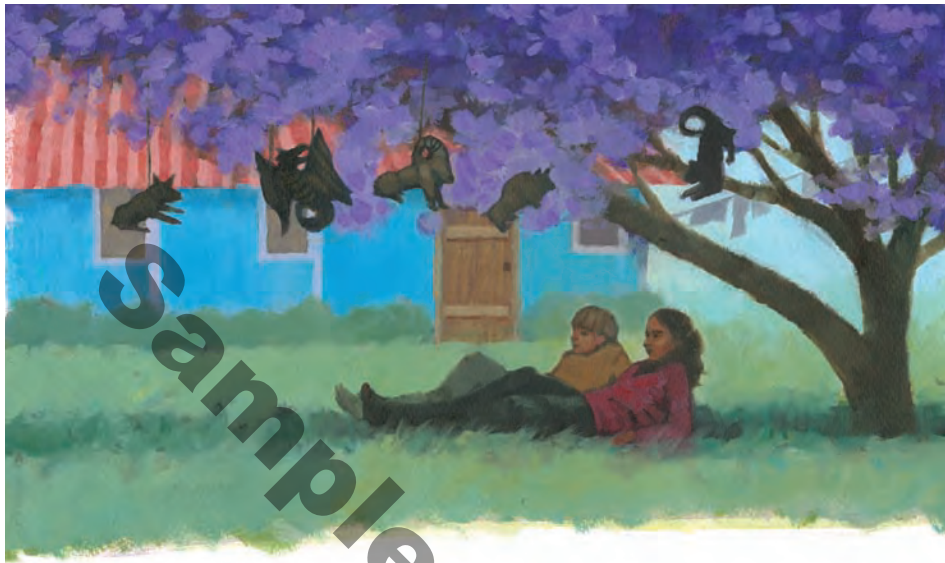
Assist students in using English words to name parts of the picture that show the *setting*. (tree, green grass, purple flowers)

Early Intermediate/Intermediate

Preview the boldfaced words with students, clarifying meanings as needed. After students have read the text, have partners act out the *dialogue* between Santiago and Naomi in their own words.

Early Advanced/Advanced

Have students identify the main ideas in Santiago and Naomi's *dialogue*. Guide students to infer the deeper meaning of Santiago's words.



reveals itself early. Other times you must let your imagination **dictate** what you will find. How do you see your soap today? It is a dog, right?"

I nodded. I had been working on it for several days. "This end will be the tail. And here"—I pointed to the bottom corner—"will be one of its legs, running."

Santiago nodded.

Almost done, I pulled my knife across the soap but dug a little too deep and a large piece crumbled to the ground. With one slip of the knife, I had accidentally carved off the running leg.

I gasped.

"No, do not be sad," said Santiago. "There is still some magic left inside. Let us say that the missing leg is **simbólico** of a **tragedy** or something the dog has lost. Or that its destiny was to be a dog with three legs." He picked up my carving, and with a few strokes of the knife smoothed the ragged piece into a perfect three-legged dog. "You must carve so that what is inside can become what it is meant to be. When you are finished, the magic will show itself for what it really is."

dictate, influence or control

simbólico, Spanish for "symbolic"; standing for a particular event, process, or situation

tragedy, event that is extremely sad, especially one that involves death

Before You Go On

1. How do Owen and Naomi spend Christmas morning?

2. What is Naomi carving out of her bar of soap?

On Your Own

Have you ever created something and in the process allowed your imagination to "dictate what you find"? Describe the experience.

Reading 2 85

Study Skills: Internet

Learning to use the internet as a research tool will give students access to a wide variety of useful information.

In the story, Naomi and Gram arrive in time for the radish-carving festival. Students can find images of radishes and learn about the festival by using search engines.

- Use a search engine to do an image search and find images of radishes from around the world.
- Use a search engine to research *La fiesta de los rábanos*. This radish-carving festival has been held on December 23 in Oaxaca, Mexico for over 100 years. The governor of the state of Oaxaca judges the final results. An image search will find pictures of the final results.

Check for Comprehension

Ask students to check what they have understood in the reading. If you are using the audio, pause the recording.

Before You Go On

Point out the Before You Go On box, and have students work with a partner to read and answer the questions. Remind them to go back to the text if they don't know the answers. Explain that the On Your Own question asks for their opinion. Any thoughtful answer is correct.

ANSWERS

1. They spend the morning watching the carvings hanging from the tree.
2. Naomi is carving a dog.

On Your Own

Have students write an answer to the On Your Own question. Encourage volunteers to share their responses with the class. Collect student responses to check their comprehension, writing skills, and fluency.

Challenge Words and Terms

Some words and terms may be difficult for English language learners. Teach the following words and terms before reading:

- suspended
- imagination
- destiny

Reading 2

Preteaching Boldfaced Words

Before reading this spread, review the boldfaced words and terms with students. Define each one, pointing out the location of the definition in the glossary at the bottom of the student book page. Make sure that students understand each boldfaced word. If appropriate, ask students to generate original sentences using the boldfaced words. When correcting original sentences, focus on usage of the boldfaced word.

Model the Reading Strategy: Visualize

Ask students to turn back to page 83 and review the steps for visualizing. **SAY:** *I can visualize the carvings Santiago describes on page 86, like the parrot with a fish tail. What other descriptions on this page help you to see images in your mind from the story? What do you think the other carvings he describes look like?* Help the students to identify the most descriptive words.

Literary Check

Point out the Literary Check box, and read the question aloud. Remind students that *dialogue* is defined on page 81. Answer: **The dialogue reveals Santiago's feelings about carving through the use of descriptive words, such as *imaginative, magical, unpredictable*.**

Santiago considered an odd-shaped piece of wood. "When the promise does not reveal itself early, your imagination must dictate your intentions. Then the wood, or the soap, it will become what you least expect. Sometimes the wood fools me. I think I am carving a parrot, and when I am finished it has a fish tail. Or I begin a tiger, and in the end it has the body of a dancer."

With the small **machete**, he scraped at the layers of the bark that had built up over time, exposing the **innards** of what used to be a tree branch and revealing the unprotected heart meat. He traded the machete for a knife and chaffed at the wood with quick strokes. Soon he handed me a rough figure.

I held it up in the air. I could see that it was a lion's body with a human's head, maybe that of a girl.

As I turned it around, admiring it, Gram came out of the house and slowly sat down in one of the chairs. She stared at her folded hands and cleared her throat. "I just checked in with [our neighbor] Mrs. Maloney [in Lemon Tree]. The **mediator**, a young woman, showed up at Avocado Acres yesterday to interview her... Imagine showing up on Christmas Eve! The woman asked Mrs. Maloney where we were because she needs to talk to all of us by Friday, January third. Mrs. Maloney told her we'd return from our family vacation in time for the interview, which is what I had told her to say if anybody asked. That's in nine days, and what with four or five days' driving ahead of us . . . I'm sorry, Naomi, but we should leave the day after tomorrow."

machete, knife with a broad, heavy blade, used as a cutting tool

innards, inside parts

mediator, person who tries to help two groups to stop arguing and make an agreement

LITERARY CHECK

How does the **dialogue** reveal Santiago's feelings about carving?



86 Unit 2

Fluency Activity

Model reading page 86 aloud. Read one sentence aloud and have your group read it aloud after you. Do this with each sentence on the page. Then have students practice reading the page aloud. Use this checklist for judging your students' reading success.

- Reads fluently or efficiently.
- Reads very accurately (>95%).
- Has an effective strategy for unknown words.
- Reading errors preserve rather than distort meaning.
- Reads with expression (attention to prosodic features).
- Self-corrects errors (comprehension self-monitoring).
- Adjusts pace when complexity or "considerateness" of text changes.

I took a deep breath and looked around the yard. “Can’t we just stay here?” I asked, my hands suddenly **quivering**. “You like it here. You said so yourself.” I heard Owen’s and Rubén’s giggles coming from the garden. “Owen loves it and we could . . . we could go to school here. We’re learning Spanish real good. Or . . . or we could go to **Puerto Escondido** and live in the little house and help sell the carvings. . . . I could learn to paint them, like Aunt Teresa . . . and . . .”

Santiago pulled me from my chair to his side on a small wooden bench. He put his arm around me.

“Naomi, I would love for you to come to my house, but right now your life is in California. I have written the letter for the judge. I told the truth about your mother and that my wishes are for you and Owen to live with María [Gram]. I told that I want to be a part of your life and see you . . . maybe in the summer for vacations if that is all right with you and Owen. More, if it is possible.”

My lips **trembled**. I stared at the ground.

“I did not fight for you when you were little,” said Santiago. “It is something for which I am sorry. I should not have believed your mother when she said I would never be able to see you. If I had been stronger, maybe things could have been different, but maybe they would not have been so different. . . . How will we ever know?”

I looked at him. “But why can’t you come with us?”

“For that to happen,” he said, “I would have to prepare. Much would need to be done. Sell my house. My boat. Much of my money comes from my carvings, which are sold only in Oaxaca. My work, it is here.”

“But what if the judge—”

“Naomi,” said Gram, “we are not going to consider the worst that could happen. Thinking that way does not help **self-prophecies**.”

Since we’d found Santiago, Gram was wearing her fierceness again. At least on the outside.

“I guess I better tell Owen,” said Gram.

“I will go with you,” said Santiago, and they headed toward the garden.

Alone, beneath the jacaranda, I stared at the three-legged dog and the lion girl in my lap.

We rode home to Lemon Tree silently. The truck and Baby Beluga seemed to drag along the highway. We traveled with less than we had brought. . . . So why did we seem to plod along? Did the weight of our memories slow us down?

quivering, shaking slightly because of nervousness or worry
Puerto Escondido, Spanish for “Hidden Port,” a port city in the state of Oaxaca, Mexico

trembled, shook because of fear
self-prophecies, predictions about yourself that could come true

LITERARY CHECK

What does the **dialogue** between Gram and Naomi show about Gram’s character?

Before You Go On

1. What does Santiago carve out of the tree branch?
2. Where does Santiago sell his carvings?

On Your Own

How would you feel if you were Naomi? Would you want to stay in Oaxaca? Why?

Reading 2 87

Study Skills: Map

Naomi mentions places in Oaxaca, such as Puerto Escondido, and Gram says it is four or five days back to Lemon Tree. Students can use a map of Mexico to find distances. Have students find Oaxaca and Puerto Escondido. Find the border of Mexico and California. Driving 805–966 kilometers (500–600 mi.) a day for four or five days would equal 4023 kilometers (2500 mi.). That means that Santiago is that far away from Naomi, and Lemon Tree is somewhere in Southern California. San Diego is about 2736 kilometers (1700 mi.) from Oaxaca.

Literary Check

Have students read the questions in the margin before they read the story. This preview strategy is used by good readers and test takers so that they know what to look for while they read. If students need help remembering the meaning of **dialogue**, refer back to page 81. **SAY:** *Is Gram very emotional when she speaks?* Possible answer: *The dialogue between Gram and Naomi shows that Gram is a strong individual.*

Check for Comprehension

Ask students to check what they have understood in the reading. If you are using the audio, pause the recording.

Before You Go On

Have students work with a partner to answer the questions. Remind them that these questions will help them monitor their progress. Remind students that when they answer each question, they should find the place on the page that gives them that information.

ANSWERS

1. Santiago carves a lion girl for Naomi.
2. Santiago can only sell his work in Oaxaca.

On Your Own

Have students write an answer to the On Your Own question on a separate sheet of paper. Encourage volunteers to share their responses with the class. Then collect student responses to monitor their comprehension, writing skills, and fluency.

Reading 2

Preteaching Boldfaced Words

Before reading this spread, review the boldfaced words and terms with students. Define each one, pointing out the location of the definition in the glossary at the bottom of the student book page. Make sure that students understand each boldfaced word. If appropriate, ask students to generate original sentences using the boldfaced words. When correcting original sentences, focus on usage of the boldfaced word.

Across the Curriculum: Science

Explain to students that the jacaranda and copal trees mentioned in the story are both native to Oaxaca: Jacaranda trees are famous for their large, beautiful purple-blue flowers. Copal tree wood is used for carving and to make incense, because it is very fragrant and produces resin. Carvers like the wood because it is soft and sands to a smooth finish.

For hundreds of kilometers, I held the lion girl and thought about all that I wanted to tell [my friend] Blanca, especially about my father.

On our last days in Oaxaca, Owen and I had gone everywhere with Santiago: to visit Aunt Teresa, to **el zócalo**, to **el Mercado** for pineapple-coconut ice cream. And to admire the statue of Soledad in **la basilica**.

I would never forget that day. The statue with the long robe, a crown of gold, the sparkling stained-glass windows. Our footsteps echoing on the floor. Holding Santiago's hand and listening to his adoration.

"Our Lady of Solitude is loved by sailors and fisherman," he said. "She protects us at sea: when our boats are rocking in a storm, when it is foggy and we cannot see the way, when we need to get home and our motor fails us. Then we ask for her assistance. She is part of Oaxaca. And since you have her name and have been here to see the wonder of this city, Oaxaca is part of you."

The morning we left, Santiago came early to help load the last of the luggage. He cut down all the animals hanging from the jacaranda and gave them to Owen and me.

It was a long good-bye . . . the kind of good-bye where everyone hugged and kissed every single person, then stood around talking and looking at each other, then all of a sudden started hugging and kissing everyone again, crying a little each time.

When we were finally ready to climb into the truck, Santiago hugged me and said, "Be brave, Naomi León."

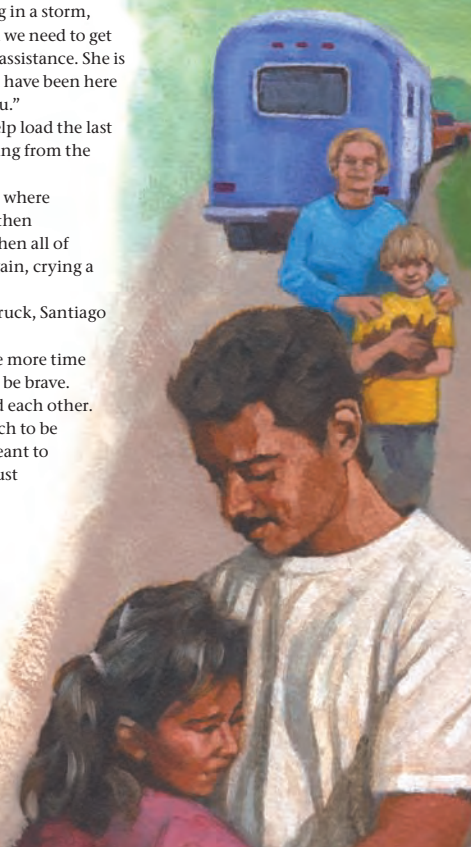
I nodded, but when he took me in his arms one more time and rocked me back and forth, I didn't pretend to be brave.

"Do not be sad," he whispered. "We have found each other. I will write. You will write. We have much for which to be thankful and everything will be the way it was meant to be. You will see. I promise. I promise. Now you must promise."

"I promise." . . .

Oaxaca had long disappeared from our view. I opened my notebook to make a list of all that I hoped to remember, but I closed it. My pen seemed too heavy to lift.

el zócalo, a public square/town square
el Mercado, the market
la basilica, the church

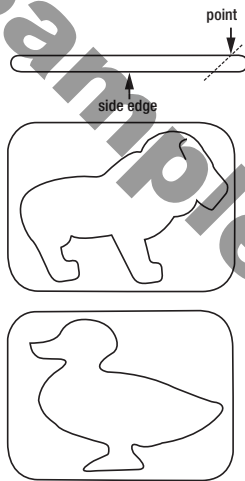


Soap Carving

Here's how you can learn to carve soap like Naomi.

What you will need:

- Newspapers or a tray or a bowl (something to catch the soap shavings)
- Scissors
- Craft sticks
- Tracing paper (optional)
- A bar (or bars) of pure and natural soap that will need to be aired overnight (see steps 2 and 3 below)
- Pencil or ballpoint pen
- Sheet of paper



1. Using your scissors, cut off the tip of your craft stick at an angle, creating a point.
2. Unwrap the soap. Using the long edge of a craft stick, scrape the logo from each side of the bar so that you will have a flat surface.
3. Let the soap air out overnight.
4. Draw or trace a design (or create your own) onto a piece of paper such as the ones on the left. Remember, the design should be no larger than your bar of soap. Or you can carve without a pattern and create your own abstract design.
5. Place the piece of paper with the design against the broad, flat side of the soap. Using a ballpoint pen or a pencil, trace the outline of the design, pressing hard so it will leave an impression on your soap.
6. Following the basic rectangular shape of the soap, block out your design. Using the side edge of the angled craft stick, cut away the soap you don't need in thin layers. (Note: Cutting away too much at once will likely cause your soap to crumble apart.)
7. Once the basic angles have been established, start rounding your form. Keep turning your piece, working evenly and from all angles.

About the Author

Pam Muñoz Ryan grew up in California's San Joaquin Valley and is half Mexican, with Basque, Italian, and Oklahoman cultural influences. Much of her family lived nearby. The stories her family told had a big influence on her as she was growing up. Ryan loved reading as a child and became a bilingual teacher before she began writing her own stories for children. She is the 2018 U.S. nominee for the International Hans Christian Andersen Award. Ryan proudly uses Muñoz in her name to reflect her Mexican heritage.



Before You Go On

1. Where do Owen and Naomi go on their last days in Oaxaca?
2. What does Santiago give to Owen and Naomi before they leave?

On Your Own

How might creating something in writing, carving, or some other artistic form make an unhappy person feel better?

Reading 2 89

Study Skills: Internet

Students can use the internet to learn more about Pam Muñoz Ryan. Ryan is Spanish, Mexican, Basque, Italian, and Oklahoman, and she has been to Mexico many times. To research *Becoming Naomi León*, she went to Oaxaca. Use search engines to find useful pages and sources of information, such as the author's homepage and her publishers' pages. Ask students to find a bibliography, or list of books she has written. Students can also find out what other people think of the author's books and stories, or look up more about where she came from.

Check for Comprehension

Ask students to check what they have understood in the reading.

Before You Go On

Arrange students with partners to answer the questions. Remind them that these questions will help them monitor their progress. Point out that the answers to the questions in Before You Go On can be found on page 88. Have partners read the questions and work together to find the answers. Explain that they can underline the words or sentences that helped them answer the questions.

ANSWERS

1. Naomi and Owen go to visit Aunt Teresa, to el zócalo (the town square), el Mercado (the market), and la basilica (the church) to see la Soledad.
2. Santiago gives them the carvings that were hanging from the tree.

On Your Own

Have students write an answer to the On Your Own question on a separate sheet of paper. Encourage volunteers to share their responses with the class. Then collect student responses to monitor their comprehension, writing skills, and fluency.

Review the Purpose for Reading

Elicit responses to the Set a Purpose for Reading questions at the beginning of this reading. Remind students to relate their responses to the Big Question.

Review and Practice

Teaching Resources

- Workbook, p. 45
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Speaking Skill

After assigning students to read parts, give them these tips for acting out the scene from the story: Face the character you are talking to. Speak loudly and clearly so your audience understands the scene.

Reader's Theater

Performing by reading aloud is excellent practice for students. It gives them a reason to rehearse their reading several times, to increase fluency, and to improve expression and intonation.

Suggest that students think about how their character feels at this point in the story.

Arrange students with partners to practice and perform the scene. Have students decide who will play which role. Ask them to find a quiet corner in which to rehearse and practice their lines. Then ask volunteers to perform for the class.

Comprehension

Have students work individually or in small groups to write answers to the questions. Encourage students to answer in complete sentences.

ANSWERS

1. Mrs. Maloney says the Leóns will be back from their vacation in time for the interview.
2. Santiago expresses that he would like to be more a part of the children's lives.
3. Naomi wants to stay in Oaxaca because she enjoys it there and she can see her father.
4. It would be hard for Santiago to go to California because his livelihood is selling carvings only sold in Oaxaca.
5. Naomi is expressing how sad and upset she is when she says her pen is too heavy to lift.
6. Possible response: I think Naomi will be able to stay with Gram because of Santiago's letter.
7. Answers will vary.
8. Answers will vary.

Reading 2

Review and Practice

Reader's Theater

Act out the following scene between Naomi and her father.

Santiago: Let me teach you how to carve. Be careful with the tools.

Naomi: I'll try, but the soap gets slippery in my hands.

Santiago: Start by drawing the design you want on the soap. Choose something simple, like a dog or cat.

Naomi: I'll draw a dog. There . . . that looks good. Now I'm ready to start carving. First, I'll carve the outside pieces. This will be the dog's shape.

Santiago: Wonderful, Naomi! Now, be very careful when you start carving the legs. They're more difficult to carve because they are so thin.

Naomi: Oh, no! Look what I've done. I cut off the running leg!

Santiago: Don't worry. We'll make a different kind of dog, one that has lost something. Look now. Isn't this three-legged dog even more lovely?

Naomi: Yes, it's not the dog I planned, but it is beautiful.

Speaking Skill

Face your partner when you are speaking to him or her. Speak clearly and loudly so that your audience can hear you.

Comprehension



Did you understand the story? If not, reread it with a partner. Then answer the questions below.

Recall

1. What does Mrs. Maloney tell the mediator about the Leóns?
2. What wishes does Santiago express in his letter to the judge?

Comprehend

3. What are several reasons why Naomi wants to stay in Oaxaca?
4. Why would it be hard for Santiago to go to California?

Analyze

5. Why does Naomi say, "My pen seemed too heavy to lift"?
6. Will Naomi be allowed to stay with Gram? Predict what will happen.

90 Unit 2



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 90–95.

Teaching the standards: RL.6.2, RL.6.3, RL.6.5, RL.6.10, W.6.2.b, W.6.2.d, W.6.4, W.6.5, W.6.10, SL.6.1, SL.6.6, L.6.1, L.6.2

Practicing the standards: RL.6.7, SL.6.1.a, SL.6.2

Go to your [Digital Resources](#) for additional standards correlations for these pages.

Differentiated Instruction

Beginning

Help students find the Spanish words in the selection and say the corresponding English words provided in the gloss.

Early Intermediate/Intermediate

Preview the Reader's Theater with students. Assist students in identifying words in the *dialogue* that can help them visualize the action of the scene.

Early Advanced/Advanced

Guide students to find details in the narrative that don't directly describe the setting but that help them understand it.

Connect

7. With what person in your life do you have a strong **bond**? Why?
8. Have you ever loved a place so much that you felt that it was "part of you"? Describe the place and your feelings about it.

Discussion

Discuss with a partner or in a small group.

1. In your opinion, should Naomi and Owen live with Santiago, Gram, or Skyla? Give reasons for your answer.
2. Imagine that you could travel anywhere in the United States or Mexico. Where would you go and why?



How does growing up change us? What sorts of feelings did Naomi have when she had to say good-bye to her father? Describe the **conflict** that she felt. How do you think that kind of experience affects a person her age?

Listening Skill

Implicit ideas are suggested, but are not stated directly. Listen to your classmates for implicit ideas. Look for clues, such as facial expressions, word choice, or intonation.

Response To Literature



Think about what you have learned about Oaxaca from *Becoming Naomi León*. Jot down words and phrases that the author uses to describe the setting. Based on what you have learned, write a short travel brochure in which you tell people why Oaxaca would be a nice place to visit. Describe three features of Oaxaca that would attract tourists. Use descriptive words that will make people want to travel there. You may want to find several photographs or make some drawings for your brochure. Share your completed travel brochure with a classmate.



◀ The streets of Oaxaca

Reading 2 91

Listening Skill

Give examples of implicit ideas. **SAY:** *What implicit idea might a person be expressing if he or she doesn't pay attention when another person is speaking?* Possible answers: **The person who doesn't listen might be expressing a lack of interest in what the other person has to say, or a feeling that the other person has nothing worthwhile to say, or that it's not possible to communicate with the other person.** These are all examples of implicit ideas that a person might be communicating through his or her behavior.

Discussion

Congratulate students on successfully completing the reading. **SAY:** *We've learned a lot about the Big Question, "How does growing up change us?" from the reading. Now let's discuss a few questions about the reading.* Model a discussion starter for each question. **SAY:** *For the first question, What do you think should control who takes care of the children? Naomi thinks she will be happy with Santiago. Is that the most important thing? For the second question, think of a place you've been to and would love to go to again. Why would you recommend that other people go there?*



The Big Question How does growing up change us? Read the first question to students. Answer: **Santiago told Naomi to be brave, but she didn't feel brave saying goodbye.** **SAY:** *How do you think Naomi will be brave? How do you think children and adults are expected to be brave?*

Response to Literature

Read over the instructions for this activity. Bring in some brochures so that students know what they are to create. Point out that brochures are designed to interest the reader in traveling to the place advertised, so they include lots of description and pictures. Students can create pictures based on the author's descriptions, or find pictures of places and things from the story on the internet.

Grammar

Teaching Resources

- Workbook, pp. 46–47
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Direct Quotations: Statements

Explain that students will learn how to use direct quotations correctly in their writing.

Have students read the samples in the box.

SAY: *When the phrase identifying the speaker begins the sentence, it is followed by a comma and then the direct quotation. When the direct quotation begins the sentence, a comma follows the quotation and a period ends the sentences.*

Grammar Skill

Read the grammar skill aloud with the class. If students need help understanding this rule, provide examples for them.

Practice A

Explain the directions to students.

ANSWERS

2. The teacher said, "Our test is tomorrow."
3. "I will take you to the airport," my brother said.
4. "I'll try it," she said, "but I won't like it."

Practice B

Read aloud the directions for this practice exercise. Complete the first example.

ANSWERS

1. "I want to be famous when I grow up," Dario said.
2. Her friend said, "You're always so late!"
3. "Well," he said, "she is not coming with us."

Grammar Check

Point out the Grammar Check box and read the question aloud. **SAY:** *Which verb in the direct quotations helps identify the speaker?* Answer: **said**

Apply

Have students work with partners. Ask them to check each other's work and correct each other's mistakes.

Reading 2

Grammar

Direct Quotations: Statements

A direct quotation is enclosed in quotation marks (" "). Quotation marks always come in pairs. Use them at the beginning and at the end of the direct quotation. A direct quotation is usually introduced with a phrase identifying the speaker and a reporting verb such as *said*. The first letter of the quotation is capitalized.

The phrase identifying the speaker may begin the sentence. The phrase must begin with the speaker, and a comma comes after *said*. A period comes after the quotation, followed by the final quotation mark.

When the direct quotation begins the sentence, a comma follows the quotation and a period ends the sentence.

He said, "Do not be sad." "Do not be sad," he said.

When a direct quotation is interrupted by the phrase identifying the speaker, quotation marks enclose both parts of the quotation. Do not capitalize the second part of the quotation. Commas come after the first part of the quotation and after the phrase.

"Naomi," said Gram, "we are not going to consider the worst that could happen."

Practice A



Work with a partner. Add commas and quotation marks as needed.

1. "All right," she said, "we can go."
2. The teacher said Our test is tomorrow.
3. I will take you to the airport my brother said.
4. I'll try it she said but I won't like it.

Practice B

Work with a partner. Identify the mistake in each sentence and write it correctly in your notebook.

1. "I want to be famous when I grow up." Dario said.
2. Her friend said, "You're always so late!"
3. "Well," he said, "She is not coming with us."

Grammar Skill

When you use a pronoun to identify the speaker, put the pronoun before the verb.

Grammar Check

✓ Which verb used with the **direct quotations** helps identify the speaker?

Apply

Work with a partner. Rewrite the quotations in the Practice exercises, putting the phrase identifying the speaker in a different place.

Accelerate Language Development

Using Quotation Marks

Beginning students may have difficulty with quotation marks. To help them with this convention, write some questions on a sheet of paper. Help them use the quotation marks correctly. Have Intermediate and Advanced students write five direct quotations without punctuation or capitalization on a piece of paper. Have students exchange papers with a partner and put the sentences in proper form.

Direct Quotations: Questions

When quoting a question directly in your writing, use the reporting verb *ask* in the phrase identifying the speaker. When the phrase identifying the speaker begins the sentence, use a comma after the phrase. The question begins with a capital letter and ends with a question mark (?). The final quotation marks come after the question mark.

I asked, "But why can't you come with us?"

When the phrase identifying the speaker comes after the question, a question mark still ends the question, but the phrase is followed by a period.

"But why can't you come with us?" I asked.

The reporting verb *ask* is often followed by an object or object pronoun.

"But why can't you come with us?" I asked **him**.

Practice A



Work with a partner. Add question marks, quotation marks, periods, and correct capitalization where they are needed.

1. "Are you ready?" she asked.
2. Maria asked him did you like it
3. can you see it Teresa asked
4. what's for lunch he asked
5. Pierre asked me do you speak French

Practice B

Work with a partner. Identify the mistake in each sentence and write it correctly in your notebook.

1. She asked, "Who is coming to the restaurant?"
She asked, "Who is coming to the restaurant?"
2. "What day is the test?" I asked?
3. Betty asked, "Do you want soup for lunch."
4. "Where do you live?" he asked her.
5. They asked, "can you meet us after the game?"

Grammar Skill

In questions, the verb follows the subject.

Grammar Check

✓ What is a **direct quotation**?

Apply

Work with a partner. Ask and answer questions about the reading. Then write five direct quotations from your discussion.

Reading 2 93

Direct Quotations: Questions

Students will learn how to use the reporting verb *ask* with direct-quote questions.

Have the students read the examples in the boxes.

SAY: *Notice that when the phrase identifying the speaker comes after the question, a question mark still ends the question, but the phrase is followed by a period.* Have students read the example in the last box. **SAY:** *The reporting verb ask is often followed by an object or object pronoun.*

Grammar Skill

Read the grammar skill aloud with the class. If students need help understanding this rule, provide examples for them.

Practice A

Read the directions to the class. Remind students to use the correct punctuation and capitalization as they complete the exercise.

ANSWERS

2. Maria asked him, "Did you like it?"
3. "Can you see it?" Teresa asked.
4. "What's for lunch?" he asked.
5. Pierre asked me, "Do you speak French?"

Practice B

Read the directions to the class. Remind students to use the correct punctuation and capitalization as they complete the exercise.

ANSWERS

2. "What day is the test?" I asked.
3. Betty asked, "Do you want soup for lunch?"
4. "Where do you live?" he asked her.
5. They asked, "Can you meet us after the game?"

Grammar Check

SAY: *What is a direct quotation?* Answer: *the exact words a person says*

Apply

Remind students that the question begins with a capital letter and ends with a question mark. The final quotation marks come after the question mark.

Teaching Resources

- Workbook, p. 48
- Worksheets, Writing Model 27
- GO 10: Character/Setting/Plot Chart
- Assessment, pp. 51–54
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Write about a Character and Setting

Tell students they will learn how to use the information they have learned about character traits to write an interesting narrative. They will also learn how to incorporate details about the setting in a short story.

Brainstorm what traits would make a character interesting. Give examples of words and phrases to describe characters and settings. Read the Writing Prompt aloud. **SAY:** *You will be writing a story about someone who is unforgettable. Think of someone who fits that description. Why is this character unforgettable?* Give students opportunities to share their answers with the class. For students who have trouble thinking about who to write about, give this example. **SAY:** *I will never forget the day I met . . .* Insert the name of your best friend or someone you worked with. Continue on with the setting.

Prewrite

Have students work in small groups to brainstorm who they want to write about. Read the student writing model on the next page. Work with students to use this information to complete a graphic organizer. Tell students to write their graphic organizer in their notebooks.

Write about a Character and Setting

At the end of this unit, you will write a short story or fictional narrative. To do this, you will need to learn some of the skills used in story writing. A good story has interesting characters and a believable setting. The setting is the time and place of the story.

Writing Prompt

Write a narrative paragraph about a character you create. Set your story in a real time and place. Start your paragraph with this sentence: *I will never forget the day I met (character's name) in or at (real place).* Describe your character's physical and personal traits. Use sensory details to describe the setting. Be sure to use direct quotations for statements and questions correctly.

- 1 **Prewrite** Brainstorm ideas for your character and setting.
 - Choose a setting that you can describe clearly and vividly.
 - Think about the kind of person you might meet there.
 - List your ideas in a graphic organizer.

A student named Talia created this graphic organizer.

Character (Who)	Setting (Where and When)
Laura very tall shy, plays tennis feels homesick, distraught	Camp Hillcrest on a beautiful hill near a huge lake first day of sleep-away camp

Accelerate Language Development

Intermediate students have a limited ability to use the English language to express their ideas in writing. Their sentences tend to be short and simple. They are most comfortable in present forms of verbs. Their descriptions and narrations are not detailed. To encourage language and to promote more detail in students' writing, help them use adjectives and descriptive language in their work.

- 2 **Draft** Use your organizer to help you write a first draft.
 - Keep your purpose and audience in mind as you write.
 - Describe how your character looks, acts, and thinks.
 - Include sensory details to help readers picture the setting.
 - Use direct quotations.
- 3 **Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 389.
- 4 **Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 48. Edit your final draft in response to feedback from your partner and your teacher.
- 5 **Publish** Prepare a clean copy of your final draft. Share your narrative paragraph with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Here is Talia's story about a character she named Laura. Notice how Talia uses precise words to describe both Laura and Hillcrest.

Talia Marcus	
At Camp	
I will never forget the day I met Laura at Camp Hillcrest. It was Laura's first day at sleep-away camp, but I had been going there for several years and loved Hillcrest. It's located on a beautiful hill near a huge lake and has many great activities. I had just arrived when I noticed her. She's a very tall girl with very short hair, and she was standing all by herself. She seemed shy, so I talked to her and tried to make her feel comfortable. I discovered we both play tennis! For a while, Laura seemed fine. Then, at bedtime, a wave of homesickness suddenly came over her, and she wanted to see her parents. She looked distraught! I told her, "Everyone feels like you do at first. But if you give Hillcrest a try, you'll really like it." After that, Laura calmed down and went to sleep. She ended up loving camp, just like I knew she would.	



Writing Checklist

Ideas:

- ☐ I wrote about an interesting character.
- ☐ I placed my story in a believable setting.

Word Choice:

- ☐ I used precise words to create a vivid setting.

Conventions:

- ☐ I used correct punctuation for direct quotations.

Draft

Remind the students to use their organizers during the draft stage. Read the bulleted items. Remind students to refer to their organizers frequently during this stage of the writing process.

Revise

Tell students that revising is an important part of the writing process. Encourage students to read their drafts at least six times, addressing each one of the statements in the checklist. **SAY:** *Revising gives you a chance to look at your short story again. Read it slowly. Think about what you have said. Have you described your character? Have you described the setting? Can you think of other ways to make your short story better?*

After students revise, have them exchange their short stories with their partner. Ask the partner to read the short story and suggest revisions.

Writing Checklist Notes

Have students use the Writing Checklist to evaluate their final drafts.

Ideas Check that students wrote about an interesting character and that their story takes place in a setting that is believable to the reader.

Word Choice Check that students used precise words so that the setting that is described is vivid.

Edit and Proofread

Tell students that good editors often put their writing away for a while. They can then return to it with "fresh eyes." Encourage students to use the dictionary and thesaurus and to check spelling and usage. Then have them trade papers with a partner and use the Peer Review Checklist on Workbook page 48 to evaluate each other's work.

Publish

Students can present their short stories to the group. Allow time for students to practice reading their stories first. Remind students to save their work.

Prepare to Read

Teaching Resources

- Audio
- Workbook, p. 49
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Objectives

Write the following content objective on the board, and review it with students.

- Students will be able to identify different ways all living things change as they grow.

The Big Question Remind students that the Big Question is “How does growing up change us?” Remind them that all living things grow and change as they mature. This article focuses on animals and plants and how they grow and change.

Learning Strategy

Encourage students to share their prior knowledge about how human growth is different from plant and animal growth. Explain that by remembering what they already know and by sharing their knowledge with their peers, it will be easier for them to understand new words and concepts they will read about.

Build Background

Draw a KWL (What I Know, What I Want to Know, and What I Learned) chart and ask students to brainstorm some interesting animal facts they know. Place these in the K column. Fill in the W column with facts about animals they want to know. Discuss how and where students can go to check their facts. When students finish reading the article, add information to the chart in the L column.

Understanding the Genre: Science Article; Folktale

Tell students that a science article is an informational text. Its purpose is to present facts and other information about real people, events, places, and situations. The first reading is a science article about growth facts.

A folktale is a fictional text without a specific author. It is a story from a particular culture. This Russian folktale has been adapted by Leo Tolstoy.

Reading 3

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Context, dictionary skills, word study
- Reading strategy: Use visuals 2
- Text type: Informational text (science article); Literature (folktale)

Grammar

- Simple past: Regular verbs
- Simple past: Irregular verbs

Writing

- Write a story from a different point of view



THE BIG QUESTION

How does growing up change us? How is growing up different for plants and animals than it is for human beings? Some plants and animals are very small when they are fully grown. Others are very big. Which animals are very small even when they are completely grown? What are the largest animals you can name? What are the tallest plants you can name? Use your prior knowledge as you share what you know with the class.



▲ Giraffes are 1.83 meters (6 ft.) tall when they are born, but they grow to be 5.49 meters (18 ft.) tall.

Build Background

“Growth Facts: The Long and Short of It” and “The Old Grandfather and His Little Grandson” are two very different kinds of texts. The first is a science article about physical growth. It presents interesting facts about how living things grow in size. The second text is a folktale about another kind of growth. It is a narrative about a young child who teaches his parents a lesson. The child’s actions help the parents grow as human beings.

Folktales are stories from long ago. They are often told to children to teach them lessons. Some folktales warn children to stay away from danger. Others teach children to be kind to others.

In “Growth Facts: The Long and Short of It,” you will read about measurements. Some countries, such as the United States, use an older system of measurement called U.S. Customary Units. Some examples of U. S. Customary Units are: *feet* instead of *meters*, etc.



▲ Giant Sequoias are the tallest trees in the world.



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 96–99.

Teaching the standards: RI.6.4, RI.6.7, L.6.2.b, L.6.4.c, L.6.4.d, L.6.6, RST.6-8.7

Practicing the standards: L.6.4.a, RST.6-8.6

Go to your [Digital Resources](#) for additional standards correlations for these pages.

Differentiated Instruction

Beginning

Use gestures, objects, and pictures to demonstrate the size words *big*, *tall*, *long*, *short*, and *small*.

Early Intermediate/Intermediate

Guide students to identify and use other forms of Key Words (when possible) in modified Key Words sentences.

Early Advanced/Advanced

Have students list *measurement* words and categorize them: *general* (enormous, tiny) *height* (tall, short, meters, feet) *length* (short, long, feet, miles) *weight* (heavy, light, pounds, kilograms) and *rate* (fast, slow).

Vocabulary

Listening and Speaking: Key Words

Read aloud and listen to these sentences with a partner. Use the context to figure out the meaning of the **highlighted** words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. At birth, the **average** baby weighs about 3.5 kilograms (7 or 8 lbs.).
2. We use a **conversion** chart to change numbers from one system of measurement to another. For example, we can change centimeters to inches, meters to feet, or kilograms to pounds.
3. The building's **height** is 30 meters (around 100 ft.) from the bottom to the top.
4. The anaconda is the longest snake in the world. It can grow to more than 10.5 meters (close to 35 ft.) in **length**.
5. A baby has a very fast **rate** of growth. It can grow almost 18 centimeters (about 7 in.) in one year!
6. We measure **weight** to figure out how heavy someone or something is.

Practice



Work with a partner to answer these questions. Try to include the key word in your answer. Write the sentences in your notebook.

1. What is your **average** day at school like?
2. When might you need to use a **conversion** chart?
3. How does showing a person next to a very tall tree in a photograph help you appreciate its **height**?
4. How does the **length** of your hand compare to the length of your feet?
5. Why do you think that babies grow at such a fast **rate**?
6. Why do airlines check the **weight** of suitcases before they can be loaded onto a plane?



▲ Elephants are the largest land animals in the world. The largest elephant on record weighed about 11,000 kg and had a shoulder height of 3.96 meters.

Key Words

average
conversion
height
length
rate
weight

Reading 3 97

Vocabulary

Listening and Speaking: Key Words

Play the audio. Have students listen and repeat. If you are not using the audio, read the Key Words aloud.

Oral Vocabulary Routine

Have students choral read the sentences with the Key Word. After each sentence, read the vocabulary routine.

Define: **average** calculated by adding several amounts and dividing by the number of amounts

Expand: The **average** number of students in our class is twenty-five.

Ask: What is the **average** number of players on a soccer team?

Define: **conversion** the process of changing from one form or system to another

Expand: The **conversion** of miles to kilometers can be done by multiplying the miles by 1.61.

Ask: What is the **conversion** rate of the dollar to the peso?

Define: **height** how tall something is

Expand: The **height** of the ceiling is nine feet.

Ask: What is your **height**?

Continue vocabulary routine with **length**, **rate**, and **weight**.

Have students copy the definitions into their notebooks and generate original sentences.

Practice

Have students answer the questions with a partner. Remind them to use key words in their answers.

ANSWERS

1. Answers will vary.
2. You might need to use a conversion chart for money when traveling abroad.
3. You are able to understand the tree's height by comparing it to the person's height.
4. The length of your hand is shorter than the length of your foot.
5. Babies grow at such a fast rate because they are so tiny to begin with.
6. They need to know how much weight is on the plane to make sure it can take off and fly safely.

Prepare to Read

Teaching Resources

- Audio
- Workbook, pp. 50–52
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Listening and Speaking: Academic Words

Play the audio. Have students listen and repeat. If you are not using the audio, conduct the Oral Vocabulary Routine.

Oral Vocabulary Routine

Have students choral read the sentences in the right column of the chart. After each sentence, read the vocabulary routine.

Define: Students read aloud the definition for **category**.

Expand: Poetry is one **category** of literature.

Ask: What **category** would include both dogs and cats?

Define: Students read aloud the definition for **enormous**.

Expand: Today's computers can store an **enormous** amount of information.

Ask: Can you name an **enormous** body of water?

Continue the vocabulary routine with **generation** and **percent**.

Practice

Have students answer the questions with a partner. Remind them to use academic words in their answers.

ANSWERS

Possible responses:

1. Cars, trains, and buses fit in the category of vehicles.
2. The most enormous animal I have ever seen is a whale.
3. People in my generation can recycle to help the environment.
4. I feel great when I get 100 percent of the answers correct on a test because it shows I learned the material.

Reading 3

Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about informational texts and literature. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read "Growth Facts: The Long and Short of It" and "The Old Grandfather and His Little Grandson," try to use these words to respond to the article and the folktale.

Academic Words

category
enormous
generation
percent

category = group of people or things that have related characteristics	➡	Bears and deer belong to the category of warm-blooded animals. Snakes and lizards belong to a different category.
enormous = extremely large in size or amount	➡	The elephant is enormous ! It is a huge animal.
generation = a group of people born and living at the same time	➡	There was very little technology in my grandfather's generation .
percent = equal to a particular amount in every hundred	➡	About 75 percent of the eggs hatched. The rest of the eggs did not hatch.

Practice



Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. What **category** could you use for cars, trains, and buses?
2. What are some of the most **enormous** animals you have seen in pictures or at a nature preserve?
3. What is something that people in your **generation** can do to help the environment?
4. Why do students feel good when they get 100 **percent** of the answers on a test correct?



▲ Chickens belong to the category of birds because they have feathers.

Accelerate Language Development

Pronunciation

English learners often have difficulty mastering English pronunciation because English is not a perfectly phonetic language. This means one letter can have several different pronunciations, and one sound can have several different spellings. Remind your students of the various spellings of the long /ē/ sound. Point out that just as the different spellings of the long /ē/ sound produce homophones, the different spellings of the long /ō/ sound do as well. Examples of homophones with the long /ō/ sound are: *toe/tow*, *road/rode/rowed*, *ode/owed*, and *doe/dough*. Then point out that the same letters can be pronounced differently as well. Demonstrate the difference between the vowel sound in *slow* and *cow*, or *flower* and *lower*.

Word Study: Spelling Words with Long Vowel Sound /ō /

Learning the relationships between the sounds and letters of English will help you read and spell words correctly. The long vowel sound /ō / can be spelled in many ways. Four common spellings are o as in *cold*, o_e as in *bone*, oa as in *roast*, and ow as in *snow*. Look at the chart below. Take turns reading the words aloud with a partner. Notice the different spellings for the sound /ō /.

/ō / spelled o	/ō / spelled o_e	/ō / spelled oa	/ō / spelled ow
sold	stone	toast	grow
go	close	loaf	slow
kilo	stove	coast	below

Practice

Work with a partner. Copy the chart above into your notebook. Take turns saying a word from the chart and having your partner spell it. Continue until you can spell all of the words correctly. Now work with your partner to spell these words: *jumbo*, *soap*, *tone*, *bowl*, *home*, *gold*, *show*, *oak*. Add them to the chart under the correct headings.



Reading Strategy Use Visuals 2

Using visuals enhances and confirms your understanding of written texts. Visuals include photographs, art, diagrams, charts, and maps. Informational texts often have visuals. Sometimes visuals give you information that is not in the text. To use visuals, follow these steps:

- Look at the visual. Ask yourself, "What does it show? How does it help me understand what I am reading?"
- Read the titles, headings, labels, or captions carefully.
- Think about how the visual helps you understand what is in the text. Does the visual give you extra information? In what way?

As you read "Growth Facts: The Long and Short of It," pay close attention to the visuals. What do they show? How do they help you understand the text better?



Reading 3 99

Word Study: Spelling Words with Long Vowel Sound /ō /

English vowel sounds can be spelled in a variety of ways. Copy the chart on page 99 onto the board. Review each section, and have students look for other examples to add to the chart.

Practice

Read aloud the instructions for this practice exercise and model the first two words.

ANSWERS

/ō / spelled o	/ō / spelled o_e	/ō / spelled oa	/ō / spelled ow
jumbo	tone	soap	row
gold	home	oak	show

Reading Strategy: Use Visuals 2

Visual supports, such as charts, photos, and diagrams, can greatly enhance comprehension. These visual references are especially critical for English Learners when reading complex informational text. With students, review the steps of the Reading Strategy. Then have the class preview "Growth Facts: The Long and Short of It" for its visuals.

Assign the corresponding Reading Strategy workbook page for extra practice or homework.

Reading 3

Teaching Resources

- Teacher's Resource Book, p. 85
- Audio
- Reader's Companion, pp. 39–43

For extra practice, use the various worksheets in your [Digital Resources](#).

Growth Facts: The Long and Short of It

The first reading presents unusual facts about plant and animal growth.

The Big Question Remind students that the Big Question is "How does growing up change us?" **SAY:** *What is the average lifespan of a human being? Is it the same everywhere? What influences how long a person lives? We think of growing up in reference to children, but adults also continue to grow and change. In what ways do adults keep growing up?* Discuss students' opinions about lessons grownups might learn.

Set a Purpose for Reading

SAY: *Everything changes as it grows. Look for some specific ways that plants and animals change as they grow. How are these changes different from the way people grow?*

Preteaching Boldfaced Words

With students, preview the boldfaced words on pages 100–101. Write the words on the board and point out the glossaries at the bottom of each page. Model how to use the words in a sentence. **SAY:** *Humans and animals need oxygen to breathe.* Ask students to do the same, and create a word book including the definition, a sentence using the word, and possibly an image.

Scaffolding: Listen and Read

Have students read along as you play the audio of the reading. Pause the recording at the end of each page to ask questions and answer any that students may have.

Reading 3

Informational Text Science

Set a purpose for reading How do different plants and animals grow? As you read the article, think about how all living things grow and change.

Growth Facts: The Long and Short of It

All animals and plants grow. They each start out as a small egg or seed and then get bigger.

When we look at plants, they don't seem to be moving, but some of them are growing at **rates** almost fast enough to see. Kudzu is a plant that grows so fast some people call it the "mile a minute vine." In reality, kudzu doesn't quite live up to its nickname, but it does grow fast: 30 centimeters a day. Kudzu originally came from Japan. Now it can be found all over the world, in all kinds of places. In many places, it is considered to be a pest, climbing up and over other plants in its quest to grow.

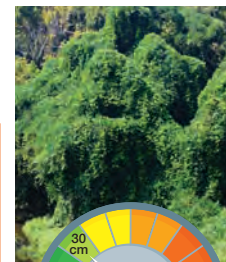
The fastest-growing tree in the world is the paulownia tree from China. It grows about 6 meters in a year. All trees make **oxygen**, but this tree sets the record. It produces three to four times more oxygen than any other tree.

Other trees grow at very slow rates. Even though they may be 5,000 years old, bristlecone pines in the mountains of California only grow to a maximum **height** of 18 meters. Compare that to coastal redwoods, which may grow up to about 2.5 meters in a single season! One is more than 5,000 years old and was around when the pyramids were built in Egypt. Most pine trees grow new **needles** every year, but bristlecones even grow their needles slowly—about once every 40 years.

oxygen, a gas that all animals breathe in order to live and grow
needles, the sharp, narrow leaves of a pine tree



▲ redwood



▲ kudzu growth per day



▲ paulownia tree



▲ bristlecone pine

100 Unit 2



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 100–103.

Teaching the standards: RI.6.1, RI.6.3, RI.6.5, RST.6-8.7, RST.6-8.10

Practicing the standards: RI.6.7, RI.6.10, RST.6-8.4

Go to your [Digital Resources](#) for additional standards correlations.

Differentiated Instruction

Beginning

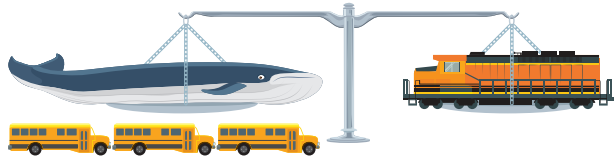
Guide students to talk about the pictures using the words *big*, *tall*, *long*, *short*, and *small*.

Early Intermediate/ Intermediate

Help students use the pictures and text to understand the distinction between comparative size and comparative *growth rate*.

Early Advanced/ Advanced

Have students create a visual aid to illustrate *growth rate* over time of one of the items mentioned in the reading, such as the growth of a blue whale from year 1 to year 2 in its life.



Like plants, animals grow at different rates. The fastest-growing animal in the world is the blue whale. Newborns can grow as fast as 5 kilograms an hour! When blue whales are born, they are about 25 meters long. But after just six months, they double in **length**. Adults have a **weight** of 200 tons and weigh as much as a train engine. They are as long as three school buses and have hearts the size of a small car or boat.

Some corals live in the cold, deep ocean. These animals grow very slowly. They build a hard skeleton called a **reef** at reef, a line of sharp rocks or a raised area of sand near the surface of the sea

rates of just 4 millimeters per year—about the thickness of a piece of cardboard. Like slow-growing bristlecone pines, these coral reefs are very old. Some began growing during the last **ice age**—8,000 years ago.

When human babies are born, our **average** length is 51 cm and our average weight is 3.5 kg. How much and how fast we grow depends on the individual, but most of us grow fastest during our teenage years—as much as 9 cm a year. We're slow growers compared to other **primates**—our childhoods are twice as long as chimpanzees' childhoods are. Scientists think this is because growing our brain requires so much energy. It slows down how fast the rest of our bodies can grow!

ice age, period when the earth was very cold and much land was covered in ice **primates**, humans, apes, monkeys, and other animals with hands and forward-facing eyes

Use this **conversion** chart to convert measurements:

Metric		U.S. Customary Units
1 millimeter (mm)	=	0.039 inch
1 centimeter (cm)	=	0.39 inch
1 meter (m)	=	3.28 feet
1 gram (g)	=	0.035 ounce
1 kilogram (kg)	=	2.2 pounds



Before You Go On

- Using the conversion chart, change the metric measurements in the text to U. S. Customary Units.
- How are the childhoods of chimpanzees and human children alike? How are they different?

On Your Own

Which growth fact do you find most interesting? Why?

Study Skills: Conversion Chart

The conversion chart helps students convert one type of measurement to another. As an example of a conversion chart, explain how conversions are used in a cookbook. Different recipes might use metric measurements, cups, tablespoons, pounds, or ounces. A basic cookbook may contain a chart that allows cooks to use recipes by converting the measurements. Then, find a chart like this in a cookbook and ask students to convert a basic amount, such as a cup of flour into grams.

Before You Go On

Remind students that a visual can provide information that is not in the text. Have students work with a partner to answer questions.

ANSWERS

- Kudzu: 30 cm/day = 11.7 in.
Paulownia tree: 6 m/year = 19.68 ft
Bristlecone pine: 18 m = 59.04 ft
Coastal redwood: 2.5 m/season = 8.2 ft
Newborn blue whale: 5 kg/hr = 11 lbs
Newborn blue whale: 25 m = 82 ft
Reef: 4 mm/yr = .156 in.
Human newborns: 51 cm = 19.89 in.
Human newborns: 3.5 kg = 7.7 lbs
Human teenagers: 9 cm/yr = 3.51 in.
- Human childhood is twice as long as that of a chimpanzee.

Challenge Words and Terms

Some words and terms may be difficult for English language learners. Teach the following words and terms before reading:

- newborns
- teenage years
- cardboard
- convert

On Your Own

Have students write an answer to the On Your Own question on a separate sheet of paper. Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Collect student responses to monitor their comprehension, writing skills, and fluency.

Review the Purpose for Reading

Elicit responses to the Set a Purpose for Reading questions at the beginning of this reading. Remind students to relate their responses to the Big Question.

Reading 3

Teaching Resources

- Teacher's Resource Book, p. 85
- Audio

For extra practice, use the various worksheets in your [Digital Resources](#).

The Old Grandfather and His Little Grandson

The short folktale "The Old Grandfather and His Little Grandson" tells how a grandfather becomes feeble and is treated like a baby until his little grandson imitates his parents' behavior, causing them to realize their wrongdoing.

The Big Question Remind students that the Big Question is "How does growing up change us?" Point out that sometimes adults need to grow up, too. Ask students what they think being grown up really means.

Set a Purpose for Reading

Read the question at the top of the page aloud, and discuss the meaning of the saying "Do as I say and not as I do." Ask students if they think that is possible. Ask them what is meant by setting an example. **SAY:** *Misha learned from his parents' example. What do they learn from his actions?*

Preteaching Boldfaced Words

With students, preview the boldfaced words on page 102. Ask volunteers to find and read the definitions. Model using the words in original sentences. **SAY:** *He felt ashamed when he refused to help his mother with the dishes.* Then ask students to do the same, and then write the definitions and original sentences in their word books.

Scaffolding: Listen and Read

Have students read along as you play the audio of the reading. Pause the recording at the end of each page to ask questions and answer any that students may have.

Reading 3

Literature Folktale

Set a purpose for reading How can a young boy help his parents grow up? As you read this folktale, think about how Misha's actions help his parents grow and change.

The Old Grandfather and His Little Grandson

An adapted folktale by Leo Tolstoy

The grandfather had become very old. His legs would not carry him. His eyes could not see and his ears could not hear. He had no teeth. Sometimes when he ate, bits of food dropped out of his mouth. His son and his son's wife no longer let him eat with them at the table. He had to eat his meals in the corner near the stove.

One day they gave the grandfather his food in a bowl. He tried to move the bowl closer. It fell to the floor and broke. His daughter-in-law **scolded** him. She told him that he **spoiled** everything in the house and broke their dishes. She said that from now on, he would get his food in a wooden dish. The old man sighed and said nothing.

A few days later, the old man's son and his wife were in their hut, resting. They watched their little boy playing on the floor. He was making something out of small pieces of wood. His father said, "What are you making, Misha?"

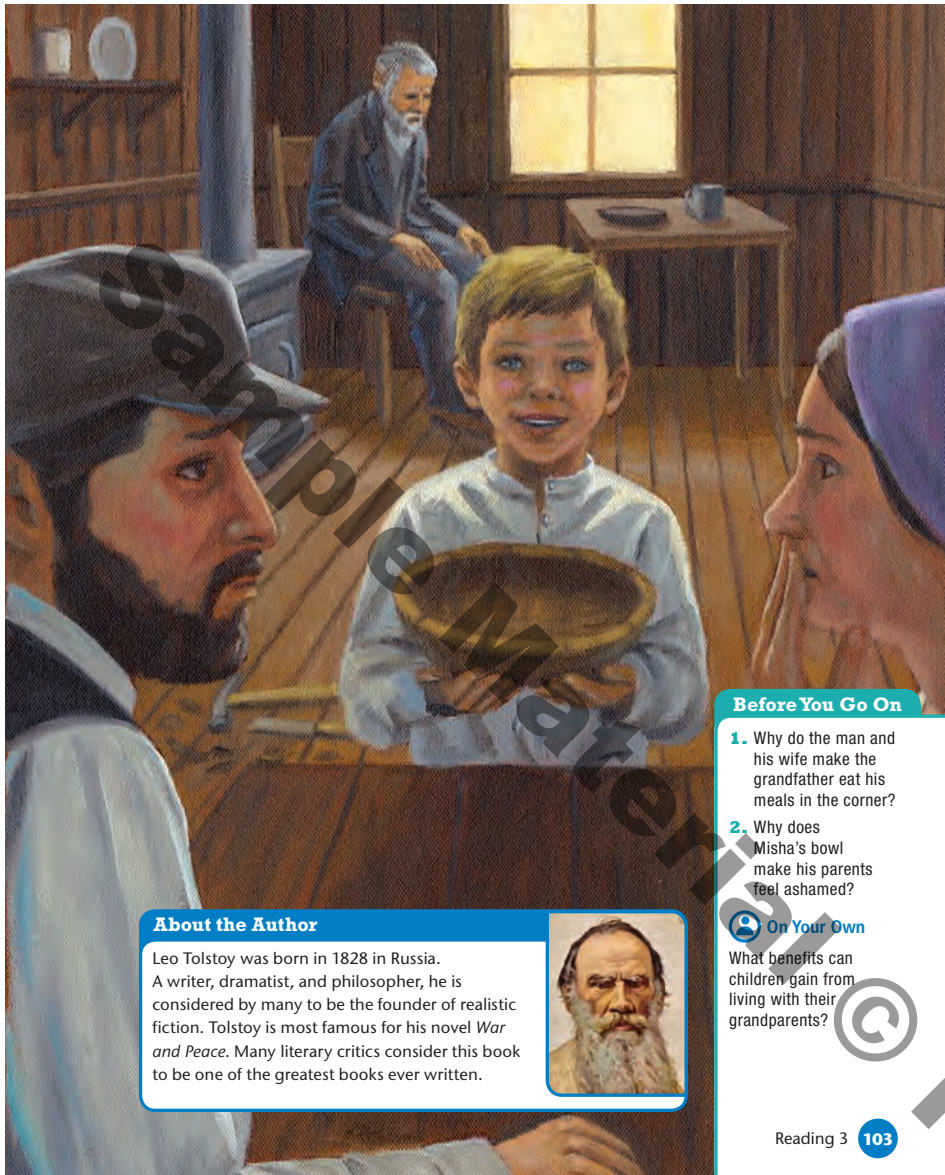
The little grandson said, "I'm making a wooden bucket. When you and Mama get old, I'll feed you out of this wooden dish."

The young man and his wife looked at each other. Tears filled their eyes. They were **ashamed** they had treated the old grandfather so badly. From that day on, they let the old man eat at the table with them, and they took better care of him.



scolded, spoke angrily to
spoiled, ruined
ashamed, embarrassed or guilty

102 Unit 2



About the Author

Leo Tolstoy was born in 1828 in Russia. A writer, dramatist, and philosopher, he is considered by many to be the founder of realistic fiction. Tolstoy is most famous for his novel *War and Peace*. Many literary critics consider this book to be one of the greatest books ever written.



Before You Go On

1. Why do the man and his wife make the grandfather eat his meals in the corner?
2. Why does Misha's bowl make his parents feel ashamed?

On Your Own

What benefits can children gain from living with their grandparents?

Reading 3 103

Study Skills: Encyclopedia

Students can learn more about the author, Leo Tolstoy, by looking in an encyclopedia. Tolstoy was a famous Russian writer who lived in the nineteenth century. He wrote many books about the relationships between people, like *War and Peace* and *Anna Karenina*. He also wrote many short stories like this one, many of which are also based on Russian folktales. Tolstoy enjoyed these traditional stories from the Russian people. In an encyclopedia, students can learn about his life, his other writings, and the politics of the time that affected his writing.

Check for Comprehension

Ask students to check what they have understood in the reading.

Before You Go On

Have students work with a partner to answer the questions. Remind them that these questions will help them monitor their progress. Then remind students that reading these questions before reading the text can help them know what to look for as they read.

ANSWERS

1. They made the grandfather eat in the corner because he was messy and food dropped from his mouth.
2. Misha's bowl makes the parents realize they treated the grandfather poorly.

On Your Own

Have students write an answer to the On Your Own question on separate sheets of paper. Encourage volunteers to share their responses with the class. Then collect student responses to monitor their comprehension, writing skills, and fluency.

Review the Purpose for Reading

Elicit responses to the Set a Purpose for Reading questions at the beginning of this reading. Remind students to relate their responses to the Big Question.

Review and Practice

Teaching Resources

- Workbook, p. 53
- Reader's Companion, pp. 44–48
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Comprehension

Ask students to complete the questions in the Comprehension section either independently or in groups. They can respond orally or in writing. Model the first question with the class so they can see how to answer in a complete sentence.

ANSWERS

1. 30 centimeters
2. Misha makes a wooden bucket.
3. Coral and bristlecone pines are both very slow-growing.
4. At first, the man and his wife don't seem to care about the grandfather, but by the end of the story, they treat him as an important family member and care for him.
5. Possible answer: It is both informative and entertaining in the way it compares other kinds of growth to another.
6. Misha teaches his parents to be more patient with the grandfather. And when they get older, he will be patient with them.
7. Answers will vary.
8. Answers will vary.

In Your Own Words

Remind students that *summarizing* a text helps readers focus on the most important main ideas, use their own words, and be concise. Read aloud the instructions for this activity, and model the first entry for students.

Speaking Skill

Remind students that it helps to associate visuals in a text with main ideas or specific facts. Taking notes helps readers to notice the most important points.

Reading 3

Review and Practice

Comprehension



Recall

1. According to the article, how many centimeters does kudzu grow in a day?
2. In the folktale, what does Misha make for his parents?

Comprehend

3. Based on "Growth Facts: The Long and Short of It," what **category** of growth could you use to group corals and bristlecone pines?
4. How do the man and his wife grow and change from the beginning of the folktale to the end?

Analyze

5. In what ways is "Growth Facts: The Long and Short of It" both informative and entertaining?
6. How might Misha's parents benefit from what Misha did?

Connect

7. How might learning about how plants and animals grow and change help you in life?
8. What can children learn from their parents? What can parents learn from their children?



▲ Kudzu

In Your Own Words

Demonstrate your understanding of the readings by writing a short summary for each one. Copy the following chart into your notebook. Use it to help you organize your summaries. Then share your summaries with a partner.

"Growth Facts: The Long and Short of It"	"The Old Grandfather and His Little Grandson"
Fact 1:	Beginning:
Fact 2:	Middle:
Fact 3:	End:
Overall summary:	Overall plot summary:

104 Unit 2

Speaking Skill

Use notes and pictures to help you remember important facts.



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 104–109.

Teaching the standards: RI.6.2, RI.6.3, RI.6.5, W.6.3, W.6.3.a, W.6.3.b, W.6.3.d, W.6.4, W.6.5, W.6.10, SL.6.1, SL.6.1.a, SL.6.6, L.6.1, L.6.2, W.6.7, W.6.8, WHST.6-8.7, WHST.6-8.8

Practicing the standards: SL.6.1.a, RST.6-8.10

Go to your [Digital Resources](#) for additional standards correlations for these pages.

Fluency Activity

Model reading page 102 aloud, reading with expression. Then have students practice reading the page aloud. Use the checklist for judging your students' reading success.

- Reads fluently or efficiently.
- Reads very accurately (>95%).
- Has an effective strategy for unknown words.

Discussion

Discuss with a partner or in a small group.

1. Think about the article and the folktale. How are they similar? How are they different?
2. What amazed you the most in this reading? Why?
3. Does the article make you want to know more about the growth of animals and plants or humans? Why?

How does growing up change us? What do you think your life will be like 65 years from now? Will you want to be with people your own age, with younger people, or both? Why?

Read for Fluency

Reading with feeling helps make what you read more interesting. Work with a partner. Choose a paragraph from the folktale. Read the paragraph silently. Ask each other how you felt after reading the paragraph.

Think about how the paragraph made you feel and about how you can show this. Then take turns reading the paragraph aloud and giving each other feedback.



▲ You can track your growth by measuring yourself against a wall every few months.

Extension



“Growth Facts: The Long and Short of It” presents interesting information about how certain living things grow. Learn more about the growth of other plants and animals. Use encyclopedias, reference books, and the internet. Summarize your findings in a short report. Then share your findings with your classmates.

Listening Skill

Listen carefully to your classmates. Identify the most important ideas. Retell or summarize these ideas in your own words. Use complete sentences.

Learning Strategy

To better acquire and understand new academic language, use and reuse these words in meaningful ways when you talk about the selections.

Reading 3 105

Listening Skill

While students are engaged in the discussion on page 105, encourage them to test their understanding by restating, or retelling, what their classmate has said. Allow the original speaker to tell whether the restatement was accurate.

Discussion

Model for students how to discuss ideas in a group. Students should state an opinion as well as why they hold that opinion. Remind students how to politely disagree with another person’s opinion. Suggest that even when someone else has stated an idea, they can agree and add to that idea to enrich the discussion. Explain that “That’s what I was going to say” is not enough. Point out that it is better to say: “I agree because . . .” or “That is a great point because . . .”

ANSWERS

1. Possible response: The article was about how plants, animals, and people change as they grow, and the story reminds us that people change as they age, too. They treat the same topic but are different genres.
2. Answers will vary.
3. Answers will vary.

The Big Question How does growing up change us? **SAY:** *How did reading this story make you think about what may happen as you age? How is this different from how people usually think about ‘growing up’?*

Read for Fluency

If students report that they are not understanding after several readings, examine the students’ understanding of the passage vocabulary.

Learning Strategy

Explain to students that using new language as often as possible is one of the best ways of acquiring new vocabulary.

Extension

Have students brainstorm a way to display the facts they find. For example, they could create a book or bulletin board display.

Grammar

Teaching Resources

- Workbook, pp. 54–55
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Simple Past: Regular Verbs

Tell students they will learn how to form the simple past of regular verbs. They will also learn to form questions with auxiliary verbs.

SAY: Read the first rule in column one. Now look at the three words next to the rule. **SAY:** How do you form the simple past of the word watch? We add the letters -ed to form the simple past. The word is now watched. Repeat this procedure with the other rules.

Grammar Skill

If students need help with determining the base form of a word, provide other examples. Have students underline the base word and circle the ending.

Practice A

Read the directions to the class. Have students look at the example. Remind students to look for the correct verb endings as they complete the exercise.

ANSWERS

2. finished 3. liked 4. slipped

Practice B

Read the directions to the class. Have students look at the example. Remind students to use the correct verb endings as they complete the exercise.

ANSWERS

2. studied 3. stayed 4. planned

Grammar Check

Point out the Grammar Check box and read the question aloud. **SAY:** When do you add -d for the simple past? Answer: When the base form ends in -e

Apply

Work with students to make sure they understand the past forms of regular verbs.

Reading 3

Grammar

Simple Past: Regular Verbs

Use the simple past to talk about actions that began and ended in the past. There are rules for forming the simple past of regular verbs.

Rule	Base Form	Simple Past
If base form ends in more than one consonant or ends in vowel + y, add -ed.	watch scold play	They watched him playing. She scolded him. He played on the floor.
If base form ends in -e, add -d.	increase live	The tree increased in size. He lived for many years.
If consonant + vowel + consonant pattern, double final consonant and add -ed.	drop stop sip	Bits of food dropped out of his mouth. He stopped eating. The old man sipped his soup.
If base form ends in -y, change y to i and add -ed.	try cry	He tried to move the bowl closer. The daughter-in-law cried .

Form questions with the auxiliary verb *did* and the base form of the verb. Form the negative with *did not/didn't* and the base form.

Did they **look** at each other? He **didn't look** at his family.

Practice A



Work with a partner. Circle the correct form of the verb in parentheses.

1. He (look/looked) very tired.
2. Meg (finished / finish) her homework early.
3. When I was a baby, I (likked / liked) milk.
4. He (slied / slipped) on the ice this morning.

Practice B

Work with a partner. Complete each sentence with the simple past form of the verb in parentheses.

1. The girl cooked (cook) dinner with her grandmother.
2. I studied (study) all day yesterday for today's test.
3. Helena stayed (stay) in a hotel in Prague.
4. Sergio planned (plan) to visit his cousins often.

106 Unit 2

Grammar Skill

The base form of a verb is also called the simple form. It has no endings (-s, -es, -d, -ed).

Grammar Skill

The simple past is the same for all persons: I / you / he / she / we / they slept.

Grammar Check

✓ When do you add -d for the simple past?

Apply

Work with a partner. In your notebook, write the rules from the chart above. Think of as many regular verbs as you can for each rule.

Accelerate Language Development

Recognizing Verb Forms

Some Beginning and Intermediate students struggle to understand simple conversations. Some of the subtleties of the English language are lost on these learners. To help them hear and understand the past form of irregular verbs, give these students opportunities to hear the present form and then the past form of the verb in isolation. Use simple sentences such as, *Today I _____. Yesterday I _____.* Advanced and Advanced High students know enough English to demonstrate elements of grade-appropriate writing in English. Some of the irregular verb forms might be unfamiliar. Give these students time to process the new vocabulary terms.

Simple Past: Irregular Verbs

Many verbs have an irregular form in the simple past. Their simple past form is not made by adding *-d* or *-ed*. You will need to memorize simple past forms that are irregular.

Base Form	Simple Past
have	He had a grandson.
give	One day they gave the grandfather his food in a bowl.
say	The old man sighed and said nothing.
be	The old man was not happy. / They were sad.
let	They let the old man eat at the table with them.

To form questions in the simple past with *did* or *didn't*, use the base form of the verb. To form negative statements with *didn't*, use the base form of a verb.

Did he **say** anything? She **didn't let** him sit at the table.

Practice A



Work with a partner. Complete the sentences with the simple past of the irregular verb in parentheses. Use a dictionary if necessary.

- The old man _____ felt _____ (feel) very sad.
- My birthday _____ (be) yesterday.
- _____ Pat _____ (forget) his coat?
- We _____ (say) goodbye.
- My sister _____ (not give) me a present.

Practice B

Work with a partner. Circle the correct form of the verb in the simple past.

- The mother and father (**paid**) / **payed** attention to their son.
- He **eated** / **ate** his food from a bowl.
- I **was** / **were** surprised when Lucinda suddenly moved to London.
- My neighbor **had** / **have** seven cars when I first met her!
- They **take** / **took** care of him after that.

Grammar Skill

Use *wasn't* or *weren't* for the negative form of *be* in the simple past: *He wasn't happy. They weren't happy.* Form questions by using the verb first, followed by the subject: *Was he happy?*

Grammar Check

✓ Which **irregular past verb** is the only one in English that changes with the subject?

Apply

In your notebook, write five regular or irregular verbs. Work with a partner. Take turns using your verbs to tell a story.
Example: It was a cold and dark night...

Simple Past: Irregular Verbs

Tell students that they will learn about the past forms of irregular verbs.

Read the examples of irregular verbs in the chart.

SAY: *Read the first word in column one. The word have is not changed to the past verb form by adding the letters -ed. It is irregular.* Ask a student to read the sentence. Repeat the procedure with the other irregular verbs on the chart. Remind students that there isn't a rule for these words and they will have to memorize these verb forms.

Grammar Skill

Read the grammar skill aloud with the class. Discuss the negative form of the verb *be*. Give students an opportunity to form questions by switching the order of the verb and the subject.

Practice A

Read aloud the directions for this practice exercise. Model how to select the correct verb form to complete the sentence. Remind students to listen to how the sentence sounds with the correct form of the verb.

ANSWERS

- was
- Did, forget
- said
- did not give

Practice B

Read the directions to the class. Have students look at the example and complete the exercise.

ANSWERS

- ate
- was
- had
- took

Grammar Check

Point out the Grammar Check box and read the question aloud. **SAY:** *Which irregular past verb is the only one in English that changes with the subject?* Answer: *the verb be*

Apply

Work with students to make sure they are using the correct form and spelling for the past forms of verbs. Have students listen carefully to each other and correct each other's mistakes. Ask students to check the spelling of the verbs.

Teaching Resources

- Workbook, pp. 56
- Worksheets, Writing Model 28
- GO 4: T-Chart
- Assessment, pp. 55–58
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Write a Story from a Different Point of View

Tell students they will be writing a story from a different *point of view*. Remind them what point of view means. Explain that they will also learn how to use the correct pronouns to express this point of view.

Discuss with students the terms *point of view* and *pronouns*. Give examples of first-person and third-person pronouns. Read the Writing Prompt aloud.

SAY: *You will be writing a story from a different point of view. Think of a familiar story you want to tell. Then choose the character who will be telling the story.* Give students opportunities to share their answers with the class. If students have trouble thinking about a character's point of view, use the example in the Writing Prompt. **SAY:** *The prince would tell the story in a different way from the fairy godmother. The prince might say: I am excited about giving a ball. I hope to meet a girl to marry. The fairy godmother might say: You must go to the ball. The prince is looking for a wife. He will fall in love with you. You'll be the most beautiful girl at the ball. I will turn your rags into a beautiful dress.*

Prewrite

Have students brainstorm the story they are about to write. Have students fill in a graphic organizer with the information they will need to write their stories. Tell students to complete their graphic organizers in their notebooks.

Reading 3

Writing

Write a Story from a Different Point of View

A story's point of view is the perspective from which it is told. A story can be told, or narrated, by someone outside the story, such as the writer. It can also be told by a character in the story. A character who tells the story uses the pronouns *I* and *me* to refer to himself or herself. Changing the point of view changes the story. That's because different narrators tell the story differently.

Writing Prompt

Write a narrative paragraph retelling a familiar story from a different point of view. Be sure your narrator is not the story's original narrator. Choose a particular character to tell about events. For example, you could retell the story of Cinderella from her point of view, her stepmother's point of view, or the prince's point of view. Be sure to use the simple past of regular and irregular verbs correctly.

1 Prewrite Choose the story that you want to retell.

- Ask yourself which character would be a good narrator.
- Ask yourself how your narrator's point of view will be different from the original narrator's.
- List your ideas in a graphic organizer.

A student named Miguel created this graphic organizer. He used it to organize his ideas about changing the point of view to retell the excerpt from *Becoming Naomi León* on pages 84–88.

Naomi's Point of View	Santiago's Point of View
When I was carving soap, I accidentally cut off one of the dog's legs.	The dog made of soap was destined to have three legs.
I want to stay in Oaxaca with Santiago.	Naomi must go home to California.
I want Santiago to come to California.	I have to stay here in Oaxaca.
I was sad to leave Oaxaca.	I was thankful to have met Naomi.

108 Unit 2

Accelerate Language Development

Beginning students and Intermediate students have a limited ability to use the English language to express their ideas in writing. Their sentences tend to be short and simple. They are most comfortable using the simple present. Their descriptions and narrations are not detailed. To facilitate language development and promote more detail in students' writing, help them use adjectives and descriptive language in their work. Advanced and Advanced High students can develop narrations and description in some detail with emerging clarity. To provide practice at each level, give students multiple opportunities to write in class. Encourage students to read their work to their peers.

- 2 **Draft** Use your organizer to help you write a first draft.
 - Keep in mind your narrator's point of view.
 - Make sure your narrator uses the pronouns *I* and *me* to talk about himself or herself.
 - Remember to spell the simple past of verbs correctly.
- 3 **Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 389.
- 4 **Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 56. Edit your final draft in response to feedback from your partner and your teacher.
- 5 **Publish** Prepare a clean copy of your final draft. Share your narrative paragraph with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Here is Miguel's retelling of *Becoming Naomi León* from Santiago's point of view. Notice how Miguel spells the simple past of verbs.

	Miguel Degas
My Daughter, Naomi	
I spent Christmas afternoon with my daughter Naomi. We carved animals out of soap. She was making a dog and accidentally cut off one of its legs. I taught her not to be sad because that dog might have been destined to have three legs. Naomi wants to stay here in Oaxaca with me, but her life is in California and she must go back there. I would move to California to be with her, but I can sell my carvings only in Oaxaca. I was sad when she left, but I am so happy to have met her. I have much to be thankful for. Everything will turn out just fine.	



Writing Checklist	
Voice:	
<input type="checkbox"/>	I used a voice that reflects the narrator's point of view.
Conventions:	
<input type="checkbox"/>	I used English spelling rules to spell the simple past of verbs correctly.

Reading 3 109

Draft

Remind students to use their graphic organizers during the draft stage. Read the bulleted items. Remind students to refer to their organizers frequently during this stage of the writing process.

Revise

Tell students that revising is an important part of the writing process. Encourage students to read their drafts at least six times, addressing each one of the points in the checklist. **SAY:** *Revising gives you a chance to look at your story again. Read it slowly. Think about what you have written. Is your writing clear? Is your point of view consistent throughout the story? Can you think of other ways to make your short story better?*

After students revise, have them exchange their short stories with their partner. Ask the partner to read the short story and suggest revisions.

Writing Checklist

Have students use the Writing Checklist to evaluate their drafts.

Voice Check that students used a voice that reflects the narrator's point of view.

Conventions Check that students used English spelling rules to spell the simple past of verbs correctly.

Edit and Proofread

Tell students that good editors often put their writing away for a while and then return to it later with "fresh eyes." Encourage students to use the dictionary and thesaurus and to check spelling and usage. Then have them trade papers with a partner and use the Peer Review Checklist on Workbook page 56 to evaluate each other's work.

Publish

Students can present their stories to the group. Allow time for students to practice reading their stories first. Remind students to save their work.

Unit Wrap-Up

Teaching Resources

- Assessment, pp. 119–128

For extra practice, use the various worksheets in your [Digital Resources](#).

Link the Readings

Critical Thinking

SAY: *What do the readings in this unit have in common? They all talk about change and growing up. However, they do not all have the same purpose, and they each discuss change differently. Fill in the chart with a partner.*

ANSWERS

Title of Reading	Purpose of Reading	How Reading Relates to Theme
"Ancient Kids"	to inform	compares growing up in three ancient civilizations
From <i>Becoming Naomi León</i>	to entertain	describes a difficult time in her childhood when she had to grow up
"Growth Facts: The Long and Short of It"	to inform	describes some surprising facts about how some living things grow
"The Old Grandfather and His Little Grandson"	to teach a lesson	shows the importance of role models for children and respecting the elderly

Discussion

Preview the discussion questions and assign groups to work together. Remind students to refer to the charts they created to find information for their discussion. **Answers will vary.**

Link the Readings

Critical Thinking

Look back at the readings in this unit. Think about what they have in common. They all tell about growing up. Yet they do not all have the same purpose. The purpose of one reading might be to inform, while the purpose of another might be to entertain. In addition, the content of each reading relates to growing up differently. Complete the chart below.

Title of Reading	Purpose	Big Question Link
"Ancient Kids"		tells about the lives of young kids in ancient times
From <i>Becoming Naomi León</i>		
"Growth Facts: The Long and Short of It"	to inform	
"The Old Grandfather and His Little Grandson"	to teach a lesson	

Discussion

Discuss with a partner or in a small group.

- What similarities can you see between *Becoming Naomi León* and "The Old Grandfather and His Little Grandson"?



How does growing up change us? Based on what you learned in each of the readings, what conclusions can you draw about growing up?

Media Literacy & Projects

Work with a partner or in a small group. Choose one of these projects.

- 1 What do you think happens at the end of *Becoming Naomi León*? Share your ideas with a classmate. Then read the book to see if your prediction is correct.
- 2 Use the internet to find a museum near you that displays art and objects from ancient cultures. Visit the museum. Prepare an oral report about what you saw and what you learned.
- 3 Make a soap carving. Ask a classmate to read the directions in “Soap Carving” on page 89. Follow each direction as it is read aloud. You may want to make an animal, as Naomi does. Or you can make something else. Write a title for the figure on an index card to put with it. Have your classmates place their carved figures next to yours to make a class art display.
- 4 Share a folktale with your class. You can retell “The Old Grandfather and His Little Grandson” in your own words. Or you can choose another folktale to tell.



Further Reading

Choose from these reading suggestions. Practice reading silently with increased ease for longer and longer periods.

Dare to Disappoint: Growing Up in Turkey, Özge Samancı

This graphic novel memoir tells the story of a girl growing up in Turkey who tries to listen to her own voice as she struggles with who she is.

The Barefoot Book of Heroic Children, Rebecca Hazel

This book presents inspiring stories of some of the most amazing young people in history.

Just Juice, Karen Hesse

A family in Appalachia faces many challenges and, together, overcomes them.

Time for Kids: Big Book of Why—1,001 Facts Kids Want to Know,

Editors of Time for Kids

Learn more amazing facts about humans, animals, environment/nature, technology, and space.

Media Literacy & Projects

These projects provide students with several ways to practice and apply what they have learned in the unit. The projects can be completed alone, with partners, or in small groups.

Further Reading

Each book listed on this page pertains to the Big Question. Encourage students to peruse them in their free time or read them for extra-credit book reports. The first and fourth books on the list are easily accessible, the second is accessible, and the third is challenging.


Listening & Speaking Workshop

Teaching Resources

- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Skit

 Remind students that this workshop will be similar to Reader's Theater, but that they will need to write what they will say. Explain that a skit is informal theater, often demonstrating something, and providing opportunities for each person to have a part.

Think About It

Help students brainstorm topic ideas that would make an interesting skit about ancient times.

As they brainstorm, students should write down what kinds of characters would be in each skit. Encourage students to choose the skit that has parts for all students and will be fun to perform.

Gather and Organize Information

Write the organizational steps that appear on this page on the board—Research, Order Your Notes, Prepare a Script, and Use Visuals. Students will need to choose a culture from which to act out their skit. Ask a pair of students to read aloud the model script that is given. Explain that the word *visuals* is used to describe the costumes, props, or scenery indicators students will need for their skits.

Put It All Together

Listening & Speaking Workshop

Skit


You will write and perform a skit about growing up in ancient times.

1 Think About It

Work in teams. Choose one of the ancient cultures you read about in "Ancient Kids": Greek, Roman, or Maya. Talk about growing up in that time and place. Focus on topics such as school, families, ceremonies, gifts, toys, and foods. Also, discuss how girls and boys were treated and how brothers and sisters might have felt about each other. Think of a situation in your ancient culture that you could present as a skit, or short play. Talk with your team members. Listen to their ideas. Then identify points of agreement and disagreement. Write down your shared ideas.

2 Gather and Organize Information

Work with your team to plan your skit. Choose a team member to be the director. He or she will decide which role each of the remaining team members will play.

Research Go to the library or use the internet to gather more information about your ancient culture. Take notes on what you find. 

Order Your Notes Write these headings in your notebook: *Characters, Setting, Plot*. Write notes under each heading.

Prepare a Script Use your notes to write a script for your skit. The dialogue should look like this:

Jason: I don't want to go to school today. I want to stay home and play.

Jacinda: You should be grateful that you can go to school! Girls like me have to stay home all the time.

Jason: That sounds like fun.

Jacinda: Well, you're wrong! I hardly ever have time to play. Mother keeps me busy doing chores all day.

Include important details about the setting, props, and action:
Jason stops playing and frowns. Then he starts to get ready for school.

Use Visuals Make or find the costumes and props you need for your skit.

112 Unit 2



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 112–119.

Teaching the standards: W.6.3, W.6.3.a, W.6.3.b, W.6.4, W.6.5, W.6.10, SL.6.4, SL.6.6

Practicing the standards: W.6.3.c, SL.6.2, L.6.1, L.6.2

Go to your [Digital Resources](#) for additional standards correlations for these pages.

3 Practice and Present

As a team, practice your skit until you can perform it without looking at the script. To make your skit richer and more interesting, use a variety of grammatical structures, sentence lengths and types, and connecting words. The director will provide you with instructions about how to improve your performance. Listen to and follow these directions. The director will also serve as *prompter* while you practice. (A prompter watches the skit and follows along in the script. If someone forgets what to say or do, the prompter quietly reminds him or her.) Practice with your props and costumes.

Perform Your Skit. Speak loudly enough so that everyone in the class can hear you. Say each word carefully so that it is clear. Be sure to face the audience as you speak, even if your body is pointing in another direction. Pay attention to the other actors, and be ready when it's your turn!

Speaking Skill

As you speak, use gestures and facial expressions to show how your character feels and reacts.

Listening Skill

Listen carefully to the other actors so you know when to say your lines. Learn your *cues*—words or actions that signal when it is your turn to speak.

When you watch a skit, listen to the words a speaker uses. Watch his or her facial expressions and gestures. Use both verbal and nonverbal cues to understand a speaker's message.

4 Evaluate the Presentation

A good way to improve your speaking and listening skills is to evaluate your own performance and the performances of your classmates. Complete (✓) this checklist to help you judge your group's skit and the skits of your classmates.

- ☐ Could you understand the plot?
- ☐ Did the skit show what it was like to grow up in an ancient culture?
- ☐ Were the costumes and props helpful and appropriate?
- ☐ Could you hear and understand the actors?
- ☐ Could the skit be improved?



Strengthen Your Social Language

Writing a script helps you learn basic vocabulary and language structures. Go to your *Digital Resources* and do the activity for this unit. This activity will require you to use and reuse basic language in other meaningful writing activities.

Unit 2 113

Practice and Present

Read over with students the information about preparing for their performance. As students prepare their delivery, remind them that the more they rehearse, the more comfortable they are likely to be during the performance. Becoming familiar with their props and costumes will also make the skit go more smoothly. In addition, remind students to review the Speaking and Listening Skills in the side margin.

Speaking Skill

Demonstrate some facial expressions (such as frowning to express unhappiness) and gestures (such as waving to express a greeting) that students might use in a dramatic context to show a character's feelings and actions.

Listening Skill

Remind students that as they are performing, they should always let other actors finish their lines before starting their own lines, and they should notice other actors' facial expressions. When watching a skit, point out that we can often tell what is going on just by observing what the actors are doing.

Evaluate the Presentation

Suggest that students use the checklist on this page to evaluate the skits. On a sheet of paper, have students number 1 to 5 for each skit. After they listen to a skit, they read the five questions on the checklist and write *Yes* or *No* next to them. Remind students that feedback should be given in a constructive, helpful way.

Strengthen Your Social Language

Help students find the activity for this unit on Pearson English Portal. Guide them to complete each section of the worksheet, and be available to answer any questions they may have. Then encourage students to share their answers with the class.

Writing Workshop

Teaching Resources

- Worksheets, Writing Model 30, Editing Marks 51
- Workbook, pp. 57–58
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

Write a Short Story

In this Workshop, students review the steps of the writing process. They will complete each of the steps from prewriting to publication while applying the characteristics of fictional narrative paragraphs they have learned.

Writing Prompt

Have students read the Writing Prompt. Ask questions to check if they have understood the task.

SAY: *What kind of story will you write? What will it be about? What do we mean by “point of view”? What do we mean by “the setting”? Why do we sometimes want to include dialogue?*

Prewrite

Review the topics from the writing lessons of this unit and ask what was narrated in each of them. Help students recall that they wrote a friendly letter, a story with interesting characters and setting, and a story from a different point of view. Review the steps in the writing process with students: Prewrite, Draft, Revise, Edit and Proofread, and Publish. Point out that these steps will help make the job of writing their fictional narratives easier and more orderly. Write the words fictional narrative on the board.

SAY: *A fictional narrative is a story invented by the author. It can be made up, or it can be based on real people and events. The purpose is to entertain the reader.*

Have students read the Prewrite instructions. Look at the model graphic organizer created by Wendy and ask students to predict what they think the story is about using the information in the chart. They can choose which character’s point of view they want to use to tell the story.

Put It All Together

Writing Workshop

Write a Short Story

You have learned how to write a variety of narrative paragraphs. Now you will use your skills to write a longer fictional narrative. A fictional narrative is a story a writer creates. It includes interesting characters, a believable setting, and a plot. The plot is the series of events in the story. Usually these events involve a conflict. The plot builds to a climax, or high point. By the end of the story, the conflict is resolved.

Writing Prompt

Write a short story about jealousy between two friends or family members. Tell your story from the point of view of one of the characters. Include dialogue to show how the characters think and feel. Remember to describe a believable setting. Use details that help the reader follow your story. Think about the order of events you’ll use. Include a conflict and tell how it is resolved. Be sure to use regular and irregular verbs in the simple past correctly.

- ① **Prewrite** Review your previous work in this unit. Now brainstorm ideas for your story. For example, think about this question: *Why might someone feel jealous of a friend or family member?* In your notebook, answer these questions:

- Which of my characters is jealous and why?
- What is the conflict about? How is it resolved?
- List your ideas in a graphic organizer.



Here’s a graphic organizer created by a student named Wendy. She used it to list the characters in her story and key details about its setting, problem, and solution.

Characters Who?	Setting Where?	Problem What is the conflict?	Solution What is the resolution?
Max Joni their parents	their home	Joni gets all the family’s attention. Max is jealous.	Max tells about volunteering. Parents are proud of him.

2 Draft

Use your graphic organizer and the model on pages 117–118 to help you write a first draft.

- Include interesting characters and a believable setting.
- Write your story from one character's point of view.
- Use dialogue to help develop your characters.
- Use regular and irregular verbs in the simple past correctly.

3 Revise

Read over your draft. Think about how well you have addressed questions of purpose, audience, and form. Will your story engage and entertain your readers? Does it include interesting characters, a believable setting, and a good plot?

Keep these questions in mind as you revise your draft. Complete (✓) the Writing Checklist below to help you identify additional issues that may need revision. Mark your changes on your draft using the editing and proofreading marks listed on page 389.

Six Traits of Writing Checklist

- ☐ **Ideas:** Is my story focused on jealousy between two characters?
- ☐ **Organization:** Do I tell events in logical order?
- ☐ **Voice:** Does my story have a clear point of view?
- ☐ **Word Choice:** Do I include realistic dialogue?
- ☐ **Sentence Choice:** Do I use connecting words to combine sentences?
- ☐ **Conventions:** Do I use regular and irregular verbs in the simple past correctly?

Learning Strategy

Monitor your written language production. Using a writing checklist will help you assess your work. Evaluate your short story to make sure that it presents a problem and solution, and engages readers.

Unit 2 115

Brainstorm ideas for their story. List possible topics on the board. Once students have selected a topic, have them complete the graphic organizer in the Workbook on page 57.

SAY: *Write the names of your characters in the first column. Write the setting in the second column. Then, write the main problem in the third column. Finally, write the solution in the last column.*

Draft

Explain that a draft is a work-in-progress and that it does not have to be perfect. Students can continue to make changes to it. Review elements of a fictional narrative (plot, setting, characters, and point of view). Tell students to use their graphic organizers to help them write their first drafts. Explain that they can also look at the final draft of Wendy's story on pages 117–118 if they need help. Remind them to think carefully about the best way to organize their ideas so that the story is interesting and vivid for the reader.

Revise

Point out that the revising step focuses on improving the content and wording of a draft, but it is not the same thing as editing. Explain that this step of the writing process is the time to make sure that their story is clearly organized, includes vivid details, and that ideas are presented logically.

Writing Workshop

Have students read Wendy's first draft. **SAY:** *What kind of information does Wendy include in her introduction?* (She presents a clear picture of the conflict.) *Who are the characters?* (Max, Joni, and their parents) *From which point of view is the story told?* (Max) *What is the main conflict and how is it resolved?* (Max was jealous that his sister got all the attention, but then he learned to tell his family more about his achievements.)

Have students notice the kinds of changes Wendy made. (She made the time sequence clearer, improved word choice, added details, and combined sentences.) Ask if students can suggest any further improvements to Wendy's story. You may decide to focus on one thing Wendy changed in her story for more detailed analysis with your students.

Ask students to look at their own drafts and make changes in organization, content, or wording. Remind students to use the editing and proofreading marks on page 403.

Six Traits of Writing Checklist

Have students look back at the Six Traits of Writing Checklist on page 115 and explain that they should answer each of these questions about their own writing. Using the checklist will help them to step back from their writer's role and look at their work through the eyes of a reader. Read aloud the Six Traits of Writing Checklist with students, and go over each entry.

Ideas: *Check that your plot is focused on the jealousy between characters and how this is resolved.*

Organization: *Check that the order of story events is clear. Can the reader follow what happens first, next, and last?*

Put It All Together

Here are the revisions Wendy plans to make to her first draft:

Max Learns a Lesson

For a long time.
I thought my sister was better than I was at everything. I worked so hard for a B average. *just breezed through with* Joni got an A in every class. My parents weren't upset with my grades; they just paid a lot more attention to Joni. My sister also is a *terrific* good athlete.

Last month.
I helped rebuild homes damaged by a flood in a nearby community. *was excited about* I liked making a difference in other people's lives. *Even so.* Every afternoon, the only thing Joni and my parents talked about was Joni!
as we were having dinner
One night, I got sick and tired of the world revolving around her. Doesn't anybody ever want to hear about *me?* *I demanded.* "I'm working with a family whose house was really messed up by the flood."

My parents looked *surprised* at me. "Of course we want to hear about you," my father said. "You don't always seem to want to tell us anything. Usually, when we ask, you just shrug." I had to admit to myself that was true.

"I knew the school asked you to volunteer," my mother said slowly. "But I wasn't sure exactly what you were doing." So I *told* *told* them *to repair soggy floors and repaint water-stained walls.* about working hard.

Just then, Joni spoke up. I figured she was about to say something *more* even, *wonderfuler* about herself. *but instead* She said, "Max, did you tell Mom and Dad you made the debate team." I was *stunned* she cared!

Revised to focus on simple past and improve word choice.

Revised to clarify sequence and improve word choice and sentence fluency.

Revised to add details.

Revised to improve word choice, add details, and correct an error in grammar.

Revised to correct errors in grammar and spelling and improve sentence fluency.

Since then, I try to talk more about my interests and activities. My parents congratulated me on volunteering and making the team. I'm no longer jealous of Joni because my parents seemed just as proud of me. They know that we are each special in our own way.

Revised to improve word choice, sentence fluency, and organization.

- 4 Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Then trade stories with a partner and complete (✓) the Peer Review Checklist below to give each other constructive feedback. Edit your final draft in response to feedback from your partner and your teacher.



Peer Review Checklist

- ☐ Does the story build to a climax?
- ☐ Do precise words tell how the characters look, act, and feel?
- ☐ Is the setting believable?
- ☐ Are verbs in the simple past used correctly?
- ☐ Do sentences vary in length and pattern?
- ☐ Are there changes that can be made to improve the short story?

Here are the changes Wendy decided to make to her final draft as a result of her peer review:

Max Learns a Lesson

Wendy Willner

For a long time, I thought my sister was better than I was at everything. I struggled so hard for a B average. Joni just breezed through with an A in every class. My parents weren't upset with my grades; they just paid a lot more attention to Joni. My sister also is a terrific athlete.

Revised to correct an error in mechanics and improve word choice and sentence fluency.

Unit 2 117

Voice: Check that your point of view is consistent, and your narrator does not change.

Word Choice: Check that your dialogue sounds believable and natural and shows the kind of person each character is.

Sentence Fluency: Check that your story contains a variety of simple and complex sentences.

Conventions: Check that your dialogue has correct punctuation. Are quotation marks and commas in the correct places? Are the correct words capitalized?

Ask students to go over their first drafts and make improvements using the checklist.

Edit and Proofread

Explain that the edit and proofread stage is an important step in revising their final drafts. Tell students to read through their work and try to identify any errors in grammar, usage, mechanics, or spelling. If possible, pair English learners with English-proficient students.

Review with students the kinds of edits Wendy made to her final draft. (She improved word choice, added a transition word, and corrected punctuation.) Discuss why they think each edit was made.

For additional practice in editing and proofreading, have students complete the exercise on page 202 of their Workbooks.

Peer Review Checklist

Explain that reading each other's stories will help students to improve their editing skills. Tell them that they can use the checklist to help them give constructive feedback to each other. Remind them to give positive comments as well as suggestions for improvement. Ask students to exchange stories with a partner. Allow a few minutes for students to read their partner's story. Have students complete the Peer Review Checklist in their Workbooks on page 57 and give feedback to their partner. Then have students go over their final drafts and make improvements based on their partner's feedback. Keep dictionaries nearby to check spelling.

Publish

Have students look at their own final drafts, and discuss their options for publishing. Explain that to publish means to share your finished writing with others, or to make it public. Publishing your work means that other people can read your story and comment on it.

Ask for suggestions on how students want to publish their work: For example, by reading it aloud, by putting it on a notice board, by making a class book, or by creating their own portfolio that others students can read. What could they add to the story to make it more interesting? Discuss using pictures, clipart, or illustrations. Ask for suggestions about ways students can share and comment on each other's stories, such as by keeping a class blog.

SAY: *Think about how best to publish your piece of writing. Does your story need illustrations? Photos? Before you copy your final changes, plan how you will show your writing. Will it be in a class book, on a bulletin board, or on a class website or learning blog?*

Learning Log Have students complete the Learning Log on page 66 in the Workbook. Conclude by asking students to name the three most useful things they learned in this unit.

Career Connection:

Fiction Writer Explain to students that growing up is a universal experience of human beings across cultures and time periods. However, the experience may differ widely in the rites of passage, in the cultural restrictions and expectations, and even from family to family. Authors of fiction provide young people with a way to look at someone else's experience and compare it to their own and learn lessons that may help them cope with growing up. Writers often work alone for long periods of time. A published author works with an editor who provides feedback and edits the work for publication.

Put It All Together

Last month, I helped rebuild homes damaged by a flood in a nearby community. I was excited about making a difference in other people's lives. Even so, every afternoon, the only thing Joni and my parents talked about was Joni!

One night as we were having dinner, I got sick and tired of the world revolving around her. "Doesn't anybody ever want to hear about me?" I demanded. "I'm working with a family whose house was really messed up by the flood."

My parents looked surprised. "Of course we want to hear about you," my father said. "You don't always seem to want to tell us anything. Usually, when we ask, you just shrug." I had to admit to myself that was true.

"I knew the school asked you to volunteer," my mother said slowly. "But I wasn't sure exactly what you were doing." So I told them about working hard to repair soggy floors and repaint water-stained walls.

Just then, Joni spoke up. I figured she was about to say something even more wonderful about herself, but instead she said, "Max, did you tell Mom and Dad you made the debate team?" I was stunned she cared!

My parents congratulated me on volunteering and making the team. Since then, I try to share more about my interests and activities. I'm no longer jealous of Joni because my parents seem just as proud of me. They know that we are each special in our own way.

Revised to correct an error in mechanics.

Revised to correct errors in mechanics.

5 Publish Prepare a clean copy of your final draft. Share your short story with the class.



Differentiated Instruction

Beginning	If students have trouble understanding the idea of multiple choice, present them with several options for something they might do after school. Have them discuss with a partner how they would make a decision.
Early Intermediate	Give students a photo or illustration. Have students work with a partner to come up with a question and four answer choices about the image. Have partners give their work to another pair of students, who will practice answering the question.
Intermediate	Use this passage, or choose another familiar passage. Have students work with a partner to come up with their own multiple-choice questions. Then have students exchange their work with other pairs.
Early Advanced/Advanced	Pair Advanced High students with Beginning and Intermediate students. Have the Advanced students share their favorite test-taking tips with partners.

Test Preparation

Practice

Read the following test sample. Study the tips in the boxes. Work with a partner to answer the questions.

Quinceañera

- 1 Almost every culture in the world has coming of age ceremonies. These ceremonies mark the time when children are recognized as adults. In Latin American countries, girls have a ceremony called the quinceañera. The ceremony is held on or near the girl's 15th birthday.
 - 2 If the girl's family is religious, her special day will begin with a religious service. The family's religious leader will often be involved in some part of the ceremony. The girl may receive gifts of religious items, such as a rosary.
 - 3 After the religious ceremony, the girl's family holds a celebration in their home or in another location such as a banquet hall. The girl will often carry a doll, which represents the last doll of her childhood. The girl's father will exchange her flat shoes for heels, at which time the girl will give her doll to her father. She then dances with her father and godfather. Soon the other guests dance as well. The event ends with everyone making toasts and eating cake.
- 1 A The subject of this passage is _____.
 - A weddings
 - B quinceañera
 - C national holidays
 - D religious ceremonies
 - 2 Why does the girl put on heels?
 - A To dress like an adult
 - B To dance with her father
 - C She likes high heels.
 - D To please her grandmother

Taking Tests

You will often take tests that help show what you know. Study the tips below to help you improve your test-taking skills.

Tip

Use context clues to help you figure out the meanings of words you don't know.

Tip

Even if you don't know the answer to the question, you can almost always eliminate answer choices that make no sense.



Teaching Resources

- Workbook, pp. 59–62

For extra practice, use the various worksheets in your [Digital Resources](#).

Taking Tests

Explain that in this lesson, students will explore tips for answering questions about reading selections.

Teaching the Tips

1. Read the questions and answer choices aloud with students. Explain that reading the questions before reading the passage will help students notice important information. Then have students read the passage. Have them look for context clues they might need in order to define unknown words.

SAY: *Context clues are the words around another word. Sometimes context clues can help you define a word you don't know.*

2. Ask students to look at the questions and try to answer them in their minds. Discuss answers that can be eliminated, and why.

SAY: *Even if you don't know the answer to a question, it can be helpful to eliminate answer choices that don't make sense. This will make it easier for you to choose the correct answer.*

Look at the answers that remain and have students explain how they know which answer is right.

Practice

Have students complete this test and the other sample tests for this unit in their Workbooks.

Teaching Resources

- Workbook, pp. 63–64
- Reader+

For extra practice, use the various worksheets in your [Digital Resources](#).

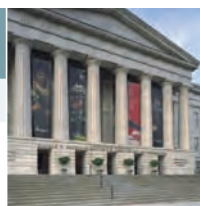
Capturing Childhood

Remind students that the Big Question is *How does growing up change us?* **SAY:** *Throughout history, artists have captured childhood in photographs, paintings, and other media.* Go to the Smithsonian National Museum of African Art online exhibition “Exploring the World at Play” to learn more about how children around the world play. Have students study the children in the five photographs.

Visual Literacy

Albert Bisbee Create an enlarged photocopy of Bisbee’s *Child on a Rocking Horse* and cover the bottom half of the image with a sheet of paper. The students will be able to see only the little girl’s upper torso and the head of the horse. **ASK:** *What do you think of the girl’s hairstyle? What about the expression on her face? How accurate are the reins on the horse in comparison with those used in real life?* Now cover the top half of the photograph and show the class the bottom half. Point out the girl’s shoes, her small riding crop, and the fine woodworking on the horse’s legs. Do students have a better feel for the overall story that the portrait tells, now that they have looked at the two sections in more detail? To extend this lesson, go to the Smithsonian American Art Museum online exhibition “Helios: Photography Online.” Ask students to choose a photograph and print a black and white copy. Have them divide the photograph into quarters and use pieces of paper to cover all but one quarter. Have them examine the details of their photograph one quarter at time and record their observations. Then have them study the picture as a whole and write their final comments on the photograph. Ask for volunteers to discuss their photographs in class.

Explain that when Bisbee took his photograph, *Child on a Rocking Horse*, he captured a girl perched on one of the most popular (and expensive) toys of the mid-nineteenth century.



Visual Literacy

Smithsonian American Art Museum

Capturing Childhood

Artists have used many methods to try to capture how people grow up. Many use photographs and paintings. Sometimes families hand these images down over the years, from generation to generation. The clothes and the favorite toys in the images may change over time. Usually, though, there’s something familiar in the parade of family faces.

Albert Bisbee, *Child on a Rocking Horse* (about 1855)

This little girl with curly hair stares out at you. She looks a bit uncertain about sitting on the rocking horse. Albert Bisbee, who took a lot of family portraits, once said that he liked to photograph children as soon as they sat on the horse. If he missed his early chance, he felt it got more difficult with each passing minute because the child would get restless.

It took a lot more time to create a photograph in 1855 than it does today. The child had to sit very still. This was because Bisbee used an early photographic process called a daguerreotype. The image was printed directly on a sheet of silver-plated copper. If someone moved even a little bit, the photograph would be blurry.

Photographs were expensive over 150 years ago. Many families had only one or two pictures taken of their children as they grew up. Most of them wanted their child’s photograph to be taken on a toy horse. The rocking horse was a very popular toy in nineteenth-century America. The little girl’s face in this photograph shows how serious it was to have your picture taken. She wears a checkered dress trimmed with lace. She also wears fancy shoes. She is all dressed up for this important event.



▲ Albert Bisbee, *Child on a Rocking Horse*, about 1855, daguerreotype, 4¼ x 4½ in., Smithsonian American Art Museum

120 Unit 2



Common Core State Standards

For the full text of the standards, see the Appendix.

The following standards apply to pages 120–121.

Teaching the standards: SL.6.1, SL.6.2

Go to your [Digital Resources](#) for additional standards correlations for these pages.

William Holbrook Beard, *The Lost Balloon* (1882)

The balloon off in the distance in William Holbrook Beard's painting *The Lost Balloon* is not a toy. It is a hot-air balloon floating beneath the clouds. A group of nine children and a dog are on the edge of a great ledge, watching the balloon as it moves through the sunlight.

An enormous rock face, which rises to their right, is partly hidden by stormy clouds. The children stand very close to the rim of a sharp drop-off in the landscape. Oddly, there are no adults with them. Perhaps Beard was trying to capture the quickly changing nature of childhood. In the painting, he seems to be saying that childhood is like the lovely balloon hanging on the edge of a storm. The children certainly seem very small against the wilderness.

Both of these artists captured an instant in childhood that's temporary, but somehow timeless. Each of us must move on from being ten or twelve or fourteen and face the next stage in life.



◀ William Holbrook Beard, *The Lost Balloon*, 1882, oil, 47¾ x 33¾ in., Smithsonian American Art Museum

Discuss What You Learned

1. In what way does each of these artworks capture a moment in childhood?
2. Which medium do you feel is better at capturing the feelings of childhood—photography or painting? Explain.



BIG QUESTION

Why do you think that many artworks are about childhood and change?



63–64

Unit 2 121

Explain that many old-fashioned items like the rocking horse continue to be popular. Download the Smithsonian magazine article “Happy Trails” about a company that produces handcrafted rocking horses. Have students work in groups to research the history of a toy or game that does not involve electronics, such as dolls, dominoes, and jacks. Have students discuss why they think the toys and games they’ve researched have survived through the ages.

William Holbrook Beard Explain that in *The Lost Balloon*, Beard depicts a group of children walking through the outdoors when they catch sight of a balloon in the distance. **ASK:** *What do you do in your free time, either alone or in a group? What percentage of your day is completely unstructured?* Create a circle chart that represents 24 hours in a day. Tally up the average number of hours (or minutes) of free time that students have each day. Make a second circle chart that shows the average number of hours (or minutes) that students play freely outdoors with their friends each day.

ASK: *What are the pros and cons of structured and unstructured free time? What do you learn in unstructured, unsupervised settings that you can’t learn in school or at home?*

Discuss What You Learned

Have volunteers read the questions aloud, and be sure students understand the meaning of difficult words and concepts. Encourage students to carefully study the artworks, and if necessary, reread the text to help them.

ANSWERS

1. By taking the photo of the *Child on a Rocking Horse*, the photographer captures one moment from the little girl’s childhood. When that moment is over, the girl changes forever. The painter of *The Lost Balloon* also captures a moment in childhood with nine children near the edge of a cliff with a storm coming. The children will have to leave and move on toward adulthood.
2. Possible response: Photography is a better medium for capturing childhood because it seems more realistic. A painter might work in a style that intentionally changes the way things really look.



The Big Question

Possible response: Artists may choose to show scenes of childhood because it is a subject that most people can relate to.