





## ? What are the benefits of facing challenges?

Reading 1			Reading 2		
	<b>"Deep Mapping" and "You Can Help the Oceans"</b> <i>Students read a biographical science article about a woman who mapped the ocean floor. The companion article describes how people can help keep oceans clean.</i>			<b>"Five New Words at a Time" and "Quilt"</b> <i>Students read to find out about the challenges of moving to a new home and having to learn a new language. The companion poem describes a family quilt.</i>	
<b>Pacing</b>	7–8 days	<b>Page</b>	7–8 days		<b>Page</b>
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<b>Assessment</b>	Reading Test 1		Reading Test 2		
<b>Technology</b>	Digital Resources for Reader+, ExamView, and more		Digital Resources for Reader+, ExamView, and more		

### Reading 3

**"A Dark Day with Bright Spots" and "Do This, Not That!"**

*Students read about Avni who goes on a shopping trip and must think quickly in a medical emergency. In the companion article, students read about what to do—and not do—in challenging situations.*

Pacing	7–8 days	Page
Prepare to Read	 <b>The Big Question:</b> Students discuss how they might react personally in a challenging or dangerous situation.	94
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Vocabulary	<b>Literary Words:</b> <i>conflict, point of view</i>	95
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Assessment	Reading Test 3	
Technology	Digital Resources for Reader+, ExamView, and more	

# Preview the Unit

## Teaching Resources

- Teacher's Resource Book, pp. 13–21
- Worksheets, Unit 2 Daily Language Practice
- Video Documentary
- Teacher's Resource Book, p. 90

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

## Unit Content

This unit includes both fiction and nonfiction, and will help students understand how facing challenges makes them stronger. Students will practice reading and comprehension skills such as skimming and predicting. They will study words and apply strategies to learn new vocabulary. Throughout, they will practice listening, speaking, reading, and writing skills to expand their knowledge of how people face challenges.

**The Big Question** Explain to students that the Big Question is “What are the benefits of facing challenges?” Encourage them to give some possible answers to the question. Emphasize that there is no right or wrong answer to the question. To facilitate class discussion, ask the following questions:

- Do you think there are benefits in facing a challenge? Why or why not?
- What is one challenge you or someone you know has faced? Was the outcome a positive one?
- Is it always a good thing to face a challenge? Why or why not? Give an example.
- What do you think the quote “What does not kill me makes me stronger” means? Do you agree?

## Visual Literacy

Review this unit with students. Have them look at the illustrations, photographs, and maps to determine the kinds of challenges people in the readings have faced and how they have benefited from facing the challenges. Students should notice the different formats used: prose, an interview, and a poem. Point out that even the design of a title can give you a clue about whether a reading is serious or whimsical.

## Unit 2



# What are the benefits of facing challenges?

This unit is about challenges. You will read texts that describe people who faced difficult challenges and will tell how these experiences changed their lives. Reading, writing, and talking about these topics will help you practice the language you need to use in school.

Reading 1 Biography/Science	Reading 2 Personal Narrative/Poem	Reading 3 Short Story/Science
 <ul style="list-style-type: none"><li>• “Deep Mapping”</li><li>• “You Can Help the Oceans”</li></ul> <b>Reading Strategy</b> Recognize cause and effect	 <ul style="list-style-type: none"><li>• “Five New Words at a Time” by Yu-Lan (Mary) Ying</li><li>• “Quilt” by Janet S. Wong</li></ul> <b>Reading Strategy</b> Identify problems and solutions	 <ul style="list-style-type: none"><li>• “A Dark Day with Bright Spots”</li><li>• “Do This, Not That!”</li></ul> <b>Reading Strategy</b> Predict

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## EL Insights

### Clarify What Students Need to Learn

To help EL students succeed, take time to clearly explain each lesson's objectives and activities. Consider what students must know to complete each assignment and give simple, logical instructions. Write instructions on the board and draw diagrams to clarify directions. To confirm that students understand what you require, monitor their work.

## Preview the Unit

### Quick Write

Read aloud the instructions for the Quick Write. Then brainstorm examples of different kinds of challenges a person might face. On the board, draw an idea web to record students' ideas. Write *Challenges* in the center circle. Write students' ideas in the outer circles. Some responses might be: *learning English, balancing school work and home responsibilities, getting a classmate to like me, having peace in the world*. Encourage students to use these ideas as a springboard for writing their lists.

### Extend

Review the titles of the readings, and ask students to predict how each might relate to facing challenges and benefiting from them. For example, **SAY:** *"Deep Mapping" and "You Can Help the Oceans" are informational texts. They are about challenges people might face as they explore or try to help the oceans.*

### 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 proficiency.

#### Listening and Speaking—Personal Narrative

At the end of this unit, you will choose a topic and present a **personal narrative**.

#### Writing—Fictional Narrative

At the end of this unit, you will write a **fictional narrative**. To help you do this, you will write a story with a starter, rewrite a familiar story, and write a personal narrative.

#### Quick Write

What does *challenge* mean to you? Write your own definition. Share it with a partner.

#### View and Respond

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



# Prepare to Read

## Teaching Resources

- Audio
- Workbook, p. 33

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

## Objective

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

- Students will be able to identify the challenges Marie Tharp faced as a female scientist in the 1940s.

**The Big Question** Remind students that the Big Question for the unit is “What are the benefits of facing challenges?” Model one way to answer the question by sharing a challenge you faced that was beneficial.

## Build Background

Explain that this reading has two titles that discuss the ocean. One explores the features of the deep ocean while the other describes how we can help lessen the impact of human activity on the oceans.

## Reading Skill

Explain that in this reading, students will explore cause-and-effect relationships. Tell students that they will be reading about the work of Marie Tharp and her colleagues, who discovered a way to map the ocean floor. Then point to the map and show that this is the eventual effect of mapping the entire ocean floor.

## Understanding the Genre: Informational Text

“Deep Mapping” is an informational article that focuses on the work of scientists who mapped the ocean floor. Tell students that an informational text is a piece of nonfiction writing, and that one of the features of informational texts is a sidebar feature. This informational text has a full-page sidebar feature about how to keep Earth’s oceans clean.

### Reading 1

## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building: Context, dictionary skills, word study
- Reading strategy: Recognize cause and effect
- Text type: Informational text (science)

#### Grammar

- Simple and compound sentences
- Agreement in simple and compound sentences

#### Writing

- Write a story with a starter

## THE BIG QUESTION

**What are the benefits of facing challenges?** When you “face a challenge,” you try something even though you might fail. Some challenges are worth accepting; others can be dangerous. Have you ever accepted a difficult challenge? What was it? Did anyone try to stop you? Was the outcome beneficial? Share your experience with your peers and teacher. Ask for their feedback and support in order to develop background knowledge about this topic.

## Build Background

“**Deep Mapping**” is a biographical science article about a woman who mapped the ocean floor.

In the 1940s, many scientific fields were closed to women. But after World War II started and many men were involved in the war effort, opportunities opened up for women. A woman named Marie Tharp took advantage of this and studied to become a professional geologist.

Tharp started working as a geologist for an oil company, but soon decided to pursue her dream of mapping the entire ocean floor. Her dream took her on an extraordinary journey of discovery that eventually led to a complete map of the seafloor in 1977.

“**You Can Help the Oceans,**” is an informational text about how to conserve ocean resources.



▲ A map of the Atlantic Ocean seafloor

### Reading Skill

To help you understand the challenges that Tharp and her colleagues faced, look at the seafloor map of the Atlantic Ocean. What is most noticeable or surprising?

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## 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.8.4, L.8.4.c, L.8.4.d, L.8.6, RH.6-8.4

**Practicing the standards:** L.8.2.c, L.8.4.a, RH.6-8.7

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

## Differentiated Instruction

### Beginning

Assist students in recognizing details on the page that indicate this is a nonfiction article about science.

### Early Intermediate/Intermediate

Monitor students as they read the map caption, the background information, and the Key Words. Have students explain the meaning of the title, “Deep Mapping.” Provide assistance as needed.

### Early Advanced/Advanced

Ask students to summarize in their own words the information in the Build Background section. Challenge them to use the words *opportunities* and *geologist* in their summaries.

## Vocabulary

### Listening and Speaking: Key Words

Read aloud and listen to these sentences. 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. Her dream was to complete an **accurate** map of the seafloor, correct in every way and actually showing what it looked like.
2. An accurate map of the seafloor was only possible by taking **continuous** measurements, not one at a time.
3. Using **data** from deep-sea cameras, they worked together to locate airplanes that had crashed and sunk to the bottom of the ocean.
4. In order to map the ocean floor, it was necessary to take **depth** measurements of the water from the surface to the bottom.
5. Technology was developed to **determine** the exact measurements of any part of the ocean.
6. The **theory** of continental drift tried to explain the movement of Earth's continents and was very controversial.

### Practice



Write the sentences in your notebook. Choose a key word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. That nonstop and \_\_\_\_\_ music is so annoying!
2. Your figures don't add up. These results are not \_\_\_\_\_.
3. Is the \_\_\_\_\_ at the shallow end of the pool three feet?
4. Her idea has not been proven. It's still just a(n) \_\_\_\_\_.
5. Were you able to \_\_\_\_\_ how long it will take to get there?
6. I'm sorry to say that the \_\_\_\_\_ we collected doesn't explain what happened.

The sign indicates the depth of the swimming pool. ▶



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### Key Words

accurate  
continuous  
data  
depth  
determine  
theory

## 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.

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

**Expand:** His description was more **accurate** than hers.

**Ask:** Why is it important to give **accurate** responses on a test?

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

**Expand:** At the fair, there was a **continuous** sound of children laughing and talking.

**Ask:** The students had the **continuous** support of their teacher.

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

**Expand:** The scientists discussed the **data** they collected.

**Ask:** How can **data** help us learn about new ideas?

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

**Expand:** They measured the **depth** of the pool.

**Ask:** What is the **depth** of the ocean?

Continue the routine with the words *determine* and *theory*.

### Practice

Read the caption for the photo of the swimming pool. Have students come up with other ways that the word *depth* can be used in a sentence. Then read the instructions and model the first sentence.

### ANSWERS

1. continuous
2. accurate
3. depth

4. theory
5. determine
6. data

# 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, use the vocabulary routine.

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

**Expand:** Teachers **accompanied** students on the field trip.

**Ask:** Who **accompanied** the Boy Scouts on their camping trip?

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

**Expand:** The Red Cross gives **aid** to storm victims.

**Ask:** How can our school offer **aid** to the victims of the flood?

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

**Expand:** The math contest was a real **challenge**.

**Ask:** Have you completed the **challenge** questions on the page?

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

**Expand:** No one could understand the written **code**.

**Ask:** Was the secret information written in **code**?

## Practice

Have students complete the practice activity.

### ANSWERS

Possible responses:

1. My friends accompanied me on my first day of school.
2. I can aid a friend preparing for a test by reviewing notes and homework with him or her.
3. I have faced challenges keeping up with schoolwork and grades.
4. It is not possible to understand code unless you have the right information.

## 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 “Deep Mapping” and “You Can Help the Oceans,” try to use these words to respond to the texts.

### Academic Words

accompanied  
aid  
challenge  
code

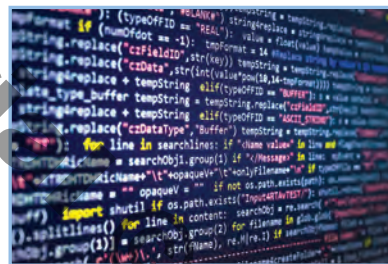
<b>accompanied</b> = went somewhere with someone	➡	Marie Tharp, <b>accompanied</b> by Bruce Heezen, proved that the ocean floor is not a featureless blank.
<b>aid</b> = help or support given to someone	➡	She wouldn't have been successful without the <b>aid</b> of others.
<b>challenge</b> = something difficult that you need skill or ability to do	➡	Marie Tharp faced many <b>challenges</b> because women were not treated equally in the scientific community.
<b>code</b> = a way to use words, letters, or numbers to record information	➡	We need to interpret the <b>code</b> to understand the information.

### 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. Who **accompanied** you on your first day of school?
2. What kind of **aid** could you give a friend preparing for a test?
3. What is a **challenge** that you have faced in your life?
4. Why is it sometimes not possible to understand **code**?



◀ Being able to write computer code is a valuable skill.

### Linguistic Note The Three Ways to Pronounce *ch*

Point out that *ch* does not always sound the same as *tch*. In fact, the letter combination *ch* has three different pronunciations: /tʃ/ as in the Academic Word *challenge*, /k/ as in *chemistry*, and /ʃ/ as in *chivalry*. *Ch* is most often pronounced as /tʃ/ in words with Latin or Old English origin. Examples: *cheese*, *child*, *cheer*, *challenge*, and *chilly*. *Ch* words pronounced with /k/ often have Greek roots. Examples: *chemical*, *chaotic*, *archaic*. *Ch* words with a /ʃ/ usually are of French origin. Examples: *chagrin*, *charade*, *machinery*, and *chic*. The *ch* letter combination can be in the beginning, in the middle, or at the end of a word.

## Word Study: Words with *ch* and *tch*

*Ch* and *tch* are consonant clusters. They sound the same but are spelled differently. Look at the words *which* and *scratch*. The final sound in each word is the same, but the words are spelled differently. English words may begin with the letters *ch*, but never with the letters *tch*. Read the examples in the chart below and pronounce each word aloud.

Spelling	Initial Position	Final Position
<b>ch</b>	change challenge check	reach research attach
<b>tch</b>		catch match

### Practice



Fill in the missing letters of each word and check the spelling in a dictionary. Then read the sentences aloud with a partner.

1. It can be a real \_\_\_\_\_ allenge to rea \_\_\_\_\_ your goals.
2. The results of the resear \_\_\_\_\_ need to be \_\_\_\_\_ ecked again for accuracy.
3. There was one big ca \_\_\_\_\_. Tharp wasn't allowed to go on the expedition.
4. I'm going to \_\_\_\_\_ ange the picture and atta \_\_\_\_\_ it to the next page.

### Reading Strategy

#### Recognize Cause and Effect

Recognizing a cause-and-effect pattern can help you better understand a text, especially informational texts. Why an event happens is a cause. What happens as a result of a cause is an effect. To recognize causes and effects, follow these steps:

- As you read, look for events in Marie Tharp's life. These may be causes. Look for things that happened as a result. These are the effects.
- Look for words and phrases the author uses to talk about causes and effects, for example, *because*, *so*, and *as a result*.

As you read "Deep Mapping," look for causes and effects. Make sure you understand the relationship between each cause and its effect.



Reading 1 67

## Words with *ch* and *tch*

Read aloud the information on *ch* and *tch*. Explain that these consonant clusters sound the same but are spelled differently. Review the examples on the chart, and then model other examples.

### Practice

With students, read the instructions for this practice exercise. Model how to complete the first sentence. **SAY:** *I know that challenge begins with ch because tch is used only at the end of a word. I checked the spelling for reach in my dictionary.*

### ANSWERS

1. challenge; reach
2. research; checked
3. catch
4. change; attach

## Reading Strategy: Recognize Cause and Effect

With students, read the bulleted items in the reading strategy. **SAY:** *Remember that when you read "Deep Mapping," you are looking for words and phrases that tell about causes and effects in Marie Tharp's life.* After students finish reading, have them discuss the causes and effects.



# Reading 1

## Teaching Resources

- Teacher's Resource Book, p. 97
- Reader's Companion, pp. 25–31

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

## Deep Mapping

"Deep Mapping" describes the life and work of Marie Tharp as she mapped the ocean floor along with Bruce Heezen. Her work made people aware of the features of the ocean floor. The science text "You Can Help the Oceans" describes how people can care for Earth's oceans.

**The Big Question** Remind students that the Big Question is "What are the benefits of facing challenges?" Point out that throughout history, people around the world have worked very hard to bring new information and discoveries to the human race. Ask students why they think it is so important for people to work so hard to make new discoveries.

## Set a Purpose for Reading

Tell students to copy the purpose for reading into their notebooks and to keep it in mind as they read. Explain that they will have to present details that support their answers to the questions and to explain how the reading relates to the Big Question.

## Reading Skill

Tell students that texts are sometimes broken down into smaller sections by using titles, headings, and subheadings. Explain that the headings will serve as a kind of outline of the most important ideas and will help them understand what they have read.

## Preteaching the Boldfaced Word

In pairs, have students read aloud the boldfaced word on page 69 and its definition. Answer any questions students have about the use of the word or its meaning before reading the selection.

## Scaffolding: Listen and Read

Have students read along as you play the audio recording of the reading.

### Reading 1

#### Informational Text Biography and Science

**Set a purpose for reading** As you read, think about the enormous challenges involved in exploring and protecting the ocean. Explorer Marie Tharp faced additional challenges because of her gender. What keeps people working toward a goal?

# Deep Mapping

For thousands of years, maps only provided details about land features. Mapmakers worked hard to plot valleys, hills, mountains, and plateaus. They depicted the detailed outlines of lakes, rivers, and streams. But when they reached the oceans, mappers simply gave up. They drew huge, flat, blue spaces. This meant that maps ignored almost two-thirds of planet Earth. However, Marie Tharp, accompanied by Bruce Heezen, proved that the ocean floor is not a featureless blank. Their discoveries changed the way people think about our planet—and about the role of women in science.



### Reading Skill

To help you understand the reading, study the title and headings. This will help you identify the most important ideas.

### Listening Skill

As you listen to the audio, look at the pictures on pages 68–73. Use these visuals to help explain new words or ideas. Discuss these words or concepts with a partner to gain understanding.

Tharp and Heezen discovered that the ocean floor is full of ridges and valleys.

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.8.1, RI.8.3, RH.6-8.1, RH.6-8.3, RH.6-8.10

**Practicing the standards:** RI.8.7, RI.8.10

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

## Differentiated Instruction

### Beginning

Use gestures and actions to explain the differences between the meanings of *lakes* and *rivers*.

### Early Intermediate/ Intermediate

Instruct students to read questions and Key Words before skimming. Show them how questions can help them notice important details.

### Early Advanced/ Advanced

Have students preview the lists of Key Words and Academic Words. Guide students to notice these words as they skim.



## From Land to Sea

Born in 1920, Marie Tharp faced many challenges because women were not treated equally as scientists. Throughout her career, she had to overcome unfair rules and prejudices.

When Tharp was in college, many scientific fields were closed to women. Then World War II started. Because many men were involved in the war, some **geology** departments opened their doors to women for the first time. Tharp seized the opportunity. Soon, she became a professional geologist.

At first, she worked for an oil company. But she wasn't satisfied there. When she began looking for other work, she met Bruce Heezen. They became partners on an exciting new research project. Using **data** from deep-sea cameras, Tharp and Heezen's job was to locate airplanes that had crashed and sunk to the bottom of the ocean.

Tharp realized that the bottom of the ocean was an unexplored world waiting to be discovered. In 1947, she began to work with Heezen on a daunting project: mapping the entire ocean floor. Tharp knew that the task would be difficult, but she also knew it would be worthwhile. Looking back, she said, "It was a once-in-a-lifetime—a once-in-the-history-of-the-world—opportunity for anyone, but especially for a woman in the 1940s."

**geology**, the study of Earth and rocks

▲ Tharp and Heezen's original job was to find aircraft that had crashed into the sea.

### Before You Go On

1. What were some of the challenges Marie Tharp faced?
2. According to the article, what event opened doors for women at the time?

### On Your Own

Do you think Tharp will be able to meet the challenges she set for herself? Explain.

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## Listening Skill

Encourage students to study the photo of Marie Tharp to help them get an understanding of the time period in which they are reading about. Explain that the black and white photo indicates that they are reading about the life of someone who contributed work to the field of science in the past century, which can help reinforce their understanding of the text.

## 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 to the first two questions. Tell students that thinking about these questions will help them monitor their progress.

## ANSWERS

1. Tharp faced challenges because women were not treated equally in the field of science.
2. World War II gave women a chance to work in fields normally dominated by men.

## 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 language learners. Teach the following words and terms before they read:

- geologist
- unexplored
- daunting
- mapping

Reading 1

Preteaching Boldfaced Words

In pairs, have students read aloud the boldfaced words and their definitions. Answer any questions students have about the use of a word or its meaning before reading the selection.

Model the Reading Strategy: Recognize Cause and Effect

Have students go back to page 67 and review the process of reading a text to recognize cause-and-effect relationships. **ASK:** *What words in the section "The Power of the Ping" show cause-and-effect relationships?* Students should be able to point out that the third paragraph uses words such as *However*, *So*, and *then* to discuss the effects of using the echo sounder.

Reading Skill

Have students examine the visuals to help them follow as their partners read. Ask them to describe what each visual shows and to explain how each one helps to identify the work that Tharp and Heezen did as they mapped the ocean floor.

Across the Curriculum: Math

Explain to students that the echo sounder that Tharp and Heezen used involved sending out an electronic sound signal that bounced off an object and returned to the place where it originated. Point out that the diagram shows the pings going from the ship down to the bottom of the ocean, then returning the same distance directly back to the ship. Provide students with scenarios in which they know the kilometer distance of one of the arrows, and they must find the distance for the other arrow and the complete measurement of the echo sounder's distance.

Develop an Awareness of Cognates		
Help students develop an awareness of cognates.		
English	Spanish	Haitian Creole
echo	eco	eko
electric	eléctrico	elektrik
discovery	descubrimiento	dekouvèt

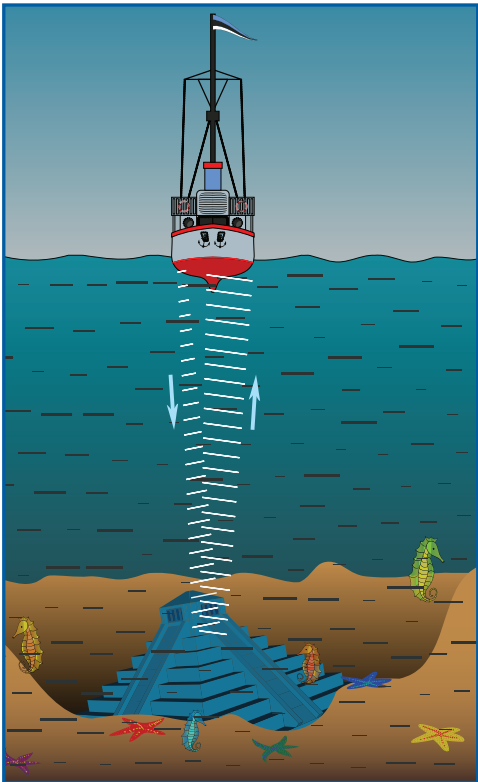
The Power of the Ping

Tharp and Heezen needed to collect an enormous amount of new data. At the time, the only parts of the ocean floor that had been studied were areas near the coasts. They wanted to extend this knowledge to cover the whole ocean.

Their plan was ambitious. They would gather data from research boats crossing the oceans, taking **depth** measurements called soundings. They planned to use a new invention called a **continuous** echo sounder. Early depth measurements were taken using ropes with heavy weights attached. The echo sounder used electricity instead. The machine sent out an electronic sound signal called a ping. At the same time the ping went out, a four-inch strip of paper was spinning on the boat. A **stylus** marked the time the ping left the machine. The sound traveled down through the water and, when it reached the ocean floor, an echo of the sound returned to the surface. The stylus burned the paper with an electric spark to mark the time the echo returned. Pings were sent continuously as the boat moved, creating a paper code that needed to be interpreted to **determine** the ocean's depth at each point.

Tharp and Heezen planned to take soundings across every ocean. However, there was one big catch. They had to split up in order to begin because women were not allowed on research ships. So Heezen gathered information at sea. He then sent it to Tharp, who began the difficult job of making sense out of the **raw data**.

**stylus**, a needle  
**raw data**, information collected directly from a source or study



▲ An echo sounder measures water depth by sending down an electronic sound and recording how long it takes for the echo to return.

Reading Skill

Take turns reading the article aloud with a partner. As you listen, use the visuals to help clarify words or ideas. Discuss these words or ideas with your partner to gain understanding.



## A Deeply Surprising Discovery

Tharp spent countless hours “plotting, drawing, checking, correcting, redrawing, and rechecking” the data. Nonetheless, the picture Tharp began to form of the ocean floor was far from clear, so the results were often frustrating. After years of work, Tharp still had a confusing **hodgepodge** of results that showed disconnected chunks of the North Atlantic floor. She could make educated guesses about what the ocean looked like in the missing sections, but this solution did not satisfy her. She wanted to produce a complete and **accurate** map of the underwater world.

By 1952, Tharp’s study of this confusing network of ocean soundings led her to a surprising discovery. The data showed a vast underwater opening in

the Atlantic Ocean. This **rift** was strong evidence for the **theory** of continental drift. This theory suggests that Earth’s continents move very slowly, appearing to wander across the planet’s surface.

Many scientists, including Bruce Heezen, didn’t believe this theory. Tharp was excited to share her findings with Heezen, but he dismissed her interpretation as “girl talk.” Tharp didn’t give in. Eventually, Heezen realized that she was correct. Their data clearly showed a gigantic ridge system that extended 40,000 miles through all the world’s oceans. Their work helped convince people to accept continental drift.

**hodgepodge**, a confused mixture or jumble  
**rift**, a deep break in Earth’s crust



### Before You Go On

1. What technology did the researchers use to aid their mapping?
2. What do you think is an “educated guess”?

### On Your Own

What qualities about Tharp do you think contributed to her success? Explain.

Reading 1 71

## Preteaching Boldfaced Words

In pairs, have students read aloud the boldfaced words and their definitions. Answer any questions students have about the use of a word or its meaning before reading the selection. If appropriate, ask students to generate original sentences using the boldfaced words. When correcting original sentences, focus on usage of the word.

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

## Before You Go On

Remind students that these questions will help them monitor their progress. Put students in pairs to answer the questions. Encourage them to share their answers with the class.

### ANSWERS

1. Tharp and Heezen used echo sounders.
2. An educated guess is one that is made based on information already known.

## 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

## Study Skills: Using Maps

Have students look at the map of the seafloor by Tharp and Heezen, and compare it to the maps of Earth before and after continental drift as shown on page 71. Ask students to talk about how the drift affected the location of oceans around the world.

## Across the Curriculum: Art

As students read about the map that was painted by Heinrich Berann, encourage them to think of ways they can use art to improve something they see in their science books. Have them look through their science books and draw a model or map of something they can make or improve upon.

## An Artist Improves the Ocean Map

At last, Tharp and Heezen had enough data. They could plot a complete map of Earth's oceans. But they wanted their map to be as attractive as it was accurate. As a result, they sought the aid of Heinrich Berann.

Berann's career as a map artist would never have happened if it weren't for another bold young woman. His young daughter was disappointed by the maps she saw published in the popular magazine *National Geographic*. She decided to write a bold letter. "I've been looking at your maps," she wrote, "and my father can paint better than you can." Her letter was persuasive enough that the magazine's editors went to Austria to see Berann's art. They were so impressed, they hired him to paint for the magazine.

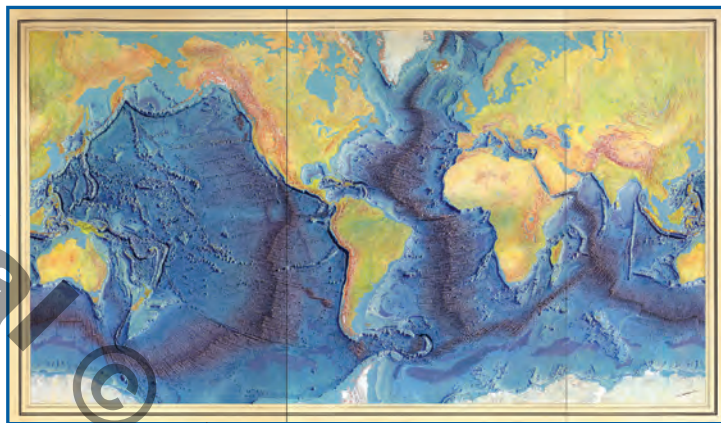
Berann's art was a perfect match for Tharp and Heezen's science.

## A Map Changes the World

Marie Tharp's dedication proved that maps don't just describe the world. They have the power to change it. She and Heezen published a complete map of the seafloor in 1977, and people were amazed.

Looking back on her extraordinary life, Tharp wrote, "The whole world was spread out before me (or at least, the 70 percent of it covered by oceans). I had a blank canvas to fill with extraordinary possibilities, a fascinating jigsaw puzzle to piece together: mapping the world's vast hidden seafloor."

▼ The Tharp-Heezen map of the seafloor, painted by Berann, shows the spectacular forms hidden under the sea.



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## Fluency Activity

Model reading page 73 aloud, reading with expression. Then have students practice reading the page aloud.



▲ Cleaning the ocean can save sea life.

## You Can Help the Oceans

Marie Tharp recognized the importance of oceans. She knew that they cover 71% of Earth's surface and contain 97% of Earth's water. Her mapping helped us understand this vast resource. Today, young people around the world are working together to make sure the oceans stay safe and clean.

In Hawaii, a group of young visitors decided not to spend their vacation lying on the beach all day and playing in the surf. Instead, they joined shore clean-up crews to clear away plastic, netting, and other waste. Thanks to their hard work, the beaches were cleaner and safer for both people and animals.

Plastic in the ocean is a big problem. Experts estimate there are about 46,000 pieces of plastic in every square mile of ocean. The result is deadly. Each year, about 10,000 marine animals get tangled in this debris and die. Some young people are working hard to solve the plastic problem.

After seeing the problem firsthand, a sixteen-year-old inventor came up with a daring solution. He dreams of using ocean currents to help clean up the ocean. He founded a research team that hopes to use huge floating filters to remove plastic from the water.

Other young people focus on education. They know that the best way to keep oceans clean is not to pollute them in the first place. In Hong Kong, one class created posters to encourage people to stop using plastic shopping bags.

What will you do to protect the ocean?

### Before You Go On

1. Why did the mapping scientists seek the aid of Heinrich Berann?
2. What is the young inventor's idea for cleaning up the oceans?

### On Your Own

Why do you think people are so curious about the ocean and try so hard to protect it? Explain.

Reading 1 73

## Check for Comprehension

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

## Before You Go On

Point out the Before You Go On box, and have pairs of students read and answer the questions. Remind students that these questions will help them monitor their progress. Remind them to go back to the text if they don't know the answers to the first two questions.

## ANSWERS

1. Berann's map was better than any that had existed before.
2. The inventor's idea is to use ocean currents to push debris to areas where they can be removed with huge floating filters.

## 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. 32–36

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.

### ANSWERS

1. flat, featureless, blank
2. locate airplanes that had crashed and sunk
3. unfair rules and prejudices
4. They wanted to cover the whole ocean.
5. She was probably frustrated, angry, disappointed, but determined.
6. hodgepodge of information, incomplete, needed to fill in the gaps
7. Answers will vary.
8. Answers will vary.

## In Your Own Words

Read aloud with students the instructions for this exercise and ask them to work in pairs. Explain that the text features and headings for “Deep Mapping” are in the left-hand column, and the main idea for that section belongs on the right. Model the first example. Then ask partners to complete the chart and take turns summarizing the text.

### Reading 1

## Review and Practice

### Comprehension



#### Recall

1. How did mapmakers show the oceans before Tharp and Heezen's work?
2. What did Marie Tharp and Bruce Heezen do on their first project together?

#### Comprehend

3. What were some of the **challenges** for a woman scientist in the 1940s?
4. Why did Tharp and Heezen want to explore the oceans beyond areas near the coasts?

#### Analyze

5. How do you think the author felt about the kinds of decisions Tharp and Berann's daughter made? Explain.
6. In the first years of the mapping project, why was it necessary to make educated guesses?

#### Connect

7. Which of Marie Tharp's challenges was the greatest? Explain.
8. Would you recommend this article to others to read? Why or why not?

### In Your Own Words

In your notebook, make a chart like the one below. Write the main idea of each section of the article. Then use this information to summarize it for a classmate. The first one is done for you.

Text Feature and Title	Main Idea
<b>Introduction:</b> Deep Mapping	Marie Tharp and Bruce Heezen proved that the same features we see on land are also under the ocean.
<b>Heading:</b> From Land to Sea	
<b>Heading:</b> The Power of the Ping	
<b>Heading:</b> A Deeply Surprising Discovery	
<b>Heading:</b> An Artist Improves the Ocean Map	
<b>Heading:</b> A Map Changes the World	
<b>Sidebar:</b> You Can Help the Oceans	

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▲ Research ships use echosounders to map the seafloor.



## 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.8.2, RI.8.3, RI.8.10, W.8.3, W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e, W.8.4, W.8.5, W.8.10, SL.8.1, SL.8.6, L.8.1, L.8.2, WHST.6–8.4, WHST.6–8.5

**Teaching the standards:** SL.8.1.a, SL.8.1.d, SL.8.2, RH.6–8.10

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

## Differentiated Instruction

### Beginning

Write *Marie Tharp* on the board. Assist students in locating her name in the text and captions. Then write a sentence frame on the board and help students read and complete it.

### Early Intermediate/Intermediate

Have students use the headings in the summary chart as a guide to skimming for information to complete the chart.

### Early Advanced/Advanced

Monitor how students search the text as they answer questions. Provide guidance in skimming as needed.

## Discussion

Discuss with a partner or in a small group.

1. What character traits do you think were most important to do what Tharp and Heezen were able to do? Why?
2. What do you think Tharp's most important contribution to the field of science was? Explain.



**What are the benefits of facing challenges?** How did Tharp benefit from facing the challenges she did? How did others? Explain.

## Read for Fluency

It is often easier to read a text if you understand the difficult words and phrases. Work with a partner. Choose a paragraph from the reading. Identify the words and phrases you do not know or have trouble pronouncing. Look up the difficult words in a dictionary.

Take turns pronouncing the words and phrases with your partner. If necessary, ask your teacher to model the correct pronunciation. Then take turns reading the paragraph aloud and giving each other feedback.

## Extension

Work with a partner to write a front-page news headline and article about Tharp's achievement. Use an attention-grabbing headline, such as "New York Woman Maps Ocean Floors." Be sure to answer the 5Ws: *Who? What? Where? When? Why?* When you are satisfied with your article, share it with the class. Arrange your articles for the front page of a newspaper on a bulletin board.

## 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.

## Learning Strategy

To better acquire and understand new academic language, use and reuse these words in meaningful ways in your writing.

Reading 1 **75**

## Listening Skill

Point out that listening to the speaker without interrupting helps the speaker concentrate on what he or she is saying.

While students are engaged in the discussion on page 75, 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

Point to the discussion questions in the student edition. Divide students into small groups and provide a discussion starter for each question. For the first one, **SAY:** *What are some character traits of someone who can explore an unknown area of science and introduce new knowledge to the world?*



**The Big Question** What are the benefits of facing challenges? Guide students in a discussion about groups of people they may have read about or seen on TV who overcame challenges to make new discoveries or inventions. Examples may include other females who excelled in the areas of science, politics, or business.

## Read for Fluency

Have students work with a partner. Guide students in selecting a paragraph for oral reading. For best results, students should select a paragraph they enjoyed reading silently.

## Learning Strategy

Explain to students that using new language in their writing is one of the best ways of acquiring new vocabulary. By finding opportunities to use new academic words meaningfully in their writing, students will gain command over this important vocabulary.

## Extension

Help students answer the 5Ws as they write their news article about Tharp's achievements. Guide the class to use computers to arrange the articles into a newspaper format.



# Grammar

## Teaching Resources

- Audio
- Workbook, pp. 38–39

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

## Simple and Compound Sentences

Tell students that they will learn about simple and compound sentences, including how to combine two simple sentences into one compound sentence.

### Grammar Skill

Read the grammar skill aloud with the class. Remind them that the predicate tells about the subject and it contains an action or linking verb.

### Grammar Check

Point out the Grammar Check box and read the question aloud. Answer: **two**

#### Practice A

Read aloud the directions for this practice exercise.

#### ANSWERS

2. The sound traveled through the water, and an echo returned to the surface.
3. Tharp was excited to share her findings with Heezen, but he dismissed her interpretation as "girl talk."
4. They wanted an attractive map, so they sought help from an artist.

#### Practice B

Read aloud the directions for this practice exercise.

#### ANSWERS

1. , but; C
2. and; S
3. and; S

#### Apply

Help students to find examples of simple and compound sentences in the reading.

#### Reading 1

### Grammar

#### Simple and Compound Sentences

A complete sentence has a subject and a predicate. The subject is what or whom the sentence is about. The predicate tells something about the subject and contains either an action verb or a linking verb.

A simple sentence contains a subject and a predicate. A simple sentence may also contain an object, a predicate adjective or predicate noun, prepositional phrases, adverbs, or adjectives.

action verb	object	prepositional phrase	linking verb	adjective	prepositional phrase
subject			noun	adverb	
They explored the outlines of lakes, rivers, and streams.			His daughter was very disappointed by the maps.		

A compound sentence joins two simple sentences or independent clauses with a conjunction. Use a comma when joining the clauses.

They published a map of the seafloor in 1977, **and** people were amazed. She began looking for other work, **but** then she met Bruce Heezen.

#### Practice A



38

Copy the pairs of simple sentences below into your notebook. Rewrite them as compound sentences, using the conjunction in parentheses.

1. Tharp worked for an oil company. She wasn't satisfied there. (but)  
Tharp worked for an oil company, but she wasn't satisfied there.
2. The sound traveled through the water. An echo returned to the surface. (and)
3. Tharp was excited to share her findings with Heezen. He dismissed her interpretation as "girl talk." (but)
4. They wanted an attractive map. They sought help from an artist. (so)

#### Practice B



38

Complete the sentences with *and* or *but*. Use a comma when necessary. Identify each sentence as *simple (S)* or *compound (C)*.

1. They didn't know the exact depth \_\_\_\_\_ they knew it was more than a kilometer. \_\_\_\_\_
2. The noise was very loud \_\_\_\_\_ continuous. \_\_\_\_\_
3. She had a theory \_\_\_\_\_ presented it to us. \_\_\_\_\_

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Unit 2

#### Grammar Skill

Remember that action verbs, such as *go*, *sing*, and *think*, show action. Linking verbs, such as *be*, *become*, and *feel*, connect the subject with information about it.

#### Grammar Check

✓ How many independent clauses does a **compound sentence** contain?

#### Apply

Find two simple sentences and two compound sentences in the reading. Then compare what you found with a partner.

### Accelerate Language Development

#### Simple and Compound Sentences

Beginning students often need help with basic vocabulary. Intermediate students have a limited ability to use the English language to express their ideas in writing. Their sentences are short and simple. They are most comfortable using simple sentences. Help Advanced students combine simple sentences using linking verbs and prepositional phrases correctly.

### Agreement in Simple and Compound Sentences

In a sentence, the verb must agree in number with the subject. If the subject is singular, then the verb must be singular. If the subject is plural, then the verb must be plural. Be sure you are consistently using the correct form of the verb (present, past, etc.).

singular subject and verb

**SIMPLE SENTENCE:** Her letter was persuasive enough.

singular subject and verb, simple past

plural subject and verb, simple past

**COMPOUND SENTENCE:** **Tharp** was in college, but many scientific **fields** were closed.

Be careful that all nouns and pronouns agree. Each pronoun should correctly refer to its antecedent, or the noun that comes before it.

**Tharp** was excited to share **her findings** with **Heezen**, but **he** dismissed **them** as "girl talk."

[*Her* refers to antecedent *Tharp*; *he* refers to antecedent *Heezen*; *them* refers to antecedent *findings*.]

#### Practice A



Write the word in parentheses that best completes each sentence.

- We opened our books. (our / my)
- When \_\_\_\_\_ reached the oceans, the mappers simply gave up. (he / they)
- Women \_\_\_\_\_ not treated equally. (was / were)
- She faced \_\_\_\_\_ own challenges. (her / his)

#### Practice B



Complete the sentences with the pronoun that matches its antecedent.

- The researchers presented their findings.
- My friend Cathy left \_\_\_\_\_ bag at my house.
- I was surprised that the teacher couldn't remember \_\_\_\_\_ name.
- The echo sounder presents the data on \_\_\_\_\_ screen.

#### Grammar Skill

Sometimes a subject is separated from a verb by a phrase or clause: The **windows** on the house were **broken**. Identify the subject and make sure it agrees in number with the verb.

#### Grammar Check

✓ What should verbs always agree with in **simple** and **compound** sentences?

#### Apply

Write four sentences describing a member of your family. Then tell a partner about the person. Be sure your sentences follow the rules of agreement you have learned.

**Example:** My cousin Amelia is a ballet dancer. Her \_\_\_\_\_

Reading 1 77

## Agreement in Simple and Compound Sentences

Tell students that they will learn how simple and compound sentences should be constructed so they agree in both subject and number.

### Grammar Skill

Read the grammar skill aloud with the class. Point out additional instances in which a subject is separated from its verb by a phrase or a clause.

### Grammar Check

Point out the Grammar Check box, and read the question aloud. Answer: **number and subject**

#### Practice A

Read aloud the directions for this practice exercise.

#### ANSWERS

2. they      3. were      4. her

#### Practice B

Read aloud the directions for this practice exercise.

#### ANSWERS

2. her      3. my      4. its

#### Apply

If students have trouble writing descriptive sentences about a family member, allow them to write about a friend.

# Writing

## Teaching Resources

- Workbook, p. 40
- Assessment, pp. 47–50
- Worksheets, Writing Model 26
- GO 1: Basic Concept Map

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

## Write a Story with a Starter

Remind students that they will be writing a fictional narrative. Explain they will learn some skills writers use to write stories.

Read the information at the top of the page as well as the Writing Prompt. **SAY:** *An important aspect when writing a story is its setting. To describe a setting, you need to include details about the time (year, month, time of day) and place (country, state, neighborhood, home) of a story's action. You will be writing a fictional narrative. You will begin with this sentence starter: The view was unlike anything I had ever seen before.* Remind students to use prepositions that describe when, where, and in what direction the action in the story takes place. Also remind students to use the present and past progressive correctly.

## Prewrite

Have students read the bulleted steps. Tell students to write about the setting of their story in their notebooks. Then guide students in using this information to complete the graphic organizer.

### Reading 1

## Writing

### Write a Story with a Starter

At the end of this unit you will write a fictional narrative. To do this, you will need to learn some of the skills writers use to write narratives, or stories. An important aspect of a story is its setting. To describe a setting, you need to include details about the time (year, month, time of day) and place (country, state, neighborhood, home) of a story's action.

### Writing Prompt

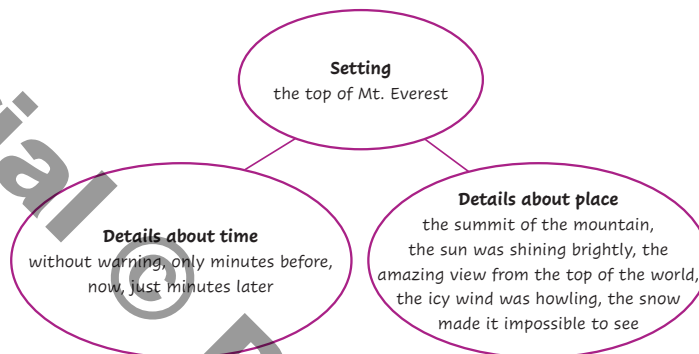
Write a fictional narrative. Begin your story with the following starter: *The view was unlike anything I had ever seen before.* Use simple and compound sentences that describe the scene and action in the story.

- 1 **Prewrite** Begin by thinking of a setting for your story.

- Close your eyes and visualize the setting: Where is it? What time of day or night is it? What can you see?
- Name the setting in the top bubble of your word web.
- Add details about the time and the place in the lower bubbles.



Here's a word web created by a student named Madeline. She used this story starter: *The storm had closed in on us without warning.* Then she used a word web to organize details about the setting.



78 Unit 2

## Accelerate Language Development

### Fictional Narratives

Beginning students and Intermediate students have a limited ability to use the English language to express their ideas in writing. They are most comfortable using the present forms of verbs. Their sentences are short and simple. These students may have difficulty describing a setting for a fictional narrative. Help these students by using graphic organizers in the prewriting stage of their work. Advanced and Advanced High students develop fictional narrations and descriptions 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 word web to help you write a first draft.

- Use the story starter to lead into the description of the setting.
- Describe the place and the time.
- Use simple and compound sentences correctly.

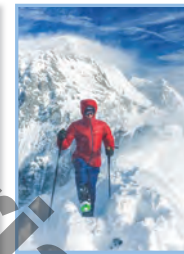
## 3 Revise Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to check your work. Then revise your draft, using the editing and proofreading marks listed on page 401.

## 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 story 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 Madeline's story. Notice how she establishes the setting of her story.

Madeline Shaw	
View from the Top	
The storm had closed in on us without warning. We had reached the summit of the mountain only minutes before, and the sun was shining brightly. All of the climbers were exhausted, but so happy to have completed the brutal climb up Mt. Everest. Surprisingly, there was silence as everyone marveled at the amazing view from the top of the world and what we had accomplished. Now, just minutes later, everything had changed. The icy wind was howling and the snow made it impossible to see more than a few steps ahead. We could feel a sense of panic growing among us as the reality of our situation became clear. Would we ever make it back down the mountain?	



### Writing Checklist

#### Ideas:

- ☐ I used the story starter.

#### Word Choice:

- ☐ I used words that clearly establish the setting.

#### Conventions:

- ☐ I used correct agreement of subjects and verbs in simple and compound sentences.

## 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 them to read their drafts at least six times, answering each one of the questions in the checklist. **SAY:** *Revising gives you a chance to look at your fictional narrative again. Read it slowly. Think about what you have written. Have you described the place or setting using simple and compound sentences? Have you told when, where, and in what direction the action of the story takes place? Is your writing clear? Think of other ways to make it better.*

After students revise, have them exchange their fictional narratives with a partner. If the elements are not clear, have the partner suggest revisions.

## Writing Checklist

Have students use the Writing Checklist notes to evaluate their final draft.

**Ideas** Check that students used an interesting story starter.

**Word Choice** Check that students included signal words when describing the mysterious place.

## 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 writing checklist to evaluate each other's work.

## Publish

Students can present their fictional narratives. Allow time for students to practice reading their fictional narratives. 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](#).

Objective

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

- Students will be able to identify how family members in a personal narrative and poem respond when someone in the family faces a challenge.

**The Big Question** Remind students that the Big Question is “What are the benefits of facing challenges?” The main character of the personal narrative came to the United States from China with her family and faced many challenges. Ask volunteers to discuss challenges they have faced and the benefits of overcoming them.

Encourage students to share their prior knowledge of and experiences with moving. Explain that remembering what they already know and sharing their knowledge with their peers will make it easier for them to understand the new words and concepts they will read about.

Build Background

Read over the Build Background section. Locate China on a map and discuss how students think the narrator may have traveled to the United States. (For example, by plane from Beijing to New York City.)

Understanding the Genre: Personal Narrative and Poetry

Explain that a personal narrative is a work of nonfiction about the writer’s personal experience.

Poems frequently rely for their effect on descriptive language and the musical qualities of the words used.

Reading 2

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Literary terms, word study
- Reading strategy: Identify problems and solutions
- Text type: Literature (personal narrative and poetry)

Grammar

- Gerunds as subjects and subject complements
- Gerunds as objects

Writing

- Rewrite a familiar story

THE BIG QUESTION

**What are the benefits of facing challenges?** Moving to a new city, state, or country can be overwhelming. You have to say good-bye to your friends, you might have to go to a new school, and you might live among people who speak a different language or have different beliefs or customs from your own.

Have you ever moved to a new place? Where did you move? What challenges did your family face there? How was the move beneficial for your family? Use your prior experiences to discuss these questions with a partner.

Learning Strategy

Think about your prior experiences. Compare any new information you learn to those experiences. This will make new information more meaningful to you easier to understand.



▲ A family moves into their new home.

Build Background

In this section, you will read a personal narrative called “**Five New Words at a Time**” and a poem, “**Quilt**.” In a personal narrative, the writer tells about something he or she experienced. In the narrative you are about to read, the writer tells about moving to a new country and having to learn a new language.

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.8.3, RL.8.6, RL.8.4, L.8.4.b, L.8.4.c, L.8.4.d, L.8.6

**Practicing the standards:** L.8.4.a

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

Differentiated Instruction

Beginning

Use the pictures of the family moving and the student working to build concrete vocabulary.

Early Intermediate/ Intermediate

Have students identify at least one of the challenges associated with moving in each of these categories: school, friends, getting around. Guide students to use complete sentences.

Early Advanced/ Advanced

Have students develop analytic study skills by using a pros and cons chart to talk about experiences associated with moving. Have them share their charts with the class.

## Vocabulary

### Learn Literary Words

As you have learned, a plot is a sequence of related events within a story. The people involved in those events are called **characters**. You can learn about characters' traits, feelings, and actions by paying attention to their involvement in story events, what they say, and what other characters in the story say about them.

**Point of view** refers to the narrator, or person telling the story. When a person tells a story using the pronouns *I*, *me*, *my*, or *we*, the story is in the first-person point of view. Personal narratives use the first-person point of view.

#### First-person point of view:

Today is my first day at this school. I'm nervous. I don't know English that well, and I'm afraid this will keep me from making new friends.

In other stories, the narrator uses the pronouns *he*, *she*, or *they* to refer to the characters. These stories are told from the third-person point of view.

#### Third-person point of view:

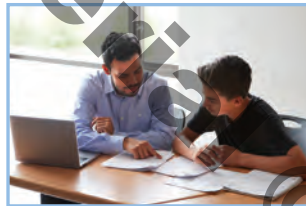
Leila was nervous on her first day of school in the United States. She missed her friends and teachers in Ecuador.

### Practice



Write the sentences below in your notebook. Identify the point of view in each sentence. Then change those sentences in the first-person point of view to the third person, and those sentences in the third person to the first person. Take turns reading the sentences aloud with a partner.

1. I moved to Mexico City earlier this year.
2. He didn't know what to say so he was quiet.
3. We meet every day after school.
4. "How do you like your tutor?" my teacher asked.
5. I answered, "He is very helpful."



▲ A student works with a tutor.

### Literary Words

characters  
point of view



## Vocabulary

### Learn Literary Words

Play the audio. Have students listen and repeat. If you are not using the audio, read the Literary Words aloud. **SAY:** *These words are called Literary Words because in a discussion of literature, they have a unique meaning. Read the paragraph in your book that defines characters and point of view.*

Write the following on the board:

- **characters:** the people or animals involved in the events of a narrative
- **point of view:** point of view lets the reader know who is telling the story

**SAY:** *If I wanted to write a story about Leila starting at a new school, she would be the main character. If I wanted to tell my own story about starting at a new school, I would write from the first-person point of view.*

Have students read the examples in the boxes of first- and third-person point of view. Model more examples.

### Practice

With students, read the directions for completing the practice exercise and model the first sentence.

#### ANSWERS

1. first-person; She moved to Mexico earlier this year.
2. third-person; I didn't know what to say so I was quiet.
3. first-person; They meet every day after school.
4. first-person; "How do you like your tutor?" her teacher asked.
5. first-person; He answered, "He is very helpful."

# 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.

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

**Expand:** Our math teacher's **approach** in teaching made the subject very interesting.

**Ask:** What **approach** will the trainer take to train the pony?

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

**Expand:** It is fun to **communicate** using a code.

**Ask:** How do people **communicate** with non-hearing people?

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

**Expand:** Our country has many natural **resources**.

**Ask:** Why is it important to teach people to use **resources** wisely?

Repeat the routine with the word *response*.

## Practice

Model the answer to the first question.

### ANSWERS

Possible responses:

1. I use a friendly approach when trying to make new friends.
2. You can communicate some things using gestures.
3. Some of the resources I use at school are paper, pens, and a dictionary.
4. My response to the idea of an extended school year is a mixed one.

## 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. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read "Five New Words at a Time" and "Quilt," try to use these words to respond to the texts.

#### Academic Words

approach  
communicate  
resources  
response

<b>approach</b> = a way of doing something or dealing with a problem	➡	Our teacher's <b>approach</b> was a lot of fun. She encouraged us to play word games every day.
<b>communicate</b> = express your thoughts or feelings so other people understand them	➡	When I came to the United States, it was difficult to <b>communicate</b> with my classmates because I did not speak English.
<b>resources</b> = a supply of materials used to complete a task	➡	I used <b>resources</b> , like a dictionary and a thesaurus, to complete my homework.
<b>response</b> = something that is said, written, or done as a reaction or reply to something else	➡	My <b>response</b> to the teacher's question was correct.

### 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 **approach** do you use when trying to make new friends?
2. How do you **communicate** with someone who does not speak your language?
3. What kinds of **resources** do you use in school?
4. What is your **response** to the idea of an extended school year?



▲ These students use a friendly approach to make new friends at school.

### Linguistic Note Usage of *un-* and *in-*

English learners may have difficulty knowing when to use *un-* and when to use *in-*, particularly because both mean *not* or *the opposite of*. There are no hard and fast rules that dictate usage, but there are a few rules of thumb: *un-* is used before an English base word of Germanic origin; *in-* is used before a base word of Latin origin. Examples: *Unbelievable* versus *incredible*, or *uneaten* versus *inedible*. Other examples are: *indecipherable/unreadable*, *insignificant/unimportant*. Point out that this rule does not always apply. The adjective *unstable* follows the rule, but the corresponding noun, *instability*, does not; *undecided* follows the rule, *indecision* does not.

## Word Study: Prefixes *im-*, *over-*, *un-*, *after-*

Prefixes are groups of letters added to the beginning of base words to change their meanings. Learning how to quickly identify and pronounce prefixes will help you as you sound out words. Memorizing the meanings of prefixes will help you understand new and unfamiliar words.

Prefix	Meaning	Base Word	New Word
im-	not	perfect	imperfect
over-	too much	do	overdo
un-	not	equal	unequal
after-	after	word	afterword

## Learning Strategy

To acquire grade-level vocabulary, actively memorize new prefixes and their meanings. To help remember words with prefixes, be sure to review them often.

## Practice

Work with a partner. Look through “Five New Words at a Time” and find words with the prefixes shown above. Write each in your notebook, as well as a definition for each word. Then use a dictionary to check your work.

## Reading Strategy

## Identify Problems and Solutions

Identifying problems and solutions helps you understand a text better. To identify a problem that a character must solve and its solution, follow these steps:

- What problem or problems does the person or character have?
- Think about your own experience and what you would do to solve the problem.
- Remember that there may be more than one solution to a problem.

As you read “Five New Words at Time,” ask yourself what problems the characters experience. How do they try to solve their problems? Are they able to find solutions, or not?

## Word Study: Prefixes *im-*, *over-*, *un-*, *after-*

Read aloud the opening paragraph and review the meanings of the prefixes *im-*, *over-*, *un-*, and *after-*. Explain that in English, prefixes create many new words when added to a base word. Review the examples on the chart, and model some others, e.g., *impatient*, *overtake*, *unpleasant*, *afterwards*.

## Learning Strategy

Point out that memorizing the meanings of common prefixes will help students understand longer words and will build their vocabularies.

## Practice

With students, read the directions for this exercise. Make a three-column chart on the board. Label the first column *Prefix*, and below it write *im-*, *over-*, *un-*, and *after-*. Label the second column *Word*, and the third column *Definition*. Have students copy the chart into their notebooks. Model the first word from the story. **SAY:** *On page 84, I see the prefix im- in the word impossible. I'll write impossible in the Word column. In the Definition column I will write not possible.* Have students complete the exercise as they read the story.

## ANSWERS

Prefix	Word	Definition
im-	impossible	not possible
over-	overcrowded	too crowded
un-	unfamiliarity	not being familiar
after-	afternoon	after noon

## Reading Strategy: Identify Problems and Solutions

On the board, copy the steps for identifying problems and solutions. **SAY:** *What do we mean by a problem and a solution?* Review the bulleted list with students and ask them to keep these steps in mind as they read “Five New Words at a Time.”



Teaching Resources

- Teacher’s Resource Book, p. 97
- Audio

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

Five New Words at a Time

In her personal narrative, Yu-Lan Ying describes her difficulties learning English after she and her family move to the United States from China. Her mother demonstrates love and strength in the way she helps Yu-Lan. The poem “Quilt” is also about the strength that a family gives.

**The Big Question** Remind students that the Big Question is “What are the benefits of facing challenges?” Point out that family members can be very helpful when someone in the family is facing a challenge.

Set a Purpose for Reading

Tell students to pay attention to how families respond to challenges in the next two readings. Explain that they will have to present details that support their answer to the question and to explain how the readings relate to the Big Question.

Preteaching Boldfaced Words

In pairs, have students read aloud the boldfaced words and their definitions. Answer any questions students have about the use of a word or its meaning before reading the selection. Model using the words in original sentences. Then ask for volunteers to do the same.

Scaffolding: Listen and Read

Have students listen to the audio as they read the selection to themselves. Then have student pairs alternate reading aloud paragraphs from the selection.

Reading Skill

Tell students to write down the words they don’t understand as they read. Encourage them to ask for and give support to one another after they read by asking about and explaining the meanings of unfamiliar words in the text.

Literature  
Personal Narrative  
and Poetry

**Set a purpose for reading** As you read, pay attention to the families described in the texts. What is the response of each family to challenging situations?

Five  
New Words  
at a Time

Yu-Lan (Mary) Ying

My family came to America in 1985. No one spoke a word of English. In school, I was in an English as a Second Language class with other foreign-born children. My class was so overcrowded that it was impossible for the teacher to teach English properly. I **dreaded** going to school each morning because of the fear of not understanding what people were saying and the fear of being laughed at.

At that time, my mother, Tai-Chih, worked part time in a Chinese restaurant from late afternoon till late in the night. It was her unfamiliarity with the English language that forced her to work in a Chinese-speaking environment. Although her job **exhausted** her, my mother still woke up

**dreaded**, worried about  
**exhausted**, tired

Reading Skill

Identify the words you don’t understand as you read and ask your teachers or peers for help with those words.



84 Unit 2

Common Core State Standards

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

The following standards apply to pages 84–87.

Teaching the standards: RL.8.1, RL.8.3

Practicing the standards: RL.8.10

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

Differentiated Instruction

Beginning

Allow students to use their native languages to discuss in pairs or small groups their own thoughts about the challenges of learning English.

Early  
Intermediate/  
Intermediate

Have students identify more than one meaning (using a dictionary if needed) for *resources*, *response*, and *approach*.

Early Advanced/  
Advanced

Have students find synonyms for the Academic Words that they can use to talk about the story and respond to questions.

early in the morning to cook breakfast for my brother and me. Like a hen guarding her chicks, she never **neglected** us because of her **fatigue**.

So it was not surprising that very soon my mother noticed something was troubling me. When I said nothing was wrong, my mother answered, "You are my daughter. When something is bothering you, I feel it too." The pain and care in her moon-shaped eyes made me burst into the tears I had held back for so long. I explained to her the fear I had of going to school. "Learning English is not impossible," my mother said. She cheerfully suggested that the two of us work together to learn the language at home with books. The **confidence** and determination my mother had were **admirable** because English was as new to her as it was to me.

That afternoon I saw my mother in a different light as she waited for me by the school fence. Although she was the shortest of all the mothers there, her face with her welcoming smile and big, black eyes was the most promising. The afternoon sun shone brightly on her long, black hair creating an **aura** that distinguished her from others.

My mother and I immediately began reading together and memorizing five new words a day. My mother with her encouraging attitude made the routine fun and interesting. The fact that she was sacrificing her resting time before going to work so that I could learn English made me see the strength she possessed. It made me admire my mother even more.

**neglected**, failed to take care of  
**fatigue**, tiredness  
**confidence**, belief in oneself  
**admirable**, worthy of respect  
**aura**, quality or feeling

## LITERARY CHECK

Who are the **characters** in this story?

## 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.

## Before You Go On

1. Why was Yu-Lan afraid to go to school?
2. What did her mother suggest to help Yu-Lan learn English?

## On Your Own

What do you think of Yu-Lan's mother's solution? What are the benefits? Explain.

Reading 2 85



## Literary Check

Tell students to read the question in the margin before reading the text on the page so they know what to look for as they read. Remind them that they learned the Literary Word *characters* on page 81. Answer: **The characters are the mother, Tai-Chih, and the daughter, Yu-Lan.**

## Listening Skill

As students listen, direct their attention once again to the boldfaced words and their definitions at the bottom of the page. Make sure students understand the meanings of the words. Have students make new sentences using the words after they have listened to the audio.

## Check for Comprehension

Check students' understanding of the reading. If you are using the audio, pause the recording.

## Before You Go On

Remind students that these questions will help them monitor their progress. Put students in pairs to answer the questions. Encourage them to share their answers with the class.

## ANSWERS

1. Yu-Lan was afraid of being laughed at for not speaking English.
2. Her mother suggested that they both work together every day to learn five new words at a time.

## On Your Own

Have students write an answer to the On Your Own question on a separate sheet of paper. 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 language learners. Teach the following words and terms before they read:

- foreign-born
- overcrowded
- saw in a different light
- admiration

Reading 2

Literary Check

Remind students that they learned the term *point of view* on page 81 and they can review its meaning by turning to that page. Answers: Yu-Lan's. She says / when referring to herself.

Preteaching Boldfaced Words

In pairs, have students read aloud the boldfaced words and their definitions. Answer any questions students have about the use of a word or its meaning before reading the selection. Make sure that students understand each boldfaced word. If appropriate, ask students to generate original sentences using the words.

Model the Reading Strategy: Identify Problems and Solutions

Have students go back to page 83 and review the steps for identifying problems and solutions. Use these questions and suggestions to stimulate class discussion about how Yu-Lan and her mother solved Yu-Lan's problem.

Develop an Awareness of Cognates		
Help students develop an awareness of cognates.		
English	Spanish	Haitian Creole
communicate	comunicar	kominike
resources	recursos	resous
response	respuesta	repons
imperfect	imperfecto	enparfèt
problems	problemas	pwoblèm



Very soon, I began to comprehend what everyone was saying and people could understand me. The person solely responsible for my accomplishment and happiness was my mother. The reading also helped my mother learn English so that she was able to pass the postal entrance exam.

It has been seven years since that reading experience with my mother. She is now forty-three and in her second year at college. My brother and I have a strong sense of who we are because of the strong values my mother established for herself and her children. My admiration and **gratitude** for her are endless. That is why my mother is truly the guiding light of my life.

**gratitude**, thankfulness, appreciation

**LITERARY CHECK**

From which character's **point of view** is this story told? How do you know?

**About the Author**

Yu-Lan (Mary) Ying received her medical degree from the University of Pittsburgh Medical School. She practices in otology and neurotology in Newark, New Jersey.



## Quilt

Janet S. Wong

Our family  
is a quilt  
of odd **remnants**  
patched together  
in a strange  
pattern.

threads **fraying**,  
fabric wearing thin—

but made to keep  
its warmth

even in bitter  
cold.

**remnants**, parts of something that remain after the rest of it is gone  
fraying, becoming loose

### About the Poet

Janet S. Wong was educated at UCLA and Yale Law School. After several years practicing law, she began writing poetry and books for young readers. She lives in New Jersey with her husband and son.

### Before You Go On

1. How did Yu-Lan's mother benefit from reading with Yu-Lan?
2. What object does the speaker of the poem compare her family to? Why?

### On Your Own

Do you identify more with the story or the poem? Explain.

Reading 2 87

## Study Skills: Research

Quilts keep people warm, and some of them are homemade works of art. Quilted blankets are often made of carefully stitched scraps of fabric cut from garments that have worn out. Jackets can be quilted as well as blankets. Centuries ago, Chinese and Egyptians wore quilted clothing to stay warm. Have students look up *quilting* in an encyclopedia. Suggest some questions to stimulate research, for example, *What makes a quilted cover or jacket warm?* (A padding is sandwiched between the two outer layers) *How are they made?* (Patterns of tiny stitches keep the layers together). Ask students to find photos of quilted covers or jackets on the Internet.

## Check for Comprehension

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

## Before You Go On

Remind students that these questions will help them monitor their progress. Put students in pairs to answer the questions. Encourage them to share their answers with the class.

## ANSWERS

1. Yu-Lan's mother also learned English and eventually went to college.
2. The speaker compares her family to a quilt. It is warm even in cold (difficult) times and is made up of pieces of fabric patched together. A family is made up of an assortment of people, all "stitched together" by family ties.

## 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 question 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

Explain that students will be more convincing actors if they speak naturally and with expression.

## Reader's Theater

Performing by reading aloud is excellent practice for students. It gives them a chance to rehearse their reading several times, to increase fluency, and to improve expression and intonation. Have partners decide who will play the roles of Yu-Lan and Mother.

Have students find a quiet spot in which to rehearse. When they are ready, ask volunteers to perform before the class.

## Comprehension

Allow students to answer orally or in writing. Model the first question so students can see how to answer in a complete sentence.

### ANSWERS

1. The class was too large—there were too many people in it.
2. She could not speak English.
3. They wanted to learn English so Yu-Lan would be comfortable at school and both would have more opportunities.
4. She cared deeply about her children. She was a role model and made sacrifices for them.
5. Possible response: One can overcome difficulties in small steps.
6. Possible response: Like a quilt, the family provides warmth by caring for one another, even when times are hard.
7. Answers will vary.
8. Answers will vary.

### Reading 2

## Review and Practice

### Reader's Theater



Act out the following scene between Yu-Lan and her mother.

**Yu-Lan:** This is impossible! I'll never learn English.

**Mother:** What's the matter? You look so upset!

**Yu-Lan:** Nothing, I'm fine. How was work?

**Mother:** I can tell you're upset. What's wrong?

**Yu-Lan:** Oh, Mother, I'm so frustrated! I can't learn English. It's too difficult for me.

**Mother:** Don't they teach you English in school?

**Yu-Lan:** The class is so large. The teacher has no time to answer my questions.

**Mother:** I'm sorry to hear that, but learning English is not impossible. I need to learn English, too. Why don't we study together? Every day we will learn five new words.

**Yu-Lan:** Oh, Mother, do you really think we could?

### Speaking Skill

Speak naturally and with feeling.

### Comprehension



#### Recall

1. Why was it impossible for Yu-Lan's teacher to teach English properly?
2. Why was Yu-Lan's mother forced to work in a Chinese-speaking environment?

#### Comprehend

3. Why was it important for Yu-Lan and her mother to learn English?
4. What do the actions of Yu-Lan's mother tell you about her character?

#### Analyze

5. What did Yu-Lan's mother teach her daughter about facing challenges?
6. In the poem "Quilt," the speaker says the following about her family: *but made to keep/its warmth/even in bitter/cold*. What does this mean?



▲ A Chinese restaurant

88 Unit 2



## Common Core State Standards

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

The following standards apply to pages 88–93.

**Teaching the standards:** RL.8.2, RL.8.3, RL.8.10, W.8.3, W.8.3.a, W.8.4, W.8.5, W.8.10, SL.8.1, SL.8.6, L.8.1, L.8.1.a, L.8.2

**Practicing the standards:** RL.8.5, RL.8.7, SL.8.1.a, SL.8.2, L.8.3

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

## Differentiated Instruction

### Beginning

Have students identify five high-utility words that they already know in English.

### Early Intermediate/Intermediate

Have students identify categories that are challenging when learning a new language. Help students list ten useful words in each category. Allow time to discuss and read the lists.

### Early Advanced/Advanced

Have students apply their answer to Comprehension question 6 to the narrator's family in "Five New Words at a Time."

## Connect

- Have you ever had to learn another language? If so, what was your **approach**? What **resources** did you use?
- How effective was Yu-Lan's mother's plan for learning five new words a day? How do you know? Would you recommend it?

## Discussion

Discuss with a partner or in a small group.

- Are the family relationships described in the personal narrative and in the poem similar in any way? If so, how?
- Yu-Lan's mother encourages her daughter to learn English. Do you think it is easier to face challenges with the help and encouragement of other people? Explain.

**?** What are the benefits of facing challenges? Have you ever helped someone meet a challenge? What did you do? How did the experience make you feel?

## Response to Literature



Can you think of a recent challenge you've had to face? Compare your experience to Yu-Lan's. Complete the right column of the chart below with information about your experience. Share your chart with your peers and teacher. Ask for their feedback about how your experience compares with Yu-Lan's.



Experience	Yu-Lan	Me
Challenge	learned to <b>communicate</b> in English	
Feelings about challenge	scared, frustrated	
Approach to challenge	read with her mother and learned five new words a day	
Outcome	both mother and daughter learned English	

## Listening Skill

Respect each speaker. Listen politely even if you disagree with the speaker's ideas.

## Listening Skill

Remind students that listening politely shows respect for the speaker.

## Discussion

Before students begin their discussion, decide whether they will work as a class, in small groups, or in pairs. Consider dividing up the questions so each group has a different topic. Set up class norms to make sure that all participants are heard and that ideas are challenged but not discarded. Explain that the purpose is to allow everyone a chance to be heard. Remind students of the new vocabulary they have learned.

Model a discussion starter for each question. For the first question, **SAY:** *How would you compare the family relationships described in "Quilt" with the relationship between Yu-Lan and her mother?*

**?** **The Big Question** What are the benefits of facing challenges? Guide students in a discussion about times when they have helped friends or family members with a problem. Point out that sometimes it can help just talking about a problem, even if it can't be solved. **SAY:** *Do you think that when someone helps another to face a challenge, the person helping benefits too?*

## Response to Literature

With students, read the instructions for this exercise and copy the chart on the board. Fill in the third column of the chart by modeling an example of a challenge you have had.

# Grammar

## Teaching Resources

- Audio
- Workbook, pp. 46–47
- Reader+

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

## Gerunds as Subjects and Subject Complements

Tell students that they will learn about gerunds as subjects and subject complements.

## Grammar Skill

Read the grammar skill aloud with the class. Point out the differences between the gerund, present progressive, and present participle.

### Practice A

Read aloud the directions for this practice exercise.

#### ANSWERS

2. Piano playing
3. Eating
4. Not knowing
5. Watching

### Practice B

Read aloud the directions for this practice exercise.

#### ANSWERS

2. His/Kyle's favorite pastime is piano playing.
3. The best thing for your health is eating small meals.
4. A challenge for new students is not knowing the language.
5. A good way to learn English is watching TV.

### Apply

Monitor students as they work with their partners to think of activities that end in *-ing*. Remind students to use gerunds as the subject.

## Reading 2

## Grammar

### Gerunds as Subjects and Subject Complements

A gerund is the *-ing* form of the verb that functions as a noun. A gerund or gerund phrase is often the subject of a sentence. A gerund is singular. It is followed by a third-person-singular verb. A possessive noun or a possessive pronoun is often used before a gerund. Form the negative of a gerund with *not*.

"Learning English is not impossible," my mother said.  
Our reading also helped my mother learn English.  
Not finishing the assignment would be bad.

A gerund can also be a subject complement. A subject complement is a noun following a linking verb that defines or describes the subject.

My favorite pastime is reading. [reading defines subject my favorite pastime]

### Practice A



Complete the subject of the sentences with the gerund form of the word or phrase in parentheses.

1. (draw) Drawing is my favorite part of art class.
2. (piano play) \_\_\_\_\_ is Kyle's favorite pastime.
3. (eat) \_\_\_\_\_ small meals is the best thing for your health.
4. (not know) \_\_\_\_\_ the language is a challenge for new students.
5. (watch) \_\_\_\_\_ TV is a good way to learn English.

### Practice B



Write sentences in your notebook. Use the sentences from Practice A to create sentences with the gerund as the subject complement.

1. My favorite part of art class is drawing.

### Grammar Skill

The *-ing* ending occurs in many English words. Be careful not to mistake the gerund with the present progressive form or the present participle:  
**Studying** English is fun. (gerund)

We **are studying** English. (present progressive)  
Our English class is **interesting**. (present participle)

### Grammar Check

- ✓ What are two functions of a **gerund** in a sentence?

### Apply

Work with a partner. Think of some activities that end in *-ing* that you like to do. Take turns telling your partner about these activities, using gerunds as subjects.  
**Example:** Playing video games is my favorite thing to do.

## Accelerate Language Development

### Gerunds

Beginning learners could have difficulty with the many rules used in the English language. Intermediate and Advanced learners have a growing understanding of basic, routinely used English language structures. They should be able to understand gerunds as subjects and subject complements. If any students need additional practice, ask the students to play the game *What Am I Doing?* Out a simple gesture, such as playing the piano.

**SAY:** *What am I doing?* Ask Beginners to guess and Intermediate and Advanced learners to write a sentence on the board in response, using the proper gerunds.

## Gerunds as Objects

Gerunds and gerund phrases are often used as the object of a verb. Gerunds are used after certain verbs. These include verbs that express preferences (*like, hate, avoid*); the verbs *begin, finish, and delay*; verbs that give advice (*consider, discuss, suggest*); and verbs that describe thoughts (*recall, miss, remember*).

I dreaded **going to school** each morning.  
My mother and I began **reading together**.

Gerunds often follow prepositions and verb-preposition combinations.

I explained to her the fear I had **of going** to school.  
She was **sacrificing** her time to rest **before going** to work.

My mother **believed in taking care of** her children.  
She never **complained about having** to work hard.

### Grammar Skill

A gerund with its objects, complements, and modifiers is called a gerund phrase. For example, *going to school each day* is a gerund phrase.

### Grammar Check

✓ What is often used before a gerund?

### Practice A



Complete the sentences with the gerund form of the verbs from the box.

fly work hike watch swim

- Cindy enjoys swimming in the ocean.
- Neal began \_\_\_\_\_ the movie an hour ago.
- He wants to start \_\_\_\_\_ as a waiter when he grows up.
- She doesn't like \_\_\_\_\_ on planes.
- They finally completed \_\_\_\_\_ the mountain trail.

### Practice B



Complete each sentence with a preposition from the box and the gerund form of the verb in parentheses.

of in before about

- He always complains about doing homework. (do)
- It was the fear \_\_\_\_\_ what people were saying. (misunderstand)
- The teacher believed \_\_\_\_\_ every student. (help)
- A good breakfast is important \_\_\_\_\_ your day. (start)

### Apply

Work with a partner. Write five sentence starters using verbs on this page. Take turns completing them with gerunds and your own ideas and opinions.  
**Example:** I don't like taking tests.

Reading 2 91

## Gerunds as Objects

Tell students that they will learn that gerunds and gerund phrases are often used as the object of a sentence. They will also learn that gerunds are used after certain verbs. Students will practice standard grammar and usage, with grade-level expectations as more English is acquired.

## Grammar Skill

Read the grammar skill aloud with the class. Have students repeat the definition of a gerund phrase.

### Practice A

Read aloud the directions for this practice exercise.

### ANSWERS

2. watching
3. working
4. flying
5. hiking

### Practice B

Read aloud the directions for this practice exercise.

### ANSWERS

2. of misunderstanding
3. in helping
4. before starting

## Grammar Check

**SAY:** What is often used before a gerund?

**Answer:** a possessive noun or a possessive pronoun

### Apply

After students work together for additional practice, encourage them to share their examples with the class.



# Writing

## Teaching Resources

- Workbook, p. 48
- Worksheets, Writing Model 27
- GO 4: T-Chart
- Assessment, pp. 51–54

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

## Rewrite a Familiar Story

Tell students that they will learn how to rewrite a familiar story. They will learn that while setting is an important story element, another is point of view. In this lesson students will learn how to retell a story from a different point of view. Stories may be written from different characters' points of view.

Discuss writing a familiar story. Read the instructions at the top of the page as well as the Writing Prompt. Make sure students have a clear understanding of the term *point of view*. Give them a few moments to reflect on what story they want to retell and from what point of view they want to tell the story. **SAY:** *When you retell a story, you must choose the point of view from which you will tell the story. Each character will relate the events in the story and how they felt about them in a different way. How would each character's version of the story be different from another character's version?*

Give students an opportunity to tell what story they will be retelling and from whose point of view they will be telling the story. Remind them to use pronouns *I, me, my*, or *we* if they write in the first-person point of view. Use *he, she*, or *they* if they write in the third-person point of view.

## Prewrite

Have students choose the story they want to retell. Have students read the bulleted points aloud to assist them with organizing their writing. Work with students to list the different points of view in the graphic organizer.

### Reading 2

## Writing

### Rewrite a Familiar Story

Stories may be written from different characters' points of view. For example, the personal narrative you just read is told from Yu-Lan's point of view. Yu-Lan describes the characters and events in the story and how she felt about them. But the same events could be narrated from another character's point of view, such as Yu-Lan's mother. How would her version of the story be different from her daughter's version?

### Writing Prompt

Think about a story you know well. Rewrite it from a different character's point of view. Use the pronouns *I, me, my*, or *we* if you write in the first-person. Use *he, she*, or *they* if you write in the third-person. Try to use gerunds as the subject of a sentence, the object of a verb, and/or the object of a preposition.

- 1 **Prewrite** Begin by choosing a story to rewrite.

- What point of view was used in the story you chose?
- Whose point of view will you choose to retell the story?
- How will this change the interpretation of the events?
- How will you need to change the pronouns?
- List your ideas in a T-chart.



Here's a T-chart created by a student named Austin for retelling the story about Yu-Lan from her mother's point of view:

Yu-Lan's point of view	Mother's point of view
mother unfamiliar with English—forced to work in a Chinese restaurant	like working in a Chinese restaurant because I am able to understand others
mother never neglected us	working long hours made it difficult to spend time with my children
dreaded going to school each morning	noticed Yu-Lan seemed unhappy

92 Unit 2

## Accelerate Language Development

### Writing Supports

Beginning students need help thinking of ways to retell stories. They are able to label, list, and copy. Point of view may be confusing to them. Ask pertinent questions so that the student is able to give simple answers to retell the story. Intermediate students have enough English vocabulary to address grade-appropriate writing tasks in a limited way. To encourage them to write more, ask them to include more details in their writing. Advanced learners have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language support. These students exhibit writing features nearly comparable to native English speakers. They may have occasional difficulty with consistency when using personal pronouns to express different points of view. One method that may help all students when retelling a familiar story is to illustrate their story maps in the prewriting stage.

- 2 **Draft** Use your T-chart to help you write a first draft.
  - Remember to change the pronouns.
  - Keep in mind the feelings and opinions of the new person telling the story.
  - As you write, think about how to convey the character's point of view with your choice of words and expressions.
- 3 **Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to check your work. Then revise your draft, using the editing and proofreading marks listed on page 401.
- 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 story with your class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

## Writing Checklist

### Voice:

- ☐ I used a voice that captured the character's point of view.

### Word Choice:

- ☐ I used pronouns that correctly conveyed the character's point of view.

### Sentence Fluency:

- ☐ I used gerunds as subjects and objects.

Here is Austin's paragraph. Notice the changes in the story because of the new point of view.

	Austin Saiz
Five New Words at a Time	
Although we didn't speak English, my children and I moved to America in 1985. I quickly found a job at a Chinese restaurant. I like working there because I am able to understand what people are saying. But working long hours makes it difficult for me to spend time with my children. I am usually exhausted when I help them get ready for school in the morning. Even so, I noticed my daughter seemed unhappy. One day, I asked her what was wrong. She looked at me and burst into tears. She told me that learning English at school was impossible. I reassured her that learning a new language could be fun. In fact, I promised her that we would read books and learn the language together—five new words at a time.	



## 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, answering each one of the questions in the checklist. **SAY:** *Revising is a chance to look at your story again. Read it slowly. Think about what you have written. Have you clearly retold the story? From whose point of view are you retelling the story? Did you use the correct pronouns? Now use the Writing Checklist to correct any mistakes in grammar and spelling.*

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

Have students use the Writing Checklist questions to evaluate their final draft.

## 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 stories to the class. Allow time for students to practice reading their stories first. Remind students to save their work.

## Writing Checklist

**Voice** Check that students used a voice that captured the character's point of view. From who's point of view is the story told?

**Word Choice** Check that students used pronouns that correctly conveyed the character's point of view.

**Sentence Fluency** Check that students used gerunds as subjects and objects correctly.

# Prepare to Read

## Teaching Resources

- Audio
- Workbook, p. 49
- Reader+

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

## Objective

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

- Students will be able to identify challenges that the character Avni faced while on a shopping trip with her aunt.

**The Big Question** Remind students that the Big Question is “What are the benefits of facing challenges?” **SAY:** *Sometimes in life we are faced with medical emergencies. Do you know someone who has ever survived a medical emergency in a public place? In the story you will read, a character named Avni must respond to her Auntie Tara’s medical emergency when they are out shopping.*

Discuss with students a set of rules they can follow if they experience a medical emergency or other problem when they are in a public place.

## Build Background

Point out to students that they can be faced with challenges and emergencies at any time and that they should know how to get the help they need when out in a public place. Discuss with students what adults they can turn to in different public places, such as shopping centers, theaters, schools, or community centers.

## Understanding the Genre: Short Story

Tell students that this reading is a short story. Explain that short stories are fiction works that contain the elements of characters, plot, conflict, and setting. The stories are resolved within a shorter span than novels.

### Reading 3

## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building: Literary terms, word study
- Reading strategy: Predict
- Text type: Literature/science (short story/article)

#### Grammar

- Passive: Simple past; regular and irregular past participles
- Passive forms of the verb: Review

#### Writing

- Write a personal narrative



## THE BIG QUESTION

**What are the benefits of facing challenges?** Imagine that you are on a camping trip. You become separated from your friends and now you are alone in the woods. What would you do? Would you panic? Would you stay calm and try to figure things out? Are you the type who can think quickly on your feet? Everyone faces challenges, but it’s tough to know how each challenge will affect you until you’re in the situation. Think about what you learn about yourself and others as you face real-life challenges.

## Build Background

In this section, you will read the short story “**A Dark Day with Bright Spots,**” about a thirteen-year-old girl named Avni. Avni goes on a shopping trip with her Auntie Tara. While they are in the store, Auntie Tara has a medical emergency. What can Avni do to get her aunt the help she needs?

Then you will read the informational article “**Do This, Not That!**” In it, the writer describes what to do, and not to do, in some tough situations.



▲ Security cameras can capture emergencies that may happen in public places.

94 Unit 2



## Common Core State Standards

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

The following standards apply to pages 94–97.

**Teaching the standards:** RL.8.4, L.8.1, L.8.4.c, L.8.4.d, L.8.6

**Practicing the standards:** L.8.4.a

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

## Differentiated Instruction

### Beginning

Have students demonstrate concrete vocabulary by naming what they see in the photos on pages 94 and 95.

### Early Intermediate/Intermediate

Use the pictures to help students develop their ability to use the simple past and past participles. Help students read and orally complete sentence frames.

### Early Advanced/Advanced

Have students recall narratives the class has read recently and identify the kinds of conflicts that caused the action.

## Vocabulary

### Learn Literary Words

In literature, a **conflict** may involve a struggle between characters or may involve outside forces. In the story you are going to read, there are two conflicts: one is between characters. In the other conflict, a character is faced with a sudden and difficult situation and has to think quickly. The main conflict in the story begins as she faces something outside of her control and it evolves into a situation where she has to make a critical decision quickly. The way a character responds to conflicts reveals something about that character.

Noticing the **point of view** from which a story is told can help you understand it better. The story you are going to read is told in the first person, from the main character's point of view. In the story, the main character is the one who has to make a critical decision. Reading about this from her point of view will help you better understand how the situation affects her and her feelings about it.

### Practice



Work and discuss with a partner. Read the paragraph below. Then answer the following questions: What conflict is the character experiencing? How would the story be different if it were told from Theo's point of view? Would you have more insight into the conflict he faces? Why or why not?

The sun was shining as Theo left the farm. Soon after, a large, dark cloud passed over the sun's bright rays. A chilly wind whipped across the sky. Theo pulled the collar of his jacket up around his neck and continued to trudge toward town. He was used to cold weather, but he wasn't prepared for the driving snow that showered from the sky minutes later. The road quickly became covered in white, the path to town no longer visible. Theo lost his sense of direction. Worse yet, the damp cold began to seep through his clothing.



### Literary Words

conflict  
point of view



### Learning Strategy

Noticing words you know can help you understand literary terms and concepts. For example, thinking about struggles with thoughts and feelings can help you better understand what a conflict is.

## Vocabulary

### Learn Literary Words

Play the audio. Have students listen and repeat. If you are not using the audio, read the Literary Words aloud. Read the paragraph in the student edition defines each word. Write the following definitions on the board or on an overhead transparency:

- **conflict** a struggle involving a character or an outside force
- **point of view** the way a story is told

### Learning Strategy

Encourage students to use the words they already know in each sentence to help them figure out the meaning of the new words in context.

### Practice

Read aloud the instructions for this exercise and then the paragraph in the box on page 95.

### ANSWERS

Possible response:

The conflict is that Theo cannot find the way toward town, and he is cold. The conflict is caused by a sudden snowstorm. Theo's point of view would make his situation seem worse because it would make the reader feel his sense of panic even more.

Reading 3 95

## Review the Purpose for Reading

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



# Prepare to Read

## Teaching Resources

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

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

## Vocabulary

### 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.

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

**Expand:** Our teachers are always **available** to help us.

**Ask:** When will the new book be **available** at the bookstore?

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

**Expand:** We put out a large **display** of items to sell at the store.

**Ask:** What new merchandise does the store **display** at the holidays?

Repeat the routine for *injured* and *survive*.

## Practice

Read aloud the instructions for this exercise, and model answering the first question.

### ANSWERS

Possible responses:

1. There are grocery stores and clothing stores in my neighborhood.
2. The grocery store had a display of locally grown produce.
3. I was injured when I first learned to ride a bicycle.
4. Someone who is lost in the wilderness should walk downhill, if possible, to find sources of water.

## 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 certain texts. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read “A Dark Day with Bright Spots” and the article “Do This, Not That!,” try to use these words to respond to the texts.

#### Academic Words

available  
display  
injured  
survive

<b>available</b> = able to be used or seen	→ Clothes of all colors were <b>available</b> in the store.
<b>display</b> = a setup in a store or other location to show things easily	→ The <b>display</b> in the store showed what was on sale this week.
<b>injured</b> = hurt	→ Wear a helmet when you bike, so you are less likely to be <b>injured</b> if you fall.
<b>survive</b> = continue to live after an accident, illness, or natural disaster	→ The boy and his family hoped to <b>survive</b> the storm unharmed.

#### 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. When you go shopping in your community, what kinds of stores are **available** to you?
2. How would you describe a **display** you have seen recently in a store?
3. Have you or anyone you know ever been **injured**?
4. What advice about ways to **survive** would you give someone who is lost in the wilderness?

Getting quick care is important if someone is injured.



96 Unit 2

## Linguistic Note

### Solidified Compounds

Closed compound nouns are often also referred to as solidified compounds. Most of them have slowly developed over time. What used to be two words, one describing the other (*notebook* referring to a *book to take notes*) slowly became one *new* word (*notebook*). Point out that most compounds are stressed on the first syllable. This often helps to distinguish a compound noun from noun phrases consisting of a noun plus a verb or an adjective. Example: A white board (stress on *board*) could be any board that happens to be white, whereas a white board (stress on *white*) is the particular board used in classrooms all over the country. Examples of solid compound nouns are: *blackbird*, *wallpaper*, *bedroom*, *lawsuit*, *toothpaste*, and *housewife*.

## Word Study: Closed Compound Nouns

Compound nouns are formed by combining two or more nouns together. Some compound nouns are written as one word. They are called closed compound nouns. The word *basketball* is a closed compound noun. It is made up of two nouns: *basket* + *ball*. Look at the chart below for more examples.

Noun	+ Noun	= Compound Noun
land	mark	landmark
snake	bite	snakebite
head	ache	headache

### Practice



Work with a partner. Use the words in the box to form a closed compound noun to complete each sentence. Then take turns reading the sentences aloud.

door end	rain foot	prints way	week bow
-------------	--------------	---------------	-------------

1. He bumped his head as he walked through the \_\_\_\_\_.
2. After the storm ended, we saw a beautiful \_\_\_\_\_ in the sky.
3. We are going on a trip to the mountains this \_\_\_\_\_.
4. I thought I was alone on the beach until I saw the \_\_\_\_\_ in the sand.

### Reading Strategy Predict

Predicting helps you better understand a text and focus on a story. Before you read, predict (or guess) what the story will be about. You can also make new predictions as you're reading. To predict, follow these steps:

- View the title and look for any headings in the story to predict what it is about.
- Stop reading from time to time and ask yourself, "What will happen next?"
- Look for clues in the story and in the illustrations. Think about what you already know. Make a prediction.

As you read "A Dark Day with Bright Spots," stop and check to see if your prediction was correct. Make a new prediction if necessary.

Reading 3



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## Word Study: Closed Compound Nouns

Read aloud the opening paragraph in the student book. **SAY:** *The word compound means something that is formed by two or more parts. A compound noun is made of two or more nouns. A closed compound is a compound word that is spelled as one word, for example baseball.* Review the examples in the chart of nouns that form closed compound nouns and model others.

### Practice

Read aloud the instructions for this exercise with students. Then read the words in the box. Model completing the first sentence. **SAY:** *If I combine door and way, I'll have doorway, which makes sense in the context of this sentence.*

### ANSWERS

1. doorway
2. rainbow
3. weekend
4. footprints

### Reading Strategy: Predict

Read aloud and discuss the bulleted steps for predicting. Point out that when a reader predicts what will happen, it helps the reader focus on the content of the text.

For extra practice or homework, assign the corresponding Workbook page.

# Reading 3

## Teaching Resources

- Teacher's Resource Book, p. 97
- Audio

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

## A Dark Day with Bright Spots

The main character, Avni, goes shopping with her Auntie Tara and discovers that she must respond when Auntie Tara experiences a medical emergency in the store.

**The Big Question** Remind students that the Big Question is "What are the benefits of facing challenges?" **ASK:** *How can getting help for someone else in need be considered a challenge? How can responding to challenges like these make us stronger, more resilient people?*

## Set a Purpose for Reading

**SAY:** *Both the main character and her aunt are faced with challenges in the story. As you read, think about how Avni's challenges are different from Auntie Tara's challenges.*

## Preteaching Boldfaced Words

In pairs, have students read aloud the boldfaced words and their definitions. Answer any questions students have about the use of a word or its meaning before reading the selection.

## Scaffolding: Listen and Read

Have students read along as you play the audio recording of the reading. Ask students to listen for intonation patterns. Point out that statements and *Wh-* questions have falling intonation at the end. *Yes/no* questions have rising intonation at the end. Pause the recording at the end of each page to discuss the intonation patterns students hear and to answer any questions they may have.

### Reading 3

### Literature Short Story

**Set a purpose for reading** As you read, think about a time someone you know faced a challenge. Did you do anything to help? How did others help? What did you learn from the experience?

## A Dark Day with Bright Spots

### The Worst Day Ever Begins

Shopping for clothes is probably one of my least favorite things to do. The only thing worse than looking at clothes is trying them on. Everybody has an opinion about how you look, when I'd much rather nobody paid any attention to me.

The shopping trip was Mom's idea; I had argued that my favorite pants were just fine, but she disagreed. "Absolutely not, Avni," she said.

Uh-oh. She said my name in that tone of voice which means, "Don't argue with me." I've learned to take that tone very, very seriously.

So, grumpily, I had resigned myself to a shopping trip. But half an hour before we were going to leave, she got called into work. The look on my face must have given away my joy at this very welcome **postponement** of our shopping trip because she pointed at me and said, "That doesn't mean you're getting out of this." A moment later she was on the phone to one of her sisters. She disconnected and gave me a **triumphant** look. "Auntie Tara says she'd love to take you shopping."

I groaned. I like Auntie Tara, I really do. I mean, everybody does. But out of my seven aunties, she's the one I know the least. And she has a weird way of looking at me that makes me feel very unprotected, like she can see the thoughts inside my head. Plus, we've never spent any time alone together. Looking through clothes I won't like with someone I barely know is a recipe for disaster, as far as I'm concerned.

The door buzzed and the next thing I knew, Auntie Tara was swooping around like a joyful parrot, her colorful dress flapping behind her like wings. "This will be so much fun," she said, diving toward me. I think she wanted to pinch my cheeks, but I managed to duck out of the way before she got to me. "Just the two of us!" she squawked, pretending to ignore my **sullen** glare.

**postponement**, putting off until a later time  
**triumphant**, victorious; successful  
**sullen**, angry or unhappy

98 Unit 2



## Common Core State Standards

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

The following standards apply to pages 98–105.

**Teaching the standards:** RL.8.1, RL.8.3

**Practicing the standards:** RL.8.10

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

## Differentiated Instruction

### Beginning

Explain the situation of the story to students. Help students use the pictures to name conflicts the characters are experiencing.

### Early Intermediate/Intermediate

Have students preview the pictures and predict the kind of conflict that will drive the action of the story.

### Early Advanced/Advanced

Have students predict how the characters will work out their conflicts in the story.



I looked back at Mom, hoping maybe she'd rescue me after all, but she was busy getting ready for work and wasn't even looking at me. "Have fun, you two," she said, "and remember to try everything on before you buy it. Sometimes I think designers only care about what clothes look like on display and on the hangers."

"Don't worry, sister," said Auntie Tara, taking my hand in hers. "Avni and I will take care of each other."

## The Brightest Store in the World

Auntie Tara's grip was as strong as a boa constrictor, and I couldn't wrest my hand free. The whole way to the store, I wanted to scream that I'm way too old for holding hands, but I didn't want to hurt her feelings. She finally let go when we got inside the store, where she clapped her hands together and cried, "Look at all the beautiful fabrics!"

To me, the store looked like a rainbow had exploded. Auntie Tara was thrilled; she raced down the aisles, grabbing things for me to try on. When she started going through a stack of bright red pants, I knew I had to say something.

"I usually prefer clothes that are a little less . . . colorful," I managed.

She stroked my cheek softly. "I know you do, sweetie, but we need to get you some clothes that will help you stand out." She put the pants in our basket.

## Before You Go On

1. Why was Avni already in a bad mood before she even got to the store?
2. What does Avni's mother say to do before buying anything?

## On Your Own

Do you agree more with Avni's or her aunt's view of the shopping trip? Explain.

Reading 3 99

## 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

Put students in pairs to answer the questions. Remind students that these questions will help them monitor their progress. Remind students that when they don't know the answer to a question, they can reread the text to find the answer.

## ANSWERS

1. She did not want to go shopping, and especially not with her Auntie Tara.
2. Avni's mother says to try the clothing on before buying it.

## 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. Then collect responses to monitor students' 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 they read:

- grumpily
- resigned myself
- unprotected
- wrest

## Develop an Awareness of Cognates

Help students develop an awareness of cognates.

English	Spanish	Haitian Creole
absolutely	absolutamente	absoliman
attention	atención	atansyon
prefer	preferir	pito



# Reading 3

## Model the Reading Strategy: Predict

Have students turn to page 97 and review the steps for predicting. Then **SAY:** *Who do you predict Avni will get to help Auntie Tara?*

## Study Skills: Building Vocabulary

Tell students that the most common ways to increase their vocabulary are by listening, reading, and taking part in conversations. One of the most important skills in language learning is a student's listening skill. Tell students to listen for words they don't know when talking with others, following discussions in class, listening to the radio, listening to audio books, or watching television.

Explain that you can find out the meanings of the words by asking, listening for clues, and looking up the words in a dictionary. Stress that students should not be embarrassed about asking what a word means. It shows that they are listening and that they want to learn. Whenever possible, students should try to use the new words they have learned in conversation.

"I don't want to stand out," I said, putting the red pants back on the shelf. "I want to blend in so no one notices me. That's my goal."

Auntie Tara laughed and put the pants back in our basket. "And my goal is to help you change that ridiculous goal. You deserve all the attention in the world."

Which is exactly what I'll get if I wear any of the clothes she's picking out for me to try on. I sneaked a solid gray shirt into the basket, burying it under a blue and white striped scarf. But Auntie Tara spotted the sleeve of the shirt, pulled it out, and shook her head sadly.

"That must have gotten in there by mistake," she said, placing it back on a rack. "It's so drab and invisible."

"But I want to be invisible!" I shouted. "I get it—all these colors make you feel happy and confident. But they make me feel like a clown."

Auntie Tara didn't say anything. She just stared at me. Then all of a sudden she broke the uncomfortable silence by bursting out, "What glorious spots! They're like electric lights buzzing in the air."

That was weird even for Auntie Tara, because there was nothing with spots on it anywhere near us.

"What astonishing shapes!" she continued. I looked around again, but there was really nothing there.

### LITERARY CHECK

What is Avni's **conflict** at this point in the story?



Suddenly she grabbed a rack of clothes with one hand and her forehead with the other and crashed to the floor, bringing the rack with her. "Auntie!" I exclaimed. I knelt down and cleared the clothes from her face.

"Are you OK, Auntie?" I asked, though she obviously wasn't.

Her face looked pale and her eyes were closed. I couldn't tell if she was breathing. I put my hand in hers and squeezed lightly. She squeezed back and her eyes fluttered open. "Auntie?" I asked. She didn't answer.

"HELP!" I shouted. "Can someone help us!" For once, I wanted everyone to hear me. I wanted to be noticed.

Auntie closed her eyes again. I stood up but didn't let go of her hand. All my disagreements with her over the past hour were forgotten. I shouted again, but no one heard me; my voice wasn't loud enough.

Trying to think of how I could get attention, I looked around for a guard. Nobody. But I spotted the blinking light of a security camera high up in the corner. I let go of Auntie's hand and grabbed a huge handful of clothes and tossed them into the air. They rained down on us and formed a brilliant puddle of fabric. Twice, three times, I threw the bright clothes—shouting, "Help!"

It worked! Two clerks and a store guard came storming down the aisles. They looked really annoyed until they looked really alarmed.

"Don't worry, Auntie, you'll be OK," I said as I took her hand again and got ready to explain.

## LITERARY CHECK

What is Avni's conflict at this point in the story?

## 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

Put students in pairs to answer the questions. Remind students that these questions will help them monitor their progress. Remind students that when they don't know the answer to a question, they can reread the text or page to find the answer.

## ANSWERS

1. Avni wants to buy clothes that will help her blend in and not stand out.
2. Avni wants to be noticed so she can get help for Auntie Tara, who has fallen.

## 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. Then collect the responses to monitor students' comprehension, writing skills, and fluency.



## Before You Go On

1. What was Avni's goal for the shopping trip?
2. Why does Avni suddenly want to be noticed?

## On Your Own

What do you think is going to happen next? Why?

# Reading 3

## Literary Check

Tell students to read the question in the Literary Check box before reading the text on the page. Remind them that they learned the term *point of view* on page 95, and they can review its meaning by turning to that page. Answer: **The first-person point of view reveals Avni's responses to what is happening to her and how she feels about other characters.**

## Preteaching the Boldfaced Word

In pairs, have students read aloud the boldfaced word and its definition. Answer any questions students have about the use of the word or its meaning before reading the selection. If appropriate, ask students to generate an original sentence using the boldfaced word.

## Across the Curriculum: Science

Auntie Tara experienced a migraine in the story, which caused her to see spots that were not there and to be so affected by the lights that she fell down. Many people who suffer from migraines have experienced them from the time of their childhoods. The symptoms that Auntie Tara experienced in the store can last up to an hour before a full migraine attack can occur, which can last for up to 72 hours. The migraine itself can include severe headache pain accompanied by nausea, vomiting, blurred vision, and sensitivity to light. The experience can cause weakness, confusion, or double vision.



### Safe at Home

A few days later, the whole family was talking after dinner. Auntie Tara was retelling the story, so of course everything was a little exaggerated.

"... and then I fell dead to the floor. My head was hit by this unbelievable pain, like it was struck by lightning. When I opened my eyes, the store lighting burned like hot coals. I heard Avni doing something **bizarre**, so I opened my eyes a tiny bit and saw clothes exploding in the air like fireworks. Avni saved me."

"I was just trying to get someone's attention," I said.

"Well, I think you saved me, whether you like it or not," said Auntie Tara, with a laugh.

"And I'm going to save everyone else by finishing the story," I said with a wink. "The security guard called the paramedics, who rushed us to the hospital. A few hours later, when Auntie was feeling a bit better, a very nice

**bizarre**, very strange or unusual

### LITERARY CHECK

How does the author's use of first-person **point of view** help you understand Avni's changing feelings?

102 Unit 2

## Fluency Activity

Model reading page 103 aloud, reading with expression. Then have students practice reading the page aloud.





nurse explained everything. Auntie had a kind of super-strong headache called a migraine. Those weird spots she saw in the store were a warning sign called an “aura.” There are lots of different kinds of auras. Some people see zigzag lines, others get dizzy or hear a ringing in their ears. It turns out, a lot of people get migraines from bright lights—”

Auntie cut me off. “But since I’ve never had one before, I have to go back to the doctor next Tuesday for some tests.”

“Do you want me to go with you?” I asked. “Just to keep you company?”

Auntie Tara smiled and took my hand. “That sounds wonderful. And afterwards we can get back to your shopping.”

“That sounds perfect,” I said. Surprising myself, I realized I really meant it. “There’s a pair of red pants I want to try on.”

Auntie tilted her head curiously, as if she wasn’t sure whether to believe me. Since I wasn’t sure either, we both broke up laughing. I guess we’ll see what happens Tuesday.

## Before You Go On

1. How does Auntie Tara say that she survived the emergency?

2. How did the incident in the store make Avni feel toward her aunt?

## On Your Own

How do you think the experience will change Avni and Auntie Tara’s relationship? Why?

Reading 3 103

## Study Skills: Thesaurus

*Bizarre* is one of the boldfaced words in the selection. Read it aloud with students, and point out that they can use a thesaurus to find other words with the same or similar meaning to *bizarre*. Model how to use a thesaurus to look up words, and write some of the synonyms for *bizarre* on the board, such as *peculiar*, *odd*, *funny*, or *unconventional*.

## Monitor Progress

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

## Before You Go On

Put students in pairs to answer the questions. Remind students that these questions will help them monitor their progress. Remind students that when they don’t know the answer to a question, they can reread the text to find the answer.

## ANSWERS

1. Auntie Tara says that she survived because Avni saved her by getting help.
2. The incident makes Avni feel closer to her aunt and more appreciative of her.

## 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. Then collect the responses to monitor students’ comprehension, writing skills, and fluency.



# Reading 3

## Do This, Not That!

### Set a Purpose for Reading

Tell students that this is an informational science text, unlike the short story, or fictional text, they just read. Explain that they will be reading a text about what to do in difficult situations, including what not to do.

### Preteaching the Boldfaced Word

In pairs, have students read aloud the boldfaced word and its definition. Answer any questions students have about the use of the word or its meaning before reading the selection. If appropriate, ask students to generate an original sentence using the words.

### Model the Reading Strategy: Predict

Remind students that the strategy in this reading is predicting. Have students go back to page 97 and review the steps. **ASK:** *Before you read about what to do when you get lost outdoors, predict what you think should be done. Then read and tell if your prediction is correct.*

### Across the Curriculum: Geography

As students read about getting lost outdoors, show them a map of your local area. Determine where you are currently located, and ask them to use the map to find someplace they would like to go in the town and explain how to use the map to get there.

#### Reading 3

#### Informational Text Science

**Set a purpose for reading** As you read the text, pay attention to the instructions given. Why do you think the writer provides information about what you should not do in these situations?

## Do This, Not That!

Big and small emergencies happen all the time. Do you know the best way to handle them? You might be tempted to follow your instincts, or advice you've heard. But both strategies could get you into trouble. Here's what to do, and what not to do, in several different tough situations.

### GETTING LOST OUTDOORS

**Don't Do This:** Panic.

**Do This:** Remember the word STOP. Each letter stands for a strategy that can help you find your way:

- **Sit** down and stay calm.
- **Think.** Ask yourself questions to calm down and consider your next moves. What direction were you traveling? Did you pass any landmarks?
- **Observe.** Look at where you are. Try to figure out which way is north. Look for footprints, paths, or other markers.
- **Plan.** Decide which way you will move. If possible, stay in open areas and travel downhill. Leave a trail behind you with sticks or rocks. That way you can always return and start over.



### STALLED ELEVATOR

**Don't Do This:** Try to exit the elevator car or force open the doors.

**Do This:** Use the emergency phone or a cell phone to call for help. Press the CALL button in the elevator. Also try pressing the DOOR OPEN button, or a lower floor number. If necessary, bang on the doors and shout for help.



## TOOTHACHE

**Don't Do This:** Wiggle the tooth. Place aspirin on the sore tooth—the aspirin can burn your gums.

**Do This:** Rinse with warm salt water. Place an icepack on your cheek near the tooth. Call a dentist if the pain lasts.



## BUG BITE

**Don't Do This:** Scratch—opening the bite makes **infection** more likely.

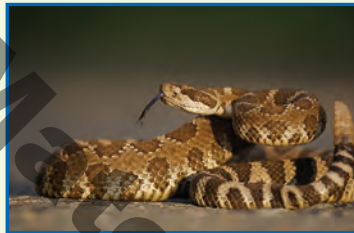
**Do This:** Wash with mild soap and water. If there's a stinger in the skin, try to remove it with tweezers, a plastic card, or tape. Get treatment if your reaction is severe.



## SNAKEBITE

**Don't Do This:** Apply a **tourniquet** and suck out the venom. The injury caused by a tourniquet can be worse than the injury from the snakebite.

**Do This:** Call an ambulance and Poison Control. Remove jewelry or tight clothing before swelling begins. Try to keep the bitten area from moving and keep it below heart level.



## PAPER CUT

**Don't Do This:** Touch anything that can get into the cut and cause infection, such as soil, sand, food scraps, or garbage.

**Do This:** Wash the area with soap and water. Dry it by patting it with a clean cloth or paper towel. Apply a safe, medicated cream to the dried area and place a bandage over it.

## Before You Go On

1. What does the article say not to do if you get lost outdoors?
2. What is probably the biggest danger with a bug bite?

## On Your Own

Which advice from the article will you remember most? Why?

Reading 3 105

tourniquet, something used to stop blood flow to an area

## Study Skills: Internet Searches

Tell students that the internet can be an excellent source for finding out more information about a topic they have read about. Ask students to choose one of the situations in the selection and use the internet to search more about what can be done in each situation. Invite them to write a paragraph about their findings and share it with the class.

## 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

Put students in pairs to answer the questions. Remind students that these questions will help them monitor their progress. Remind students that when they don't know the answer to a question, they can reread the paragraph or page to find the answer.

## ANSWERS

1. The article says to not panic.
2. Infection is the biggest danger with a bug bite.

## 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 question 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+

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

Speaking Skill

Remind the interviewer and the interviewee to face one another while talking.

Reader’s Theater

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

Comprehension

Model the first question for the class and encourage students to answer in complete sentences. Students can then answer independently or in pairs, either orally or in writing.

ANSWERS

1. spots and bright light
2. She threw clothes up at the security cameras in the store.
3. Avni would have probably bought clothes that Auntie Tara had chosen for her.
4. Avni would have likely gotten the clothes she had wanted because Auntie Tara would have understood her preferences better.
5. She felt like she wanted to spend more time with her aunt now that she helped her and got to know her better.
6. The next shopping trip will likely go better, and Auntie Tara might be able to appreciate Avni’s clothing preferences better.
7. Answers will vary.
8. Answers will vary.

Reading 3

Review and Practice

Reader’s Theater

Act out the following scene.

- Auntie Tara:** . . . and then I fell dead to the floor. My head was hit by this unbelievable pain, like it was struck by lightning. When I opened my eyes, the store lighting burned like hot coals.
- Avni:** The security guard called the paramedics, who rushed us to the hospital. It turns out Auntie had a migraine from bright lights.
- Auntie Tara:** But since I’ve never had one before, I have to go back to the doctor next Tuesday for some tests.
- Avni:** Do you want me to go with you? Just to keep you company?
- Auntie Tara:** [smiling] That sounds wonderful. And afterwards we can get back to your shopping.
- Avni:** That sounds perfect. There’s a pair of red pants I want to try on.

Speaking Skill

Read with expression and in a conversational tone.

Comprehension



Demonstrate your understanding of the story by responding to the questions.

Recall

1. What did Auntie Tara see before her episode?
2. How did Avni get the attention of the store employees?

Comprehend

3. Assuming Auntie Tara hadn’t had her episode with the migraine, what do you think would have been the outcome of Avni’s shopping trip with her? Explain.
4. From what you read, how might the shopping trip have gone if Avni’s mother had taken her? Explain.

Analyze

5. Why do you think Avni seemed to change her mind about shopping at the end of the story?
6. How do you think their next shopping trip will go, assuming Auntie Tara is just fine? Explain.

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▲ Auntie Tara’s dress made Avni think of a parrot.

Common Core State Standards

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

The following standards apply to pages 102–107.

**Teaching the standards:** RL.8.2, RL.8.3, RL.8.10, W.8.3, W.8.4, W.8.5, W.8.10, SL.8.1, SL.8.6, L.8.1, L.8.2

**Practicing the standards:** RL.8.5, RL.8.7, SL.8.1.a, SL.8.2, L.8.3

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

Differentiated Instruction

Beginning	Ask students to listen to classmates reading the Reader’s Theater aloud and identify each character by name.
Early Intermediate/ Intermediate	Have students make a Venn diagram to compare and contrast Avni’s and Auntie Tara’s experiences.
Early Advanced/ Advanced	Have students write a formal response to the Big Question. Remind them to cite evidence from the text.

## Connect

7. Would you recommend this story to someone to read? Explain.
8. Who would you want to take on a shopping trip with you: Avni or Auntie Tara? Why?

## Discussion

Discuss with a partner or in a small group.

1. Would you want Avni with you in an emergency? What qualities of Avni's helped her react to the emergency the way she did? Explain.
2. Which story character did you enjoy the most? Why?
3. Which situation described in "Do This, Not That!" do you think you might encounter? Do you agree with the advice? Explain.

**?** What are the benefits of facing challenges? How do you think Avni benefited by saving the day for her aunt? Explain.

## Response to Literature



Work with a partner. Imagine you are the security guard and one of the clerks at the store and that you have to write an incident report about what happened for the store manager. Discuss what details you think should be in the report to the manager. Be sure to tell the store manager what you discovered and how, and credit Avni for helping her aunt. Include words to describe Avni's quick reactions. Once you're finished with your incident report, read it aloud to each other and make any needed changes. You can use words you learned, such as *injured* and *survive*. Then, share your incident report with the class.



◀ An incident report is an official record of an event and how officials responded.

## Listening Skill

Think about the points others are making. Try to relate their ideas to what you already know.

## Learning Strategy

Monitor your written language production. Ask a classmate for feedback. If necessary, use different words, place them in a different order, or reorganize your sentences to make your message clear.

Reading 3 107

## Listening Skill

Remind students to listen carefully to the point the speaker is making.

## Discussion

**SAY:** *We've learned a lot about the Big Question, "What are the benefits of facing challenges?" Now let's discuss a few questions about the reading.*

Provide a discussion starter for each question. For the first question, **SAY:** *Why is each situation in "Do This, Not That!" considered a challenge?*



**The Big Question** What are the benefits of facing challenges? **SAY:** *Now that you have read the story about Avni and Auntie Tara, how do you think each character might answer the Big Question differently? How were their challenges in the story different from each other's?*

## Response to Literature

With students, read the instructions for this exercise. Help students understand what to include in an incident report about Avni's and Auntie Tara's experiences. Help them write their reports and include as much academic language as possible.

## Learning Strategy

Explain to students that one of the best ways of improving their writing is to get feedback from someone who reads it, such as a classmate.



# Grammar

## Teaching Resources

- Workbook, pp. 54–55
- Reader+

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

## Passive: Simple Past; Regular and Irregular Past Participles

Explain to students that they will be learning about passive voice.

Read aloud the information about past participles, and go over the regular and irregular examples in the boxes. Copy the chart on the board, and review regular and irregular past participles. Ask volunteers to model others and add them to the chart.

## Grammar Skill

Read the grammar skill aloud with the class. Give several example sentences so students will have a better understanding of this skill.

### Practice A

Read aloud the directions for this Practice exercise.

### ANSWERS

2. found    3. viewed    4. built

### Practice B

Read aloud the directions for this Practice exercise. Model.

### ANSWERS

2. Her migraine headache was triggered by the bright lights.  
3. The paramedics were called (by them).  
4. The story about the incident was told by Avni and Auntie Tara.

## Grammar Check

Point out the Grammar Check box, and read the question aloud. **Answer:** by adding *-d* or *-ed* to the base form of the verb

### Apply

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

### Reading 3

## Grammar

### Passive: Simple Past; Regular and Irregular Past Participles

Form the passive with a form of the verb *be* + the past participle. Regular past participles are formed by adding *-d* or *-ed* to the base form of the verb. Irregular past participles, like the one below, must be memorized.

My hand **was held** tightly by Auntie Tara the whole way here.

Here are a few more examples of irregular past participles.

Base Form of Verb	Simple Past	Past Participle
build	built	built
have	had	had
take	took	taken

### Practice A



Complete the sentences with the correct passive form of the verb in parentheses.

1. The class was separated into two groups. (separate)
2. Finally, after looking for hours, the lost animals were \_\_\_\_\_ (find)
3. The World Cup game was \_\_\_\_\_ by millions of people. (view)
4. The new house was \_\_\_\_\_ in only three weeks. (build)

### Practice B

Work with a partner. Rewrite the sentences below in your notebook, changing them into the passive. Use the past form of the verb.

1. Avni threw the clothes up into the air.  
The clothes were thrown up into the air by Avni.
2. The bright lights triggered her migraine headache.
3. They called the paramedics.
4. Avni and Auntie Tara told the family about the incident.

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### Grammar Skill

In the passive, use a *by*-phrase to indicate the performer of the action:

The disease was spread **by** mosquitoes.

When the performer of the action is unimportant or unknown, omit the *by*-phrase.

### Grammar Check

✓ How is the **passive** formed?

### Apply

Work with a partner. Write sentences that describe something you did today. Use the simple past as well as the passive in the past. Share your sentences with another group of students.

## Accelerate Language Development

### Active and Passive Voice

Beginning level learners mainly speak using single words and short phrases, consisting of recently practiced, memorized, or highly familiar material to get their immediate needs met. They may be hesitant to speak and often give up in their attempts to communicate. Intermediate and Advanced learners have a growing understanding of basic, routinely used English language structures. Have Beginning learners think of a sentence in the active voice. Show students how to make it a passive voice sentence. Ask Intermediate learners to write both active and passive voice sentences on the board. Have Advanced learners write two passive voice sentences on the board.

### Passive Forms of the Verb: Review

You can use the passive with all verb forms. The passive is always formed with a version of *be* + the past participle. Look at the different forms of the passive below.

Simple Present	<i>is/am/are</i> + past participle	The paramedics <b>are called</b> .
Simple Past	<i>was/were</i> + past participle	The paramedics <b>were called</b> .
Present Progressive	<i>is/am/are being</i> + past participle	The paramedics <b>are being called</b> .
Present Perfect	<i>has/have been</i> + past participle	The paramedics <b>have been called</b> .
Past Perfect	<i>had been</i> + past participle	The paramedics <b>had been called</b> .
Simple Future	<i>will be</i> + past participle	The paramedics <b>will be called</b> .
<i>Be going to</i>	<i>is/am/are going to be</i> + past participle	The paramedics <b>are going to be called</b> .

#### Grammar Skill

It is usually better to use the active rather than the passive. Use the passive infrequently and primarily in writing.

#### Practice A



Work with a partner. Rewrite the sentences below in your notebook, changing them into the passive. Use the correct form of the verb (present, past, etc.). Use the *by*-phrase if necessary.

- Tom is explaining the process.  
*The process is being explained by Tom.*
- The teacher collected all of the tests.
- He has already presented the report.
- The company will give the winner a prize.
- She told the story with pictures.

#### Practice B

Work with a partner. Rewrite the sentences in your notebook. Use the form in parentheses for the passive verb.

- The doctor was called. (simple future)  
*The doctor will be called.*
- The test was given on Thursday. (*Be going to*)
- The tickets were being sold by students. (simple past)
- The new mall will be located downtown. (simple present)
- None of us were included in the group. (past perfect)

#### Grammar Check

- ✓ What is used with a form of *be* to make the **passive**?

#### Apply

Work with a partner. Write seven sentences with active verbs of your choosing and subjects and objects. Use the verb forms shown in the first column of the chart (simple present, simple past, etc.). Then rewrite the sentences in the passive.

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## Passive Forms of the Verb: Review

Tell students that they will review the passive voice. Explain that they will study the way the passive voice is formed. They will practice standard grammar and usage, with grade-level expectations as more English is acquired.

### Grammar Skill

Read the grammar skill aloud with the class. Remind students that the passive voice is mostly used in writing.

### Grammar Check

Point out the Grammar Check box and read the question aloud. **Answer: a past verb**

#### Practice A

Read aloud the directions for this Practice exercise.

#### ANSWERS

- All of the tests were collected by the teacher.*
- The report has already been presented (by him).*
- The winner will be given a prize by the company.*
- The story was told with pictures (by her).*

#### Practice B

Read aloud the directions for this Practice exercise.

#### ANSWERS

- passive
- passive
- active
- passive

#### Apply

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

# Writing

## Teaching Resources

- Audio
- Workbook, p. 56
- Worksheets, Writing Model 28
- GO 17: Letter Organizer
- Assessment, pp. 55–58

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

## Write a Personal Narrative

Tell students that they will be writing a personal narrative. They will learn how to write about an event and tell why it was meaningful to them.

Discuss writing a personal narrative. Read the instructions at the top of the page as well as the Writing Prompt. Make sure students have a clear understanding of how to write a personal narrative. Give them a few moments to reflect on the information they have read and to choose an event. **SAY:** *You will be writing a personal narrative. When you write a personal narrative, you tell the reader about an event in your life. It should be an important event that was memorable and meaningful to you. Most often, this event will involve other people, or characters. You should describe these characters for the reader. One way to do this is through the use of dialogue. Dialogue is what the characters say to each other. When you write dialogue, you use quotation marks.* Tell students they will have a chance to write dialogue in their personal narratives.

### Prewrite

Have students work in small groups to brainstorm about the event they have selected. Have students read the bulleted points to assist them in organizing their writing. Work with students to list their ideas on the graphic organizer. Then tell students to write the information in their notebooks.

### Reading 3


## Writing

### Write a Personal Narrative

In this lesson, you will write a personal narrative from your own point of view. In your personal narrative, tell the reader about an event in your life that was memorable and meaningful to you. Most often, the event you choose to write about will involve other people, or characters. It is important to describe and develop these characters for the reader. One way to do so is through the use of dialogue, or what the characters say to each other.

### Writing Prompt

Write a personal narrative. You might write a paragraph about a memorable experience you had with a friend or a classmate. Be sure to use verbs in the passive correctly.

- 1 **Prewrite** Begin by choosing a memorable event. 

- Decide on the time and place of your narrative.
- Who are the other characters in your narrative?
- What happened?
- What did people say about it?
- List your ideas in a graphic organizer like the one below.

Here's a three-column chart created by a student named Ari.

Who was there	What happened	What was said
me, my father, and a bobcat	We saw an injured bobcat.	"Come here quick!" "It's a bobcat." "I think it might have fallen off that ledge there. I think it was knocked out. I can see it breathing." "Hold on. I think it's waking up. Let's take a step back."

## Accelerate Language Development

### Personal Narratives

Beginning students may have difficulty writing personal narratives. Have them express their ideas orally first. Then ask Intermediate students to help Beginners record their words. Advanced learners have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second-language support. Their writing is nearly comparable to that of native English speakers. Have these students read their personal narratives into a recording device and play them back.

- 2 **Draft** Use your graphic organizer to help you write a first draft.
  - Remember to establish the setting.
  - Use dialogue to make the characters seem realistic.
  - As you write, think about your audience.
- 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 401.
- 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 personal narrative 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 Ari's narrative. Notice how he included passive verbs in his writing.

Ari Janoff	
The Bobcat	
One of my favorite things is going hiking with my dad. A lot of great trails have been developed near my house. Last weekend we went on a really long hike. I was washing my face in a stream when I heard my father cry out, "Come here quick!" When I got to my dad, he was sitting on the ground next to what looked like a big cat. But it was no ordinary cat. "It's a bobcat," my dad said. It wasn't moving, and I thought it might be dead. "I think it might have fallen off that ledge there. I think it was knocked out at first. Now, I can see it breathing," my dad explained. I was happy that the wild cat had only been injured and not killed. "Hold on," my dad said. "I think it's waking up. Let's take a step back." And just like that, the cat got on its feet, looked at us, and ran off. You never know what you'll see on a hike!	



Writing Checklist	
<b>Ideas:</b>	<input type="checkbox"/> I described a memorable event.
<b>Voice:</b>	<input type="checkbox"/> I tried to sound like myself.
<b>Conventions:</b>	<input type="checkbox"/> I used passive verbs correctly.

Reading 3 111

## 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 them to read their drafts at least six times, answering each one of the questions in the checklist. **SAY:** *Revising gives you a chance to look at your personal narrative again. Read it slowly. Think about what you have written. Have you presented an event that was meaningful to you? Have you developed the characters? Have you used quotation marks?* After students revise, have them exchange their personal narrative with a partner. Ask the partner to read it. If the narrative is not well developed, have the partner suggest ways to develop the characters through dialogue. Students should revise their narrative as needed.

## Writing Checklist

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

**Ideas** Check that students described a memorable event. What event was described? What characters were described?

**Voice** Check that students wrote in a way that sounded like themselves.

**Conventions** Check that students used passive verbs correctly.

## 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 a 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 personal narrative to the group. Allow time for students to practice reading their personal narrative before they present. 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

Ask students to consider the readings in this unit.

**SAY:** *What do these readings have in common? They all tell about challenges. But they have different purposes. For example, the two works of fiction entertain us. The nonfiction pieces inform us—that is, provide information.* Have partners complete the chart, and ask volunteers to share their answers.

### ANSWERS

Title of Reading	Purpose	Big Question Link
"Deep Mapping" and "You Can Help the Oceans"	to inform	<i>It describes the challenges a female scientist experienced as she tried to map the ocean floor.</i>
"Five New Words at a Time" and "Quilt"	to entertain	They convey the challenge of learning a new language.
"A Dark Day with Bright Spots" and "Do This, Not That!"	to entertain to inform	It describes the challenge of responding to a medical emergency in a public space.

### Discussion

With students, preview the discussion questions and assign working groups.

**The Big Question** What are the benefits of facing challenges? As a discussion starter, **SAY:** *Now that you have read the entire unit, how do the readings affect the way you would answer the Big Question? Is facing a challenge always a good thing?*

## Link the Readings

### Critical Thinking

Look back at the readings in this unit. Think about what they have in common. They all tell about challenges. 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 or persuade. In addition, the content of each reading relates to challenges differently. Complete the chart below.

Title of Reading	Purpose	Big Question Link
"Deep Mapping"		It describes the challenges a female scientist experienced as she tried to map the ocean floor.
"Five New Words at a Time"		
"A Dark Day with Bright Spots"	to entertain	
"Do This, Not That!"	to inform	

### Discussion

Discuss with a partner or in a small group.

- Compare and contrast the challenges faced by the people and story characters in this unit. How were they similar? How were they different?

**?** What are the benefits of facing challenges? How did the people and story characters in the unit benefit by facing the challenges they did? How did others benefit? Explain.

## Media Literacy & Projects

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

- 1 Research new ways that people can help keep our oceans healthy and clean. What other challenges are there besides pollution? Make a list of problems and solutions related to oceans and share them with your classmates.
- 2 You read about Yu-Lan Ying and her challenge in adapting to a new culture. Do research to learn about other people who found themselves in a new culture and went on to make a positive difference. Choose one person and prepare an oral presentation. Use visuals. Tell the class why you chose that particular person.
- 3 Survival skills courses teach people how to survive in the wilderness with little or no equipment. Research a group that offers these courses and create a brochure about it. Share your brochure with the class.
- 4 Imagine you are Avni from “A Dark Day with Bright Spots.” Write another section for “Do This, Not That!” about your experience with Auntie Tara. Share your work with the class.



## Further Reading

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

**Adrift**, Steve Callahan

The amazing true survival story of a man lost on the Atlantic Ocean for 76 days before being rescued.

**The Distance Between Us, Young Readers Edition**, Reyna Grande

The memoir of a young Mexican girl whose family is separated by borders, but comes together in new lands and in new ways.

**The World I Live In**, Helen Keller

This is Helen Keller’s most personal work—one that highlights her extraordinary achievements. In it, she describes what it is like to experience the world as a deaf and blind woman.

**I Am Malala**, Malala Yousafzai

The biography of the world’s youngest Nobel Prize laureate, who has championed education in her native Pakistan.

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## Home–School Connection

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

1. **Make a problem and solution list.** Brainstorm a list of problems related to the oceans, then work with student groups to suggest solutions. Then have them research the problems and see if they find whether the same solutions have been suggested in their research.
2. **Make a presentation.** Have students work in small groups to gather ideas about their presentations. Help them access the internet to search for visuals.
3. **Make a brochure.** Bring in some brochures offering classes or services as examples.
4. **Continue the story.** Ask student volunteers to share the new sections of the stories they wrote. Invite constructive responses from the rest of the class.

## 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 book on the list is easily accessible, the second and third are accessible, and the fourth is challenging.

## Websites


Log onto your [Digital Resources](#) for links to other interesting websites about overcoming challenges.

# Listening & Speaking Workshop

## Teaching Resources

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

## Personal Narrative

 Begin by modeling a brief personal narrative you have prepared about a challenge that you faced. Ask students to listen for what made this incident memorable, and what details they recall. Point out that the best personal narrative talks about an experience you feel strongly about.

### Think About It

Read over the instructions with students and read aloud the suggested topics. Brainstorm other ideas that would make good personal narratives, such as moving to a new country or community.

### Gather and Organize Information

Write each of the organizational steps on the board. Have students read the directions and clarify any questions. Remind students to put their notes in the order in which they will use them in their presentations. Discuss visuals that students can add to their posters. For example, they can mount their own photographs.

Put It All Together

## Listening & Speaking Workshop

### Personal Narrative

As you have learned, a personal narrative is a story about events in your life. You will present a personal narrative about a challenge you have faced.

#### 1 Think About It

Look back at the readings in this unit. Talk in small groups about challenges. Describe some challenges you have faced in the past. Work together to develop a list of challenges you could tell about in a personal narrative, for example:

- A difficult class or homework assignment
- Trying to defeat a fierce sports opponent
- Relationships you've had with friends
- Issues within your neighborhood

#### 2 Gather and Organize Information

Choose a challenging experience from your group's list. Think about the setting and plot of your personal narrative. List the characters involved in your story.

**Reflect** Think about what made the challenge difficult. How did you meet the challenge? Why was the experience memorable? How was facing this challenge beneficial? Write down the most important points you would like to communicate to your classmates. Include specific details.

**Order Your Notes** List the events you want to share in chronological order.

**Use Visuals** Make a poster that illustrates the events in your story. Point to the poster as you tell your story. Be ready to answer questions.

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### Common Core State Standards

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

The following standards apply to pages 114–121.

**Teaching the standards:** W.8.3, W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e, W.8.4, W.8.5, W.8.10, SL.8.4, SL.8.5, SL.8.6

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

## 3 Practice and Present

Use your list of events as the written outline for your presentation. Keep your outline nearby, but practice talking to an audience (family or friends) without reading from it word-for-word. To make your narrative richer and more interesting, use a variety of grammatical structures, sentence lengths, sentence types, and connecting words. If possible, use a tape recorder to record your storytelling. Then play back the recording and listen to yourself. Keep practicing until you are relaxed and confident, and know your presentation well.

**Deliver Your Personal Narrative** Remember that presentations of this type are informal. Try to create that atmosphere during your presentation. Look at your audience as you speak. Emphasize key events with your voice and actions. For example, slow down when you come to the most important events in your narrative, and point to pictures of them on your poster. Give your classmates a chance to ask questions at the end.

## 4 Evaluate the Presentation

You will improve your skills as a speaker and a listener by evaluating each presentation you give and hear. Complete (✓) this checklist to help you judge your presentation and the presentations of your classmates.

- ☐ Did the speaker's topic get your interest?
- ☐ Was the setting clearly described?
- ☐ Did the speaker explain why the event was memorable?
- ☐ Did the speaker use formal or informal language? Was it appropriate?
- ☐ Did the speaker answer your questions?
- ☐ Could the presentation be improved?

### Speaking Skill

As you speak, employ non-verbal cues, such as facial expressions and gestures, to show how you felt during this challenging experience.

### Listening Skill

As you listen, identify the speaker's topic. Listen for the general meaning, main ideas, and important details. After each presentation, exchange this information with a partner to confirm that you have understood it correctly.

What else would you like to know about this challenging experience? Write down questions and ask them at the end of the presentation. When responding, provide your audience with as much information as possible.

### Strengthen Your Social Language

Sharing stories with others helps to expand your English vocabulary. Go to your Digital Resources and do the activity for this unit. This activity will help you to retell simple stories and basic information, represented or supported by pictures.

## Practice and Present

Point out that an excellent way for students to learn to speak in front of an audience is to practice in front of family members or friends, or they can practice in front of a mirror. Remind students occasionally to point to an illustration on the poster, but to look at the audience most of the time.

## Speaking Skill

Tell students they can emphasize key events by reading with a little more feeling and changing their facial expression.

## Listening Skill

Remind students to think while they listen, and to be prepared to jot down questions.

## Strengthen Your Social Language

Help students find the activity for this unit in your Digital Resources. 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.

## Evaluate the Presentation

Suggest that students use the checklist on this page to evaluate the presentations. On a sheet of paper, have students number 1 to 5 for each presentation. After they listen to a speaker, they read the five questions on the checklist and write *Yes* or *No* next to the first four. For the fifth question, they can offer specific examples from the presentation speakers.



# Writing Workshop

## Teaching Resources

- Worksheets, Writing Model 30, Proofreader's Marks 51
- Workbook, p. 57

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

## Write a Fictional Narrative

In this workshop, students write a fictional narrative. They use the steps of the writing process, from prewriting to publication, and apply what they have learned about writing narrative paragraphs.

### Writing Prompt

Have students read the Writing Prompt. **SAY:** *What kind of story will you write? What will it be about? How can you make your characters believable? What do we mean by "setting" and "point of view"?*

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.*

### Prewrite

Review the topics from the writing lessons of this unit and ask what was narrated in each of them. Review with students the steps in the writing process: prewrite, draft, revise, edit and proofread, and publish. Have students look at the graphic organizer created by Austin and predict what the story is about. **SAY:** *Read Austin's story chart. Who are the characters? What is the setting? What challenge or problem does Julia face? How does she solve the problem?*

Put It All Together

## Writing Workshop

## Fictional Narrative

### Write a Fictional Narrative

In this workshop, you will write a fictional narrative created with your imagination. A good fictional narrative has a clear setting and interesting characters. Dialogue helps bring the characters to life. The events in a fictional narrative are called the *plot*. Most events are presented in sequence and focus on a conflict that is resolved by the story's end. Another important element of a fictional narrative is the point of view from which the story is told. Sometimes, a narrator outside of the story tells what happens. Sometimes, a character in the story tells what happens.

### Writing Prompt

Write a fictional narrative about someone who faces a problem and successfully meets the challenge. Try to make your characters' actions believable and their dialogue realistic. Use sensory details to establish setting. Decide on the point of view you will use. Make sure pronouns agree in gender and number.

- 1 **Prewrite** Review your previous work in this unit. Brainstorm a list of possible challenges to write about. Invent a situation that interests you. You might write about someone who wins a contest, overcomes an illness, or stands up against injustice. Then think about your main character. What are his or her traits? From whose point of view will you tell your story? In your notebook, answer these questions:

- Where does the story take place?
- Who is the main character and what kind of person is he or she?
- What kind of problem does he or she face?
- How does the main character meet the challenge?



List your ideas in a graphic organizer like the one below. Here is a graphic organizer created by a student named Austin.

Characters	Setting	Problem	Solution
Julia Melissa	School auditorium Julia's house	Julia wins the part Has trouble learning the role	Melissa helps Julia practice Great performance!

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- 2 Draft** Use your graphic organizer and the model on page 120 to help you write a first draft.
- Remember to establish a setting for your story.
  - Tell the story events in chronological order.
  - Use transitions to keep the ideas flowing smoothly.
  - Keep the point of view consistent and use correct pronoun agreement.
  - Use dialogue to bring the characters to life.
  - Make sure pronouns agree with their antecedents.

- 3 Revise** Read over your draft. Think about how well you have addressed questions of purpose, audience, and genre. Your purpose is to entertain. Is your story entertaining? Is it appropriate in content and tone for the intended audience? Does your story include all the elements of a narrative? 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 401.

## Six Traits of Writing Checklist

- ☐ **Ideas:** Did I establish the setting? Did I present the events in chronological order?
- ☐ **Organization:** Are my ideas organized logically so that my writing has coherence?
- ☐ **Voice:** Does my writing have energy and personality? Did I use dialogue to bring the characters to life?
- ☐ **Word Choice:** Did I choose precise words in order to create vivid images?
- ☐ **Sentence Fluency:** Did I use transitions in an effective way? Did I vary my use of simple, compound, and complex sentences?
- ☐ **Conventions:** Is my point of view consistent? Do my pronouns agree in gender and number?

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Have students read the Prewrite instructions and answer the questions in their notebooks. Brainstorm ideas for their story. List possible settings and problems on the board. Once students have selected a topic, have them complete the graphic organizer on page 57 of the Workbook.

**SAY:** *The names of your characters go in the first column. The setting goes in the second column. The main problem in the story goes in the third column. The resolution goes in the last column.*

## Draft

The concept of a rough draft may be new to some students. They may be accustomed to turning in only final work for a grade. Explain that a draft is a work in progress. Review the elements of a fictional narrative (plot, setting, characters, and point of view). Tell students to use their graphic organizer to help them write their first draft. They can also look at the final draft of Austin's story on page 120 if they need help.

Remind students to plan the sequence of events in their fictional narrative before they begin their draft.

## Revise

Point out that the revising step focuses on improving the content and wording of a draft.

# Writing Workshop

Have students read Austin's first draft. **SAY:** *What kind of information does Austin include in his introduction? (He presents a clear picture of the setting.) Whose point of view is used to tell the story? (third-person narrator) What is described in the conclusion? (Julia's feelings after facing this challenge.)*

Have students notice the kinds of changes Austin made. (He changed the point of view from first to third person, included more descriptive detail, created a compound sentence, added a transition word, moved text, and corrected spelling and grammar.) Choose one edit in the story for more detailed analysis with your students.

## Six Traits of Writing Checklist

Read aloud the Six Traits of Writing Checklist with students, and go over each entry.

**Ideas:** *Check that you described the setting clearly and vividly. Did you present the events in a logical sequence?*

**Organization:** *Did you tell the story in way that makes it easy for the reader to understand?*

**Voice:** *Does your story sound interesting? Did you use dialogue to make the characters realistic?*

**Word Choice:** *Did you use vivid adjectives and verbs to describe the events and characters?*

**Sentence Fluency:** *Did you include compound and complex as well as simple sentences? Did you include transitions?*

**Conventions:** *Did you tell all the events from the same point of view, using the correct pronouns?*

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 199.

### Put It All Together

Here are the revisions Austin plans to make to his first draft.

A Challenge and Success!

The New York streets were bustling with people as <sup>Julia</sup> ~~I~~ made <sup>her</sup> ~~my~~ way to the audition. Lucky charm in hand, <sup>she</sup> ~~I~~ entered the auditorium of the performing arts academy where <sup>she</sup> ~~I~~ attended school. The room was filled with other students rehearsing lines, dancing, and singing.

Julia tried her best. <sup>But</sup> ~~She~~ didn't think the director looked too impressed with her performance. <sup>In fact,</sup> ~~She~~ was shocked and thrilled a week later, when she learned that she had <sup>been awarded</sup> ~~the~~ leading role!

<sup>The part was long and difficult.</sup> ~~One~~ day, after rehearsing alone in her room, Julia began to doubt she would ever learn her lines. "I don't even know a page, she exclaimed. She repeated her lines over and over.

"I think I've got it!" she shouted Then, a minute later, she cried, "Darn, I forgot them again." She threw her script <sup>on</sup> ~~in~~ the floor and wondered, "Should I just drop out? NO! It would upset Mom and Dad so much."

<sup>The phone rang.</sup> ~~"Hello?"~~ Julia said tiredly.

"JULIA, JULIA, OH, MY GOSH! How are you?" said her friend melissa.

"Stressed!" Julia answered.

"Why?" Melissa demanded.

Julia confessed all her fears.

*Edited to change point of view and adjust pronoun agreement.*

*Revised to create a compound sentence, add a transition word, and use passive verb.*

*Edited to include a descriptive detail.*

*Revised to correct an error in use of preposition.*

*Revised to include a new detail.*

"Don't worry," Melissa said. "Why don't I come over everyday to help you."

Julia thought about it. Then she admitted, "That would be great!"

"DEAL!" Melissa said.

Had rehearsing with Melissa really helped? On opening night, Julia was so nervous she almost couldn't breathe. After two hours, the last line of the show was <sup>said</sup> ~~sayd~~. Julia had done it! As she stood up to a standing ovation, she made eye contact with Melissa <sup>in</sup> ~~at~~ the crowd and smiled a big thank-you.

Melissa silently mouthed the words, "You're welcome." Julia felt a rush of happiness and gratitude as she took her bow.

Revised to improve narrative flow and to correct spelling and use of preposition.

- 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

- ☐ Did the story sustain my interest?
- ☐ Is the story line engaging?
- ☐ Is the action well paced?
- ☐ Is the setting specific and believable?
- ☐ Are the characters interesting? Are they well developed?
- ☐ Could changes be made to improve the story?

Unit 2 119

## Edit and Proofread

Form small editing teams by pairing an English learner with an English-proficient student. Review with students the kinds of edits Austin made on his final draft. (He added a period and a question mark, capitalized a name, and added a space between two words.) Discuss why you think each edit was made.

## Peer Review Checklist

Explain that reading each other's stories will help students to improve their editing skills. The checklist will help students to give constructive feedback to each other. Remind them to give positive comments as well as suggestions for improvement.

**SAY:** *When you receive feedback, try to remember that the person helping you is part of your reading audience. If your reader does not understand something, chances are that others might misunderstand, too.*

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 Workbook on page 57 and give feedback to their partner. Then have students go over their final draft and make improvements based on their partner's feedback. Keep dictionaries nearby to check spelling.



Publish

Now, have students look at their own final draft, and discuss their options for publishing. Explain that to publish means to share your writing with others, or to make it public.

**SAY:** *Think about how best to publish your piece of writing. Does your essay need illustrations? Photos? Colored paper? The computer may have some clip art or other illustrations that you can use, too. Before you copy final changes, plan how you will show your writing, such as in a class book, on a class bulletin board, or on a class website or blog.*

**Learning Log** Have students complete the Learning Log on page 58 in the Workbook. Wrap up by asking students to name the three most useful things they learned in this unit.

Career Connection:

**Wilderness Guide** What could be more challenging than living in the wilderness and helping others find their way by showing them how to track direction using a compass and following the movement of the sun and location of the stars? Search online for the qualifications and training needed to be a wilderness guide.

Here are the changes Austin decided to make to his final draft.

Austin Saiz

A Challenge and Success!

The New York streets were bustling with people as Julia made her way to the audition. Lucky charm in hand, she entered the auditorium of the performing arts academy where she attended school. The room was filled with other students rehearsing lines, dancing, and singing.

Julia tried her best, but she didn't think the director looked too impressed with her performance. In fact, she was shocked and thrilled a week later, when she learned that she had been awarded the leading role!

The part was long and difficult. One day, after rehearsing alone in her room, Julia began to doubt she would ever learn her lines. "I don't even know a page," she exclaimed. She repeated her lines over and over.

"I think I've got it!" she shouted. Then, a minute later, she cried, "Darn, I forgot them again." She threw her script on the floor and wondered, "Should I just drop out? NO! It would upset Mom and Dad so much."

The phone rang. "Hello?" Julia said tiredly.

"JULIA, JULIA, OH, MY GOSH! How are you?" said her friend melissa.

"Stressed!" Julia answered.

"Why?" Melissa demanded.

Julia confessed all her fears.

"Don't worry," Melissa said. "Why don't I come over everyday to help you."

Julia thought about it. Then she admitted "That would be great!"

"DEAL!" Melissa said.

On opening night, Julia was so nervous she almost couldn't breathe.

Had rehearsing with Melissa really helped? After two hours, the last line of the show was said. Julia had done it! As she stood up to a standing ovation, she made eye contact with Melissa in the crowd and smiled a big thank-you.

Melissa silently mouthed the words, "You're welcome." Julia felt a rush of happiness and gratitude as she took her bow.

Revised to correct errors in punctuation.

Revised to correct errors in punctuation, spelling, and capitalization.

**5 Publish** Prepare a clean copy of your final draft. Share your story with the class.



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Differentiated Instruction

Beginning	Ask students to visualize each answer choice as best they can. Then they can choose the answer that best describes the image.
Early Intermediate	Have students practice saying the answer choices for a student who is proficient in English.
Intermediate	Ask students to describe each illustration to a partner. Then have students read the answer choices to a partner.
Early Advanced/Advanced	Have students take turns finding words that describe the illustrations and sentences on the page. For example, they could describe the first image with words such as <i>driving</i> , <i>car</i> , <i>driver</i> , or <i>automobile</i> .

## Test Preparation

### Practice

Read the following test questions. Study the tips in the boxes. Work with a partner to decide on the correct answers. Then circle the correct letter.

- 1 Where is the sign found?



- A In a car
- B In a store
- C By the road
- D By the door

- 2 A square is a quadrilateral. It is a rhombus because it has four congruent \_\_\_\_\_. It is a rectangle because it has four 90° angles. All squares are rectangles and rhombi, but all rhombi and rectangles are not squares.



- A geometry
- B similar
- C sides
- D shapes

### 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

Pay attention to the time. You do not want to take a long time on one question if you must finish the test quickly.

#### Tip

Sometimes test questions give more information than is needed to answer the question. Reread the question to decide what information is needed and what is not.

59–62

Test Preparation 121

## Teaching Resources

- Workbook, pp. 59–62

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

## Taking Tests

Ask the class to think about the different kinds of tests they take. Remind students that every test has its own format and purpose. Explain that in this lesson, they will explore strategies and tips for how to answer questions without reading selections.

Tell students that tests sometimes evaluate whether you know a word or not. Students should answer the questions based on the English words they have mastered, to show that they comprehend English vocabulary used routinely in written classroom materials.

## Teaching the Tips

1. Tell students to pace themselves during a test. For example, if a test has 20 questions, and they have 40 minutes to complete the test, they should aim to spend no more than 2 minutes on each question. Otherwise, they will run out of time.
2. In question 2, there is a lot of information provided in the paragraph. Tell students to read each sentence carefully and look for context clues to help them find the correct answer. Have students look at each choice and describe it in their own words. Explain that some of the choices may be *related* to the image. For example, in question 1, more than one answer relates to a car, which is the object shown in the image. Not all choices answer the question, though.

## Practice

Have students complete this test, and the other sample tests for this unit, in their Workbooks.

## Teaching Resources

- Workbook, pp. 63–64
- For extra practice, use the various worksheets in your [Digital Resources](#).

## The Challenge of Illness

Remind students that the Big Question is “What are the benefits of facing challenges?” **SAY:** *Illness is one major challenge many people face in their lives. The artists on these pages show that illness—their own and others’—can inspire artworks that, in turn, inspire us all.*

## Visual Literacy

**Alice Eugenia Ligon** Explain that before the 1920s, the majority of Americans lived in rural areas and made their own clothes. And before the arrival of television in the 1950s, many women and girls still spent their evenings doing activities such as sewing, knitting, and embroidery. As a hospital patient, Ligon used these traditional skills to create *Embroidered Garment*. To learn more about embroidery, have students look at the Smithsonian National Museum of American History website feature about their textile collection (Digital Resources). Divide the class into groups and have each group choose an embroidered object from the museum’s collection. Print a color copy (if possible) for each group. Have students record information in their notebooks about the various designs, stitches, etc. that they see. Discuss the different types of embroidered objects and their uses. Compare them to Ligon’s *Embroidered Garment*.

**J. Bond Francisco** Explain that in the late nineteenth and early twentieth centuries, many American families would have found the scene in Francisco’s *The Sick Child* a familiar story. As recently as fifty years ago, people suffered and often died from diseases such as polio, tuberculosis, scarlet fever, and yellow fever. Before 1955, Americans faced polio epidemics every summer. The disease generally struck children, but even adults, such as President Franklin Delano Roosevelt, could get it. Most patients made a full recovery, but many suffered permanent paralysis, especially in the legs. Fortunately, few children die of these diseases in the United States today, due to immunizations and antibiotics.



## Visual Literacy

## Smithsonian American Art Museum

## The Challenge of Illness

*Most people face illness at some point in their lives. Sometimes medicine alone cannot heal them. People need help from family and friends as well as their own personal strength to get well. American artists often celebrate the spirit that moves people to recover from disease or injury.*

### Alice Eugenia Ligon, *Embroidered Garment* (about 1949)

Alice Eugenia Ligon had to go to the hospital for a medical problem in 1949. Later, she turned the symbol of her illness—her hospital gown—into a holiday present and work of art for her children. She gives the viewer this information by sewing the story in green thread in the bottom left corner of the gown, under the second rainbow. Using every blank area, she also embroidered dozens of religious, patriotic, and personal phrases and images on the gown that held great meaning to her. This piece of folk art celebrates Ligon’s ability to face the challenge of her illness and turn it into something positive. If she had to sit and heal, then she could also sit and create!



Alice Eugenia Ligon, *Embroidered Garment*, about 1949, muslin, cotton, 43¾ x 38½ in., Smithsonian American Art Museum ▶

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## Common Core State Standards

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

*The following standards apply to pages 122–123.*

**Teaching the standards:** RI.8.7, SL.8.2, RH.6-8.7

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



▲ J. Bond Francisco, *The Sick Child*, 1893, oil, 32 x 48 in., Smithsonian American Art Museum

#### J. Bond Francisco, *The Sick Child* (1893)

In J. Bond Francisco's *The Sick Child*, a mother sits nervously in her chair. She knits and stares through her glasses at a boy resting in bed. The boy holds a toy clown, which stands out in the center of the painting. It's uncertain if the boy will have enough strength to continue to hold on to the clown. It looks as if it might fall to the floor. Francisco leaves it unclear whether the boy will survive his illness. The mother faces the challenge the best way that she knows how: sitting by her son's side and keeping busy to pass the long hours.

Francisco painted *The Sick Child* at a time when medicine was still very limited. Unfortunately, many parents in the 1800s experienced the horror of watching a child die. This made it easy for them to understand the subject matter of Francisco's painting. Thousands of doctors' offices across the United States hung a copy of *The Sick Child* in their waiting rooms, which made Francisco's painting very well known.

Both artworks celebrate the human need to face challenges and to reach out to family during troubled times.

#### Discuss What You Learned

1. What creates an air of uncertainty in Francisco's painting?
2. How does each of these artworks celebrate the spirit that helps people to recover from illness? In what ways are they similar and different?



#### BIG QUESTION

What other kinds of challenges do people face besides illness, and how could they be shown in an artwork?



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Learn more about the history of polio on the Smithsonian National Museum of American History online exhibition, "Whatever Happened to Polio?" and have students do the activity, "Lifecycle of the Poliovirus Animation."

To protect against the spread of polio, towns often had to quarantine people and denied families who had had a case in their household from swimming in public pools. The "Communities" link in the above website discusses quarantines and polio. When it comes to health risks, people's personal rights often take a backseat to the need for public safety. Divide the class into two groups to debate whether quarantine should be allowed in order to eliminate some diseases today. **SAY:** *Are there any circumstances in which quarantine is justified for the sake of public safety?*

Dr. William B. Walsh has taken on the challenge of illness by creating medical philanthropic organizations such as Project HOPE. Have students read about the founding of the organization and its medical work overseas at the Smithsonian National Museum of American History online exhibition "Project HOPE: Forty Years of American Medicine Aboard."

#### Discuss What You Learned

Have volunteers read the questions aloud, and be sure students understand the meaning of difficult words and concepts.

#### ANSWERS

1. There is an air of uncertainty in this painting because the boy has his eyes closed and appears so weak he can't even hold onto his toy clown.
2. Both of the artworks celebrate the spirit of facing the challenges of illness. Each artwork shows the spirit in a different way. In *Embroidered Garment*, Ligon celebrates the spirit to recover from illness by turning it into something positive—creating a work of art for her family. In *The Sick Child*, Francisco celebrates the spirit that helps people to recover by showing the brave, constant mother at her child's bedside.



#### The Big Question

**Possible response:** People also face the challenge of poverty. I'd show this with a scene of hard-working people sitting on an old, torn, faded sofa in a very poor, but clean living room.