





? How are growth and change related?

Reading 1			Reading 2	
	"How Seeds and Plants Grow" "A Tale of Two Brothers" <i>Students read a science article about the process of seeds developing into plants and a folktale about two brothers and the seeds they plant.</i>		"The Test" <i>Students read about a moment of conflict and its results in a boy's life.</i>	
Pacing	7–8 days	Page(s)	7–8 days	Page(s)
Prepare to Read	The Big Question: Students discuss the changes plants undergo when they grow.	80	The Big Question: Students discuss experiences that can make people grow and change in terms of emotion and understanding.	94
	Build Background: Students learn about the parts of a seed and how a seed germinates. Students also learn about different folktales that feature seeds or plants.	80	Build Background: Students learn about how discrimination affected students and voters in the 1960s.	94
Vocabulary	Key Words: <i>develop, embryo, germination, inactive, protective, straighten</i>	81	Literary Words: <i>point of view, plot, suspense</i>	95
	Academic Words: <i>environment, function, potential, process</i>	82	Academic Words: <i>affect, anticipation, discrimination, reaction</i>	96
	Word Study: Related Words	83	Word Study: Homographs	97
Read	Reading Strategy: Recognize Sequence	83	Reading Strategy: Compare and Contrast	97
	Set a Purpose for Reading: Students read to discover how seeds develop into plants. Students read to find out why the brothers get such different results when they plant a magic seed.	84	Set a Purpose for Reading: Students read to learn about the different reactions that Lucas and his grandfather have to racism.	98
Review and Practice	Comprehension	88	Reader's Theater	102
	In Your Own Words	88	Comprehension	102
	Discussion	89	Discussion	103
	Read for Fluency	89	Response to Literature	103
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Grammar	Sequence Words and Phrases	90	Simple Past and Present Perfect	104
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Writing	Write a Story with a Starter	92	Rewrite a Familiar Story	106
Common Core State Standards	Teaching the standards: RI.9-10.1-5, W.9-10.4, W.9-10.5, W.9-10.10, SL.9-10.1, SL.9-10.1.a, SL.9-10.6, L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.6 Practicing the standards: RI.9-10.10, W.9-10.3.a, W.9-10.6-8, SL.9-10.1.a, SL.9-10.4, SL.9-10.5, L.9-10.3, L.9-10.4.a		Teaching the standards: RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.10, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.9.a, W.9-10.10, SL.9-10.1, SL.9-10.6, L.9-10.1, L.9-10.2, L.9-10.4, L.9-10.4.c, L.9-10.4.d, L.9-10.6 Practicing the standards: RL.9-10.5, RL.9-10.10, W.9-10.3.b, SL.9-10.1.a, SL.9-10.2, L.9-10.3, L.9-10.4.a	
Assessment	Reading Test 1		Reading Test 2	
Technology	Digital Resources for Reader+, ExamView™, and more		Digital Resources for Reader+, ExamView™, and more	

Reading 3		
	"Climate Change Puts Nature on the Move" <i>Students read about how climate change has begun to affect the migrations of a variety of species around the world—even humans.</i>	
Pacing	7–8 days	Page(s)
Prepare to Read	 The Big Question: Students discuss how species have changed their behavior and migration patterns in order to adapt to changing climate conditions.	108
	Build Background: Students learn about the general trends of climate change: a warming planet.	108
Vocabulary	Key Words: colony, decline, ecosystems, migrate, species, stable	109
	Academic Words: adapt, distribution, expand, prediction, region	110
	Word Study: Long a, i, o Spelling Patterns	111
Read	Reading Strategy: Scan	111
	Set a Purpose for Reading: Students read to learn how climate change is affecting plants, animals, and people.	112
Review and Practice	Comprehension	116
	In Your Own Words	116
	Discussion	117
	Read for Fluency	117
	Extension	117
Grammar	Comparison Structures: Comparative Adjectives	118
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Writing	Write a Personal Letter	120
 Common Core State Standards	Teaching the standards: RI.9–10.1, RI.9–10.2, RI.9–10.3, RI.9–10.4, RI.9–10.5, W.9–10.4, W.9–10.5, W.9–10.10, SL.9–10.1, SL.9–10.6, L.9–10.1, L.9–10.2, L.9–10.4, L.9–10.4.c, L.9–10.4.d, L.9–10.6 Practicing the standards: RI.9–10.7, RI.9–10.10, SL.9–10.1.a, SL.9–10.2, L.9–10.2.c, L.9–10.3, L.9–10.4.a	
Assessment	Reading Test 3	
Technology	Digital Resources for Reader+, ExamView™, and more	

Reading 4		
	"Abuela Invents the Zero" <i>Students read about Connie, a teenager who is embarrassed by her Puerto Rican grandmother.</i>	
Pacing	7–8 days	Page(s)
Prepare to Read	 The Big Question: Students discuss how they can learn and change from a personal experience.	122
	Build Background: Students learn that Connie doesn't know her grandmother well because Connie grew up in the United States but her grandmother stayed in Puerto Rico.	122
Vocabulary	Literary Words: characterization, dialogue, sarcasm	123
	Academic Words: conduct, ignore, instruct, reluctance	124
	Word Study: Idioms	125
Read	Reading Strategy: Make Inferences	125
	Set a Purpose for Reading: Students read to discover what lesson Connie learns from her grandmother.	126
Review and Practice	Reader's Theater	132
	Comprehension	132
	Discussion	133
	Response to Literature	133
Grammar	<i>Have to</i> + Verb	134
	Conditional Sentences	135
Writing	Write a Personal Narrative	136
 Common Core State Standards	Teaching the standards: RL.9–10.1–4, RL.9–10.10, W.9–10.3, W.9–10.3.b, W.9–10.4, W.9–10.5, W.9–10.8, W.9–10.10, SL.9–10.1, SL.9–10.6, L.9–10.1, L.9–10.2, L.9–10.4, L.9–10.4.c, L.9–10.4.d, L.9–10.5.a, L.9–10.6 Practicing the standards: RL.9–10.4, RL.9–10.10, W.9–10.6, W.9–10.7, SL.9–10.1.a, SL.9–10.2, SL.9–10.4, SL.9–10.5, L.9–10.3, L.9–10.4.a	
Assessment	Reading Test 4	
Technology	Digital Resources for Reader+, ExamView™, and more	

Preview the Unit

Teaching Resources

- Teacher's Resource Book, pp. 14–23, 106
- Worksheets, Unit 2 Daily Language Practice
- Video Documentary
- Teacher's Resource Book, p. 98

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

Unit Content

Tell students that in this unit, they will learn about the ways in which people and things grow and change. The unit contains fiction and nonfiction readings that explore change and growth from both a scientific and a personal perspective. Students practice reading comprehension skills, including recognizing sequence, comparing and contrasting, using visuals, and making inferences. Students also practice narrative writing skills, including putting events in order, deciding on point of view, giving the work a voice, and creating dialogue. At the end of the unit, students create and perform a skit and write a fictional narrative.

The Big Question *How are growth and change related?* Ask students to respond to the Big Question.

- Is it possible to grow without changing? Why or why not?
- What are some ways that people change?

Visual Literacy

Tell students that the visuals that accompany the reading can make the information in the text clearer and provide additional information that words cannot. Point out that the illustrations that accompany a reading give clues about its genre and content. Discuss whether each illustration suggests nonfiction or fiction. For example, the diagram on page 84 is a realistic representation of how a seed becomes a plant. This suggests that the reading is a nonfiction piece that provides facts about growth and change. For each reading, **SAY:** *What do the visuals suggest about the reading? Based on the visuals, how do you think this reading will relate to the Big Question?*

Unit 2



How are growth and change related?

This unit is about ways in which people and things grow and change. You'll find out how seeds grow. You'll read about young people growing up and plants and animals migrating. Reading, writing, and talking about these topics will give you practice using academic language and help you become a better student.

Reading 1 Science/Folklore



- "How Seeds and Plants Grow"
- "A Tale of Two Brothers"

Reading Strategy
Recognize sequence

Reading 2 Short Story



"The Test"

Reading Strategy
Compare and contrast

Reading 3 Science



"Climate Change Puts Nature on the Move"

Reading Strategy
Scan

EL Insights

Visual Representations

When you teach English learners, it's sometimes challenging to adapt content-area materials so that they are still at the appropriate grade level. By using visual representations, such as graphic organizers, to present information to English learners, you can show them how grade-appropriate concepts are connected and how these ideas compare to one another. In addition, graphic organizers allow the English learner to demonstrate the more difficult ideas they're able to understand but may not be able to explain well in English.

Preview the Unit

Quick Write

Have a volunteer read the Quick Write aloud. Remind students that thinking about words associated with growing up is designed to get them thinking about growth and change, the theme of the unit. **SAY:** *To make a word web, you start with one word or phrase in the center oval. Then put your thoughts about that word or phrase in the outside ovals.* To help students get started, create a word web on the board with *growing up* in the center and a couple of words or phrases in the outside ovals.

Extend

SAY: *Let's look at the titles of the five selections we will be reading in this unit. Who would like to read the title of the first reading? (elicit response: "How Seeds and Plants Grow") What is the genre of this selection? (elicit response: science article) I wonder how this article could answer the Big Question, How are growth and change related? Based on the title, I think this selection will include facts about how seeds and plants grow and change. Maybe these facts will tell me how growth and change are related.* Continue having volunteers read the title of each reading. Ask students to predict what the reading has to do with growth and change. Point out that students will find out whether their guesses are correct when they read the selections. Also ask students to mention any other familiar texts that relate to growth and change.

Listening and Speaking—Skit

At the end of this unit, you and your classmates will create and perform a skit.

Writing—Narrative

At the end of this unit, you'll write a **fictional narrative**. This type of writing is a story that you create. To help you write your fictional narrative, you will write a story with a starter, rewrite a familiar story, write a personal letter, and write a personal narrative.

Quick Write

Write *Growing up* in your notebook. Create a word web with words you associate with growing up.

View and Respond

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

Reading 4 Short Story



"Abuela Invents the Zero"
by Judith Ortiz Cofer

Reading Strategy
Make inferences

Prepare to Read

Teaching Resources

- Audio
- Workbook, p. 39

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 ways plants change as they grow.

The Big Question Before students explore the specific questions about the life cycles of plants, share some of your own experiences with houseplants and outdoor gardens. For example, **SAY:** *I have grown herbs in pots and watched them grow from tiny seeds to sprouts to full-sized, bushy plants.* Then have students discuss their knowledge of plant life cycles with a partner.

Build Background

Have a volunteer read aloud the *Build Background* section. **SAY:** *Do you know of any folktales besides “Jack and the Beanstalk” and “Cinderella” that are about magic seeds and plants? Why do you think that there are so many folktales about this topic?* Then give students some hands-on experience growing plants from seeds. Bring in flower or vegetable seeds for students to plant in milk cartons or cups. Have students make a chart with the headings *Date* and *Notes* so that they can keep a log of their plants’ progress.

Understanding the Genre: Science Article and Folktale

Explain that students will be reading a science article and a folktale about plants. **SAY:** *A science article is a piece of nonfiction that might appear in a magazine or a newspaper in print or online. It focuses on facts, not opinions. A folktale is a story that people of a certain culture have told out loud for many generations.*

Reading 1

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Context, dictionary skills, word study
- Reading strategy: Recognize sequence
- Text type: Informational text (science); Folktale

Grammar

- Sequence words and phrases
- Using dashes to explain or clarify

Writing

- Write a story with a starter



THE BIG QUESTION

How are growth and change related? What do you know about the life cycle of plants? How do plants change as they grow? Talk with a partner about changes plants go through, such as a seed sprouting, a flower blooming, or leaves changing color.

Build Background

“How Seeds and Plants Grow” is a science article that explains what happens inside a seed when it germinates, or first begins to grow. The folktale **“A Tale of Two Brothers”** is from Korea. It is about two brothers’ different experiences planting magic melon seeds. Many folktales involve magic seeds or plants. For example, in “Jack and the Beanstalk,” Jack plants a magic seed that grows into a giant beanstalk. In “Cinderella,” Cinderella’s fairy godmother turns a pumpkin into a golden carriage. What stories do you know about magic plants? List the tales in your notebook and discuss them with a partner.



▲ Melons like the ones these men have grown are important in the story “A Tale of Two Brothers.”

80 Unit 2



Common Core State Standards

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

The following standards apply to pages 80–83.

Teaching the standards: RI.9–10.4, L.9–10.4, L.9–10.4.c, L.9–10.4.d, L.9–10.6, RST.9–10.3, RST.9–10.4

Practicing the standards: L.9–10.3, L.9–10.4.a

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

Differentiated Instruction

Beginning

Allow students extra time to read the text. Monitor students frequently, giving assistance with new words and structures.

Early Intermediate/Intermediate

Ask students to describe the stages of growth in the photo on page 81.

Early Advanced/Advanced

Have students write a sentence using the word *germination* to serve as a new caption for the photo on page 81.

Vocabulary

Learn Key Words

Read these sentences. Use the context to figure out the meaning of the **highlighted** words. Use a dictionary, the glossary, or a thesaurus to determine or confirm your answers. Then write each word and its meaning in your notebook.

1. Seeds **develop** into plants only when conditions are right and the seeds have all they need in order to grow.
2. The **embryo** is the part of the seed that becomes the plant.
3. **Germination** is the stage at which the embryo inside a seed first begins to grow.
4. When a seed is **inactive**, it does not grow.
5. The **protective** covering on a seed, called the seed coat, keeps the seed from being harmed or drying out.
6. Plant stems **straighten** as they grow toward the sun.

Practice



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

1. The stage at which a seed first begins to grow is called _____.
2. The seed was _____ because we had not planted it or watered it.
3. Most trees _____ as they grow.
4. The hard _____ covering of a seed is called the seed coat.
5. The _____ contains all the basic parts of a plant.
6. Not all seeds _____ into plants.



▲ A seed develops into a plant.

Key Words

develop
embryo
germination
inactive
protective
straighten

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 Words. After each sentence, use the vocabulary routine.

Define: develop to expand by a process of growth

Expand: It's hard to believe that a tree can **develop** from a small seed.

Ask: What conditions must be present for a seed to **develop**?

Define: embryo a human or an animal at a beginning or an undeveloped stage

Expand: The **embryo** is an early stage before an animal, human, or plant is born.

Ask: Can you see **embryos** with the naked eye?

Define: germination to cause to sprout or develop

Expand: The scientists were excited by the **germination** of the new tomato plant.

Ask: During **germination**, what happens to a seed?

Continue the vocabulary routine with **inactive**, **protective** and **straighten**.

Learning Strategy

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

Practice

Read aloud the instructions for the practice exercise. **SAY:** *It may help to write the red words in your notebook and place a check mark next to each word after you've used it. Then choose a partner, and take turns reading the sentences aloud.*

ANSWERS

- | | | |
|----------------|-------------|---------------|
| 1. germination | 2. inactive | 3. straighten |
| 4. protective | 5. embryo | 6. develop |

Prepare to Read

Teaching Resources

- Audio
- Workbook, pp. 40–42

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 **environment**.

Expand: Pollution is bad for the **environment**.

Ask: How can you protect the natural **environment**?

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

Expand: The **function** of the washing machine is to wash clothes easier.

Ask: What is the **function** of a blender?

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

Expand: Because Lara had enormous **potential** as an engineer, she was accepted to every school she applied to.

Ask: Have you reached your academic **potential** this year?

Continue the vocabulary routine with **process**.

Practice

Model how to answer the questions using a complete sentence that includes the boldfaced word. Tell students to read the questions aloud to themselves when they're finished to help practice correct pronunciation.

ANSWERS

Possible answers include:

1. A cactus lives in a hot, dry environment.
2. The function of an embryo is to become a plant.
3. It has the potential to become a fully grown plant.
4. Writing is a process because you follow a series of steps in order when you write.

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 "How Seeds and Plants Grow," try to use these words to respond to the text.

Academic Words

environment
function
potential
process

environment = the land, water, and air in which plants live	➡	A rain forest is a wet environment . A desert is a dry environment .
function = the usual purpose of a thing	➡	Each stage in a seed's growth has a function . For example, when the seed coat breaks open, the roots grow downward.
potential = the possibility that something will develop in a positive way	➡	The internet has the potential to create many more jobs around the world.
process = a series of actions, developments, or changes that happen in a sequence	➡	Germination is a process that a seed goes through when it first begins to grow.

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 kind of **environment** does a cactus live in?
2. What do you think is the **function** of the embryo?
3. What does a plant seed that is properly cared for have the **potential** to become?
4. In what way is writing a **process**?



▲ A cactus in bloom

Accelerate Language Development

Morphemes

Point out that the morpheme is the most elemental unit of meaning. A word may have one or more morphemes. A word with one morpheme (*house*, *boy*, *book*) cannot be broken into smaller units. You may use the following example to show how one word may have several morphemes:

One morpheme: *man*. Two morphemes: *gentleman*. Three morphemes: *gentlemanly*. Four morphemes: *ungentlemanly*, and so on.

Word Study: Related Words

Related words are words in the same word family. They share the same base word and have related meanings. Look at similarities and differences among the related words below.

protect (verb) to prevent someone or something from being harmed
protection (noun) the act of protecting or the state of being protected
protective (adjective) used or intended for protection

Once you know the meaning of a base word, you can make a guess about the meanings of other words in that family. Try to memorize the meanings of as many suffixes as possible. This will help when you are trying to understand the meanings of related words.

Practice



Work with a partner. Copy the words in the box below into your notebook. Write the part of speech and the meaning of each word. Then check your work in a dictionary.

action	correction	production
active	corrective	productive

Reading Strategy

Recognize Sequence

Recognizing sequence will help you understand the order of events in a text. To recognize sequence, follow these steps as you read:

- Look for words that show sequence, such as *first, then, next, finally, last, while, during, and after*.
- Look for time expressions, such as *every morning, yesterday, in the spring, next February, and on Jan 10, 2010*.
- You may wish to track the events in a sequence-of-events chart.

As you read "How Seeds and Plants Grow" and "A Tale of Two Brothers," notice the sequence in which things happen.



Word Study: Related Words

Explain to students that learning about related words will help them expand their vocabularies. Have a volunteer read aloud the paragraphs about related words. Discuss the boxed example for *protect, protection, and protective*. On the board, create a word family chart with the following headings: *verb, noun, adjective*. Show students how to add *protect, protection, and protective* to the chart. Then work as a class to add one or more Academic Words to the correct columns on the word family chart: *develop, development, developing; germinate, germination, germinating*. Circle any suffixes that will help students determine a word's part of speech, such as *-ment* and *-ate*.

Practice

Read aloud the instructions for the practice exercise. Have students create word family charts in their notebook for each of the words.

ANSWERS

Students should define each word correctly and come up with the following parts of speech: *action (noun), active (adjective); correction (noun), corrective (adjective); production (noun), productive (adjective)*.

Reading Strategy: Recognize Sequence

With students, read the step-by-step instructions for how to recognize sequence. **SAY:** *Sequence means "the order in which events happen." If the events in a process, like germination, happen one after the other, the events are in sequence. If the events jump around in time, they are out of sequence. Good readers use their knowledge of sequence to remember the correct order of events in an article or a story.* Choose a process that is familiar to students, and model the strategy. Be sure to use signal words and time expressions in your example.

Reading 1

Teaching Resources

- Teacher's Resource Book, p. 115
- Audio
- Reader's Companion, pp. 29–31

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

How Seeds and Plants Grow

The first reading is a science article that explains germination. The second reading is a short Korean folktale about two boys who plant magical pumpkin seeds. The generous boy's pumpkin produces gold, while the greedy boy's pumpkin produces spiders and snakes.

The Big Question Remind students to think about the Big Question, *How are growth and change related?* **SAY:** *What kinds of changes happen to plants as they grow?*

Set a Purpose for Reading

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

Preteaching Glossary Words

Have students work with a partner to read aloud the boldfaced word and its definition on page 84. Answer any outstanding questions students have about the use of the word or its meaning.

Scaffolding: Listen and Read

Have students listen to the audio as they read the selection silently to themselves. Then have students work with a partner to take turns reading the selection aloud, paragraph by paragraph.

Develop an Awareness of Cognates		
English	Spanish	Haitian Creole
plants	plantas	plant yo
inactive	inactivo	inaktif
germination	germinación	jèminasyon

Reading 1

Informational Text Science

Set a purpose for reading Think about how plants change as they grow. What happens inside a seed as it first begins to grow?

How Seeds and Plants Grow

Parts of a Seed

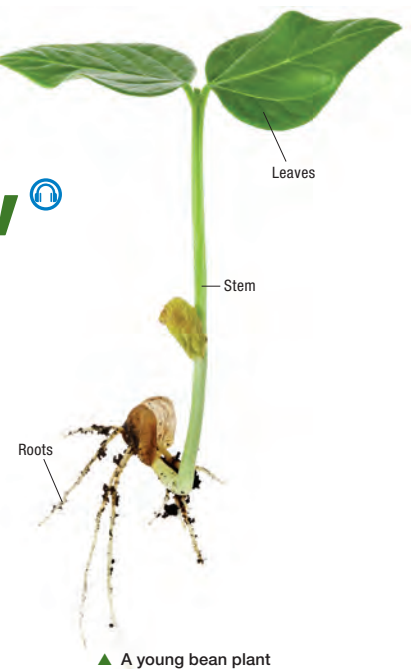
Most plants produce new plants from seeds. A seed is like a tiny package. It contains the beginning of a very young plant inside a **protective** covering.

A seed has three important parts—an **embryo**, stored food, and a seed coat. The embryo contains the basic parts from which a young plant will **develop**—roots, stems, and leaves. Stored food keeps the young plant alive until it can make its own food through **photosynthesis**. Seeds contain one or two seed leaves, called cotyledons. In some plants, food is stored in the cotyledons.

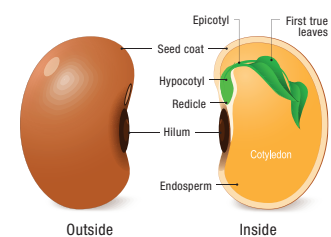
The outer protective covering of a seed is called the seed coat. The seed coat is like a plastic wrap; it protects the embryo and stored food from drying out. This protection is necessary because a seed may be **inactive**—may not begin to grow—for weeks, months, or even years.

Then, when conditions are right, the embryo inside a seed suddenly becomes active and begins to grow. The time when the embryo first begins to grow is called **germination**.

photosynthesis, process by which a plant makes food in its leaves



▲ A young bean plant



▲ Bean seed

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: RI.9–10.1, RI.9–10.3, RI.9–10.5, RST.9–10.1, RST.9–10.10

Practicing the standards: RI.9–10.10

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

Differentiated Instruction

Beginning

Have students identify the numbered photos on page 85. Ask them what process these photos illustrate.

Early Intermediate/Intermediate

Have students explain what happens when a young plant produces its first leaves.

Early Advanced/Advanced

Have students research photosynthesis on the internet and share their findings.

Germination

During germination, the seed absorbs water from the environment. Then the embryo uses its stored food to begin to grow. The seed coat breaks open, and the embryo's roots grow downward. Then its stem and leaves grow upward. As the stem grows longer, it breaks out of the ground. Once it is above the ground, the stem **straightens** up toward the sunlight, and the first leaves appear on the stem. When the young plant produces its first leaves, it can begin to make its own food by photosynthesis.

Reading Skill

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

Germination of a Runner Bean



Before You Go On

1. What are three important parts of a seed?
2. What is the first thing that happens during germination?

On Your Own

Why do you think knowing about how seeds and plants grow could help people grow healthier plants?

Reading 1 85

Study Skills: Internet

Have students conduct online research to find out more about germination. Introduce the concept of *keywords* in computer searches. Guide students as they use a search engine to find websites about germination. Challenge them to find a diagram outlining the sequential steps in the process, to copy it, and to include a written description of each step beneath each picture.

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.

Check for Comprehension

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

Before You Go On

Have students work with a partner. Remind them that these questions will help them monitor their progress.

ANSWERS

1. Three important parts of a seed are the embryo, the stored food, and the seed coat.
2. The seed absorbs water from the environment.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Answers will vary.

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 response to the Big Question.

Challenge Words and Terms

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

- breaks out
- straightens up

Reading 1

A Tale of Two Brothers

Set a Purpose for Reading

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

Preteaching Boldfaced Words

Have students work with a partner to read aloud the boldfaced terms and definitions on page 86. Answer any outstanding questions students have about the uses of the words or their meanings before reading the selection.

Reading Skill

Read the folktale for the class, using your voice and gestures to emphasize emotion and key words and phrases. Then have the class read a section of the folktale with you.

Scaffolding: Listen and Read

Have students listen to the audio as they read the selection silently to themselves. Then have students work with a partner to take turns reading the selection aloud, paragraph by paragraph.

Across the Curriculum: Social Studies

Point out to students that the rules for naming people are complex in Korean culture. These rules are based on the system introduced by Confucius (551–479 B.C.E.), a very important Chinese philosopher. There are about 100 traditional Korean family names. *Kim* and *Chang* are very common.

Reading Strategy: Recognize Sequence

Return to the reading strategy exercise on page 83 of the Student Edition. **SAY:** *What does sequence mean? (order) As we read the folktale, I am paying attention to the sequence of events. What is the first thing that happens in the story?* Answer: *the father dies* Ask students additional sequence questions. For example, **SAY:** *What happens after Heungbu helps the swallow?* Answer: *The swallow gives him a seed.*

Reading 1

Literature Folktale

Set a purpose for reading Read this folktale about two brothers who each plant a magic seed. Why do they get such different results?

A Tale of Two Brothers

A Korean folktale

Long ago, there were two brothers named Heungbu and Nolbu, who lived with their father on a rice farm in Korea. When their father grew old and sick, Heungbu, who was the younger brother, said, "Brother, we must take care of our father." Every day, Heungbu brought his father food and tea and medicine, but Nolbu, the older brother, was too busy going out to parties and seeing friends.

After their father died, Heungbu said, "Papa said we should work together on the farm and share the **profits**."

"Surely you misunderstood!" said Nolbu. "The farm is all mine, for I am the elder brother, but do not worry, I will give you a plot of your own."

Nolbu gave Heungbu a tiny, shaded plot of land where rice would not grow, and Heungbu became very poor. Nolbu, on the other hand, enjoyed a good **harvest** each year and lived a comfortable life.

One winter day when Heungbu was in his yard, he noticed a swallow hobbling around on a broken leg, so he brought the bird indoors and wrapped its broken leg to help it heal.

profits, money that you gain by selling something or doing business
harvest, the time when crops are gathered from the field

Reading Skill

Take turns reading 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.





When spring came, the swallow returned and dropped a seed at Heungbu's feet. Heungbu understood that the seed was a thank-you gift and planted it. Soon, a flower-filled vine sprung up, and within a week, the flowers turned into huge melons. As Heungbu cut one open, he could almost taste the juicy sweet fruit but, to his surprise, the inside of the melon had no fruit at all. Instead, it was filled with gold and **gemstones**. He cut open the other melons and found riches in every one. He had become a wealthy man!

Soon, Nolbu heard about his brother's great wealth, and he demanded to know how it happened. After hearing the story, Nolbu went out into his yard, caught a swallow, and broke its leg, ignoring the bird's cries of pain. Nolbu then wrapped the bird's leg in cloth the way his brother had done.

The swallow came back a few days later and dropped a seed at Nolbu's feet. "Finally, I will be rich!" Nolbu thought.

Nolbu planted the seed and, very soon, had his own vine of melons, but when he cut into one, muddy water came rushing out of it, destroying his rice farm and his home.

gemstones, valuable stones that have been cut into a particular shape

Before You Go On

1. What did Heungbu do when he noticed an injured bird?
2. What did Nolbu find inside his melon?

On Your Own

What do you think is the lesson that can be learned from the folktale? Explain.

Reading 1 87

Study Skills: Internet

Tell students that they can use a search engine to find other folktales from around the world. Have students research folktales from around the world and make a chart of three folktales with the title, region the folktale is from, and main characters.

SAY: *What do you think each story is about?* Have students share their findings and create a class chart of folktales.

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

Before You Go On

Have students work with a partner, and remind them that these questions will help them monitor their progress. Have a class discussion about the On Your Own question. Encourage students to participate as much as possible.

ANSWERS

1. Heungbu helped the injured bird.
2. Nolbu found muddy water inside his melon.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Answers will vary.

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 response to the Big Question.

ANSWERS

Answers may vary but should include the following understanding:

Helping others with a sincere heart brings rewards in life. Harming others with the intent to deceive doesn't bring rewards.

Review and Practice

Teaching Resources

- Workbook, p. 43
- 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 this section either independently or in groups. Model the first question with the class, so they can see how to answer in a complete sentence.

ANSWERS

1. The seed coat protects the embryo.
2. Heungbu took care of their father when he grew old and sick.
3. The three basic parts of a plant are the roots, stem, and leaves.
4. Heungbu's melon had gemstones in it because he was good. Nolbu's melon had muddy water in it because he had bad intentions.
5. Photosynthesis, the way plants make food, has something to do with light.
6. Possible response: Heungbu put positive energy into growing and sharing his pumpkin, so he reaped rewards. Nolbu acted in a cruel and greedy way, so he reaped punishment.
7. Answers will vary.
8. Answers will vary.

Speaking Tip

Point out to students that when they prepare note cards, they should not use complete sentences. They should just write down key words that will remind them about what to say.

In Your Own Words

To get students started, write these words on the board: *develop, embryo, germination, inactive, protective, straighten, environment, function, potential, and process*. Have a volunteer describe the first step in the process. (The seed absorbs water from the environment.) As students work, move around the room and give feedback.

Reading 1

Review and Practice

Comprehension



Recall

1. What is the function of the seed coat?
2. Who took care of the brothers' father when he grew old and sick?

Comprehend

3. What are three basic parts of a plant?
4. Why was the content of the brothers' melons different? Explain.

Analyze

5. *Photo* is a Greek root, or word part, meaning "light." Given this information, what conclusion can you draw about the process of photosynthesis?
6. There is a saying, "You reap what you sow." It means that what you harvest reflects what you planted and the energy you put into growing it. How does this saying apply to the folktale?

Connect

7. Which selection did you enjoy more? Which one did you learn more from? Explain.
8. Which brother would you want as a friend? Explain.

In Your Own Words

Work with a partner. In your own words, explain how a seed germinates and becomes a plant. Include as many new vocabulary words as possible. Ask your partner to listen carefully to your explanation. Are there any key points that you missed? Did you use the vocabulary words correctly?



▲ Plants use the process of photosynthesis to make food from the energy of the sun.

Speaking Tip

Write important ideas on note cards. Review your notes before you begin speaking.

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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: RI.9–10.2, RI.9–10.3, RI.9–10.5, W.9–10.3, W.9–10.4, W.9–10.5, W.9–10.10, SL.9–10.1, SL.9–10.1.a, SL.9–10.6, L.9–10.1, L.9–10.2, RST.9–10.2

Practicing the standards: W.9–10.3.a, W.9–10.6, W.9–10.7, W.9–10.8, SL.9–10.1.a, SL.9–10.4, SL.9–10.5, RST.9–10.10

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

Fluency Activity

Model reading page 87 aloud. Read one sentence aloud, and have your group read it aloud after you. Do this with each sentence on the page. Then have students practice reading the page aloud.

Discussion

Discuss with a partner or in a small group.

1. Why do you think the science article is included with the folktale in this unit? Explain.
2. Do you think Nolbu deserved what happened to him? Explain.

How are growth and change related? Which selection do you think addresses the Big Question better: the science article or the folktale? 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. Give each other feedback on your reading.

Extension



Use the internet or go to the library to get information about forests that are in danger of disappearing. What causes deforestation? What problems can result from deforestation? What can be done to help solve the problem?

Prepare a short oral report on the topic. Include drawings, posters, or photographs to help your audience understand the information better. Present your report to the class.



This spruce-tree seedling was planted as part of a reforestation program. ▶

Listening Tip

Respect your classmates. Listen politely, even if you disagree with a person's ideas.

Listening Tip

Point out that disagreeing with other people's ideas is part of a normal discussion. Model expressing disagreement politely. **SAY:** *I disagree with your point. Have you thought about . . . ?*

Discussion

Facilitate a discussion about the questions in the Student Edition. Model listening skills by listening carefully and patiently to students who struggle to express themselves. Tell students to listen carefully for the main points and supporting details of the speakers' viewpoints, and to support their own viewpoints as well.



The Big Question *How are growth and change related?* As students discuss their experiences with growing plants, guide their discussion toward the Big Question by asking the following: "How do plants change as they grow?"

Read for Fluency

Students should practice reading the same selection aloud. Encourage partners to give each other constructive feedback and tips about pronunciation.

Extension

Arrange students in small groups. Have them brainstorm topics and list their ideas on the board. Suggest that each group choose a student to serve as group leader. Suggest that the group leader assign tasks to group members and coordinate the work flow.

Grammar

Teaching Resources

- Workbook, pp. 44–45

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

Sequence Words and Phrases

Tell students that writers use sequence words to present events in chronological order, or in the order that they happen. Sequence words and phrases include *first*, *then*, *next*, *after that*, *afterward*, *following that*, *last*, and *finally*. A comma follows all sequence words at the beginning of a clause or sentence except *then*.

Grammar Skill

Read the grammar skill aloud with the class.

SAY: *What word could be used for second/2nd?*

Answer: *then*, *next*

Grammar Check

Point out the Grammar Check box, and **SAY:** *What follows most sequence words at the beginning of a sentence?* Answer: *a comma*

Practice A

Model how to complete the exercise by circling the correct sequence word, *First*, in the first example. Read the complete sentence aloud for students.

ANSWERS

2. Then 3. Next 4. Afterward 5. Following that 6. Finally

Practice B

Model how to complete the exercise by turning to page 85 and pointing to the first image. Model scanning the text above and underlining the information. **SAY:** *First, the seed coat breaks open.*

ANSWERS

Answers will vary. Possible answers:

2. Then, the embryo's roots grow downward.
3. Next, the embryo's stem and leaves grow upward. Finally, the stem straightens up and the first leaves appear on the stem.

Apply

Read the directions with students. Remind them to use sequence words in their description.

Reading 1

Grammar

Sequence Words and Phrases

Sequence words help the reader connect events in an informational text or in a story, such as in the folktale "A Tale of Two Brothers."

Sequence words help you follow the order of events in a story.

Sequence words and expressions include *first*, *then*, *next*, *after that*, *afterward*, *following that*, *last*, and *finally*. A comma follows all sequence words at the beginning of a clause or sentence except for *then*.

Practice A



Here are the events from the first half of "A Tale of Two Brothers." Circle the correct sequence words or phrases.

1. First, / Then Heungbu bound the swallow's leg.
2. First, / Then the swallow's leg healed, and Heungbu set it free.
3. Next, / Finally, the swallow dropped a melon seed at Heungbu's feet, so Heungbu planted it.
4. Afterward, / Last, a big melon vine grew from the seed.
5. Following that, / Last, Heungbu cut the melon open, and gemstones tumbled out.
6. Finally, / First, Nolbu heard about what happened with Heungbu's melons.

Practice B

"How Seeds and Plants Grow" is a science article that explains the process of germination.

Turn to page 85. In your notebook, write captions for the photographs shown. Use the text for information. Start your captions with sequence words. Share your captions with a partner.

Grammar Skill

In your writing, in place of sequence words such as *next* and *then*, you can spell out ordinal numbers to indicate steps: second, third, fourth, and so on.

Grammar Check

- ✓ What follows most **sequence words** at the beginning of a sentence?

Apply

Think about a task you are good at. Explain how to do it to your partner. Use sequence words.

Linguistic Note Sounding out /ð/ in *then*, *that*

The sound /ð/ does not exist in some languages (for example, Cantonese, Filipino, Hmong, Mandarin, or Vietnamese). Point out that /ð/ is slightly different from /d/. Students can practice alternating the pronunciation of the words *there* and *dad* by placing the tip of the tongue at the tip of their upper teeth for the former and at the base of their upper teeth for the latter.

Using Dashes to Explain or Clarify

Dashes (—) can take the place of colons, commas and parentheses in some sentences, if you want to explain, clarify, or emphasize a certain point.

Example	Purpose
The embryo within a seed contains the basic parts from which a young plant will develop—roots, stems, and leaves.	To clarify the word <i>parts</i> . Here, a dash replaces a colon.
This protection is necessary because a seed may be inactive—may not begin to grow—for weeks, months, or even years.	To explain the meaning of <i>may be inactive</i> . Here, dashes replace parentheses or commas.

The last sentence could be punctuated differently to emphasize the time aspect: *This protection is necessary because a seed may be inactive (may not begin to grow) for weeks, months—or even years.*

Practice A



Rewrite each sentence below in your notebook. Add the missing dashes to emphasize, set off information, or provide a definition. Then circle the word or phrase in the sentence that is explained by the use of dashes.

- We grew three kinds of beans kidney beans, lima beans, and navy beans.
- In “A Tale of Two Brothers,” Heungbu finds gemstones in his melon a gift from the bird he saved.
- Seeds contain one or two cotyledons leaves where food is stored.

Practice B

Rewrite the sentences below in your notebook. Include the phrase in parentheses by using one or two dashes.

- There are many uses for seeds. (growing new plants, feeding animals, eating)
- The seed coat is like plastic wrap. (the outer protective covering)
- Heungbu and Nolbu have very different personalities. (two brothers in a Korean folktale)

Grammar Skill

You can use dashes to set off text in the middle or at the end of a sentence.

Grammar Check

✓ What are two ways dashes can be used?

Apply

As you work through this unit, highlight examples of dash usage. What is the purpose of each use of dashes?

Reading 1 91

Using Dashes to Explain or Clarify

Tell students that writers often use dashes (—) to emphasize certain information on the page so that the reader notices it. The dash can be used for different purposes—to give more specific information, or to give a definition.

Grammar Skill

Read the grammar skill aloud with the class. Point out the example sentences that use of dashes in the middle and at the end of sentences.

Grammar Check

Point out the Grammar Check box, and **SAY:** *What are two reasons you might use dashes?* Possible answers: *to clarify something or explain a meaning.*

Practice A

Model how to complete the exercise by rewriting the first example, using a dash: *We grew three kinds of beans—kidney beans, lima beans, and navy beans.*

ANSWERS

- In “A Tale of Two Brothers,” Heungbu finds gemstones in his melon—a gift from the bird he saved.
- Seeds contain one or two cotyledons—leaves where food is stored.

Practice B

Model how to complete the exercise by rewriting the first example: *There are many uses for seeds—growing new plants, feeding animals, and eating.*

ANSWERS

- The seed coat—the outer protective coating—is like plastic wrap.
- Heungbu and Nolbu—two brothers in a Korean folktale—have very different personalities.

Apply

Read aloud the directions with students. Remind students of the purposes for using dashes that they’ve learned: *to clarify and to explain.*

Teaching Resources

- Workbook, p. 46
- Worksheets, Writing Model 26
- GO 7: Sequence of Events Chart
- Assessment, pp. 51–54
- Reader+

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

Remind students that they will be writing a fictional narrative at the end of the unit. To do this, explain that they will learn some skills writers use to write fictional narratives, or stories.

Write a Story with a Starter

Read the information at the top of the page as well as the Writing Prompt. **SAY:** *When you write a personal narrative about an experience you had in nature, you must give details about the setting, characters, and plot. You should also use sequence and time words and phrases to present the story events in a logical order.*

Prewrite

Help students understand the importance of arranging events in a story order. Work with students to complete a graphic organizer. Tell students to write their graphic organizer in their notebook.

Draft

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

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 skills that writers use to write fictional narratives, or stories. Most stories include a series of events. The events make up the story's plot. The writer presents the story events in an order that makes the most sense. In "A Tale of Two Brothers," the events are in chronological order, or time order. The author uses sequence words and phrases like *a few days later* and *Soon* to make the relationships clear.

Writing Prompt

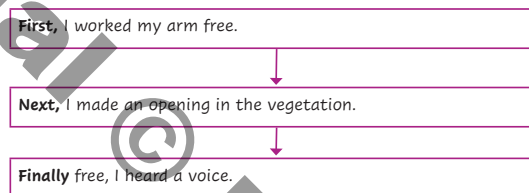
Write a fictional narrative. Begin your story with the following starter: *It was the most incredible thing I'd ever seen in nature.* Use sequence and time words and phrases to present the story events in a logical order.

- 1 **Prewrite** Begin by thinking of the story starter and the events that you'll include in your story.



- Close your eyes and visualize your story. Imagine what might happen in it.
- Write events on sticky notes or slips of paper. You don't have to think about the order now. Just write different events that happen.
- Next, arrange the events in a story order. Try different orders. What order makes the most sense?

Here's a flow chart created by a student named Thomas. He used this story starter: *I had never seen such an amazing plant.* He visualized a plant wrapping its tentacles around him. Then he used the flow chart to put the story events in order.



2 Draft Use your flow chart to help you write a first draft.

- Use the story starter to lead into your story events.
- Describe the incredible thing in nature that your story is about.
- Use sequence and time words and phrases to present the events of your story in order.

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 467.

4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. 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.

Thomas Kasterine
An Amazing Plant
I had never seen such an amazing plant. Its smooth, curling leaves seemed to reach out to me. I wanted badly to touch it. Suddenly, its tentacles—its long, curling stems—shot out and wrapped themselves around me. I tried to break loose, but I was trapped. I started to panic. Then I got an idea. First, I worked my arm free of the tangle. Next, I made an opening in the vegetation near my pants pocket. I pulled out my knife and cut randomly at the leaves and stems. Finally, when I was free, I heard a voice. "You, there!" It was a park ranger. "Have you ever seen such an amazing plant?" I shook my head. The ranger smiled and explained that people should never touch this species of plant because it was becoming rare. I turned and looked at the plant. It was in perfect condition, just as it was when I first saw it. Had it all been a daydream?

Writing Checklist

Ideas:

- ☐ I narrated a story that included a sequence of events in logical order.

Word Choice:

- ☐ I used sequence words and phrases to show the order of events.

Conventions:

- ☐ I used commas correctly to set off sequence and time words and phrases where appropriate.



Revise

Tell students that revising is an important part of the writing process. Encourage them to read their draft at least six times, considering each statement on 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 described a story that happened to you in nature? Have you used descriptive details to reveal your characters' physical and personal traits? Have you used sequence words in the correct order? Is your writing clear? Does it make sense? Think of other ways to make it better.* After students revise, have them exchange paragraphs with a partner. Ask the partner if the writing and sequence of events is clear or needs improvement. If the writing is not clear, have the partner suggest revisions.

Writing Checklist

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

Ideas Check that students included events in logical order in a story that happened to them in nature.

Word Choice Check that students used appropriate sequence words and phrases in their writing

Conventions Check that students used commas correctly to set off sequence and time words and phrases.

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 46 to evaluate each other's work.

Publish

Students can present their personal narrative. Allow time for students to practice reading their personal narrative. Remind students to save their work.

Prepare to Read

Teaching Resources

- Audio
- Workbook, p. 47

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 ways people grow and change emotionally and mentally.

The Big Question Model a thoughtful response to the questions at the top of the page. For example, **SAY:** *Sometimes difficult or painful situations, such as moving away from a close friend, can help people grow and change. In this part of the unit, we are going to read about two characters who change as a result of a painful experience.* Have students work with a partner to discuss experiences that make people grow and change.

Build Background

Have students read the Build Background section silently. Ask them to define *discrimination* in their own words. Then explain to students that even though African Americans had voting rights in the 1960s, there were many barriers to actually voting. **SAY:** *Before 1965, African Americans had the right to vote. But there were barriers to voting. One of these barriers was a literacy test. Some of these tests were designed to be unfair and to prevent people from voting.*

Understanding the Genre: Short Story

Explain to students that they will be reading a short story about a time in history in the United States. A short story tells a full story that includes character, setting, conflict, plot, and theme. **SAY:** *A short story includes the elements of fiction but is often meant to be read in one sitting. When we read this story, you'll see that it includes characters, setting, conflict, plot, and a theme.*

Reading 2

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Literary terms, word study
- Reading strategy: Compare and contrast
- Text type: Literature (short story)

Grammar

- Simple past and present perfect
- Past perfect active and passive

Writing

- Rewrite a familiar story



THE BIG QUESTION

How are growth and change related? Societies grow and change at different rates. What might cause societies to change quickly? What would cause them to stay the same or to change slowly? Discuss with a partner or in small groups. What kinds of experiences can make people grow and change in terms of their emotions and understanding? Discuss with a partner or in small groups.

Build Background

This reading is a short story called **"The Test."** The story is historical fiction. It deals with discrimination, inequality, and rights for African Americans at a bleak time in U.S. history—which was beginning to change, though slowly.

When African Americans were brought to the United States as slaves, they were not allowed to learn to read or write. Slavery was abolished, and African Americans were considered citizens in the 1860s. However, African Americans still faced many barriers to education and voting rights.

Before 1965, people in southern states who wanted to vote often had to take tests to show that they could read or write. Some people used these tests to discriminate against African Americans.

The short story "The Test" takes place in the southern state of Louisiana in the 1960s. While the setting and some of the references, such as the ones made about Ruby Bridges, are real, the characters—Lucas, Mama, and Gramps—are fictional.



◀ Ruby Bridges was six when her parents fought in court for her to be able to go to the school of her choice.



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.9-10.4, L.9-10.4, L.9-10.4.c, L.9-10.4.d, L.9-10.6

Practicing the standards: RL.9-10.5, L.9-10.3, L.9-10.4.a

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

Differentiated Instruction

Beginning

Have students look at the photo on page 94 and identify who each person in the photo might be.

Early Intermediate/Intermediate

Ask students to look over the text on pages 99–101 to identify the narrator of "The Test." Who are the other characters?

Early Advanced/Advanced

Ask students to define the word literacy. Ask them to predict what the connection is between the title "The Test" and literacy.

Vocabulary

Learn Literary Words

In a narrative, the person telling the story is called the *narrator*. The narrator tells the story from a particular **point of view**. This means that the reader views things however the narrator describes them. Sometimes the narrator is a character in the story. Then the narrator assumes the first-person point of view, telling the story using the pronouns *I* and *my*. In the short story “The Test,” the main character, Lucas, narrates the story.

Because Lucas is the narrator, readers understand the **plot** from his point of view. The plot is the sequence of connected events that make up a story. The events in the short story “The Test” make up its plot.

Plot development can be divided into two categories: linear and nonlinear. In “The Test,” the plot development is linear, meaning the plot is described in chronological order. In a nonlinear story, the events are not described in time order.

Suspense is a feeling of uncertainty about the outcome of events in a story. Writers often create suspense by keeping readers wondering how a situation is going to turn out.

Practice



Think of a TV show or movie that contains an element of suspense. Describe the plot and the point of view, then focus on what the element of suspense is in the show or movie. Fill in the boxes below with the information before you begin writing your description.

Title
Point of View
Element of Suspense

Literary Words

point of view
plot
suspense



Vocabulary

Learn Literary Words

Play the Audio Have students listen and repeat. Direct students’ attention to the Literary Words at the top of the page. Remind students that Literary Words are used to discuss works of literature, such as historical fiction.

Have a student read aloud the paragraphs that define **point of view**, **plot**, and **suspense**. Ask students to provide additional examples of each term based on the folktale “A Tale of Two Brothers” in Reading 1 (Possible responses: **Point of view:** An outside narrator, not a character, tells the story. **Plot:** Heungbu helps an injured swallow and is rewarded. The events happen in logical order. **Suspense:** What will Nolbu find inside his melon?)

Practice

Tell students to review the key points about the literary term *suspense*. Then have them copy the chart into their notebook and fill it out as they read the excerpt.

ANSWERS

Answers will vary but should include the title, the point of view, and a description of the element of suspense.

Teaching Resources

- Audio
- Workbook, pp. 48–50

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 **affect**.

Expand: The area **affected** by the hurricane had substantial damage.

Ask: Do scary movies **affect** your sleep?

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

Expand: The child was filled with **anticipation** before opening his birthday presents.

Ask: Do you experience **anticipation** before an important event?

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

Expand: There are laws to prevent **discrimination** in the workplace.

Ask: Is **discrimination** still a problem?

Continue the vocabulary routine with **reaction**.

Practice

Model how to answer the questions by answering the first question with the whole group.

ANSWERS

Possible answers include:

1. I show how things affect me because it is important for people to know how I feel.
2. Anticipation can lead to disappointment because if you expect something to be exciting and it isn't, you will be especially upset.
3. There are many organizations that work to end discrimination such as the United Nations.
4. My reaction would be to jump up and down and scream.

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 “The Test,” try to use these words to respond to the text.

Academic Words

affect
anticipation
discrimination
reaction

affect = cause a person to feel strong emotions	➡ She pretended that the bad news did not affect her in order to appear strong.
anticipation = a feeling of excitement because something good or fun is going to happen	➡ We were filled with anticipation as we waited for the show to start.
discrimination = the practice of treating one group of people differently from another in an unfair way	➡ Laws against discrimination help prevent various groups from being treated unfairly.
reaction = something you say or do because of what has happened or been said to you	➡ His reaction to my joke was not what I had hoped. Instead of laughing, he groaned.

Practice



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

1. Do you think it is acceptable to show how things **affect** you? Explain.
2. In what ways can **anticipation** sometimes lead to disappointment?
3. Which organizations work to help end **discrimination**?
4. What would your **reaction** be if you found out you had won a contest?



▲ This 1870 print celebrates the 15th Amendment, but the amendment did not end voting discrimination.

Word Study: Homographs

Some words in English are spelled alike but have different meanings. These words are called *homographs*. There are several ways to figure out the meaning of a homograph. Here are some suggestions:

- Check to see how the word is used. What part of speech is it?
- Look at the other words in the sentence for context clues.
- Use a dictionary to find the correct definition.

The chart below includes some examples of homographs.

Homograph	Part of Speech	Meaning
last	adjective	final
last	verb	to have a duration of time
change	noun	something new; a new situation
change	noun	metal coins

Practice



The following homographs appear in the short story "The Test": *pop*, *clear*, *sense*, *hand*. Find and underline each word in the reading. Then copy the context sentences into your notebook. Ask yourself how the word is used in the sentence. What is another meaning of the same word? Use a dictionary to find the meaning used in the context sentence. Record it in your notebook.

Reading Strategy Compare and Contrast

Comparing and contrasting helps you to understand ideas in a text. When you compare, you see how things are similar. When you contrast, you see how things are different. To compare and contrast, ask yourself the following questions as you read:

- How are the characters and events in this story similar to people and events in my own life?
- How are the characters and events in this story different from the people and events in my own life?
- How are the characters' ideas about the events similar?
- How are the characters' ideas about the events different?

As you read the short story "The Test," answer the questions listed above by comparing and contrasting.

Word Study: Homographs

Read aloud the paragraph and bulleted strategies for figuring out the meaning of *homographs*. Model the instructions. **SAY:** *When I see a homograph in my reading, I look for words and phrases around the word to figure out which meaning makes sense. Suppose I see the homograph right in this sentence: Joe raised his right arm to answer the teacher's question. The clue words raised, arm, and answer help me figure out that in this sentence, the word right is an adjective, meaning "on the right (not the left) side." In another sentence, such as At one time, women didn't have the right to vote, the words women and vote are clues that right is a noun, meaning "something you are allowed to do according to the law." If I can't find any clues, I look the word up in a dictionary.*

Practice

Read aloud the instructions for this practice exercise. Use the answers below to help students locate the sentences and use context clues to figure out the correct definitions.

ANSWERS

1. pop = (p. 98) "I was so proud I felt like I was going to pop."
2. clear = (p. 99) "At the office, Gramps took off his hat. 'My name is William Johnson. I want to register to vote,' he said in a deep, clear voice."
3. sense = (p. 100) "The questions on that test made no sense."
4. hand = (p. 101) "Mama looked uncertain, but I took her hand."

Reading Strategy: Compare and Contrast

With students, read the step-by-step instructions for how to compare and contrast. Draw a Venn diagram on the board. Model the strategy by comparing and contrasting the experiences of Heungbu and Nolbu in Reading 1. **SAY:** *In the left circle, I'll write what happened only to Heungbu: helped swallow, found gemstones in melon, told Nolbu what happened. In the right circle, I'll write what happened only to Nolbu: hurt swallow, found muddy water in melon, lost his home and farm. Where the circles intersect, I'll write what happened to both Heungbu and Nolbu: got seeds, grew melon, found something inside melon.*

Reading 2

Teaching Resources

- Teacher’s Resource Book, p. 115
- Audio

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

The Test

The short story “The Test” takes place in Louisiana, U.S.A., in the 1960s. We follow Lucas as he supports his grandfather, Gramps, in taking a literacy test, which was mandatory in order to vote. The family shows determination in the face of injustice and makes a plan for the future.

The Big Question Remind students to think about the Big Question, *How are growth and change related?* **SAY:** *How do you think Lucas might change or grow when his family faces discrimination?* Have students discuss with a partner.

Set a Purpose for Reading

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

Preteaching Boldfaced Words

Have students work with a partner to read aloud the boldfaced words and their definitions on page 98. Answer any outstanding questions students have about the uses of the words or their meanings before reading the selection.

Scaffolding: Listen and Read

Have students listen to the audio as they read the selection silently to themselves. Then have students work with a partner to take turns reading the selection aloud, paragraph by paragraph.

Reading 2

Literature Short Story

Set a purpose for reading Read this story to find out about some of the obstacles African Americans faced as they attempted to practice their right to vote. What does Lucas and his family do?

THE Test

The narrator is Lucas, a 13-year-old African-American boy in Louisiana in the 1960s. He lives with his mother, Mama, and his 71-year-old grandfather, Gramps. In this story, the family accompanies Gramps as he takes a literacy test in order to register as a voter.

“I never **dared** try before,” Gramps said. He pushed my history book across the table at me. “And now look. I can read.”

I was so proud I felt like I was going to pop. “You read better than some of the kids in my class,” I said. “You’re going to **ace** that test.”

My mother made a small sound, one that I knew meant “We’ll see.” She gave the supper one last stir. “Time to eat,” she said. “Clear that book away, Lucas, and wash your hands.”

“Yes, ma’am.” I wanted to ask her if we could do something to celebrate Gramps’s accomplishment, but the look in her eye made me hold my tongue. Over the last four years, she’d seen too many disappointments to celebrate before anything was settled and certain. I remembered her watching and worrying as little Ruby Bridges had walked to school, **clutching** her books in front of her. “Some people don’t like change,” Mama had said.

But I knew change was on the wind. I had caught Mama **peeking** at my math book the week before. Now Gramps could read. And once he passed the **literacy** test, he was going to be able to vote.

I sat down and tucked into my food. “Can I go with you tomorrow?” I asked between bites.

Mama and Gramps exchanged a look. “You know I don’t like you missing school,” Mama said.

“He can be my good luck charm,” Gramps said.

Mama sighed. “All right. Just this once.”

dared, tried something difficult or scary
ace, to do very well
clutching, holding something very tight
peeking, looking at something quickly and secretly
literacy, the ability to read and write

98 Unit 2



Common Core State Standards For the full text of the standards, see the Appendix.

The following standards apply to pages 98–101.

Teaching the standards: RL.9-10.1
Practicing the standards: RL.9-10.10

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

Differentiated Instruction	
Beginning	Allow students extra time to read the text. Monitor frequently, giving assistance as necessary.
Early Intermediate/ Intermediate	Ask students to look at the illustration on page 99. Where are Lucas and Mama going, and why? Have students point to the three family members on page 101 and name each character.
Early Advanced/ Advanced	Have students talk about Lucas’s reaction to what happens to Gramps. Would they have reacted similarly? Why or why not?

The next morning, we all dressed in our **Sunday best** and caught the streetcar. My hands sweated, but Gramps looked calm. Mama fanned herself and stared out the streetcar window.

At the office, Gramps took off his hat. "My name is William Johnson. I want to register to vote," he said in a deep, clear voice.

The clerk, a young man in a white short-sleeved shirt and skinny dark tie, said, "You need to take the test."

"I know. I am ready."

"Ten minutes. Thirty questions. If you get one question wrong, you fail. Do you understand?"

"I do."

The clerk glanced at Mama and me. "They have to wait out here." He went to a file cabinet and got a sheet of paper. He motioned for Gramps to follow. Gramps nodded at us. Mama clasped my wrist.

I patted her hand. "He's a good reader," I whispered. "He'll do fine."

She watched Gramps and the clerk go into a side room. "Change comes slow, Lucas. We've **made strides**, but we still have a long way to go."

The clerk left the door open so he could watch Gramps take the test.

We took two of the hard wooden seats in the waiting area, and I craned my neck to see over the counter. I wanted to see Gramps right away when he came out of that room triumphant, a brand-new voter.

Ten minutes takes a long time when you're waiting. The clerk busied himself with other tasks. A woman typed rapidly, the clatter of the typewriter rattling my nerves.

Sunday best, formal clothes that people might wear to go to church
made strides, made progress



LITERARY CHECK

How can you tell that the story is being told from the first-person **point of view**? How does this point of view shape the story?

LITERARY CHECK

How does the **suspense** start to build here?

Before You Go On

1. What did Gramps learn to do?
2. Why is Lucas missing school today?

On Your Own

Why do you think Lucas is so anxious? What do you think is going to happen?

Reading 2 99

Literary Check

Remind students that a narrator using first-person point of view tells the story using the pronouns *I* and *my*. Answer: **You can tell that the story is in first-person point of view because the narrator uses the pronouns *we*, *I*, *me*, and *my*. Having the story told in the first person helps the reader understand Lucas's personality and his relationship with others.**

Study Skills: Thesaurus

Help students develop a deeper understanding of the word *promise*, which has many synonyms that are used in different contexts, depending on the level of formality. **SAY:** *Look for the word **promise** in your thesaurus. You will see that the word has many different synonyms.* Have students work in small groups to make a list of original sentences using four synonyms for *promise*. Have students circle the word *promise* if it's used as a verb and underline it if it's used as a noun. **SAY:** *You can use a thesaurus to help make your writing more interesting in all subjects, including science, math, and social studies.*

Before You Go On

Have students work with a partner, and remind them that these questions will help them monitor their progress.

ANSWERS

1. Gramps learned to read.
2. Lucas is missing school today so he can be with Gramps at the voting station.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Answers will vary.

Challenge Words and Terms

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

- register to vote
- a long way to go
- craned my neck
- made no sense

Reading 2

Preteaching Boldfaced Words

Have students work with a partner to read aloud the boldfaced words and their definitions on pages 100–101. Answer any outstanding questions students have about the uses of the words or their meanings before reading the selection.

Literary Check

Remind students that the plot is the sequence of events that make up a story. Answer: **Here, the reader sees Gramps rush out, with no explanation. This leaves the reader wondering what's next, which builds the plot up with suspense.**

Across the Curriculum: Science

Tell students that psychologists are professionals who study psychology, the science of people's minds and behavior. Some psychologists focus on body language, which is the way people express their feelings through their movements.

SAY: *What is an example of Gramps's body language in this passage? (Then, back stiff and straight, he walked...) What does back stiff and straight tell you about Gramps's mood? (He might be tense, anxious, determined, angry.)* Elicit other examples of body language on this page.

Reading Strategy: Compare and Contrast

Return to the reading strategy exercise on page 97.

SAY: *What does it mean to compare and contrast? (It means to find similarities and differences.) As I read this story, I think about the details that show how Lucas, Gramps, and Mama have similar and different attitudes. Lucas is quick to anger, while his Mama is calm. Gramps shows his anger through body language but stays calm on the outside.*

Encourage students to make additional compare and contrast observations as they read.

Unexpectedly, Gramps strode out of the side room and handed the test to the clerk. "Thank you for your time," he said. Then, back stiff and straight, he walked past the counter, into the waiting area, and right past us out the door.

Mama and I trailed after him. "Gramps! Wait!" I called.

"Hush!" Mama ordered. As we hurried after Gramps in silence, questions knocked against my teeth.

At the streetcar stop, Gramps turned to face us. "I did not finish the test," he said.

"What? Why?" I burst out. "But you can read—."

"That was no kind of reading test, Lucas," Gramps said. "The questions on that test made no sense. Underline this letter, circle that letter. Write this word backwards and put a dot over what would have been its second letter—if it were written forward. That test doesn't care if you are a good citizen. That test doesn't want you to pass."

Fury boiled up inside me. "That's not right! They just say you need to be able to read." I turned away back toward the building, but Mama grabbed my arm.

"Don't you dare go back in there, Lucas," she said. "**Making a scene** won't help anybody."

LITERARY CHECK

How is the **plot** building?

making a scene, creating a lot of noise through argument and drama





"But—" I began.

"I told you, change comes slow," Mama said. "It will come. But not today." She glanced at Gramps. His face was set hard, and his eyes gleamed. At first, I thought that gleam was tears, but then I realized it was something else.

"Let's go home. We've got plans to make."

"We?" I asked.

He nodded and looked at Mama. "You've been thinking about going back to school."

Her eyes widened. "Aha!" I exclaimed. "You *were* looking at my math book!"

"Hush, child," Mama said.

Gramps continued, "I think it's time. You never graduated high school. You should go back and get your diploma."

Mama stammered, "But—how will we **make ends meet**?"

"Well, I'm old, but I'm not dead," Gramps said. "I'll go back to work. You both go to school. You are both whip smart. And you need to be smart, because I need you to help fight. I need you both to help **do away with** these tests and everything that keeps us from voting."

Mama looked uncertain, but I took her hand. "I'll help you," I said.

The clang of the bell heralded the arrival of the streetcar. I followed Mama onboard, realizing that things for our family were going to change. Maybe slowly, but they *would* change.

make ends meet, to make enough money to pay for the basic necessities
do away with, to eliminate

Before You Go On

1. Why did Gramps leave the test suddenly?
2. What does Gramps decide the family will do?

On Your Own

How do you think the family is going to change now? Explain.

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

Before You Go On

Remind students that these questions will help them monitor their progress. Have students work with a partner or in small groups. Assign one of the Before You Go On questions to each group. Encourage groups to discuss the question and then share their answer with the rest of the class.

ANSWERS

1. Gramps left the test suddenly because he realized it was unfair.
2. Gramps decides that Lucas and Mama will get their educations so they can fight for fair treatments, and he will support them as they do.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Answers will vary.

Review and Practice

Teaching Resources

- Workbook, p. 51
- For extra practice, use the various worksheets in your [Digital Resources](#).

Speaking Tip

Tell students they may need to remind themselves often to slow down and speak clearly. Tell them to think about what the characters might be feeling before they speak the lines.

Reader's Theater

Performing by reading aloud is excellent practice for students. It increases fluency and improves oral expression. Have students work with a partner to practice and perform. **SAY:** *Decide who will play the roles of Lucas and Mama. Practice your lines individually before you perform the scene with your partner.*

Comprehension

ANSWERS

1. Lucas feels proud of Gramps because Gramps has learned to read.
2. Lucas wants to tell them that the test is unfair.
3. The next day is when Gramps will take a literacy test. They are excited and are anticipating that Gramps will pass the test because he has learned to read.
4. Mama is not as sure as Lucas and Gramps about the test. She has the feeling it might be unfair.
5. Possible answers include: Gramps realizes that the test is made to be unfair. Answers to the second question will vary.
6. Possible answers include: Lucas and Gramps feel more confident that change has come. Mama is more unsure. Lucas, Gramps, and Mama conclude that change comes slowly. They decide they need to change things themselves.
7. Answers will vary.
8. Answers will vary.

Reading 2

Review and Practice

Reader's Theater

In pairs, act out the following scene between Lucas and Mama.

Lucas: Mama, I don't understand why Gramps didn't pass the test. It wasn't fair!

Mama: What do you mean, Lucas?

Lucas: They told him he had to learn to read. And he did! But they gave him an unfair test! They never told him there would be questions that didn't focus on reading.

Mama: I know, Lucas. He didn't know. We didn't know.

Lucas: But it's not fair!

Mama: I know, Lucas. But sometimes life isn't fair. We try to change things so they are more fair. But change comes slowly.

Lucas: I don't want things to be unfair. What can we do?

Mama: Well, as Gramps said, you can get a good education. Get a good job. Then when you grow up maybe you can help make things more fair for people like us.

Lucas: What do you mean?

Mama: Well, if you get a good education and a good job—more people will listen to you. Then you can make good changes happen.

Speaking Tip

Speak slowly and clearly. Self-correct, as necessary. Adjust your tone of voice to match the emotions the characters are feeling.

Comprehension



Recall

1. Why does Lucas feel proud of Gramps?
2. What does Lucas want to tell the people at the office after Gramps explains why he didn't finish the test?

Comprehend

3. How do Gramps and Lucas feel the day before the test? What do you think each anticipates will happen? Why?
4. How does Mama's feeling about the test differ from those of her father and her son?

Analyze

5. What does Gramps mean when he says "That test doesn't want you to pass."? Do you think he's right? Explain.
6. How do the characters feel about change? Do their feelings



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.9-10.1, RL.9-10.2, RL.9-10.10, W.9-10.3, W.9-10.4, W.9-10.5, W.9-10.9.a, W.9-10.10, SL.9-10.1, SL.9-10.6, L.9-10.1, L.9-10.2

Practicing the standards: W.9-10.3.b, SL.9-10.1.a, SL.9-10.2

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

Differentiated Instruction

Beginning	Check students' power of recall by asking them to tell you three things they remember about the text.
Early Intermediate/ Intermediate	Have students point out the sentences in the text that contain the answers to the Recall questions.
Early Advanced/ Advanced	Have students prepare a brief written response to one of the Discussion questions on page 103.

Connect

7. Do you think the title of the story was effective? Explain.
8. Which story character do you identify with more? Explain.

Discussion

Discuss with a partner or in a small group.

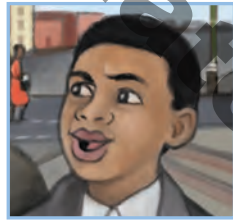
1. Do you think Lucas might react differently to discrimination in the future? Explain.
2. What are some of the challenges this family might face as they put their plan into action?

? **How does the story show how growth and change are related?** Explain. How do you think the test affected Gramps? How do you think it affected Mama and Lucas? How might it have changed them?

Response to Literature



With a partner, talk about Gramps's, Mama's, and Lucas's experiences in the story. The family makes plans for the future. What do you think happens next? Think about the next meaningful event for one of the characters. Write a dialogue between the character and one or two others. You may choose to introduce a new character, such as a teacher or another family member.



Listening Skill

Listen carefully to your classmates to understand their main points. Also listen for details that support or help clarify others' main points.

Listening Skill

Familiarize students with listening techniques that will help them during classroom discussions. Tell students to listen carefully for the general meaning, main points, and important details of what classmates are saying.

Discussion

Before students begin answering the questions, decide whether students will work as a class, in small groups, or with a partner. Remind students to be respectful of one another's ideas. Explain that discussion ideally provides everyone in the class a chance to be heard. Write the Key Words and Academic Words on the board, and urge students to use them whenever possible.

? **The Big Question** Possible answers include: *The story shows three family members going through a difficult experience. For Lucas, this painful experience of injustice is a part of growing up. So as the years pass and people grow older, experiences change them.*

Response to Literature

Have a volunteer read the assignment aloud. Suggest that students work with a partner to discuss possible scenarios for each character. What might happen next to Lucas, Mama, and Gramps? Then have students read their dialogues aloud with a partner.

Grammar

Teaching Resources

- Workbook, pp. 52–53

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

Simple Past and Present Perfect

Direct students to the first example box. Tell students that the simple past is used to show that an action began and ended at a definite time in the past. The present perfect is used to show that an action began in the past, but has no definite end. Form the present perfect with *have* or *has* + the past participle. Direct students to the second example box. Tell them that the present perfect is also used to show that an action began in the past and continues into the present.

Grammar Skill

Read the grammar skill aloud with the class.

SAY: *What are some other irregular verbs?*

Possible answers: *eat/ate/eaten, see/saw/seen, etc.*

Grammar Check

Read aloud the Grammar Check box. Answer: **no**

Practice A

Model how to complete the exercise by circling the correct word, *went*, in the first example. Read the complete sentence aloud for students.

ANSWERS

1. went 2. have lived 3. wrote 4. has kept

Practice B

Have students complete the paragraph, then compare answers with a partner.

ANSWERS

moved; took; was; has become; have made

Apply

Read aloud the directions with students. Have students work with a partner and then read some of their sentences to the class. Have students listen carefully to each other and correct each other's mistakes.

Reading 2

Grammar

Simple Past and Present Perfect

The simple past is used to show that an action began and ended at a definite time in the past.

The present perfect is used to show that an action began in the past but has no definite end. Form the present perfect with *have* or *has* + the past participle.

Verb	Simple Past	Present Perfect
travel	She traveled a long way yesterday.	She has traveled all over the world.

The present perfect is also used to show that an action began in the past and continues into the present.

Verb	Simple Past	Present Perfect
work	My father worked late last night.	My father has worked there since 2013.

Many verbs are irregular in the simple past and the present perfect.

Practice A



Circle the correct words or phrases in boldface to complete the sentences.

1. I **went** / **have gone** to the movies last weekend.
2. We **lived** / **have lived** here for two years.
3. My sister **wrote** / **has written** an essay last night.
4. My sister **keeps** / **has kept** a journal since she was four.

Practice B

Complete the paragraph with the simple past or the present perfect of the verb in parentheses.

I have lived in San Diego for many years now. I _____ (move) here from China in 2017 because my father _____ (take) a new job. At first, it _____ (be) difficult, but now it _____ (became) easier. I _____ (make) many new friends at my new school, but my best friend is Allison.

104 Unit 2

Grammar Skill

Some verbs are irregular and you need to memorize them.

Verb	Simple Past	Present Perfect
come	came	has/have come
forget	forgot	has/have forgotten
know	knew	has/have known

Grammar Check

- ✓ Do the **simple past** and the **present perfect** always use the same verb form?

Apply

Talk with a partner about where you have traveled and what you did there.

Accelerate Language Development

Punctuation in Conditional Sentences

Remind students that the order of the *if* clause and the *result* clause is not fixed. If they write the *if* clause first, they must separate the clauses by a comma. A comma is not needed if they decide to write the *result* clause first.

Past Perfect: Active and Passive

Use the past perfect to indicate that something happened (or did not happen) in the past, prior to another event. Study the sentences in the chart below. The form of a verb in the past perfect is *had* (+ *not* / *never*) + *past participle*.

Past Perfect Example	Meaning
Gramps had studied for weeks before taking the literacy test.	Gramps studied before taking the test.
Lucas had caught Mama peeking at his math book once before.	Lucas found his mother looking at the book.

A past perfect sentence can be in the active or the passive.

Look at the active and passive sentences. Notice that the passive of the past perfect is *had* (+ *not* / *never*) + *been* + *past participle*.

Active	Passive
By the time we got home, we had created a new plan.	By the time we got home, a new plan had been created .
I had not gotten some books.	I had not been given some books.

Practice A



Identify each boldfaced phrase as *passive* or *active*.

- _____ I **had finished** my homework early.
- _____ There were no oranges left. They **had all been eaten**.
- _____ When I got there, classes **had started**.

Practice B

Complete the sentences with the correct past perfect form of the verb in parentheses.

- All the books _____ to the library at the end of the year. (return)
- I _____ they would be able to visit. (hope)
- The actor _____ a large sum of money before he quit the film. (pay)

Grammar Skill

The passive form is sometimes used with a *by* phrase to indicate the doer of the action. **Example:** The garden was planted **by volunteers**.

Grammar Check

- ✓ What are some time words and phrases that can be used with the **past perfect** in both the **active** and **passive**?

Apply

Work with a partner to find two past perfect sentences in this unit (Readings 1 and 2) and identify them as active or passive. Restate the active sentences as passive and the passive sentences as active.

Reading 2 105

Past Perfect: Active and Passive

Direct students to the first example box. Tell students that the past perfect indicates that something happened (or did not happen) in the past prior to another event. The active form of a verb in the past perfect is *had* (+ *not* / *never*) + *past participle*. Direct students to the second example box. Tell students that, like other verb forms, the past perfect can be in the active or passive form. The passive form of the past perfect is *had* (+ *not* / *never*) + *been* + *past participle*.

Grammar Skill

Read the grammar skill aloud with the class.

SAY: *What are some possible by phrases for the sentences in the second example box?* Possible answers: *by us, by my teacher*

Grammar Check

Point out the Grammar Check box, and **SAY:** *What are some time words and phrases that can be used with the past perfect in both the active and passive?* Possible answers: *by the time, for weeks*

Practice A

Read aloud the directions for this exercise. Model how to complete the exercise by identifying the first sentence as active.

ANSWERS

- active
- passive
- passive

Practice B

Read aloud the directions for this exercise. Model how to complete the exercise by writing the passive past perfect form, *had been returned*, in the first example. Read the complete sentence aloud for students.

ANSWERS

- had been returned
- had hoped
- had been paid

Apply

Read aloud the directions with students. Have students work with a partner and then read their sentences, in both active and passive, to each other. Have students listen carefully to each other and correct each other's mistakes. Ask volunteers to read their sentences to the class.

Teaching Resources

- Workbook, p. 54
- Worksheets, Writing Model 27
- GO 4: T-Chart
- Assessment, pp. 55–58
- Reader+

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

Remind students that they will be writing a fictional narrative at the end of the unit. To do this, explain that they will learn some skills writers use to write fictional narratives, or stories.

Rewrite a Familiar Story

Read the information at the top of the page as well as the Writing Prompt. **SAY:** *When you rewrite a familiar story from a different point of view, you should think about the new character's reaction to the events. You should also use sequence and time words and phrases to present the story events in a logical order.*

Prewrite

Help students understand the importance of arranging events in story order and including the reactions of the character telling the story. Work with students to complete a graphic organizer. Tell students to write their graphic organizer in their notebook.

Draft

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

Rewrite a Familiar Story

At the end of this unit, you will write a fictional narrative. In this lesson, you are going to write a familiar story from a different point of view. When you tell a story, you can tell it from a character's or someone outside of the story's point of view. The story you just read is told from one of the character's point of view. But the story could be narrated from the point of view of another character in the story.

Writing Prompt

Choose a familiar story that you know well or can refer to. Decide on a new point of view for the story—one that is different from that of the original story. Be sure to use verbs in the simple past correctly.

- 1 **Prewrite** Choose a story that you want to retell.

- Choose a new narrator—a character or someone outside the story.
- Decide how your narrator's point of view will be different from the original narrator's.

Here's a chart created by a student named Linda about the point of view used in "The Test" and the new point of view she is going to use.

Event	Lucas's point of view	Mama's point of view
Gramps learns to read.	Now Gramps will be able to vote.	Cautious, not too optimistic
Gramps comes out of office	What is going on? I want answers!	We must stay calm.

2 Draft Use your chart to help you write a first draft.

- Keep in mind your narrator's point of view.
- Choose words to convey the new narrator's point of view, including feelings about what's happening.
- Remember to adjust pronouns, as needed, for new point of view.
- Be sure to use simple past correctly.

3 Revise Read over your draft. As you do so, complete (✓) the Writing Checklist. Use the questions in the Writing Checklist to help you revise your story. Then, revise your draft, using the editing and proofreading marks listed on page 467.

4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. 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 Linda's rewrite of "The Test." Notice the changes in the story because of the new point of view.

	Linda Chang
<u>The Test</u>	
I was happy and proud when my father learned to read. But I knew that change comes slowly, so I didn't want to get too excited. My father hadn't been given any educational opportunities, but if he passed the literacy test, he would be able to vote. I know how unfair life can be. This was such an important event that I agreed to let Lucas skip school. I thought it would be important for him to experience this and, hopefully, celebrate. But I didn't want him to be too hopeful. When my dad came out of the office, I could tell something was wrong. I had to stop Lucas from making a scene. I understood why Lucas was so upset, but I know that making a scene never helps. On our way back home, we all talked about making a new plan to help change come for our family.	



Writing Checklist

Voice:

- ☐ I used a voice that reflects the narrator's point of view.

Conventions:

- ☐ I used the simple past correctly.

Revise

Tell students that revising is an important part of the writing process. Encourage them to read their draft at least six times, answering each one of the questions in the checklist. **SAY:** *Revising gives you a chance to look at your writing again. Read it slowly. Think about what you have written. Are the events and ideas in your story clear? Is the voice of the character telling the story clear? Have you used the simple past correctly? Is your writing clear? Does it make sense? Think of other ways to make it better.* After students revise, have them exchange paragraphs with a partner. Ask the partner if it is clear to them who the character telling the story is. If the writing is not clear, have the partner suggest revisions.

Writing Checklist

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

Voice Check that the voice of the character telling the story is clear in the student's story.

Conventions Check that students used the simple past 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 54 to evaluate each other's work.

Publish

Have students present their rewrites. Allow time for students to practice reading their rewrites. Remind students to save their work.

Prepare to Read

Teaching Resources

- Audio
- Workbook, p. 55

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 ways that migration is related to change and growth.

The Big Question Before students explore how migration is related to growth and change, share an example: **SAY:** *Climate conditions are forcing plants and animals to change in order to survive. For example, an animal like the penguin may need to expand its migration range—where it lives—and its habits in order to survive.*

Build Background

Have a volunteer read aloud the Build Background section. Help students see that a graph is a great way to present factual information. Discuss some other factual information related to climate change that could be presented with a graph. For example, rising sea levels, diminishing ice packs and glaciers, etc.

Understanding the Genre: Informational Text

Tell students that they are going to be reading a social studies article called “Climate Change Puts Nature on the Move.” Explain that this social studies article contains a lot of facts to explain why migration patterns are changing and what species are affected.

Reading 3

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Context, dictionary skills, word study
- Reading strategy: Scan
- Text type: Informational text (science)

Grammar

- Comparison structures: Comparative adjectives
- Adjectives with *too* and *enough* + infinitive

Writing

- Write a personal letter



THE BIG QUESTION

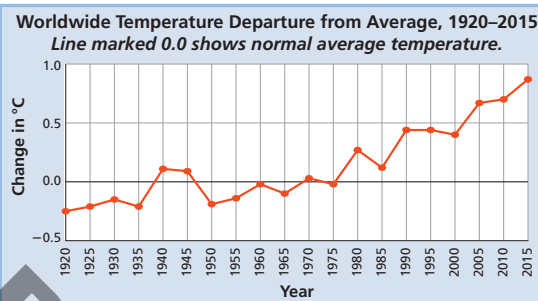
How are growth and change related? Think of a place you know that is affected by changes in climate. How does climate change affect the organisms—the plants and animals—in that place? How does it affect the people? Discuss your ideas with a partner.



▲ In Africa, drier conditions caused by climate change have affected the wildebeest's migration and range.

Build Background

This reading is a science article called “Climate Change Puts Nature on the Move.” It presents factual information about how climate change has affected animals, plants, and people. The image below is a graph—a picture that uses lines or curves to show the relationship between numbers or measurements that change.



This graph shows that the Earth has been warming slowly for over 100 years. The red line shows some temperatures rising and falling, but the overall trend is a warming climate.

108 Unit 2



Common Core State Standards

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

The following standards apply to pages 108–111.

Teaching the standards: RI.9–10.4, L.9–10.4, L.9–10.4.c, L.9–10.4.d, L.9–10.6, RH.9–10.4

Practicing the standards: L.9–10.2.c, L.9–10.3, L.9–10.4.a, RH.9–10.8

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

Differentiated Instruction

Beginning

Point to the photo at the top of page 108. What do students think they will learn about in this reading? Why?

Early Intermediate/Intermediate

Explain the phrase *climate change* to students. Have them retell the explanation to you.

Early Advanced/Advanced

Ask students to write an original caption for the photo on page 108.

Vocabulary

Listening and Speaking: Key Words

Read these sentences aloud with a partner. Use the context to figure out the meaning of the highlighted words. Use a dictionary, the glossary, or a thesaurus to determine or confirm your answers. Then write each word and its meaning in your notebook.

1. The field was pockmarked with holes, a sign of a ground squirrel colony.
2. There has been a large decline in the number of penguins in some parts of Antarctica.
3. All living things are part of ecosystems that exist in the sea or on the land.
4. We are studying how birds migrate. They move to warmer climates in the winter.
5. Most bird species can fly, but penguins cannot.
6. After years of change, the fish's population has become stable.

Practice

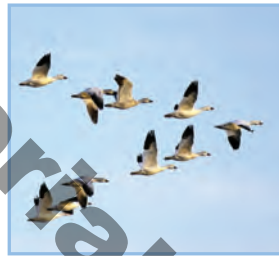


Complete the sentences with a word from the box above. Then take turns reading the sentences aloud with a partner.

1. Animals _____ to find enough food and water.
2. The tundra and the desert are among the world's driest _____.
3. There has been a(n) _____ in the number of polar bears in the Arctic—there are fewer and fewer of them.
4. The scientists tracked the group of wolves to understand if their population was _____ or decreasing.
5. Several _____ of fish, such as the blue walleye, have died out, or become extinct.
6. The class noticed a large _____ of bees living in a nest near the school.

Key Words

colony
decline
ecosystems
migrate
species
stable



▲ Wild geese migrate from north to south in the winter and south to north in the summer.

Reading 3 109

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 Words. After each sentence, use the vocabulary routine.

Define: colony a group of similar plants or animals living together

Expand: I watched a great documentary about a colony of Emperor penguins.

Ask: What are some other animals that live in a colony?

Define: decline a decrease in value or amount

Expand: There has been a decline in the number of elephants.

Ask: What do you think is responsible for the decline in the number of animal species?

Continue vocabulary routine with ecosystems, migrate, species, and stable.

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

Learning Strategy

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

Practice

Read aloud the directions for this practice exercise. Remind students to use context clues to complete each sentence. Explain to students that if they don't know which word completes a sentence, they can leave it blank while they complete the other sentences first.

ANSWERS

- | | | |
|------------|---------------|------------|
| 1. migrate | 2. ecosystems | 3. decline |
| 4. stable | 5. species | 6. colony |

Prepare to Read

Teaching Resources

- Audio
- Workbook, pp. 56–58

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 **adapt**.

Expand: Bao was able to **adapt** to a new country and a new school quickly.

Ask: Do you **adapt** easily to change? Explain.

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

Expand: The even **distribution** of rain has helped the crops grow throughout the state.

Ask: How do big farms help with the **distribution** of produce?

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

Expand: The government has decided to **expand** the national park.

Ask: What would you like to **expand**?

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

Expand: The scientist's **prediction** is that polar bears will become extinct.

Ask: Do you have a **prediction** for the new year?

Continue vocabulary routine with **region**.

Practice

Read aloud the directions for this practice exercise. Model how to answer the first question with the class.

ANSWERS

Possible responses:

Answers will vary, but should reflect students' understanding of the meaning and usage of each Academic Word.

T110

Reading 3

Listening and Speaking: Academic Words

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

Academic Words

adapt
distribution
expand
prediction
region

adapt = to gradually change behavior in order to become successful	➡	Some species have shifted where they feed in order to adapt to environmental changes.
distribution = scattering or spreading of something over an area	➡	This map shows the distribution of people in the country.
expand = become larger, or to make something become larger	➡	We will expand our search for your missing key and look all over the house for it.
prediction = statement that something is going to happen	➡	Do you have a prediction about your final grade in this class?
region = fairly large area of a state or country, usually without exact limits	➡	The southern region of the United States is warmer than the northern region.

Practice



56

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

1. Describe the population **distribution** in your area. Where do most people live? Where do few people live?
2. Do you think the population in your area will **expand** in the next ten years? Explain.
3. What **prediction** can you make about the weather this weekend?
4. What **region** of your country do you live in?
5. Describe a time when you have had to **adapt** to a new situation. What strategies did you use? How did you change?

People move, or migrate, to other regions for different reasons. ➡



110 Unit 2

Linguistic Note Pronunciation of /j/ in shoe and /tʃ/ in chair

The /j/ does not exist in some languages, such as Spanish and Cantonese, and it is often pronounced /s/ or /tʃ/. Members of the pairs *shop/chop*, *shoe/chew*, or *cash/catch* can be difficult to distinguish. Point out that the first member of each pair has the sound we make to indicate "be quiet" (shhh...).

Word Study: Long a, i, o Spelling Patterns

Long vowel sounds can be spelled in different ways. The chart below shows the different spelling patterns for the long vowels a, i, and o.

Long a	Long i	Long o
a_e: state, same, rate, decade, age, migrate	i_e: decline, nine, five	o_e: home, alone
ai, ay: remained, stay, today	igh: right, slightly, higher	ow: shows, owner, widow, lower

Practice



Work with a partner. Take turns reading aloud the words in the box. After you say a word, identify the long vowel sound and its spelling. Then choose five words and write a sentence for each.

always	flowing	mine	safe	tight
bright	grain	paint	shape	tiles
crow	hides	play	sight	window
drive	late	revive	stone	write

Reading Strategy Scan

Scanning helps you find information you need quickly. When you scan, you read for particular kinds of information, such as names, dates, numbers, and facts. To scan, follow these steps:

- Look at the title, visuals, captions, and labels to see if they contain the information you need.
- Start reading the beginning of the text. Move your eyes quickly over the lines. Don't stop at words you don't know.
- Look for key words related to the information you want to find.
- Stop scanning and begin reading as soon as you find any of the key words or ideas you're looking for.

Before you read "Climate Change Puts Nature on the Move," use the scanning strategy to find three key pieces of information that you want to know and think might be in an article like this one.



Word Study: Long a, i, o Spelling Patterns

Read aloud the paragraph and chart about spelling patterns for long vowels. Explain to students that the vowel-consonant-e pattern often stands for a long vowel sound. Write the chart headings on the board, and ask students to suggest other words for each spelling pattern (for example, *scrape*, *rice*, *shone*). Then explain to students that there are other spellings for these long vowel sounds, including the following:

Long a: *eigh* (*freight*), *aigh* (*straight*), *ei* (*veil*)

Long i: *y* (*by*), *i* (*wild*), *ie* (*tie*), *eigh* (*height*)

Long o: *oa* (*coat*), *o* (*go*), *oe* (*woe*)

Practice

Read aloud the instructions for this practice exercise. Before students write their sentences, ask them to copy each word into their notebook and circle the letters that stand for long a, i, or o.

ANSWERS

Answers will vary but students should spell and use each of the five words correctly in sentences.

Reading Strategy: Scan

With students, read the step-by-step instructions for how to scan for information. Bring in copies of an article with headings, visuals, captions, and labels. Model how to scan for specific information. **SAY:** *If I needed to scan this article for information about a particular topic, I would begin by looking at the title, visuals, captions, and labels. Then I would read the first paragraph and any section titles very quickly, looking for key words and information. As soon as I found the information I was looking for, I'd stop scanning and read.* Help students practice scanning the article for specific information.

Reading 3

Teaching Resources

- Teacher's Resource Book, p. 115
- Audio
- Reader's Companion, pp. 37–45

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

Climate Change Puts Nature on the Move

This informational text discusses how climate change has changed the migration patterns of animals around the world—including humans.

The Big Question Remind students of the Big Question. Elicit a discussion of growth and change in nature.

- In what ways do species change over time?
- What are some things an animal may need to do to adapt to a changing environment?
- What are some ways that humans have adapted to the environment?

Set a Purpose for Reading

Tell students to copy the purpose for reading into their notebook and to keep it in mind as they read. Students should present details that support their answer and explain how the reading relates to the Big Question.

Preteaching Boldfaced Words

Have students work with a partner to read aloud each boldfaced word and its definition on pages 112–113. Answer any outstanding questions students have about the uses of the words or their meanings before reading the selection.

Scaffolding: Listen and Read

Have students listen to the audio as they read the selection to themselves. Then have students work with a partner to alternate reading aloud paragraphs from the selection.

Challenge Words and Terms

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

- take notice
- pronounced
- safe havens

Reading 3

Informational Text Science/Social Studies

Set a purpose for reading As you read this science and social studies article, consider this question: How is climate change affecting plants, animals, and people?

Climate Change Puts Nature on the Move

You may not have taken too much notice of the planet's changing climate, but nature sure has. Around the world, **organisms** large and small are changing their behavior, diets, and home ranges in response to changing temperatures. A scientific study of 4,000 different **species** of animals and plants discovered that half of them are now on the move.

Moving is nothing new for Earth's living things; they have moved from place to place for millions of years. Many birds spend their winters close to the equator and their summers near the poles. Land animals, such as caribou, and ocean animals, such as whales, **migrate** hundreds and hundreds of miles from their feeding grounds to the places where they give birth to their young.

However, scientists are observing changes to those established patterns. Regions that were once perfect **habitats** have now become too hot for the organisms that live there. Faced with warmer temperatures, animals must either move or adapt to survive. For many, adapting means changing patterns and behaviors that kept them alive for years. Among the living things that are affected are penguins, moose, and, yes, even people.

organisms, living things, such as plants or animals
habitats, places where plants or animals live



▲ Due to climate change, many animals and birds, such as the white stork, have shifted their migration patterns.

112 Unit 2



Common Core State Standards

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

The following standards apply to pages 112–115.

Teaching the standards: RI.9-10.1, RI.9-10.3, RI.9-10.5, RH.9-10.7, RH.9-10.10

Practicing the standards: RI.9-10.10

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

Differentiated Instruction

Beginning

Sit with students, and take turns reading sentences or paragraphs. This will make the task more manageable.

Early Intermediate/Intermediate

Have students look at the photos on pages 112 and 113. How are the white stork and the Adélie penguin similar?

Early Advanced/Advanced

Have students create a graphic organizer to compare Adélie penguins to Gentoo penguins. Which species might be more of a threat, and why?

Penguins in Peril

The effects of climate change are more pronounced at the poles than elsewhere. This is not good news for polar animals that are well adapted to cold climates. The Adélie penguin, which nests in colonies on the Antarctic Peninsula, is among the polar species that are struggling.

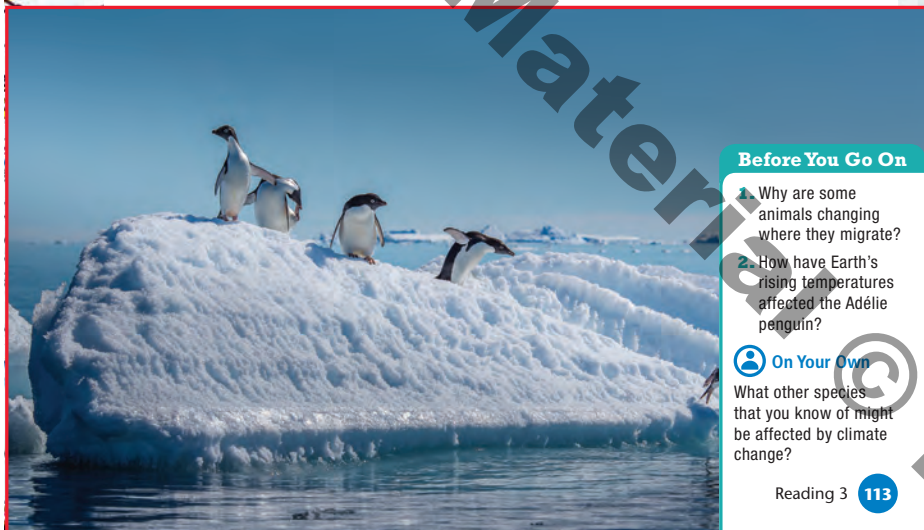
Over the last 40 years, the temperature along the peninsula has increased by 9 degrees F, causing the sea ice to form later and melt sooner. The temperature change had caused the penguins' main prey, silverfish, to leave, following their own prey to different areas. As a result, not only are the penguins that are nesting on the Antarctic Peninsula struggling to find food, but they also are facing warmer temperatures, which bring rain that can flood nests and kill chicks.

As the Adélies decline on the Antarctic Peninsula, another species of penguin, the Gentoo penguin, has been moving into this part of the Adélies' range. Gentoos consume a more varied diet than Adélie penguins. Also, they are larger than Adélies and can dive deeper to find food. However, that doesn't mean that warmer temperatures are good for penguins; it just means that some species may be able to adjust to changing conditions better than others.

There is some good news for the Adélies: The penguin colonies in locations that are being less affected by climate change are remaining stable or even growing. As long as these safe havens remain, the Adélies will survive.

prey, an animal that is hunted by another animal
range, the area of land where a species can live

▼ A group of Adélie penguins hunting and diving for fish in the Antarctic.



Before You Go On

1. Why are some animals changing where they migrate?
2. How have Earth's rising temperatures affected the Adélie penguin?

On Your Own

What other species that you know of might be affected by climate change?

Reading 3 113

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.

ANSWERS

1. Some animals are changing their migration patterns because of changing temperatures.
2. Earth's rising temperatures have caused the Adélie penguin's main prey, the silverfish, to leave the region. This means the penguins struggle to find food.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Answers will vary.

Reading 3

Across the Curriculum: Social Studies

The caribou has been an essential part of survival for people in the Americas living in very cold climates, such as in Alaska, U.S.A., and Canada. Records of caribou and human history go back almost 200,000 years. People followed the movements of the caribou herds and depended on caribou for their meat, fur, and hides and for trade. In order to trade, semi-permanent camps were established. People traded caribou furs and hides for other foods and tools. Some of the camps that followed the caribou developed into small towns where people settled for good.

Reading Strategy: Scan

Have students scan page 114 for the following information:

1. What animal has always lived on the tundra? **caribou**
2. What is a plant that moose eat? **willow; alder**
3. Can caribou eat willow and alder? **no**

Shrubs, Moose, and Caribou

Around the world, climate change is altering the makeup of **ecosystems**. Every living thing on Earth is part of an ecosystem, a web of life in which each part affects, and is affected by, every other part. The plants that grow in an area are eaten by certain animals that have adapted to eating them. When those plants change, the animals are affected. When plants spread to new areas, the animals that eat them follow their source of food.

The North Slope, the far northern part of Alaska, U.S.A., is far beyond the tree line, the northernmost limit where trees grow and thrive. Most of the North Slope is tundra, home to low-growing plants. Caribou, which are related to deer, live on the tundra because they have adapted to eat these plants.

Climate change has altered the North Slope's ecosystem. Because of warmer temperatures, shrubs like willow and alder are spreading through the river valleys, and with them have come moose. Once limited to the tree line because they could find no food on the tundra, moose have spread about 400 kilometers north from their northernmost limit in 1880.

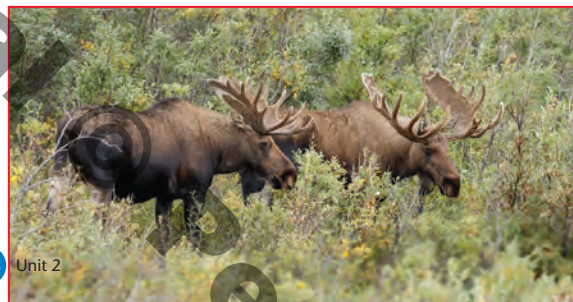
However, the story is different for the caribou. Some research has found that the arrival of the shrubs has reduced the kinds of plants that the caribou need to survive; the caribou cannot eat the woody shrubs that moose feast upon.

What will happen to the moose and the caribou? Will the moose replace the caribou, like the Gentoo penguins are replacing the Adélies? It's too soon to tell, but scientists are watching the situation closely.

Life Is on the Move

In addition to penguins, shrubs, and moose, thousands more species of animals and plants are responding to warmer global temperatures by moving. Scientists have discovered that all life on the planet is shifting away from the **equator** toward the cooler poles. Land animals and plants are moving toward the poles at a rate of 16 kilometers per decade. In the ocean, the migration is even faster than on land, with species moving at a rate of 71 kilometers per decade.

equator, the line that divides the Earth into the Northern and Southern Hemispheres



◀ When shrubs like willow grow lower in the valleys, they attract moose.



◀ The floodgates in Rotterdam can open and close to help control the water during tides and storms.

Movement toward the poles is only part of the story. Animals and plants are also moving up mountains and diving deeper into the ocean to find cooler temperatures. The patterns of life on Earth are changing rapidly to adjust to hotter and more challenging living conditions.

People Are Moving, Too

Are humans immune to the effects of climate change? No; humans are being affected, too. Increasing temperatures will lead to greater and more severe **flooding** in coastal areas. By 2100, sea level may rise as much as 2 meters. This will happen for two reasons. First, water expands when it is warmer because heat makes water molecules move faster and spread apart. Second, much of the water that is currently frozen in ice at the poles will melt and become part of the ocean.

In some places, people are already being forced to move. In Alaska, residents of 31 coastal villages must move because ice no longer forms a protective barrier. As a result, storms have **eroded** the land where their houses stand, making it unsafe to remain. Similarly, in the Pacific Ocean, rising seas have already covered five islands. On other low Pacific islands, like Kiribati, the Maldives, and Tuvalu, people are already making plans to move. Major cities will be especially vulnerable. In Shanghai alone, 17.5 million people may need to migrate out of flood zones by 2100. Other cities, such as Miami in the United States, are also at risk, as are nations that have many low-lying areas, such as Bangladesh.

Elsewhere, people have started preparing for the changes brought about by climate change. And they've learned from those who live in places that have experience dealing with flooding. Because two-thirds of the Netherlands is already at or below sea level, people there have built garages, lakes, parks, fields, and canals that can hold water during storms or when tides are high. Engineers have constructed 21-meter-tall **floodgates** to protect the major port in Rotterdam.

Climate change is a reality, and all living things—including people—will need to find ways to cope with rising temperatures and sea levels.

flooding, a large amount of water covering the land

eroded, destroyed over time by natural forces

floodgates, gates that can be opened or closed to let water in or keep it out

Before You Go On

1. How are ecosystems affected by climate change?

2. How is climate change affecting people? Give an example.

On Your Own

How is your area being affected by climate change?

Reading 3 115

Scaffolding: Listen and Read

Have students listen to the audio as they read the selection silently to themselves. Then have students work with a partner to take turns reading the selection aloud, paragraph by paragraph.

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 response to the Big Question.

Before You Go On

Have students work with a partner. Remind them that these questions will help them monitor their progress.

ANSWERS

1. In an ecosystem, each part affects every other part. If plants change, the animals that eat them may have to change. If those animals move, the animals that eat *them* may have to move, too.
2. Climate change is affecting humans, especially near the coasts. Because increasing temperatures lead to rising waters, some people are being forced to move away from the coast.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Answers will vary.

Review and Practice

Teaching Resources

- Workbook, p. 59
- Reader's Companion, pp. 46–50

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

Comprehension

Model for students how to find the answers to the questions on this page. Remind students that these are different types of questions, ranging from literal recall to those that require them to use higher-order thinking skills.

ANSWERS

1. Climate change and rising global temperatures are causing changes to the distribution of life on our planet.
2. Caribou have been affected by climate change. Their habitat has been changed by competition for food from moose.
3. Possible answer: An animal that expands its habitat might like to eat the same plants as other animals that already live in the area.
4. The polar regions are most affected by climate change.
5. These animals may continue to migrate to find new food sources, affecting the plants and animals around them.
6. The leaders visit places such as Rotterdam in the Netherlands to learn how to prepare and plan for rising sea levels.
7. Answers will vary.
8. Answers will vary.

Speaking Tip

Have small groups of students choose one of the photographs from the article. Have them use the photograph to help explain how climate change affects animals and their ecosystems.

In Your Own Words

Have students work with a partner to review the terms in the box. Encourage students to write sentences using a few of the more difficult words for them. Then have partners share some facts they learned about climate change and migration from the article.

Reading 3

Review and Practice

Comprehension



Recall

1. What is causing living things to move on our planet?
2. What is one species that has been affected by climate change? How?

Comprehend

3. How can an animal that has expanded its habitat affect other plants and animals in the area?
4. What regions are most affected by climate change?

Analyze

5. From what you read in the article, what predictions can you make about the future of the Adélie penguin, the moose, and the caribou?
6. Why are leaders from other coastal cities visiting the Netherlands?

Connect

7. What do you think is the greatest impact of climate change? Explain.
8. What do you think is the author of this article's viewpoint about climate change?

In Your Own Words

Tell a partner some facts you learned about climate change and migration. Before you begin speaking, you may wish to write sentences using some of the words and phrases below.

adapt	equator	prey
caribou	flooding	poles
climate change	habitat	range
ecosystems	organisms	sea level
erosion	penguins	survive



▲ Seagulls feast on any fish that escape this feeding humpback whale. If the range of the whale changes, it can affect the seagulls.

Speaking Tip

You may wish to use the images in this reading to help explain the main ideas and details presented in the text.

116 Unit 2



Common Core State Standards

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

The following standards apply to pages 116–121.

Teaching the standards: RI.9–10.2, RI.9–10.3, RI.9–10.5, RI.9–10.10, W.9–10.4, W.9–10.5, W.9–10.10, SL.9–10.1, SL.9–10.6, L.9–10.1, L.9–10.2, WHST.9–10.4, WHST.9–10.5

Practicing the standards: RI.9–10.7, SL.9–10.1.a, SL.9–10.2, RH.9–10.10

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

Differentiated Instruction

Beginning

Ask students to explain to you in their own words what they understand about animal migration.

Early Intermediate/Intermediate

Have students pick one word from the chart on p. 116 and write a sentence about it. Then ask students to write a brief answer to one of the Discussion questions on page 117.

Early Advanced/Advanced

Invite students to do research and prepare a brief oral report in response to question 6 on page 116.

Discussion

Discuss with a partner or in a small group.

Climate change continues to affect migration. How do you think that warming temperatures will affect animals, plants, and people five years from now?

? How are growth and change related? How would you answer the Big Question, based on what you read in this article? Explain.

Read for Fluency

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

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

Extension



Now that you have read about how climate change affects migration patterns, go online to find additional information on this topic. Choose an article, read it, and summarize it. Be sure to include the title and source. Does the information in the article change or confirm your reaction to the text you just read? Explain how.



◀ Deforestation—the cutting down of trees—has affected moth and butterfly migration patterns.

Listening Tip

If you have a question, wait until the speaker has finished speaking before asking it.

Listening Tip

Suggest that students write down any questions they have so as not to interrupt the speaker and so they can remember what they wanted to ask.

Discussion

Before students begin their discussion, decide whether they will work as a whole group, in small teams, or as partners. 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 speak. Remind students to use the Key Words and Academic Words they have studied.



The Big Question Guide students to discuss how the challenge of new circumstances can force us to push ourselves in new directions.

Read for Fluency

Guide students in selecting text for their fluency practice. For best results, students should choose text that they enjoyed reading. Point out that text that is heavily punctuated presents more of a reading challenge.

Extension

Encourage students to go online to research other types of media on migration. Have students analyze ways that media convey information through visual and sound techniques.

Teaching Resources

- Workbook, pp. 60–61

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

Comparison Structures: Comparative Adjectives

Direct students to the first example box. Tell students that a comparative adjective compares one thing to another. Review each example and rule with students. For each rule, elicit additional example sentences from students. Write the sentences on the board.

Grammar Skill

Read the grammar skill aloud with the class. Ask students for examples with these irregular adjectives. Possible answers: **He likes me more than I like him. I think the book is better than the movie.**

Grammar Check

Point out the Grammar Check box, and **SAY:** *When do writers use than with comparative adjectives?* Answer: **When they want to make a comparison clearer.**

Practice A

Read aloud the directions for this exercise. Model how to complete the exercise by completing the first example with the correct comparative form of the adjective, *warmer*. Read the complete sentence aloud for students.

ANSWERS

1. warmer
2. safer
3. more dangerous

Practice B

Read aloud the directions for this exercise. Model how to complete the exercise by completing the first example with students. Have a student read the completed sentence: *India is warmer than Canada.*

ANSWERS

2. more comfortable than
3. worse than

Apply

Have students listen carefully to each other and correct each other's mistakes.

Comparison Structures: Comparative Adjectives

A comparative adjective compares one thing to another. Comparative adjectives are formed in different ways, depending on the adjective that they are based on. Using the word *than* also clarifies the comparison. Here are the rules to follow to form comparative adjectives.

Grammar Skill

Irregular comparatives must be memorized.
much → more
good → better
little → less

Example	Rule
Warmer habitats are near the equator.	Most one-syllable adverbs, add <i>-er</i> : [warm].
Birds are larger than insects.	Most one-syllable adjectives ending in <i>-e</i> , add <i>-r</i> : [large].
Hotter climates are near the equator.	Most one-syllable adjectives with a consonant-vowel-consonant pattern, double final consonant, add <i>-er</i> : [hot].
Climate change will lead to more severe flooding.	Adjectives of two or more syllables, add <i>more</i> : [severe].
So far, our family has been luckier than most.	Adjectives ending in <i>-y</i> , change <i>-y</i> to <i>-ier</i> : [lucky].
Last night's storm was worse than others.	Memorize irregular forms: <i>bad</i> → <i>worse</i> .

Practice A

Complete the sentences with the correct comparative form of the adjective in parentheses.

1. India is _____ than Canada. (warm)
2. The place is _____ than it was five years ago. (safe)
3. Coastal areas are _____ to live in than they were five years ago. (dangerous)

Practice B



Complete the sentences with the correct comparative form of the adjective in parentheses and the word *than*.

1. The altitude of a mountain peak is _____ sea level. (high)
2. Mild temperatures are _____ extremely hot temperatures. (comfortable)
3. Flooding at sea level is _____ in the mountains. (bad)

Grammar Check

✓ When do writers use *than* with comparative adjectives?

Apply

Look at the graph on page 108 and make comparisons with a partner. **Example:** Global temperatures in 2010 are **higher** than they were in 1960.

Adjectives with *Too* and *Enough*

Writers often use *too* and *enough* with adjectives to indicate a degree, as in *too hot*, meaning “hotter than necessary or desired.” Study these examples:

Sentence	Meaning
The air is too cold for animals.	Animals cannot live in air this cold.
The water was warm enough for the fish to thrive.	This water was a good temperature that was sufficiently warm for fish to thrive.

Writers use *not* and *enough* with an adjective to mean not as much as needed. In this case, *not* + adjective + *enough* has the opposite meaning from *too* + adjective. The examples below have the same meaning.

<i>too</i> + adjective	<i>not</i> + adjective + <i>enough</i>
Some climates are too hot for these organisms.	Some climates are not cool enough for these organisms.

Writers sometimes follow expressions with *too* and *not . . . enough* with infinitives to clarify a result.

There is **not enough** food **to last**.
Their habitats are becoming **too hot** **to live in**.

Practice A



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Circle the correct phrases to complete the sentences.

1. Wear a coat. It's **too cold** / **cold enough** to go out in a T-shirt.
2. The ladder is **too short** / **short enough**. It doesn't reach the roof.
3. Marco can lift that heavy stone. He is **too strong** / **strong enough**.
4. You must be 18 to see that movie. You are only 16, so you are **not too old** / **old enough**.

Practice B

Complete the sentences with *too* or *enough* and one of these adjectives: *light*, *salty*, *sweet*.

1. This box is _____. I can carry it easily.
2. Waiter, please take back this soup. It is _____ to eat.
3. I don't want any more sugar in my tea. It is _____.

Grammar Skill

Use an infinitive after *too* or *enough* to show a situation: *The soup is too hot. The soup is too hot to eat now.*

Grammar Check

✓ When do writers use the infinitive **with *too* and *enough***?

Apply

Write a sentence using *too* to show degree, such as *It's too early to eat lunch*. Then work with a partner and rewrite each other's sentences with *enough*: *It's early enough to eat lunch*.

Reading 3 119

Adjectives with *Too* and *Enough*

Direct students to the first example box. Tell students that writers often use *too* and *enough* with adjectives to give more specific meanings. Direct students to the second example box. Tell students that *not* + adjective + *enough* has the opposite meaning from *too* + adjective. Also, writers sometimes follow expressions with *too* and *not . . . enough* with infinitives to clarify a result.

Grammar Skill

Read the grammar skill aloud with the class.

SAY: *What does adding the infinitive to eat do to the sentence?* Answer: **makes it clearer**

Grammar Check

Point out the Grammar Check box, and **SAY:** *When do writers use the infinitive with *too* and *enough*?*

Answer: **to clarify a result**

Practice A

Read aloud the directions for this exercise. Model how to complete the exercise by circling the correct phrase, *too cold*, in the first example.

ANSWERS

2. too short 3. strong enough 4. old enough

Practice B

Read aloud the directions for this exercise. Model how to complete the exercise by completing the first example with *light enough*. Read the complete sentence aloud for students.

ANSWERS

1. light enough 2. too salty 3. too sweet

Apply

Read aloud the directions with students. Have students work with a partner and then read their sentences, with both *too* and *enough*, to each other. Have students listen carefully to each other and correct each other's mistakes. Ask volunteers to read their sentence pairs to the class.

Writing

Teaching Resources

- Workbook, p. 62
- Worksheets, Writing Model 28
- GO 2: Concept Map
- Assessment, pp. 59–62
- Reader+

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

Remind students that they will be writing a fictional narrative at the end of the unit. To do this, explain that they will learn some skills writers use to write fictional narratives, or stories.

Write a Personal Letter

Read the information at the top of the page as well as the Writing Prompt. **SAY:** *The five parts of a personal letter are the greeting, the body, the closing, and the signature. The body contains the details of the event or experience.*

Prewrite

Help students understand the importance of giving their personal letter their own voice. Work with students to complete a graphic organizer. Tell students to write their graphic organizer in their notebook.

Draft

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

Reading 3


Writing

Write a Personal Letter

In this unit, you have been learning about narrative writing. In this lesson, you will write a narrative in the form of a personal letter to a friend or a family member. In a personal letter, you tell the reader a story about a memorable event or experience in your life. A personal letter has five parts: the date, the greeting, the body, the closing, and the signature. It is in the body of the letter that you include details about the event or experience.

Writing Prompt

Write a personal letter to a friend or a family member about a memorable event or experience. Choose an event or an experience you had that you can write a story about. Include adjectives with *too* and *enough* and comparative structures where possible.

- 1 **Prewrite** Choose an interesting event or experience you had.  62
- Think about why this event or experience was important to you.
 - Ask yourself who would enjoy reading about it.
 - List your ideas in a graphic organizer.

Here is a graphic organizer created by a student named Adrian for a letter describing his move to a new place.

Date: September 21, 2019	
Greeting: Dear Alex,	
Body: Everything is different here. Met Ricardo. He likes to play soccer so we practice together. I'm going to try out for the team.	
Closing: Take care,	Signature: Adrian

2 Draft Use your organizer to help you write a first draft.

- Keep in mind the person who will read your letter and your purpose for writing it.
- Remember to include all five parts of a friendly letter.
- Be sure to include adjectives with *too* and *enough* and comparative structures correctly.

3 Revise Read over your draft. As you do so, complete (✓) the Writing Checklist. Use the questions in the Writing Checklist to help you revise your story. Then, revise your draft, using the editing and proofreading marks listed on page 467.

4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. 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 letter 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 Adrian's letter to Alex. Notice how he used comparison structures.

September 21, 2019
Dear Alex,
How's it going, buddy? Man, everything is different here. I get lost on the way to all my classes and nobody eats lunch together! I've been thinking about our lunchtime pick-up soccer games. I think I found a way to make my life more interesting—or at least interesting enough! I met a kid named Ricardo. I was doing some practice drills out in the field when he called out to me, "Hey, man, pass!" For a second, I was too surprised to react, since I've barely spoken to anyone at this school. But once I understood that he wanted to play, I passed him the ball and we took turns trying to score on each other. Just like you and I used to, we set up our backpacks as goal markers and spent lunch hour training. We're supposed to meet up again tomorrow, so I'll keep you posted. Maybe you can visit and we can all hang out.
Take care, Adrian

Writing Checklist

Ideas:

- ☐ The ideas and events in my letter are clear.

Word Choice:

- ☐ I used descriptive words to help my reader understand my message.

Sentence Fluency:

- ☐ I used a variety of sentence types and patterns.

Conventions:

- ☐ I used comparative structures correctly.

Revise

Tell students that revising is an important part of the writing process. Encourage them to read their draft at least six times, answering each one of the questions in the checklist. **SAY:** *Revising gives you a chance to look at your writing again. Read it slowly. Think about what you have written. Are the ideas and events in your letter clear? Did you use descriptive words that help the reader picture the action? Do your sentences flow smoothly? Is your writing clear? Does it make sense? Think of other ways to make it better.* After students revise, have them exchange paragraphs with a partner. Ask the partner if it is informal, descriptive, and interesting. If the writing is not clear, have the partner suggest revisions.

Writing Checklist

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

Ideas Check that the ideas and events in the students' stories are clear.

Word Choice Check that the students have used descriptive words.

Sentence Fluency Check that students' sentences are varied.

Conventions Check that students used comparative structures 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 62 to evaluate each other's work.

Publish

Students can present their personal letters. Allow time for students to practice reading their personal letters. Remind students to save their work.

Prepare to Read

Teaching Resources

- Audio
- Workbook, p. 63

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 recognize that we can learn from people different from ourselves and that those lessons are important to our personal growth.

The Big Question Before students explore the questions at the top of the page, ask them to give reasons why we sometimes find loved ones—such as younger siblings and grandparents—embarrassing. Students may mention that younger and older family members sometimes make them feel self-conscious in front of their peers because they have different attitudes and ways of behaving.

Build Background

Read aloud the Build Background section. Survey the class to see how many students have had grandparents or great-grandparents visit them. How many have had elderly relatives from another region come to visit them in their region? Have they ever felt embarrassed by a family member? How did they respond?

Understanding the Genre: Short Story

Remind students that although a short story may be based on some real-life experience or person, it is a fictional narrative. Review the characteristics of short stories: They are shorter than novels and usually have only a few characters; they generally focus on a single event that takes place in a few important scenes.

Reading 4

Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Literary terms, word study
- Reading strategy: Make inferences
- Text type: Literature (short story)

Grammar

- Have to + verb
- Conditional sentences

Writing

- Write a personal narrative



THE BIG QUESTION

How are growth and change related? Have you ever felt embarrassed by someone you love? What happened? Did you learn from the experience? Did the experience change you in any way? Discuss with a partner.

Build Background

This reading is a short story called “**Abuela Invents the Zero.**” It is about a girl named Connie who is embarrassed by her grandmother. Born in the United States, Connie has lived in New Jersey, U.S.A., all her life. Connie’s grandmother was born in Puerto Rico and is visiting the United States for the first time. Because her parents insist, Connie takes her grandmother to church and learns an important lesson as a result.



122 Unit 2



Common Core State Standards

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

The following standards apply to pages 122–125.

Teaching the standards: RL.9-10.1, RL.9-10.3, RL.9-10.4, L.9-10.4, L.9-10.4.c, L.9-10.4.d, L.9-10.5.a, L.9-10.6

Practicing the standards: L.9-10.3, L.9-10.4.a

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

Differentiated Instruction

Beginning

Ask students which photo on pages 122–123 shows someone who might be a grandmother. A granddaughter?

Early Intermediate/Intermediate

Have students work with a partner to read aloud the boxed texts on page 123.

Early Advanced/Advanced

Have students work with a partner to role-play a brother and his sister. Have them act out an improvised dialogue in front of the class.

Vocabulary

Learn Literary Words

Characterization is the creation and development of a character in a story. Writers sometimes show what a character is like by describing what the character thinks and does.

Felicia usually called her brother, Jason, every Sunday. But this time she didn't feel like getting up to find her cell phone. Felicia knew that her brother would be disappointed, but she was too tired to care.

Writers use **dialogue**, or a conversation between two or more characters, to show through their spoken words how the characters feel. In short stories, dialogue usually appears between quotation marks (" ") to indicate a speaker's exact words.

"Why didn't you call me last Sunday?" asked Jason.

"I would have, Jason, but I couldn't find the phone, and then I fell asleep," answered Felicia.

Sarcasm is a form of speech or writing that is used to express criticism or annoyance. It often adds an element of humor, but the attitude behind the humor is usually cutting or bitter. Often the speaker or writer says the opposite of what he or she actually means.

"Wow, Felicia. That makes me feel good. Thanks for making me such a big priority in your life," said Jason.

Practice



Copy the paragraph below into your notebook. With a partner, write a few lines of dialogue to show what the narrator and her cousin are like. Remember to put each speaker's words in quotation marks. Try to include a sarcastic remark.

I was on a train to Florida to visit my cousin Maria. I was very excited about the trip. I hadn't seen Maria for five years. Maria was beautiful and popular, and she always wore the coolest clothes. My train arrived a little late. I noticed Maria right away. She was standing in the parking lot next to a shiny new convertible.

Literary Words

characterization
dialogue
sarcasm



Reading 4 123

Vocabulary

Learn Literary Words

Play the Audio Have students listen and repeat. Read aloud the Literary Words at the top of the page. Then have volunteers read aloud the three paragraphs that explain **characterization**, **dialogue**, and **sarcasm**. On the board, create a chart like the following one:

CHARACTER		
Thinks/Feels	Does	Says

Read aloud the example of **characterization** in the Student Edition. **SAY:** *How does the text characterize Felicia by describing what she feels and does?* Have students suggest items to put in the first two columns on the chart. Lead students to understand that Felicia's thoughts and actions describe the type of character she is. Next, read aloud the example of **dialogue**. **SAY:** *What does the dialogue tell you about how Felicia feels? What does it tell you about how Jason feels?* Have students add items to the third column of the chart about Felicia and Jason. Then read aloud the example of **sarcasm**. **SAY:** *What does the sarcasm Jason uses tell you about how he feels?* Remind students to add any new feelings to the first column of the chart as they describe Jason's use of sarcasm in speaking to Felicia. Help students to see how writers use **characterization**, **dialogue**, and **sarcasm** to portray the thoughts, feelings, and traits of their characters.

Practice

Read aloud the instructions for the practice exercise. Tell students to use the example of dialogue in the Student Edition as a model for their own dialogue. Point out that certain words in the model dialogue help reveal Jason's character, such as *angrily* and *retorted*.

ANSWERS

Answers will vary, but students' dialogues should reveal the character traits of the narrator and her cousin.

Prepare to Read

Teaching Resources

- Audio
- Workbook, pp. 64–66

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 with the Academic Words. After each sentence, use the vocabulary routine.

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

Expand: His good **conduct** at the office is an example for the rest of us.

Ask: How can you show good **conduct** in class?

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

Expand: We should not **ignore**, that big hole in the roof.

Ask: What things should you **ignore** and what things should you pay attention to?

Continue the vocabulary routine with **instruct** and **reluctance**.

Practice

Model how to use the questions to write answers.

SAY: *To answer these questions and use the Academic Words, I would use words from the questions in my answers. For example, I would start with these partial sentences:*

1. *I was ashamed of my conduct when I*
2. *It is a good idea to ignore a person who is*
3. *... will instruct me about applying for a job.*
4. *I showed reluctance to ... when*

ANSWERS

Answers will vary but should reflect students' understanding of the Academic Words.

Reading 4

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 "Abuela Invents the Zero," try to use these words to respond to the text.

Academic Words

conduct
ignore
instruct
reluctance

conduct = the way someone behaves	→	The little girl's good conduct made her parents feel proud.
ignore = pay no attention to someone or something	→	They turned their heads away so as to ignore the bully's threat.
instruct = officially tell someone what to do or how to do something	→	A teacher's job is to instruct his or her students.
reluctance = unwillingness to do something	→	His unhappy face showed his reluctance to help his mother.

Practice



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

1. Have you ever been ashamed of your own **conduct**?
2. When is it a good idea to **ignore** a person or a situation?
3. Who will **instruct** you about applying for a job?
4. When have you shown **reluctance** to do something?



▲ I tried this green ice cream with some reluctance, but it turned out to be delicious green-tea ice cream!

124 Unit 2

Linguistic Note Voiced / Voiceless Pairs of Consonants

In English, voiced consonants often have voiceless counterparts. For example, the voiced consonants /b/, /d/, /g/, and /v/ have the unvoiced counterparts /p/, /t/, /k/, and /f/.

Word Study: Idioms

An idiom is a group of words with a special meaning that is different from the ordinary meaning of each separate word. Sometimes you can figure out what an idiom means from the context of the sentence. Other times, you may have to look in a dictionary. When you look up an idiom in the dictionary, look under the first noun found in the idiom. If you can't find it there, or if there is no noun, look under the main word in the idiom. For example, you will find the idiom *come down with* under the verb *come*.

Idiom	Meaning
night and day	"all the time"
come down with	"become ill with"
beat somebody to something	"get to or do something before someone"

Practice



Work with a partner. In the reading, find and underline each of the idioms from the box below. Try to figure out the meaning of the idiom using the context of the sentence. Then look up the idioms in a dictionary. In your notebook, write the idiom and its meaning. Finally, write a sentence for each idiom.

at the top of her voice	end up	I'm out of here	no way
changes his mind	getting myself into	makes a big deal	she means business

Reading Strategy

Make Inferences

Making inferences helps you figure out information that the author hasn't given directly. When you make inferences, or infer, you are "reading between the lines." To make inferences, follow these steps as you read:

- Pay close attention to how the author describes the characters, the events, and the setting. What has the author hinted at but not said?
- Think about your own experiences. Do they help you understand the situation that you are reading about?
- Now use the information in the story and your own experiences to make inferences.

As you read "Abuela Invents the Zero," think about what the author is conveying but not saying directly. What inferences can you make?



Reading 4 125

Word Study: Idioms

Read aloud the opening paragraphs and chart about idioms. Explain that idioms mean something different than the individual meanings of the words that make them up. Work with the class to write two sentences for each of the idioms in the chart—for example: "I've been working night and day to complete this writing assignment." "Although I was exposed to the flu, I didn't come down with it." "I wanted that red velvet hat, but someone else beat me to it."

Practice

Read aloud the instructions for this practice exercise. Before students begin, write the first idiom ("at the top of her voice") on the board. **SAY:** *On page 128, the narrator uses this idiom to describe her grandmother. "She is praying loud, in Spanish, and singing hymns at the top of her creaky voice." The words loud, singing, and creaky are clues that this idiom has to do with making a lot of noise. When I look up the word top in a dictionary, I find out that this idiom means "shouted or sung as loudly as possible."*

ANSWERS

Answers will vary, but students should define and use each idiom correctly. To help students locate the idioms in the story, give them the page numbers on which they appear:
p. 126: end up, she means business; p. 127: no way;
p. 128: I'm out of here, changes his mind, getting myself into; p. 131: makes a big deal

Reading Strategy: Make Inferences

With students, read the step-by-step instructions for how to make inferences. Read aloud the first paragraph of the story on page 126. **SAY:** *Good readers use context and their own prior knowledge to make inferences as they read. Based on the first sentence of this story, I know that the grandmother is very upset and blames the narrator for how she feels. I know this because the grandmother says that she feels like a zero and because she is angry and trembling. Something must have happened between the narrator and her grandmother to make her so upset. What other inferences can you make based on the first paragraph of this story?*

Reading 4

Teaching Resources

- Teacher's Resource Book, p. 116
- Audio

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

Abuela Invents the Zero

A girl learns an important lesson when she spends time with her grandmother, who is visiting from Puerto Rico.

The Big Question Remind students of the Big Question for the unit, *How are growth and change related?* Elicit a discussion about changes that can lead to personal growth.

SAY: *What person in your family has most affected your personal growth?*

Set a Purpose for Reading

Explain that students will have to present details that support their answer to the question and to explain how the reading relates to the Big Question.

Preteaching Boldfaced Words

Have students work with a partner to read aloud each boldfaced word and its definition on pages 126–127. Answer any outstanding questions students have about the uses of the words or their meanings before reading the selection.

Literary Check

Have students underline the second sentence. Have them think about how Connie describes her grandmother. What does this say about how Connie feels about her grandmother?

Scaffolding: Listen and Read

Have students listen to the audio as they read the selection to themselves. Then have students work with a partner to alternate reading aloud paragraphs from the selection.

Reading 4

Literature Short Story

Set a purpose for reading Read the story to find out how a person can learn an important lesson from someone older and wiser. What lesson does Connie learn?

Abuela Invents the Zero

JUDITH ORTIZ COFER

"You made me feel like a zero, like a nothing," she says in Spanish, *un cero, nada*. She is trembling, an angry little old woman lost in a heavy winter coat that belongs to my mother. And I end up being sent to my room, like I was a child, to think about my grandmother's idea of math.

It all began with Abuela coming up from the Island for a visit—her first time in the United States. My mother and father paid her way here so that she wouldn't die without seeing snow, though if you asked me, and nobody has, the dirty **slush** in this city is not worth the price of a ticket. But I guess she deserves some kind of award for having had ten kids and survived to tell about it. My mother is the youngest of the bunch. Right up to the time when we're supposed to pick up the old lady at the airport, my mother is telling me stories about how hard times were for *la familia on la isla*, and how *la abuela* worked night and day to support them after their father died of a heart attack. I'd die of a heart attack too if I had a troop like that to support. Anyway, I had seen her only three or four times in my entire life, whenever we would go for somebody's funeral. I was born here and I have lived in this building all my life. But when Mami says, "Connie, please be nice to Abuela. She doesn't have too many years left. Do you promise me, Constancia?"—when she uses my full name, I know she means business. So I say, "Sure." Why wouldn't I be nice? I'm not a monster, after all.

So we go to **Kennedy** to get *la abuela* and she is the last to come out of the airplane, on the arm of the cabin attendant, all wrapped up in a black shawl. He hands her over to my parents like she was a package sent airmail. It is January; two feet of snow on the ground, and she's wearing a shawl over a thin black dress. That's just the start.

slush, partly melted snow
Kennedy, John F. Kennedy International Airport in New York, NY, U.S.A.

126 Unit 2

LITERARY CHECK

How does Connie's description of her grandmother in the second sentence serve to **characterize** Connie? What is Connie like?

LITERARY CHECK

What are some examples of **sarcasm** on this page? What do Connie's sarcastic remarks reveal about her character?



Common Core State Standards

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

The following standards apply to pages 126–131.

Teaching the standards: RL.9-10.1

Practicing the standards: RL.9-10.4, RL.9-10.10

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

Differentiated Instruction

Beginning

Advise students who have problems with verbal processing to read at least part of the text before coming to class.

Early Intermediate/Intermediate

Have students look at the illustrations on pages 126–131. Ask them what they think the reading will be about.

Early Advanced/Advanced

Have students explain what the illustration on page 127 shows. What is happening in the story at this point?



Once home, she refuses to let my mother buy her a coat because it's a waste of money for the two weeks she'll be in *el Polo Norte*, as she calls New Jersey, the North Pole. So since she's only four feet eleven inches tall, she walks around in my mother's big black coat looking **ridiculous**. I try to walk far behind them in public so that no one will think we're together. I plan to stay very busy the whole time she's with us so that I won't be asked to take her anywhere, but my plan is ruined when my mother comes down with the flu and Abuela absolutely *has* to attend Sunday mass or her soul will be eternally damned. She's more Catholic than the Pope. My father decides that he should stay home with my mother and that I should **escort** la abuela to church. He tells me this on Saturday night as I'm getting ready to go out to the mall with my friends.

"No way," I say.

I go for the car keys on the kitchen table: he usually leaves them there for me on Friday and Saturday nights. He beats me to them.

"No way," he says, pocketing them and grinning at me.

ridiculous, silly
escort, go with

LITERARY CHECK

What examples of **characterization** can you identify in this paragraph?

Before You Go On

1. Why does Connie walk far behind her grandmother?
2. What does Connie's father ask her to do?

On Your Own

How would you feel if you were Connie? Do you think Connie is being unfair to her grandmother? Explain.

Reading 4 127

Literary Check

Remind students that *characterization* is what writers use to describe imaginary persons in a way that makes them believable and lifelike. Answer: Abuela's refusal to let Connie's mother buy her a coat suggests that she is a practical and frugal woman. The assertion that she "absolutely *has* to attend Sunday mass or her soul will be eternally damned" and that "She's more Catholic than the Pope" paints an image of her as a very traditional religious person.

Check for Comprehension

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

Before You Go On

Have students work with a partner, and remind them that these questions will help them monitor their progress. Ask students who are willing to discuss the On Your Own question to share their experiences with the class. Ask the rest of the class to think about what they would have done in a similar situation. Be sensitive to students who do not wish to discuss this subject.

ANSWERS

1. She walks far behind so nobody will think they are together.
2. He asks Connie to escort Abuela to church.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Answers will vary.

Reading 4

Preteaching Boldfaced Words

Have students work with a partner to read aloud each boldfaced word and its definition on page 128. Answer any outstanding questions students have about the use of the word or its meaning before reading the selection.

Reading Strategy: Make Inferences

Model the strategy of by talking about why Connie might be drenched in sweat when she and her grandmother are finally seated in church. Then ask some questions to prompt students to use this skill. **SAY:** *Why do you think Connie ignores her grandmother when she gets up to go take communion?*

Literary Check

Review the meaning of the Literary Word *dialogue*: It's conversation between characters that reveals their personality and sounds the way they would talk. Dialogue usually appears within quotation marks. Have students read the dialogue between Connie and her father aloud. Answer: *Connie's quick, flip initial response to her father ("No way") shows the girl's determination to avoid the unpleasant duty of escorting her grandmother. Her final response ("I understand. Ten o'clock. I'm out of here.") shows that she acknowledges her father as being in charge and has realized she needs to compromise in order to be with her friends that evening.*

Needless to say, we come to a compromise very quickly. I do have a responsibility to Sandra and Anita, who don't drive yet. There is a Harley-Davidson fashion show at Brookline Square that we *cannot* miss.

"The mass in Spanish is at ten sharp tomorrow morning, *entiendes?*" My father is dangling the car keys in front of my nose and pulling them back when I try to reach for them. He's really enjoying himself.

"I understand. Ten o'clock. I'm out of here." I pry his fingers off the key ring. He knows that I'm late, so he makes it just a little difficult. Then he laughs. I run out of our apartment before he changes his mind. I have no idea what I'm getting myself into.

Sunday morning I have to walk two blocks on dirty snow to **retrieve** the car. I warm it up for Abuela as instructed by my parents, and drive it to the front of our building. My father walks her by the hand in baby steps on the slippery snow. The sight of her little head with a bun on top of it sticking out of that huge coat makes me want to run back into my room and get under the covers. I just hope that nobody I know sees us together. I'm dreaming, of course. The mass is packed with people from our block. It's a **holy day of obligation** and everyone I ever met is there.

I have to help her climb the steps, and she stops to take a deep breath after each one, then I lead her down the aisle so that everybody can see me with my **bizarre** grandmother. If I were a good Catholic, I'm sure I'd get some **purgatory** time taken off for my sacrifice. She is walking as slow as Captain Cousteau exploring the bottom of the sea, looking around, taking her sweet time. Finally she chooses a pew, but she wants to sit in the *other* end. It's like she had a spot picked out for some unknown reason, and although it's the most inconvenient seat in the house, that's where she has to sit. So we squeeze by all the people already sitting there, saying, "Excuse me, please, *con permiso*, pardon me," getting annoyed looks the whole way. By the time we settle in, I'm drenched in sweat. I keep my head down like I'm praying so as not to see or be seen. She is praying loud, in Spanish, and singing hymns at the top of her creaky voice.

I ignore her when she gets up with a hundred other people to go take **communion**. I'm actually praying hard now—that this will all be over soon. But the next time I look up, I see a black coat dragging around and around the church, stopping here and there so a little gray head

retrieve, pick up

holy day of obligation, day when Catholics are obliged to, or must, go to church

bizarre, very strange

purgatory, according to the Catholic faith, a place where the souls of dead people go before entering heaven

communion, part of the mass in which people go up to the altar to eat a small piece of bread that is a sign of Jesus Christ's body

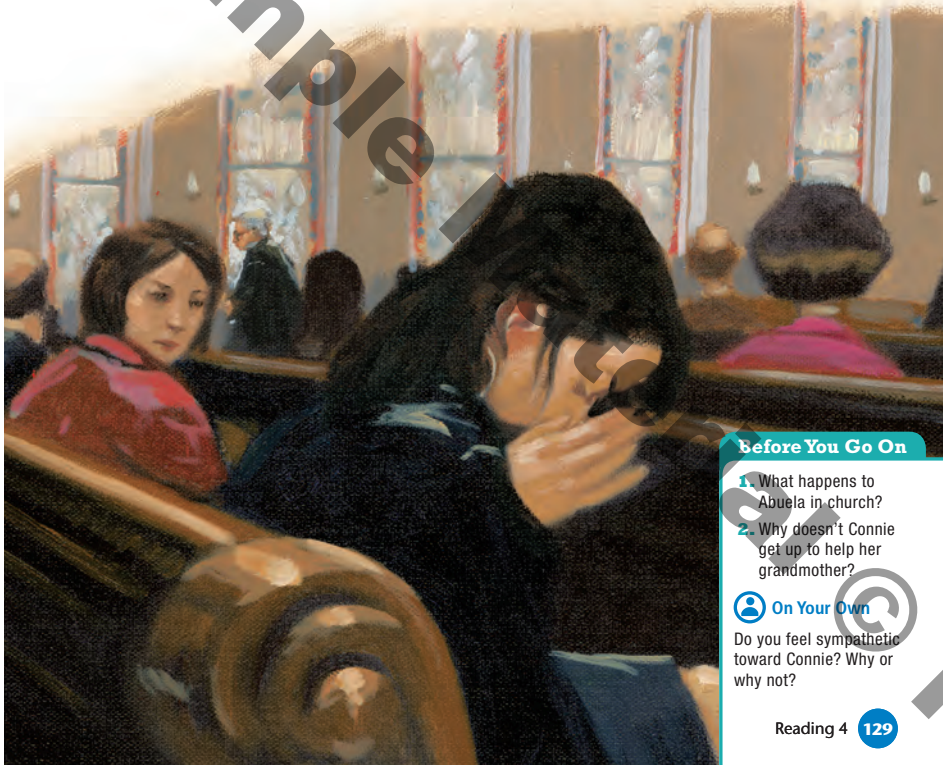
LITERARY CHECK

How does the author use **dialogue** to help develop Connie's character?

can peek out like a **periscope** on a submarine. There are giggles in the church, and even the priest has frozen in the middle of a blessing, his hands above his head like he is about to lead the congregation in a set of jumping jacks.

I realize to my horror that my grandmother is lost. She can't find her way back to the pew. I am so embarrassed that even though the woman next to me is **shooting daggers** at me with her eyes, I just can't move to go get her. I put my hands over my face like I'm praying, but it's really to hide my burning cheeks. I would like for her to disappear. I just know that on Monday my friends, and my enemies, in the **barrio** will have a lot of **senile**-grandmother jokes to tell in front of me. I am frozen to my

periscope, tube with mirrors inside it, used to look over the top of something
shooting daggers, shooting fierce looks
barrio, part of an American city where Spanish-speaking people live
senile, mentally confused or behaving strangely because of old age



Before You Go On

1. What happens to Abuela in church?
2. Why doesn't Connie get up to help her grandmother?

On Your Own

Do you feel sympathetic toward Connie? Why or why not?

Reading 4 129

Study Skills: Internet

Tell students they can use the internet to research statistics. Have them use a reliable search engine to do a keyword search on the number of religions represented in the population of Puerto Rico. They should look for the number of religions there and the percentage of the total population that is represented by each religion.

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

Before You Go On

Have students work with a partner, and remind them that these questions will help them monitor their progress. Divide students into those who feel sympathetic to Connie and those who do not. See if students can persuade each other of the opposite point of view.

ANSWERS

1. Abuela gets lost in church.
2. Connie is too embarrassed to help her grandmother.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Answers will vary.

Challenge Words and Terms

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

- with a bun on top of it
- sticking out
- drenched in sweat
- I realize to my horror

Reading 4

Preteaching Boldfaced Words

Have students work with a partner to read aloud each boldfaced word and its definition on page 131. Answer any outstanding questions students have about the uses of the words and their meanings before reading the selection.

Reading Strategy: Make Inferences

Explain that students can make inferences by looking at visuals related to a story. Have students look carefully at the illustration on this page, and ask how they think Abuela and Connie are feeling at this point in the story.



130 Unit 2

seat. So the same woman who wants me dead on the spot does it for me. She makes a big deal out of getting up and hurrying to get Abuela.

The rest of the mass is a blur. All I know is that my grandmother kneels the whole time with her hands over her face. She doesn't speak to me on the way home, and she doesn't let me help her walk, even though she almost falls a couple of times.

When we get to the apartment, my parents are at the kitchen table, where my mother is trying to eat some soup. They can see right away that something is wrong. Then Abuela points her finger at me like a judge passing a sentence on a criminal. She says in Spanish, "You made me feel like a zero, like a nothing." Then she goes to her room.

I try to explain what happened. "I don't understand why she's so upset. She just got lost and wandered around for a while," I tell them. But it sounds lame, even to my own ears. My mother gives me a look that makes me cringe and goes in to Abuela's room to get her version of the story. She comes out with tears in her eyes.

"Your grandmother says to tell you that of all the hurtful things you can do to a person, the worst is to make them feel as if they are worth nothing."

I can feel myself shrinking right there in front of her. But I can't bring myself to tell my mother that I think I understand how I made Abuela feel. I might be sent into the old lady's room to apologize, and it's not easy to admit you've been a jerk—at least, not right away with everybody watching. So I just sit there not saying anything.

My mother looks at me for a long time, like she feels sorry for me. Then she says, "You should know, Constanica, that if it wasn't for this old woman whose existence you don't seem to value, you and I would not be here."

That's when I'm sent to my room to consider a number I hadn't thought much about—until today.

cringe, move back or away from something because it pains you
jerk, person who does things that annoy or hurt other people
existence, state of being alive

About the Author

Judith Ortiz Cofer was an accomplished author of poetry, short stories, and novels for young adults. Born in Puerto Rico in 1952, she and her family moved to New Jersey when she was a girl. Cofer's work has won many awards. *An Island Like You* was named Best Book of the Year by the American Library Association in 1995. *The Meaning of Consuelo* won the America's Award for Children's and Young Adult Literature in 2003. In addition to writing, Cofer taught English and Creative Writing at the University of Georgia.

LITERARY CHECK

How do you think this story would be different if it was told from the grandmother's point of view?

Word Skill

Earlier in the story, Connie explains that her full name, *Constancia*, has a special connotation, or associated meaning, whenever her mother uses it. What does she say it means? Does her mother's use of *Constancia* have the same connotation here?

Before You Go On

1. Why is Abuela hurt and angry?
2. How does Connie feel about what she did?

On Your Own

Do you think things might change between Abuela and Connie now?

Reading 4 131

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

Before You Go On

Have students work with a partner, and remind them that these questions will help them monitor their progress. Have students discuss as a group why Abuela is hurt and angry. What reasons does she have for feeling this way? Would students feel the same way if they were in her situation?

ANSWERS

1. Abuela is hurt because Connie made her feel like she was worth nothing.
2. Connie feels like she's been a jerk.

On Your Own

Place students in small groups to discuss their responses, and encourage volunteers to share their responses with the class. Answers will vary.

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 response to the Big Question.

ANSWERS

Answers may vary but should include the following understandings:

Connie learns from her grandmother that of all the hurtful things you can do to a person, the worst is to make the person feel as if he or she is worth nothing. This lesson is an important step in Connie's personal growth, and she may change the way she treats her grandmother and other older people.

Literary Check

Possible answer: If the story were told from the grandmother's point of view, it may have told about how she had never seen snow and how excited she was to see it. There may have been more references to the Island.

Word Skill

Possible answer: When Connie's mother used the name *Constancia* when addressing her, Connie knew her mom meant business. On page 131, Connie's mother still means business, but she is trying to stress a point. In the first example, on page 126, Connie's mother is trying to get Connie to do something.

Review and Practice

Teaching Resources

- Workbook, p. 67

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

Speaking Tip

Read the Speaking Tip with students, modeling how to make eye contact to enhance understanding.

Reader's Theater

Performing by reading aloud increases fluency and improves expression. Have students work with a partner. **SAY:** *You will be acting out a scene from the story you just read. Decide who will play Connie and who will play her father. Practice your lines individually before you perform the scene with your partner.*

Comprehension

Model answering the first question to show students how to answer in a complete sentence.

ANSWERS

1. Connie had seen Abuela only three or four times before this visit.
2. Abuela looks ridiculous to Connie because she is wearing only a shawl and a thin dress in the cold winter weather.
3. Connie is afraid that her friends will make fun of her by telling old grandmother jokes.
4. Abuela doesn't speak to Connie on the way home from church because she is hurt by the way Connie treated her.
5. Answers will vary, but guide students to see that the author presents Connie's experience as a lesson she learned. This implies that Connie's conduct was wrong and that Connie felt bad about it.
6. Answers will vary, but guide students to understand that living in a small community can make people overly concerned about how their neighbors view them.
7. Answers will vary.
8. Answers will vary.

Reading 4

Review and Practice

Reader's Theater



Act out the following scene between Connie and her father.

Connie: May I have the keys, Dad? I'm going out.

Father: Not so fast! [*holds the keys above his head*] I'll let you go under one condition.

Connie: [*sighs*] Hurry, Dad, *please*. My friends are waiting for me.

Father: You can go with your friends now, but you must take your grandmother to mass tomorrow. No excuses. Mass begins at 10:00 sharp.

Connie: But Dad!

Father: No "buts," Connie. You will do this for your family.

Connie: Okay, fine. I'll do it. Now please give me the keys. I don't want to miss the fashion show!

Speaking Tip

Be sure to make eye contact with members of your audience.

Comprehension



Recall

1. How many times had Connie seen Abuela before this visit?
2. What makes Abuela look ridiculous to Connie?

Comprehend

3. What is Connie afraid will happen on Monday?
4. Why doesn't Abuela speak to Connie on the way home from church?

Analyze

5. How do you think the author feels about Connie's conduct?
6. The barrio is a small community. What effect does that have on Connie?

Connect

7. If Connie were your friend, what would you say to her about the incident and her feelings about Abuela? Explain.
8. Do you think the title of the story is effective? Why? What is it like to feel like a zero? Explain.

132 Unit 2



Common Core State Standards

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

The following standards apply to pages 132–137.

Teaching the standards: RL.9-10.1, RL.9-10.2, RL.9-10.10, W.9-10.3, W.9-10.3.b, W.9-10.4, W.9-10.5, W.9-10.8, W.9-10.10, SL.9-10.1, SL.9-10.6, L.9-10.1, L.9-10.2

Practicing the standards: W.9-10.6, W.9-10.7, SL.9-10.1.a, SL.9-10.2, SL.9-10.4, SL.9-10.5, L.9-10.3

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

Differentiated Instruction

Beginning

Ask students to write a label for each person in the photo on page 133.

Early Intermediate

Have students look through the text and write a short summary that will help them answer the Comprehension questions.

Early Advanced/Advanced

Have students work as team leaders to coordinate the creation and compilation of the class book described in the Response to Literature exercise.

Discussion

Discuss with a partner or in a small group.

1. Why do you think Abuela and Connie have different viewpoints about what happened? Explain.
2. If you were Connie, how would you have felt about Abuela? Would you have done anything differently? Explain.
3. What lesson did Abuela teach Connie?

How are growth and change related? Do you identify with Connie's embarrassment or do you think she was being selfish? How do you think she will change as a result of her experience with Abuela?

Listening Tip

Give each speaker your attention.

Response to Literature



How are senior citizens treated in your home culture? How are they treated in other cultures? Do research at the library or on the internet to find information about how a culture other than your own treats elderly people. Write a paragraph summarizing your findings. You may wish to work with your classmates to publish your paragraphs in a class book.



▲ In many cultures, adults live with and care for their elderly parents.

Reading 4 133

Listening Tip

Remind students that listening carefully during these discussions will help them improve their conversational skills, which can be useful in everyday and academic situations.

Discussion

Decide whether students will work as a whole group, in small teams, or as partners. Consider dividing up the questions so each group has a different topic. Make sure that all participants are heard and that ideas are challenged but not discarded. Remind students to use the Key Words and Academic Words they have studied.



The Big Question Help students understand that Connie learned that the way she treated her grandmother was disrespectful and hurtful. She learned that sometimes it's important to put other people's feelings before your own.

Response to Literature

Suggest to students that in some cultures, the elderly are revered and respected. By virtue of their age and experience, elderly people have gained knowledge and wisdom. People over sixty may not have the energy and vigor of young people, but they have learned how to solve many of life's problems. Suggest that students begin their research by looking for additional information about how seniors are viewed in their home cultures.

Grammar

Teaching Resources

- Workbook, pp. 68–69

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

Have to + Verb

Direct students to the Positive/Negative examples box. Tell students that the phrase *have to* plus the base form of a verb expresses necessity or (with a negative) lack of necessity.

Grammar Skill

Read the grammar skill aloud with the class.

SAY: *What does number mean when talking about verbs?* Answer: **singular or plural**

Grammar Check

Point out the Grammar Check box and **SAY:** *Does have to + verb express possibility or necessity?*

Answer: **necessity**

Practice A

Model how to complete the exercise by completing the first example with *has to work*. Read the complete sentence aloud for students.

ANSWERS

1. has to work
2. had to do
3. don't have to do
4. didn't have to cook

Practice B

Have a volunteer read aloud the example sentence in the chart.

ANSWERS

Answers will vary. Possible answers:

2. Every morning, I have to wake up my little sister.
3. On weekends, I don't have to get up early.
4. After dinner, I have to wash the dishes.

Apply

Read aloud the directions with students. Have students work in pairs. Have students listen carefully to each other and correct each other's mistakes. Ask volunteers to discuss their week with the class.

Reading 4

Grammar

Have to + Verb

Use the phrase *have to* plus the base form of a verb to express necessity or lack of necessity.

Necessity (Positive)	Lack of Necessity (Negative)
I have to be polite to my grandmother.	I don't have to help her put on her coat.
She has to go to church on Sunday.	She doesn't have to attend the fashion show.
She had to go to her room yesterday.	She did not have to stay in her room all day.

Practice A



Complete the sentences with the correct form of *have to* and the verb in parentheses. Be sure to use the negative if it is indicated.

1. My father _____ on Saturdays. (work)
2. I _____ homework yesterday. (do)
3. I _____ homework today. (not, do)
4. Last night, my mother _____ dinner. (not, cook)

Practice B

Copy this chart into your notebook. Complete each sentence with something you have to do (positive) or don't have to do (negative). Then put each sentence in the past using *had to* or *didn't have to*. The first one has been done for you.

Positive or Negative	Sentence
1. negative	Example: On Saturdays, I don't have to get up early . Last Saturday, I didn't have to get up early .
2. positive	Every morning,
3. negative	On weekends,
4. positive	After dinner,

Grammar Skill

Make sure subjects and verbs agree in number. A singular subject uses a singular verb, (e.g., *He has to get up early*). A plural subject uses a plural verb, (e.g., *We have to get up early*).

Grammar Check

✓ Does **have to + verb** express possibility or necessity?

Apply

Talk with a partner about things you have to and don't have to do this week.

Linguistic Note Double Negatives

It may be a peculiarity of English to frown on the use of "double negatives." Many languages accept the equivalent of *nothing* in the sentence "I don't have to do *nothing* on weekends." The use of double negatives is not simply nonstandard English. Rather, it is a natural preference, of which language instructors need to be aware.

Conditional Sentences

Conditional sentences are used to talk about events that may or may not occur, depending on other events or conditions. Each conditional sentence has an *if* clause and a result clause. Here is an example:

If you get one question wrong, you fail.

if clause result clause

There are different kinds of conditional sentences. Factual conditionals are used to talk about future results of specific events or actions. The verb in the result clause is often preceded by *will*.

If you **get** a good education, more people **will listen** to you.

Unreal conditionals are used to talk about present unreal conditions and their results. Use the simple past in the *if* clause and *could*, *would*, or *might* + verb in the result clause. If the verb is *be* in the *if* clause, use *were* for all persons.

If Mama **went** back to school, she **could have** more opportunities.
If I **were** Lucas, I **would be** angry too.

Practice A



In each sentence, underline the *if* clause once and the result clause twice. Then write *factual conditional* or *unreal conditional*.

- unreal conditional I would be happy if my grandparents visited me.
- _____ Abuela will feel better if Connie apologizes.
- _____ If I got lost, I would call a family member.
- _____ If you visit Puerto Rico, you will see some interesting sights.

Practice B

Complete the sentences. Use your own ideas. Write in your notebook.

- I will feel very happy if . . . I will feel very happy if it's sunny tomorrow.
- If I have free time this weekend, . . .
- If my relatives visited me, . . .
- I would take a long trip if . . .

Grammar Skill

Use a comma when the cause comes first. Do not use a comma if the effect comes first.

Grammar Check

✓ Are unreal conditional sentences used to express certainty about something?

Apply

Talk with a partner and complete these sentences with your ideas: *This class would be very happy if . . . / If I have some time this summer, . . .*

Reading 4 135

Conditional Sentences

Direct students to the first example box. Tell students that we use conditional sentences to talk about events that may or may not occur, depending on other events or conditions. Each conditional sentence has an *if* clause and a result clause. Direct students to the second example box. Tell students that factual conditionals are used to talk about future results of specific events or actions. Direct students to the third example box. Tell students that unreal conditionals are used to talk about present unreal conditions and their results. Use the simple past in the *if* clause and *could*, *would*, or *might* + verb in the result clause. If the verb is *be* in the *if* clause, use *were* for all persons.

Grammar Skill

Read the grammar skill aloud with the class.

SAY: *How can we change the sentence in the first example box so that it doesn't need a comma?*

Answer: *You fail if you get one question wrong.*

Grammar Check

Read aloud the Grammar Check box. Answer: **no**

Practice A

As you read the instructions for this practice aloud, point to each element in example activity 1.

ANSWERS

- Abuela will feel better if Connie apologizes. —factual conditional
- If I got lost, I would call a family member. —unreal conditional
- If you visit Puerto Rico, you will see some interesting sights. —factual conditional

Practice B

Read aloud the directions for this exercise. Have students share their answers with a partner.

ANSWERS

Answers will vary.

Apply

Have students work in pairs and then read their completed sentences to each other. Have students listen carefully to each other and correct each other's mistakes. Ask volunteers to read their sentences to the class.

Teaching Resources

- Workbook, p. 70
- Worksheets, Writing Model 29
- GO 5: K-W-L Chart
- Assessment, pp. 63–66
- Reader+

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

Remind students that they will be writing a fictional narrative at the end of the unit. To do this, explain that they will learn some skills writers use to write fictional narratives, or stories.

Write a Personal Narrative

Read the information at the top of the page as well as the Writing Prompt. **SAY:** *When you write a personal narrative, you are the narrator and main character. You tell your reader about an event or an experience. Dialogue is often included, which helps readers understand the characters.*

Prewrite

Help students understand the importance of giving details in their personal narrative: *Where were you? Who was there? Why were you there? When were you there? What did the characters do and say?* Work with students to complete a graphic organizer. Tell students to write their graphic organizer in their notebook.

Draft

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

Writing

Write a Personal Narrative

In this lesson, you will write a personal narrative from your own point of view. In a personal narrative, you tell about an experience you have had. Like fictional narratives, personal narratives include dialogue, characterizations, and events related in a sequence; however, the events, dialogue, and people in the personal narrative are real.

Writing Prompt

Write a personal narrative. Then provide some details and descriptions about your experience. Use conditionals and *have to* as appropriate.

- 1 **Prewrite** Begin by choosing a memorable experience you had with a family member of an adventure you had with a friend.
- Think about the event. What happened?
 - Who are the other characters in your narrative? What did they say?
 - List your ideas in a graphic organizer like the one below.



A student named Andrea used this two-column chart to organize her ideas.

who was there	me, my dad, my grandpa, my other relatives
what happened	It rained, but we had fun anyway.
what was said	"We are not going to let an aguasero—a little rainfall—ruin our trip!"

2 Draft Use your two-column chart to help you write a first draft.

- Remember to keep your purpose for writing in mind.
- Remember to include characters and dialogue.
- Use conditionals and *have to* correctly.

3 Revise Read over your draft. Look for places where the writing needs improvement. As you do so, complete (✓) the Writing Checklist. Use the questions in the Writing Checklist to help you revise your story. Then, revise your draft, using the editing and proofreading marks listed on page 467.

4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. 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 Andrea's personal narrative. Notice that she includes what her parents said.

Andrea Vargas	
Rainy River Day	
My cousins and I had packed everything we needed for our hike the night before, but when I woke up on Saturday, it was raining. My parents woke everyone up by announcing, "We are not going to let an aguasero—a little rainfall—ruin our trip! We've been preparing for weeks!" While everyone was getting ready, the sun came out. We had to walk down a big mountain to get to the river. We swam, played ball, and slept on the gigantic rocks. For lunch, we made Sancocho de Pollo—chicken stew—in a huge pot. We built a campfire with found wood, and added all the ingredients we had packed for the stew. We cooked and ate, and then put out the fire with sand and water. As we were about to head home, it started raining again. It was a huge aguasero. On the way out, we had to climb up the mountain. But this time, there was a lot of mud, and it was very slippery. I tried and tried to climb up, but I couldn't. Finally, my dad held on to my arm, and I had to walk on the edge of the river. If I had to do it all over again, I would!	

Writing Checklist

Organization:

- ☐ I related my experience in a clear and logical way.

Sentence Fluency:

- ☐ My sentences flow smoothly, helping the reader to move from one action to the next.

Conventions:

- ☐ I used conditionals and *have to* correctly.



Reading 4 137

Revise

Tell students that revising is an important part of the writing process. Encourage them to read their draft at least six times, answering each one of the questions in the checklist. **SAY:** *Revising gives you a chance to look at your writing again. Read it slowly. Think about what you have written. Does your plot have a clear beginning, middle, and end? Did you use descriptive words to help the reader picture the action? Do your sentences flow smoothly? Did you use conditionals and have to correctly? Is your writing clear? Does it make sense? Think of other ways to make it better.* After students revise, have them exchange paragraphs with a partner. Ask the partner if it is clear and descriptive. If the writing is not clear and descriptive, have the partner suggest revisions.

Writing Checklist

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

Organization Check that students' plots have a clear beginning, middle, and end.

Sentence Fluency Check that students' sentences flow smoothly.

Conventions Check that students used conditionals and *have to* 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 70 to evaluate each other's work.

Publish

Students can present their personal narrative. Allow time for students to practice reading their personal narrative. Remind students to save their work.

Unit Wrap-Up

Teaching Resources

- Assessment, pp. 143–152

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: *Fill in the chart with a partner. When you are done, we will put your answers on the board.*

ANSWERS

Title of Reading	Purpose	Big Question Link
"How Seeds and Plants Grow" "A Tale of Two Brothers"	to inform to entertain	Seeds change as they grow. Nolbu does not grow or change.
"The Test"	to entertain	Lucas is changed by racial discrimination.
"Climate Change Puts Nature on the Move"	to inform	Species change when their environments change.
"Abuela Invents the Zero"	to entertain	Connie learns to treat her grandmother respectfully.

Discussion

Consider dividing up the questions so each student or group has a different topic.

 **The Big Question** Help students consider plot, character, and theme.

Fluency Check

Partners can subtract a word for each miscue. This way, accuracy is accounted for in the final reading times listed on the Fluency chart.

Link the Readings


Critical Thinking

What logical connections can you make between the ideas and details in the readings in this unit? Although the readings do not all have the same purpose, they share a common theme and reflect a range of viewpoints. Complete the chart below. Be prepared to support your answers with evidence from each of the texts.

Title of Reading	Purpose	Big Question Link
"How Seeds and Plants Grow" "A Tale of Two Brothers"		
"The Test"		
"Climate Change Puts Nature on the Move"	to inform	
"Abuela Invents the Zero"		Connie learns a lesson about treating her grandmother with respect.

Discussion

Discuss with a partner or in a small group.

- Which unit selection had the biggest impact on you? Which character or situation could you identify with more? Explain.
-  **How are growth and change related?** Which unit selection do you think answered the Big Question the best? Explain.

Fluency Check

Work with a partner. Choose a paragraph from one of the readings. Take turns reading it for one minute. Count the total number of words you read. Practice saying the words you had trouble reading. Take turns reading the paragraph three more times. Did you read more words each time? Record your speeds in the chart below.

	1st Reading	2nd Reading	3rd Reading	4th Reading
Number of Words				

138 Unit 2

Differentiated Instruction

Beginning	Ask students to tell you which of the readings in this unit they liked the most and why.
Early Intermediate	Have students explain why one of the readings helps them understand the Big Question better.
Intermediate	Have students work with a partner to write a journal entry as the character Connie in "Abuela Invents the Zero."
Early Advanced/Advanced	Have students read one of the further reading suggestions. Have them give an oral report to the class in which they connect the book to the unit Big Question.

Media Literacy & Projects

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

- 1 Do research to learn about changes in one animal's migration route in the last 100 years. Make a graph with the information you find. Display your graph and explain your findings.
- 2 What do you think will happen when Connie comes out of her room and she and Abuela talk? Write a short dialogue that occurs when they sit down to talk after the incident.
- 3 Do research at the library or on the internet to learn how to grow a plant. Buy a packet of seeds and follow the instructions on the packet. As the plant grows, create a photo-essay of the different stages. Display your work for the class.
- 4 Choose one of these topics related to the unit, or create your own topic related to the unit: how plants use photosynthesis; stories about right and wrong; discrimination; the impact of climate change; how the elderly are treated. Research the topic online and take notes. Report your findings to your group.

Further Reading

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

Martin Luther King, Coleen Degnan-Veness

This book tells the amazing story of Dr. King's nonviolent struggle for racial equality and its powerful impact.

The Boy Who Harnessed the Wind, William Kamkwamba

As a teenager living in Malawi, William experiences poverty and a lack of electricity and running water. When his family runs out of money for school, William finds solutions to his country's energy problems.

Where the Red Fern Grows, Wilson Rawls

Billy and his coonhound pups win the coveted gold cup in the annual coon-hunt contest. But when triumph turns to tragedy, Billy learns the beautiful Native American legend of the sacred red fern.

Generation Green: The Ultimate Teen Guide to Living an

Eco-Friendly Life, Linda Sivertsen and Tosh Sivertsen

This book is a guide for teens who are curious about making a positive impact on the environment. You'll learn tips for living even greener!

Unit 2 139

Media Literacy & Projects

Tell students that they are going to work on a project with a partner or in a small group.

SAY: *Read along in your Student Edition as I describe each project.*

1. **Research an animal's changing migration pattern** Have students go online to research changes in an animal's migration route. Display examples of different kinds of graphs: pie graph, bar graph, line graph. Have students choose an appropriate graph to show the changes in their animal's migration route.
2. **Write a dialogue** Have students brainstorm what Connie and Abuela might talk about next. Then have students create their dialogues individually.
3. **Track a seed** Encourage students to predict how many days their plant will take to germinate, then sprout a stalk, then grow leaves. When they present their work, ask them about their predictions.
4. **Choose a related topic** As students listen to each other in their small groups, encourage them to ask questions such as: Why did you choose this topic? Was it hard to find this information? Students should also ask each other questions about their findings.

Further Reading

Encourage students to peruse these thematically linked books in their free time or for an extra-credit report.

Listening & Speaking Workshop

Teaching Resources

- Reader+

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

Skit

Begin this workshop by reading over with students the checklist on page 141. Use the checklist as a planning guide. Show students how to change the questions into directions by changing the first word(s) into a command. For example, "Could you understand the story?" becomes, "Make sure your audience can understand the story."

Think About It

Read the instructions aloud to students. Explain that the skit will include dialogue. Point out that a dialogue doesn't include quotation marks. As in a play, characters' names are followed by a colon, followed by the words the characters will say. Have students work in groups to choose a topic or a scene by reviewing the people, places, and things that happened in the story. Students should ask the following questions to help them write their skit: Who are the characters? Where does the story take place? What main events happened? What message does the story tell?

Gather and Organize Information

SAY: Now you need to organize your ideas.

- After choosing a topic, you will begin to write the skit from the answers to the questions. Decide on the setting and the beginning, middle, and end of your skit. Then decide who will play each character.
- Use a story map to organize what will happen in your skit. Include two or three events that lead to a conclusion. Then write the lines for each of the characters.
- How will you show your setting? Will your characters need to wear special clothing or use props?

Put It All Together

Listening & Speaking Workshop

Skit

You will write and perform a skit that tells a story.

1 Think About It

Work in small groups. Review the elements of a story by listing the people, places, and events described in "Abuela Invents the Zero." Who are the characters? What is the setting? What events make up the plot?

Think of a story that your group could present as a skit, or short play. You may create your own story, choose one from this book, or use a familiar fairy tale or fable.

2 Gather and Organize Information

Discuss your story. Make a list of the characters, and write down key details about the characters, setting, and plot.

Order Your Notes Make a story map to help you organize your ideas.

Characters Who?	Setting Where and when?	Mood What is the mood?
Problem What conflict does the plot grow out of?	Solution How does the conflict get resolved?	Tone What is the tone?

Prepare a Script Decide who will play each character. Then use your notes and story map to write a script. The dialogue should look like this:

Nolbu: Where did all these gemstones come from?

Heungbu: From a melon seed! You won't believe what happened.

Nolbu: Impossible! Melon seeds grow melons, not gemstones.

Include important details about the setting, props, and action:

Heungbu carefully binds the swallow's leg and carries the bird into the house. Time passes as the bird's leg heals. Then Heungbu sets the bird free.

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

140 Unit 2



Common Core State Standards

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

The following standards apply to pages 140–147.

Teaching the standards: W.9–10.3, W.9–10.3.a, W.9–10.3.b, W.9–10.4, W.9–10.5, W.9–10.10, SL.9–10.6, L.9–10.1, L.9–10.2, L.9–10.3.a

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

Differentiated Instruction

Beginning

Partner Beginning students with students of higher English proficiency to prepare the script for their skit.

Early Intermediate/Intermediate

Suggest that students use the story "A Tale of Two Brothers" as the basis of their script.

Early Advanced/Advanced

Choose students to direct each group's skit. Have the directors decide who plays which role, when the actors should move, and how to interpret their lines.

3 Practice and Present

As a group, practice your skit until you can perform it without looking at the script. If possible, ask a friend or family member to serve as *prompter* while you practice. (A prompter watches the skit and follows along in the script. If someone forgets what to say or do, the prompter quietly reminds him or her.) Practice using your props and wearing your costumes. To make the presentation of your skit richer and more interesting, use a variety of grammatical structures, sentence lengths, sentence types, and connecting words.

Perform Your Skit Face the audience and speak loudly and clearly, even when your body is pointing in another direction. Pay attention to the other actors, and be ready when it's your turn to speak or move!

4 Evaluate the Presentation

A good way to improve your speaking and listening skills is to evaluate each presentation you give and hear. When you evaluate yourself, think about what you did well and what you can do better. Complete (✓) this checklist to help you evaluate your group's skit and the skits of your classmates.

- ☐ Could you understand the story?
- ☐ Did the actors know their parts well?
- ☐ Were the costumes and props helpful and appropriate?
- ☐ Could you hear and understand the actors' words?
- ☐ Could the skit be improved?

Speaking Tips

Always face the audience when you speak, even when you are talking to another character. If you turn away from the audience, people may not be able to hear or understand you.

Use gestures and facial expressions to help convey your character's thoughts and feelings to the audience.

Listening Tips

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

When you watch a skit, look for actions and gestures to help you understand what people are saying.



Strengthen Your Social Language

Performing a skit helps you learn vocabulary and structures used in conversational situations. Go to your *Digital Resources* and do the activity for this unit. This activity will require you to use language that will help you in conversation.

Unit 2 141

Practice and Present

Read aloud the information about preparing a skit. Monitor progress as students practice their lines. Provide the following tips for memorizing dialogue.

SAY:

- *Write or type the lines over and over again, gradually writing more and more words from memory. Divide the dialogue according to changes of emotions (if applicable). When one dialogue is memorized, move on to the next one.*
- *Record your lines, and replay them over and over at home, while exercising, to and from school, etc. Start saying the lines at the same time as you listen.*

Speaking Tips

Read the Speaking Tips with students, modeling each tip to enhance understanding. For example, the first tip is to "always face the audience when you are talking to another character." To model the importance of this, talk while facing away from some students so they can see how difficult it is to hear and understand what you are saying.

Listening Tips

Explain to students that "cues" are stage directions, actions, or the final words of dialogue of the character speaking before them. They need to pay attention to these so they know when it is their turn to speak or act. Inform students that during presentations, you will also be checking to ensure that students are practicing the Listening Tips.

Evaluate the Presentation

Have students use the checklist to evaluate the presentations for the purpose of giving positive feedback. Point out that just stating "it was good" does not provide the speaker with sufficient feedback. Giving specific examples directly from the presentation is most helpful to the speakers.

Strengthen Your Social Language

Help students find the activity for this unit in their Digital Resources. Guide them to complete each section and be available to answer any questions they may have. Then encourage students to share their answers with the class.

Writing Workshop

Teaching Resources

- Worksheets, Writing Model 30
- Workbook, p. 71

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

Fictional Narrative

In this workshop, students review the steps of the writing process. They will apply each step from prewriting to publication while learning the characteristics of a fictional narrative.

Remind students that they have been preparing to write a fictional narrative throughout the unit. Elicit the characteristics of narrative writing from students.

Prewrite

Read the instructions to the class. Explain that authors often do a lot of work in preparation for writing a story. They may do research, travel, and/or recollect experiences. Many authors often make notes and brainstorm. Generate a discussion about stories students have read and liked, and what made the stories so enjoyable. Then help students brainstorm various story ideas from their own lives and experiences, from those of someone they know or have read about, or from their own imaginations. Now help students organize their story ideas in a graphic organizer.

Draft

Remind students that a rough draft is a work in progress. A story may change many times before it is published. For students who may need more modeling before they begin, show the model by Micah on an overhead projector. **SAY:** *Read the final draft of Micah's story on page 146. As you read, think about the characters, setting, problem, and solution in the story chart he prepared before writing the draft.*

Now have students compare Micah's story chart to his final draft. Ask them if the fictional narrative contains all of Micah's original ideas for his story. Did he answer all the questions in his chart? Can the reader visualize the characters and setting? Are the characters interesting? Is the ending satisfying?

Help students plan the structure of their narratives—which event will come first, the sequence of events that follow, and the conclusion to their stories.

Put It All Together

Writing Workshop

Fictional Narrative

A fictional narrative is a story invented by the writer. Both novels and short stories are fictional narratives. The events that make up the plot of a fictional narrative are usually told in sequence and focus on a conflict or problem. In the beginning of the story, the problem is introduced. The problem is developed in the middle of the story and is resolved by the end. Fictional narratives also occur in a specific time and place, called the *setting*. Another element is dialogue, or the words characters say to one another. Dialogue helps bring the characters to life.

Writing Prompt

Write a fictional narrative that includes two or more characters, a plot, a setting, and dialogue. Be sure to use conditional sentences correctly.

- 1 Prewrite** Think about stories you have read and liked. What did you most enjoy? Were the characters amusing? Was the plot mysterious? Was the setting vivid? Then brainstorm a list of characters for your story in your notebook. Also, think about the point of view from which your narrative will be told. From whose perspective will readers see events?



71

List and Organize Ideas and Details Use a story chart to organize ideas for your fictional narrative. A student named Micah decided to write a story about a musical squirrel named Sammy. Here is his story chart:

Characters Who? Sammy Squirrel Robins and forest friends	Setting Where and when? Forest in Spring
Problem What conflict does the plot grow out of? Nobody will let Sammy sing!	Solution How does the conflict get resolved? Sammy finds a new way to make music.

- 2 Draft** Use the model on page 146 and your story chart to help you write a first draft. Remember to tell events in chronological order. Include dialogue to help reveal what your characters are thinking and feeling.

142 Unit 2

Differentiated Instruction

Beginning	Explain to students how to use the copy and paste tools in their word-processing program. This will save them valuable time when reorganizing their writing.
Early Intermediate	Ask students why dialogue might be important in a fictional narrative. Does it help you get to know the characters? If so, how?
Intermediate	Have students work with a partner to compare their story charts. What do they have in common? In what ways do their charts differ?
Early Advanced/Advanced	Have students explain the reasons for three of Micah's edits to his first draft. Why did he make these changes?

3 Revise

Read over your draft. As you do so, complete (✓) the writing checklist. Use the questions to help you revise your fictional narrative.

Six Traits of Writing Checklist

- ☐ **Ideas:** Is my plot original and interesting?
- ☐ **Organization:** Are events presented in sequence?
- ☐ **Voice:** Does my writing express my personality?
- ☐ **Word Choice:** Does the dialogue suit my characters?
- ☐ **Sentence Fluency:** Do my sentences vary in length and type?
- ☐ **Conventions:** Does my writing follow the rules of grammar, usage, and mechanics?

Here are the changes Micah plans to make when he revises his first draft:

The Squeaky Squirrel Sings

Hi there! The name's Sammy—
My name is Sammy Squirrel. I live in the forest, and there's always plenty to do here. My favorite activity used to be listening to the Robins sing. Whenever they sang, everybody gathered around to listen. One day, I decided to sing along. Unfortunately, I have a ^{squeaky} voice that isn't so pleasing to the ear. As I sang along, the crowd turned toward me in disgust. ^{You have to stop!} "Hey!" shouted one of the Robins. "This concert is for animals with fine singing voices, not squeaky screeches!" The crowd began to laugh. I ^{wiped away a tear and} quickly ran away. For a while I

Revised to engage reader with a greeting.

Revised to correct spelling and mechanics and to add a descriptive adjective.

Revised for clarity of plot.

Revised to add detail.

Unit 2 143

Revise

Point out that the revising step focuses on improving the content, organization, and wording of a draft. It is not the same thing as editing. Have students look over Micah's first draft and notice the kinds of changes he made. Ask students to look at their own draft and make changes in content or wording. Be sure they review the Six Traits of Writing Checklist and answer each of the questions.

Writing Checklist

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

Ideas *Check that your story describes engaging characters, a conflict, and a memorable series of events.*

Organization *Check that your story has an exciting opening paragraph that introduces the characters, setting, and problem. Be sure that you have placed story events in a logical sequence, such as time order, and that the events lead to a clear solution.*

Voice *Check that your writing is clear and expressive.*

Word Choice *Check that you have chosen words that vividly describe the setting and characters. Be sure that the dialogue sounds natural for your characters.*

Sentence Fluency *Check that your story flows smoothly and has a rhythm to it. Sentences should vary in structure and length. The story should sound good when you read it aloud.*

Conventions *Check that your story follows the rules of grammar, usage, and mechanics.*

wondered around the forest alone. ^{Finally,} I met some new friends—Wilson Woodpecker, Tommy Turtle, and Ricky Rattler. Wilson's large beak prevents him from singing; Tommy is too slow and lazy to sing; and Ricky can only hiss. They can't sing either.

Revised to correct spelling and for clarity of flow and pronoun reference.

One afternoon, as I was climbing down a tree, I accidentally dropped an acorn ^{that,} and hit Tommy's shell. Shocked by the impact, Tommy ^{yelped} shouted. Shocked by Tommy's ^{yelp} shout, Ricky rattled his tail, while Wilson tapped his beak against a branch.

Revised to add descriptive language.

"Hold on! I shouted, "Did you here what we just did?"

"What? All we did was drop acorns, rattle tails, and peck trees," said Wilson.

Revised for mechanics and clarity of sequence.

"Exactly!" I declared. "If we come up with the right arrangement, these thumps and pecks ^{will} turn into a fabulous rhythm!" Excited about this new discovery, we began to work. We created a great beat!

^{Before long,} All the animals of the forest began to stop by to listen to us. Soon, the Robins invited us to join them in a concert. Combined with the Robin's singing, our strong beat ^{has} led to a new kind of music that ^{could} involve ^s the whole forest, whether good singers or not. And that's how this squeaky squirrel helped bring music into ^{our forest} the world!

Revised for mechanics and to add descriptive detail.

Linguistic Note The Genitive Apostrophe

Mention that the apostrophe is not only used to indicate omission of a letter in a contraction, but also to indicate possession. Most singular nouns add 's, as in *The dog's fur is black*. For plural nouns ending in s, only add the apostrophe, as in *The two dogs' leashes are entangled*. Be aware that many people, and not only English learners, wrongly use *it's* for the possessive of *it*, but *it's* is a contraction of *it is* or *it has*. Point out that the possessive pronouns and adjectives *yours, his, hers, ours, its, and theirs* do not use an apostrophe.

- ④ **Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Then trade essays with a partner and complete (✓) the Peer Review Checklist below to give each other constructive feedback. Edit your final draft in response to feedback from your partner and your teacher.



Peer Review Checklist

- ☐ Does the first paragraph introduce the story?
- ☐ Is the problem introduced, developed, and resolved?
- ☐ Are the ideas presented in an order that makes sense?
- ☐ Does the description include sensory details where appropriate?
- ☐ Does the dialogue help to bring the characters to life?
- ☐ Is it clear why this story is important to the writer?
- ☐ Could changes be made to improve the fictional narrative?

Edit and Proofread

Have students work with a partner. Review with students the kinds of edits Micah made on his final draft. (He corrected grammar, punctuation, and spelling.) Discuss why you think each edit was made. Keep dictionaries nearby to check spelling.

Peer Review Checklist

Remind students that making changes to their own work can sometimes be difficult, and that having a peer also review their essay will help make their writing stronger. The checklist will help them to give constructive feedback to each other. Remind them to give positive comments as well as suggestions for improvement.

Ask students to exchange essays with a partner. Allow a few minutes for students to read their partner's essay. Have students complete the peer review checklist on Student Edition page 145 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

Read students' drafts and give feedback. Suggest students allow a partner to read the draft as well. Tell students to take the feedback of others into consideration while revising their own work. Have students look at their own final drafts 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 narrative need illustrations? Colored paper? Before you copy your final changes, plan how you will show your writing, such as in a class book or on a bulletin board. The computer may have some clip art or other illustrations for you to add.*

Based on the peer review, Micah decided to make these changes to his final draft.

Micah Cowher

The Squeaky Squirrel Sings

Hi, there! The name's Sammy—Sammy Squirrel. I live in the forest, and there's always plenty to do here. My favorite activity used to be listening to the Robins sing. Whenever they sang, every body gathered around to listen. One day, I decided to sing along. Unfortunately, I have a squeaky voice that isn't so pleasing to the ear. As I sang along, the crowd turned toward me in disgust.

Revised to correct spelling of compound word.

"Hey! You have to stop!" shouted one of the Robins. "This concert is for animals with fine singing voices, not squeaky screeches!"

The crowd began to laugh. I wiped away a tear and quickly ran away. For a while, I wandered around the forest alone. Finally, I met some new friends—Wilson Woodpecker, Tommy Turtle, and Ricky Rattler. They can't sing either. Wilson's large beak prevents him from singing; Tommy is too slow and lazy to sing; and Ricky can only hiss.

Revised to add comma.

One afternoon, as I was climbing down a tree, I accidentally dropped an acorn that hit Tommy's shell. Shocked by the impact, Tommy yelped. Shocked by Tommy's yelp, Ricky rattled his tail, while Wilson tapped his beak against a branch.

Revised to correct punctuation and spelling.

"Hold on! I shouted, "Did you here what we just did?"

"What? All we did was drop acorns, rattle tails, and peck trees," said Wilson.

"Exactly!" I declared. "If we come up with the right arrangement, these thumps and pecks will turn into a fabulous rhythm!" Excited about this new discovery, we began to work. We created a great beat!

Before long, all the animals of the forest began to stop by to listen to us. Soon, the Robins invited us to join them in a concert. Combined with the Robins singing, our strong beat has led to a new kind of music that involves the whole forest, whether good singers or not. And that's how this squeaky squirrel helped bring music into our forest world!

Revised to correct possessive.

- 5 **Publish** Obtain feedback from your teacher and classmates; then prepare your final draft. Share your fictional narrative with the class.

Test Preparation

Practice

Read the following test sample. Study the tips in the boxes. Work with a partner to answer the questions.

Smithville Needs a Community Garden

- 1 At the end of West Main Street, there is a vast overgrown and trash-strewn lot where a mall once stood. This vacant lot has become a nuisance to our city. It invites car races, vandalism, and loitering. It is a refuge for all kinds of vermin that live in the tall weeds and trash piles. The city board is currently weighing options for the rehabilitation of that lot. Some want an apartment complex or a new shopping center with businesses. However, I suggest we turn that acre of dirt to good use for the city and grow a community garden.
 - 2 A community garden is an area of public land on which a group of volunteers cultivate crops. There are no fewer than six gardening clubs in Smithville, all of which would be excited for the opportunity to help with such a project. A community garden can provide healthy vegetables and fruits for low-income families. It preserves open space, builds community, and reduces the pollution caused by car exhaust. There are even grants available to fund a new community garden. The loss of potential tax revenue on the lot is nothing compared to the problems a retailer could bring.
 - 3 I encourage the citizens of Smithville to come to the next board meeting and press the council to consider this excellent alternative use of that empty eyesore.
- 1 This passage is an example of what type of genre?
 - A A science article
 - B A newspaper editorial
 - C An autobiography
 - D An instruction manual
 - 2 What possible objection to the community garden plan does the author NOT address in the passage?
 - A The cost of starting and maintaining a community garden
 - B Whether there will be enough volunteers for the garden
 - C The loss of tax revenue from possible businesses on the lot
 - D How the city will provide security against garden vandalism

Taking Tests

You will often take tests to show what you know. Study the tips below to help you improve your test-taking skills.

Tip

Some test questions are written in the negative by using the word *not*. The correct answer will include information that isn't mentioned in the passage.

Tip

Sometimes answer choices are phrased differently than the information in the passage. Don't eliminate an answer just because the exact same words are not in the passage.

72-73

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Teaching Resources

- Workbook, pp. 73–74

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

Taking Tests

Ask the class to think about the different kinds of test 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 about reading selections.

Sometimes reading passages will contain charts or graphs that support or extend the reading content. The text and the images correlate strongly. Students should answer the questions based on both what they see and what they read, using both visual and contextual support to enhance and confirm their understanding of the passage.

Teaching the Tips

Read the questions aloud with students. Explain that reading the questions before reading the passage will help them pay attention to important information when they read or see it.

Have students look at the chart and describe what it shows. Then read the text aloud. Have students work as a group or with a partner to read the items again and discuss the answer options.

1. Have students look at the answer choices. Discuss what answers can be eliminated, and what makes them incorrect. Look at the answers that remain and have students explain how they know which answer is correct.
2. **SAY:** *After you have completed the test, if you have time, go back and make sure you have answered each question. Check any answers you were unsure about. Don't change any answers unless you have a good reason to do so.*

Invite students to put the tips in their own words and explain how they help.

Practice

Have students complete this test, and the other sample tests for this unit, in their Workbooks.

Teaching Resources

- Workbook, pp. 75–76

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

Remind students that the Big Question is *How are growth and change related?* **SAY:** *You have learned some things about growth and change in this unit. Artists also express these themes in their artworks—how they relate to their own lives and their world.* Explain that this theme presents a rich selection of ideas for artists. **ASK:** *What cycles in nature do you know about? (human life cycle, seasons)*

Visual Literacy

Thomas Hart Benton Explain to students that Benton celebrates one of the most important plants in the human diet—wheat—in his painting. Link to the article “Wheat and Kid’s Farm’s Pizza Garden” in the Digital Resources, and read aloud the brief history of wheat to students. Have groups research and report on one of the following aspects of wheat:

- how hunter-gatherers first began cultivating wheat and the consequences of that step
- how wheat impacted the New World when the Spanish brought it to Mexico in 1529
- the various products that use wheat in the American diet
- what parts of wheat are best for you

Mary Vaux Walcott Point out the image on page 149. Explain to students that Walcott often went on long and difficult treks to paint wildflowers in their natural habitats in as much detail as possible. To encourage students to study flowers and leaves in greater detail, ask them to find samples from their gardens or the local park, place them between two pieces of tissue, and then inside the pages of a heavy book. Be sure they trim off any loose ends or big clumps first. Download the “Inspirations from the Forest” PDF in the Digital Resources for a more detailed guide on how to press flowers. Tell students it will take a few weeks for the leaves and flowers to dry out completely. When the leaves or flowers have dried, have students begin a Botanical Field Journal. They should analyze the shape, color, symmetry, or asymmetry of the different parts of the plant or flower. They can work independently or in groups.



Visual Literacy

Smithsonian American Art Museum

Cycles of Nature

Artists regularly explore our place in the natural world and the life cycles that we all experience before we die. No one goes through life without facing change and undergoing personal and physical growth on some level.

Thomas Hart Benton, *Wheat* (1967)

In Thomas Hart Benton’s painting *Wheat*, neat rows of wheat fill the canvas. Ripe stalks of grain crowd the top part of the painting. The first two rows have been cut, but the artist paints green shoots on the bottom to show that the next crop is already on its way.

Benton often dealt with political issues in his work. He may have felt that the neat rows of grain symbolized the democratic masses of America. He chose an angle and a close-up view that brings the viewer in among the rows or “masses.” The painting celebrates the natural cycle of crops and the bounty of the harvest in a very fertile land, the United States.

One broken stalk strays across the center of the painting. Benton managed to capture all three vital stages of life in one frame: infancy, mature adulthood, and death.

Thomas Hart Benton, ▶
Wheat, 1967, oil, 20 x 21 in.,
Smithsonian American Art Museum



148 Unit 2



Common Core State Standards

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

The following standards apply to pages 148–149.

Teaching the standards: RL.9–10.7, SL.9–10.2

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

Differentiated Instruction

Beginning

Select five words from the reading that you feel students may have difficulty spelling. Explain spelling rules as necessary and have students copy the words into their notebooks.

Early Intermediate/ Intermediate

Ask students which work of art represents a plant in the most realistic way [Mary Vaux Walcott’s *Untitled (Mixed Flowers)*].

Early Advanced/ Advanced

Ask students to choose a work of art and explain how it relates to the ideas of growth and change.

Mary Vaux Walcott, *Untitled (Mixed Flowers)* (1876)

Mary Vaux Walcott, who specialized in painting wildflowers, spent as much time as possible outdoors. She often hiked deep into the wilderness so she could capture the fleeting beauty of various blossoms. She understood that flowers “withered quickly.” She wanted to represent what they really looked like rather than paint them as fancier or more colorful than they really were. The Smithsonian American Art Museum has almost 800 of her detailed watercolors in its collection. Her art forms a permanent record of passing beauty.



▲ Mary Vaux Walcott, *Untitled (Mixed Flowers)*, 1876, watercolor, 5½ × 2½ in., Smithsonian American Art Museum

Heikki Seppä, *Lupin Wedding Crown* (1982)

In *Lupin Wedding Crown*, Heikki Seppä uses a very different medium—silver and gold—to celebrate the natural world. The gold tip of the crown represents a sprig of lupine (alternate spelling), a plant that has tiny honeycomb-like flowers that symbolize abundance and fertility.

The shape and name of the crown reflect Seppä’s own roots in Finland, where he was born. There they have a wedding tradition called the Dance of Crowns. Unmarried bridesmaids circle the blindfolded bride, who then tries to place a gold crown on one of their heads. Whoever gets the crown is supposed to be the next one to marry.



▲ Heikki Seppä, *Lupin Wedding Crown*, 1982, gold, silver, and diamond, 4 × 8 × 8 in., Smithsonian American Art Museum

All three artists tapped into natural imagery to capture or celebrate a stage of life. Every living thing on Earth is born, grows, and dies. In between these cycles lies many other layers of growth and change. Some are good and some are difficult. It’s all part of the natural world.

Discuss What You Learned

1. Which of these artworks do you think best captures the cycles of nature? Explain your answer.
2. If you were to create an artwork that shows the cycles of nature, what would it look like?



BIG QUESTION

In what way does each of these artworks reflect a different aspect of cycles in nature? Explain your answer.



75–76

Heikki Seppä Point out the image on page 149. Explain to students that in *Lupin Wedding Crown*, Seppä was inspired by a wedding tradition from his native Finland. Have students interview a relative who is married and find out what, if any, cultural traditions were celebrated at his or her wedding. Have them share the tradition with the class. For interview tips, look at “The Grand Generation—The Interview” in the Digital Resources.

Discuss What You Learned

Encourage students to carefully study the artworks and, if necessary, reread the text to help them with their answers. Encourage students to be as creative as possible with their answers.

ANSWERS

1. Responses will vary.
2. Responses will vary.



The Big Question

Answers will vary.