

TEACHER'S EDITION

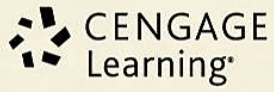
Volume 2



INSIDE

LANGUAGE • LITERACY • CONTENT





*Inspiring people
to care about
the planet*



Acknowledgments

Grateful acknowledgment is given to the authors, artists, photographers, museums, publishers, and agents for permission to reprint copyrighted material. Every effort has been made to secure the appropriate permission. If any omissions have been made or if corrections are required, please contact the Publisher.

Lexile®, Lexile Framework®, Lexile Analyzer® and the Lexile® logo are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad. The trademarks and names of other companies and products mentioned herein are the property of the irrelative owners. Copyright © 2010 MetaMetrics, Inc. All rights reserved.

Photographic Credits

Cover (front): Royal Bengal Tiger, Ranthambore National Park, Rajasthan, India, Danita Delimont. Photograph © Danita Delimont/Gallo Images/Getty Images.

Acknowledgments continue on page Ack 1.

Copyright © 2014 National Geographic Learning, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

National Geographic and the Yellow Border are registered trademarks of the National Geographic Society.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 888-915-3276

For permission to use material from this text or product, submit
all requests online at www.cengage.com/permissions
Further permissions questions can be emailed to
permissionrequest@cengage.com

National Geographic Learning | Cengage Learning

1 Lower Ragsdale Drive
Building 1, Suite 200
Monterey, CA 93940

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at www.cengage.com/global.

Visit National Geographic Learning online at ngl.cengage.com
Visit our corporate website at www.cengage.com

Printer: RR Donnelley, Menasha, WI

ISBN: 978-12854-39471 (Book with Media)
ISBN: 978-12857-75790 (Book only)

Program Authors and Reviewers 4

Program Overview 6

Best Practices & Research Base

- Bringing Students Inside: Shaping Equitable Pathways PD1
- Robust Vocabulary Instruction PD7
- Developing Comprehension PD10
- Teaching the Fundamentals: Phonemic Awareness, Phonics,
Decoding, Spelling, and Fluency PD13
- Talking the Talk: Meeting the Standards for Speaking and Listening . . PD17
- Developing Academic Literacy in Adolescent English

 - Language Learners PD19

- Build Writing Power PD22
- Comprehensive and Responsive Assessment PD25
- Research Base PD28

Teaching Routines & Strategies

- Daily Vocabulary Routines PD33
- Reading Routines PD46
- High Frequency Word Practice PD51
- Close Reading Routine PD52
- Strategies for Structured Responses PD54
- Strategies for Structured and Guided Practice PD55
- Cooperative Learning Strategies PD56
- Daily Routine for Oral Reading Fluency PD58

TEACHING PLANS FOR READING, LANGUAGE, & WRITING	
Unit 1: Here to Help T2a	Unit 6: Personal Best T174b
Unit 2: Make a Difference! T36b	Unit 7: This Land Is Our Land T208f
Unit 3: Our Living Planet T70b	Unit 8: Harvest Time T242b
Unit 4: Past and Present T104f	Unit 9: Superstars T276b
Unit 5: Tell Me More T140b	

- Handbook** T310
- Decodable Passages** T368a
- Glossary of Key Vocabulary** T384
- Language Development Scripts** R3
- Language Transfer Supports** R8
- High Frequency Words** R24
- Decoding Skills Sequence** R25
- Scope and Sequence** S&S 1
- Index** Index 1

Reviewers

We gratefully acknowledge the many contributions of the following dedicated educators in creating a program that is not only pedagogically sound, but also appealing to and motivating for middle school students.

Teacher Reviewers

Idalia Apodaca

English Language Development Teacher
Shaw Middle School
Spokane, WA

Pat E. Baggett-Hopkins

Area Reading Coach
Chicago Public Schools
Chicago, IL

Judy Chin

ESOL Teacher
Arvida Middle School
Miami, FL

Sonia Flores

Teacher Supporter
Los Angeles Unified School District
Los Angeles, CA

Brenda Garcia

ESL Teacher
Crockett Middle School
Irving, TX

Kristine Hoffman

Teacher on Special Assignment
Newport-Mesa Unified School District
Costa Mesa, CA

Dr. Margaret R. Keefe

ELL Contact and Secondary Advocate
Martin County School District
Stuart, FL

Julianne Kosareff

Curriculum Specialist
Paramount Unified School District
Paramount, CA

Lore Levene

Coordinator of Language Arts
Community Consolidated School District 59
Arlington Heights, IL

Natalie M. Mangini

Teacher/ELD Coordinator
Serrano Intermediate School
Lake Forest, CA

Laurie Manikowski

Teacher/Trainer
Lee Mathson Middle School
San Jose, CA

Patsy Mills

Supervisor, Bilingual-ESL
Houston Independent School District
Houston, TX

Juliane M. Prager-Nored

High Point Expert
Los Angeles Unified School District
Los Angeles, CA

Patricia Previdi

ESOL Teacher
Patapsco Middle School
Ellicott City, MD

Dr. Louisa Rogers

Middle School Team Leader
Broward County Public Schools
Fort Lauderdale, FL

Rebecca Varner

ESL Teacher
Copley-Fairlawn Middle School
Copley, OH

Hailey F. Wade

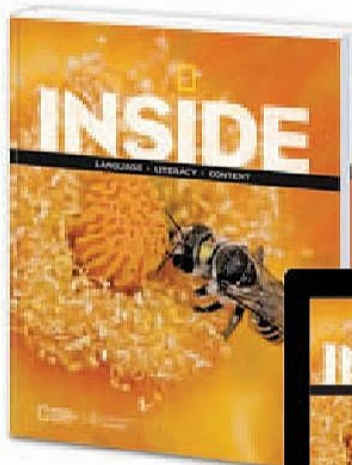
ESL Teacher/Instructional Specialist
Lake Highlands Junior High
Richardson, TX

Cassandra Yorke

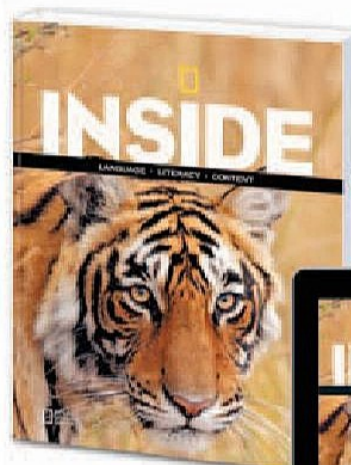
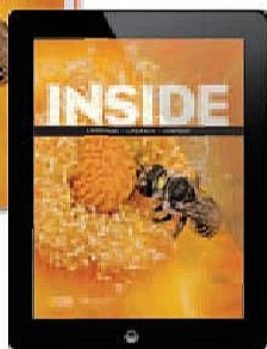
ESOL Coordinator
Palm Beach School District
West Palm Beach, FL

Discover **INSIDE**

Achieve academic success with National Geographic content paired with authentic, multicultural literature.



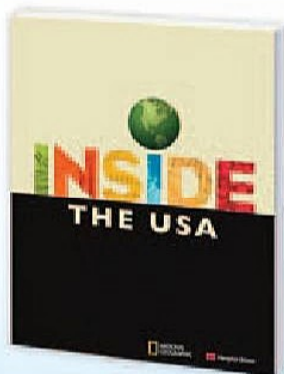
Fundamentals
Volume 1



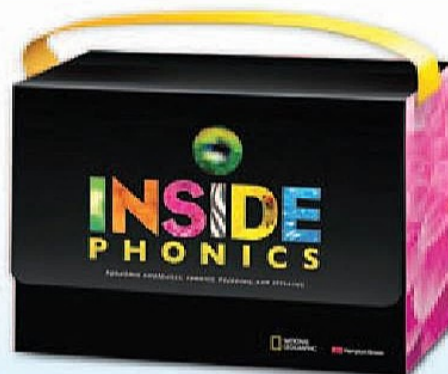
Fundamentals
Volume 2



Learn the Fundamentals



Newcomer
Inside the USA



Inside Phonics

- **Access print and digital options for dynamic content**
- **Build foundational language and literacy skills**
- **Leverage the most comprehensive support for teaching and learning**



Build Reading and Writing Power

 myNGconnect.com



Also available: eBooks for mobile devices

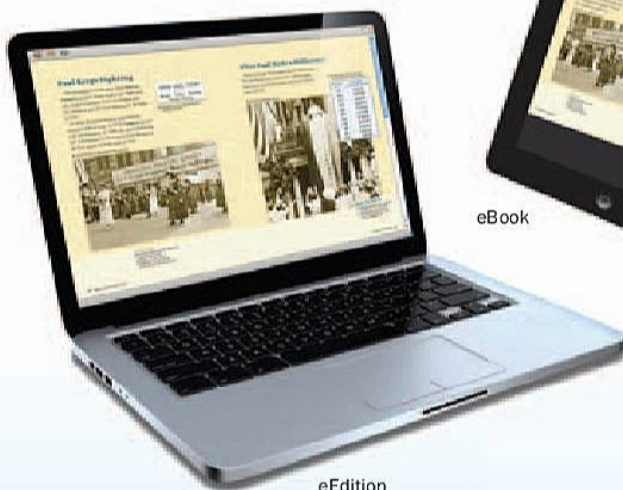
Experience interactive text
with embedded:

- Video
- Audio
- Highlighting
- Note-taking

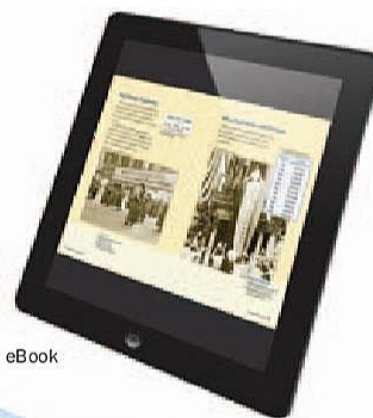


myNGconnect.com for Students

- Student eEdition
- My Assignments
- Selection Recordings and Fluency Models on CD and in MP3 format
- Links to online resources
- Selection summaries in 8 languages
- Interactive Word Builder



eEdition



eBook

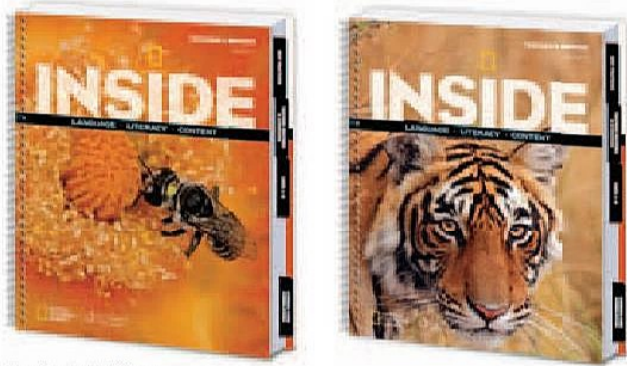


Practicing foundational reading
and spelling skills

Comprehensive Teacher Resources

Leverage comprehensive print and digital teacher resources to help all students succeed.

Teacher Materials



Teacher's Editions



eAssessment

ExamView®



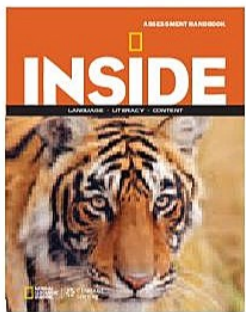
Online Transparencies

- Academic Language Frames
- Writing
- Grammar & Language
- Language Transfer

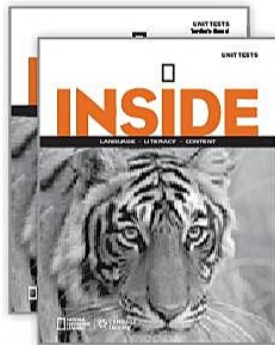


Complex Text Read Alouds

Assessments



Assessment Handbook



Unit Test Booklets and Teacher's Manual



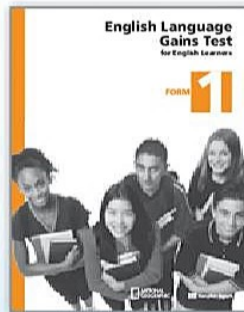
Reading Level Gains Tests



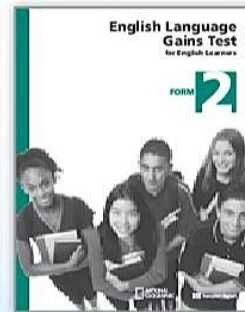
Level Tests



Placement Test



English Language Gains Tests

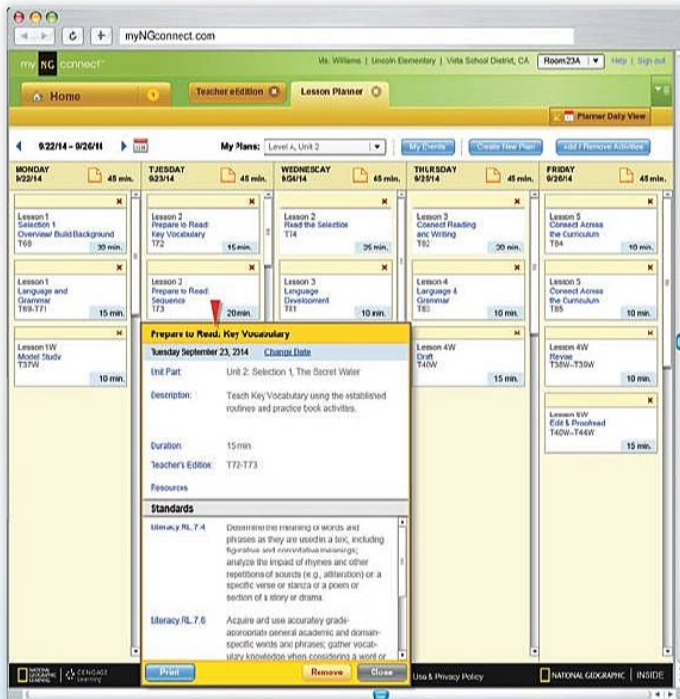
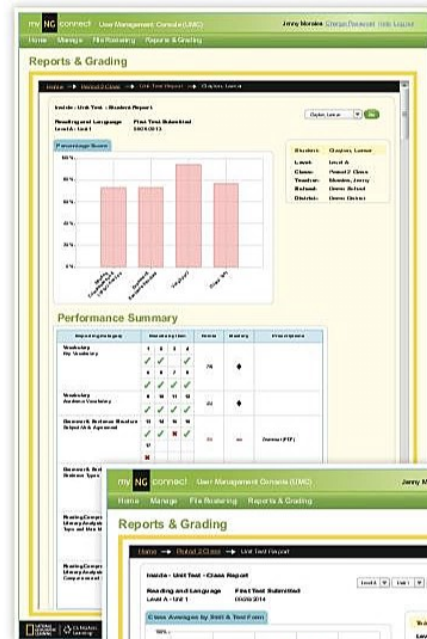


myNGconnect.com for Teachers

- Teacher's eEdition
- Online Lesson Planner
- eAssessment and progress reports
- Transparencies
- PDFs of teaching and learning resources
- Family Newsletters in 8 languages
- Online professional development
- Interactive Word Builder



Online Tests



Online Lesson Planner

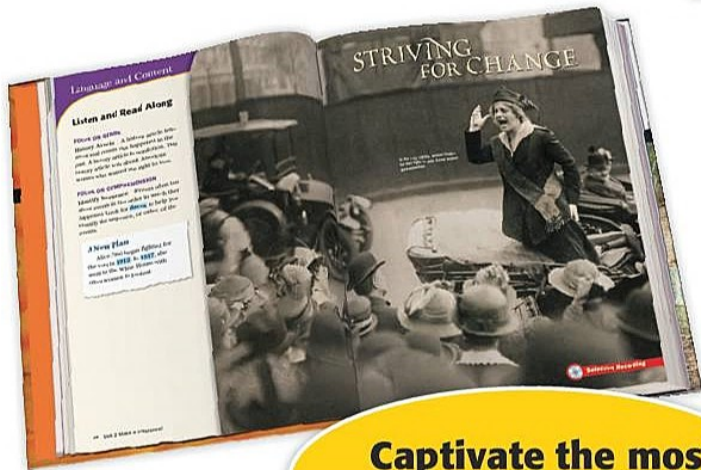
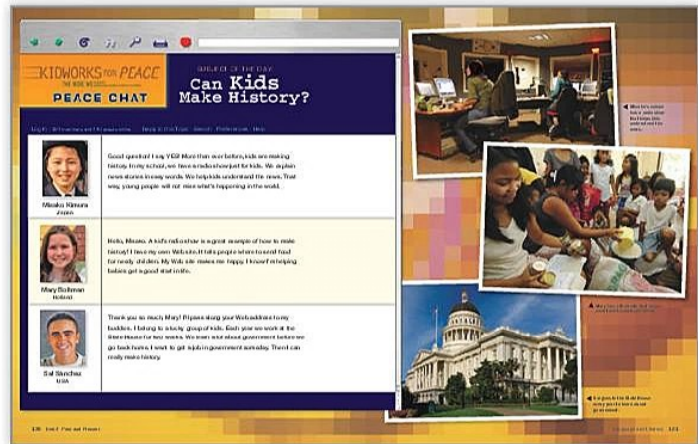
eAssessment Reports and Individualized Reteaching Prescriptions

Compelling Content

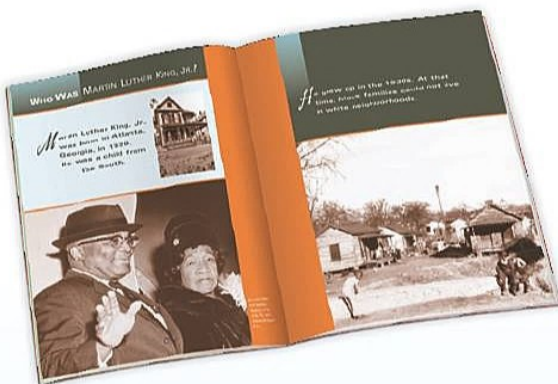
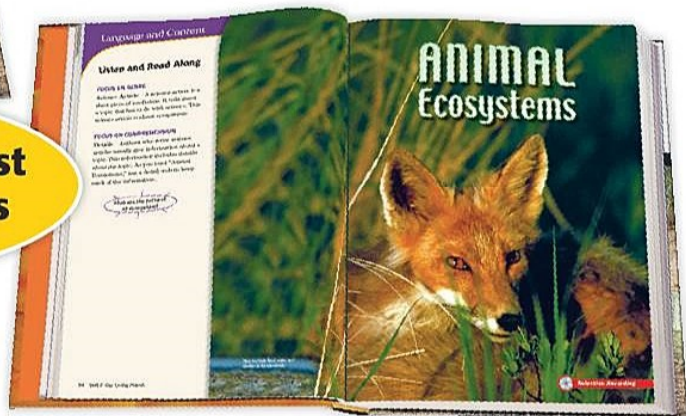
Engage students with a balance of informational texts and literature.

Informational Texts

- National Geographic Texts
- Age-Appropriate Decodable Texts
- Narrative Nonfiction
- Expository Nonfiction
- Arguments
- Digital Genres
- Online Access to Complex Texts

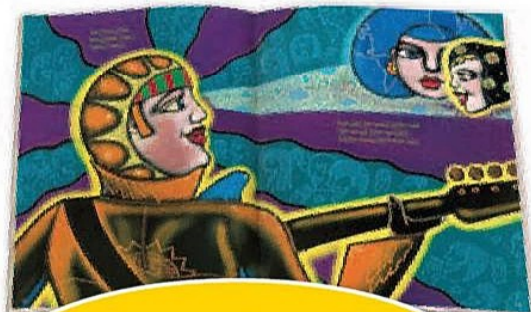


Captivate the most reluctant readers

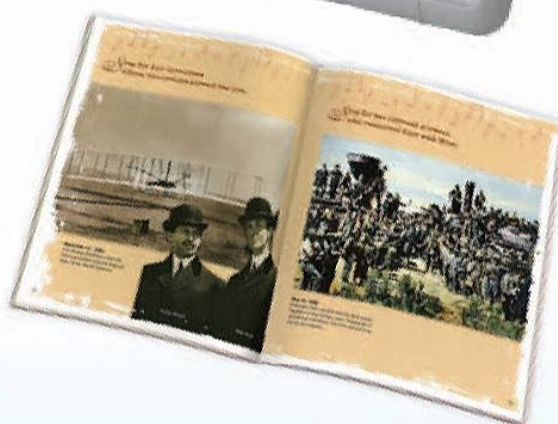
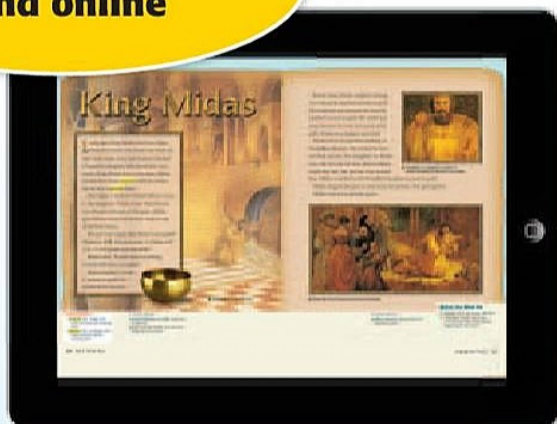


Literature

- Multicultural Fiction
- Folktales, Legends, and Fables
- Age-Appropriate Decodable Texts
- Poems and Songs
- Online Access to Complex Texts



Access in print and online



Systematic Language and Comprehension Development

Build language proficiency and comprehension skills with scaffolded instruction.

Songs and chants introduce language functions

Foundational skills instruction is integrated into unit themes

Language Development

You Made a Difference!

► Language: Give Information

Listen and sing.

A Better Place

When I came to school,
I was alone and new.
I felt lonely and scared,
but then I met you.
You spoke to me
with a smile on your face.
You made my world
a better place.

Verbs
Some verbs have irregular past tense forms.

PRESENT	PAST
am	was
are	were
come	came
feel	felt
meet	met
speak	spoke
make	made

EXPRESS YOURSELF ► GIVE INFORMATION

Imagine you are the boy in the song. Give information about your first day at school. Use these sentences, but make the verb tell about the past.

EXAMPLE 1. I came to my new school.

- I come to my new school.
- I feel worried and nervous.
- I meet my new teacher.
- I am curious about my classmates.
- The students are friendly.
- I make a new friend.

2. Work with a partner. Talk about someone who made a difference your first day at school. Use some of the past tense verbs that you learned.

EXAMPLE 7. I met Sokka. She made me feel happy at my new school.

38 Unit 2 Make a Difference!

How Do Kids Help?

► Vocabulary: Direction Words
► Language: Give Directions

Luisa pushes Mrs. Adams **around** the pond.

Lee and Mr. Roberts walk **into** the room.

Shabbir goes **up** the ladder.

Jared and his grandfather walk **down** the ramp.

Jim and his grandfather go **across** the bridge.

ORAL LANGUAGE PRACTICE ► GIVE DIRECTIONS

Work with a partner. Give directions to get:

- from the rose bushes to the couch
- from the piano to the bridge
- from the television to the bench
- from the fish pond to the card table
- from the card table to the bench

EXAMPLE 1. Go around the fish pond. Go up the ramp. Go into the room. There is the couch!

WRITTEN PRACTICE

6. Choose two places in your school. Write directions from one place to the other. Then help your partner follow the directions.

EXAMPLE 6. Start in our classroom. Go into the hallway. Turn right. Go down the stairs. Walk across the hallway to the first door. Open the door. Go into the room. You are in the band room!

Language Development 39

Student Book

Oral and written practice builds fluency

How to Give Information

- Tell me whom you met.
EXAMPLE I met Monica.
- Tell how you felt and what you did.
EXAMPLE I felt more comfortable.
She made me smile.

Try It!
Tell about a friend. Use past tense verbs.

I	was		
He	were		
She	came		
We	felt		
	met		
	made		
	spoke		

Academic Language Frames support beginners

Language Development

Use Your Rights to Change the World

- Vocabulary: Civil Rights
- Language: Express Wants and Feelings

Right to Meet and Express Ideas

Right to Share Ideas

Right to Vote

barrier, protest sign, computer with the Internet, newspaper, protester, ballot

We can print our ideas in a newspaper or publish them over the Internet.

We can protest something we do not like.

When we vote in an election, we choose our leaders.

ORAL LANGUAGE PRACTICE ► EXPRESS WANTS AND FEELINGS

1–3. Who's talking? Listen. Point to the correct picture. Talk to a partner about what each person wants and feels.

WRITTEN PRACTICE
4. What do you want to change at your school? How can you make those changes? Work with your class to make a chart like this.

EXAMPLE 4

What to Change	Who Makes the Decision	What Strategies to Use
have art class for everyone	school board	go to school board meetings, write letters

Visuals, labels, and student-friendly definitions

Clear presentation of foundational grammar concepts

Some People Who Led America

► Irregular Past Tense Verbs

These verbs have irregular past tense forms.

Present	Past	Example
think	thought	Susan B. Anthony and Elizabeth Cady Stanton <u>thought</u> women should have the right to vote.
lead	led	Together, they <u>led</u> a movement to get more rights for women.
go	went	They <u>went</u> to cities around the country.
give	gave	They <u>gave</u> speeches to try to change the law.
speak	spoke	They <u>spoke</u> at many meetings.
see	saw	Many people <u>saw</u> them. In 1920, Congress passed a law that gave women the right to vote.

BUILD SENTENCES

Read each sentence. Change the underlined verb to tell about the past. Say the new sentence to a partner.

EXAMPLE 1. In 1965, César Chávez led a protest to get better treatment for farmworkers.



- In 1965, César Chávez leads a protest to get better treatment for farmworkers.
- He goes to farms throughout California.
- He speaks to many farmworkers. By 1970, many growers agreed to fair treatment for the farmworkers.



- Martin Luther King, Jr. thinks African Americans should have equal rights.
- He gives many speeches.
- Thousands of people see him. A new law was passed in 1964 to give all Americans equal rights.

WRITE SENTENCES

7–10. Write 4 sentences to tell about a person who came to the United States for the first time. How did that person feel?

EXAMPLE 7. He felt excited to be in a new place.

Student Book

Check In

Ask these questions to check comprehension and prompt the use of language and grammar skills from previous lessons.

- Comprehension: Identify Sequence**
Ask: Which of these happened first—King attended the signing of the Civil Rights Act, or King was put in jail in Birmingham? (He attended the signing.)
- Language: Give Information/Past Tense Verbs**
Ask: What did King do during the struggle for civil rights?
► If students have trouble giving information, point to a picture such as the one on p. 12 and say: He marched in protests. Have students repeat. Then provide these sentence starters: He worked for _____. He spoke out _____.
► If students do not use the correct verb form, write the headings Present and Past. Add the correct verb form under each heading. Say the forms in unison and then point to the past form as you ask students to restate the answer.

Text-dependent questions

Age-appropriate instructional texts model language functions that build knowledge

WHO WAS MARTIN LUTHER KING, JR.?

Martin Luther King, Jr., was born in Atlanta, Georgia, in 1929. He was a child from the South.

He grew up in the 1930s. At that time, Black families could not live in white neighborhoods.

Foundational Reading Skills

Build basic and advanced decoding and spelling skills with explicit, systematic instruction.

Systematic instruction to teach, model, guide practice, provide independent practice, and support application for each skill

Lesson 3A
LANGUAGE AND LITERACY

Objectives
Learning to Read
 • Develop Phonemic Awareness: Isolate Sounds
 • Associate Sounds and Spellings: Letter, Letter Order
 • Blend Sounds to Decode Words
Spelling
 • Spell Words with R-Controlled Vowels


TEACH AND PRACTICE

1. **Complement Reading Routine 1 (PD4)** to introduce /ar/.

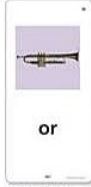
2. Repeat the routine to introduce /or/.

3. If students need preteaching, use **Reading Routine 3 (PD4B)**.

R-Controlled Vowels /ar/ ar/ /or/ or/



ar



or

TEACH AND PRACTICE

1. **Blend Whole Words**
Work through Step 1 of Script 57.

2. **Spell Words**
Work through Step 2 of Script 57.

READ DECODABLE TEXT

3. Use **Reading Routine 3 (PD4B)** to guide students as they read Decodable Passage 1 for r-controlled vowels /ar/ and /or/.

• **Check Understanding** Have students read the word list at the end of the passage.

• If students have difficulty decoding the text in the passage, review the steps of **Reading Routine 1 (PD4)**. Have them practice reading individual words in the passage, and then have them reread the entire text.

ON YOUR OWN

When a student's reading indicates understanding, assign the following independent practice.

• **Practice Book**, p. 310

Reading Routine 1 Introduce Sound/Spellings

	/s/ ar/	/t/ or/
Step 1 Develop Phonemic Awareness		
1. Tell students: These words have _____ at the end. Say the three words.	car, far, jar	er, far, nor
2. Tell students: These words have _____ in the middle. Say the three words.	park, hard, mark	corn, port, storm
3. Tell students: I will say a word. Listen for _____ . You hear it at the end, raise one hand. If you hear it in the middle, raise both hands. If you don't hear it at all, wave your hands down.	car, tall star, stand, far, start, back, park	for, far, storm, net, corn, top, sport
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of the Sound/Spelling Card. Say the name of the picture. Have students repeat.		
2. Say the target sound. Have students repeat.		
3. Turn the card over. Point to and name the spelling. Have students repeat.	ar, barn, star	er, port, for
4. Give examples of words with the sound/spelling in various positions.		
5. Have students say the sound as they write the spelling in the air.		
Step 3 Blend Sound-by-sound	star	horn
1. Write the spelling of the first sound. Point to it and say the sound. Have students say the sound. Repeat for each sound/letter before the vowel.		
2. After you write the vowel spelling, blend the sounds through the vowel, sweeping your hand below the spelling. Have students blend the sounds.		
3. If there were additional spellings in the word, repeat the process.		
4. When the words are complete, sweep your hand below it. Have students read it.		
5. Repeat the procedure for other words.	cart, art, chart	horn, horn, sport
Step 4 Spell Sound-by-sound	farm: Cows live on a farm.	word: Plug in the cord.
1. Say the word and use it in a sentence. Have students repeat the word.	ar/ far/ ar/ r/ ar/ ar/	or/ for/ or/ t/ or/ or/
2. Guide students to segment the sounds in the word. Then ask: What's the first sound in the word? Guide students to match each sound to a Sound/Spelling Card and identify the spelling. Say: Check the card. What's the spelling? Students say the spelling and then write it. Repeat until the word is complete.		
3. Write the word on the board. Ask students to check their spelling of the word.		
4. If a student misspelled the word, have him or her circle the word and write it correctly.		
5. Repeat the procedure for other words.	car	horn

Words with R-Controlled Vowels



Look for a pattern with these words.

Language Support
 Talk through each picture to develop meaning for the words in the yellow boxes. Present the two different meanings of the words in items 1-3. For example, for item 1, say: • Look. The people farm, or raise, a cow (raise the cow with a larger). Here (point to the second picture) another meaning of farm. The picture shows how farms, or fields, are.

Script 57 Procedure

1. Blend Whole Words

Model Use the top panel of the transparency to model whole-word blending and structure the practice for blending the key words.

- Point to the star and say: the word star has three sounds. Listen while I blend the sounds.
- Point to the s. Slide your hand below star as you say: I can blend the three sounds /s/ /r/ /ar/. Now, I'm going to say the whole word: star.
- Repeat, having students blend the word with you. Then have them say the word naturally.
- Use the word in a sentence. Ask students to suggest other sentences with the word.
- Repeat for horn, pointing out that the letters are read for /or/.
- Write the words at the right on the board. Have students chorally read each one. Remind them to use whole-word blending.

Practice Guide students through items 1-5. Read the text, pausing before a word with an or so that students can blend the sounds as you point to each spelling. Then have students say the whole word as you keep your hand under it. Read the phrase or sentence with the word.

2. Spell Words

Model Say: Star. I see the first star in the sky. See. Have students repeat the word. Have students say: /r/. Help them identify the matching Sound/Spelling Card and the spelling for the sound. Have students write the letter: r.

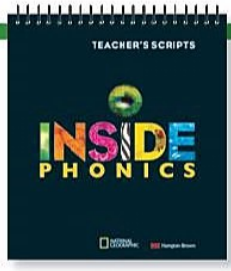
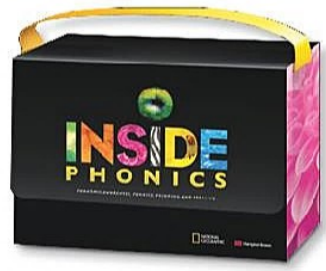
- Repeat for /ar/ and /or/ so that students have spelled the entire word.
- Write the word, and have students compare it to their spelling. Have them circle it if they spelled it incorrectly and then write it correctly.
- Repeat the steps to spell the words as in the right.

Teacher's Edition

Consistent, research-based routines

Alignment of decoding and spelling instruction and practice

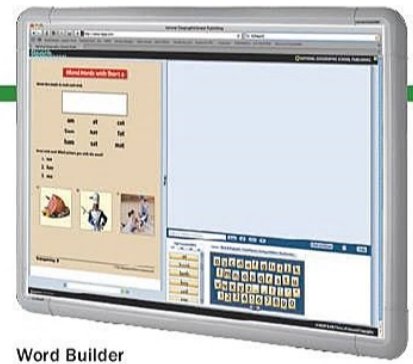
Inside Phonics



Teacher Scripts
Facilitate the presentation of phonics and decoding skills with the Word Builder.



Sound/Spelling Cards
Use clear photographic images to introduce sounds and their corresponding spellings.



Word Builder
Use visual and interactive tools to teach foundational skills.

Decodable passages in the student book and the Tear-Out/Fold-Up Books apply skills to age-appropriate, connected texts

Decodable texts are thematically paired and progress in difficulty

LANGUAGE AND LITERACY

FOCUS ON READING

ACTIVE READING

BUILD FLUENCY

Develop Fluency

Accuracy and Rate

Tear-Out/Fold-Up Book

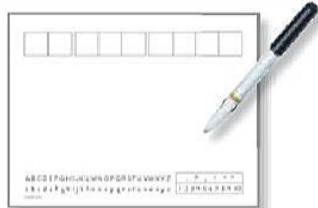
Kind of Reading	Goals
1. Whisper Reading	<ul style="list-style-type: none"> Suggest students as they decode words. Provide immediate corrective feedback to ensure accuracy.
2. Partner Reading	<ul style="list-style-type: none"> Provide intensive feedback for the individual students. Sum up the reading.
3. Group Reading	<ul style="list-style-type: none"> Review genre and discussion features. Assess progress for individual students.
4. Choral Reading	<ul style="list-style-type: none"> Practice phrasing. Check understanding.

Routines support repeated readings to build fluency and comprehension

Skills are applied to comprehension, vocabulary development, and writing



Sounds & Songs CDs
Provide audio support for phonics and decoding lessons.



Write-On/Wipe-Off Board
Enable all students to respond in lessons by writing spellings and words.

LANGUAGE AND LITERACY

RESPOND TO LITERATURE

Check Your Understanding

Check Your Understanding	Check Your Understanding
1. How many times did the person...?	2. How many times did the person...?
3. How many times did the person...?	4. How many times did the person...?

Write About People

Write a paragraph that tells information about how Craig helped others. Then ask students to give information about a person in the passage or about someone they know who helps others.

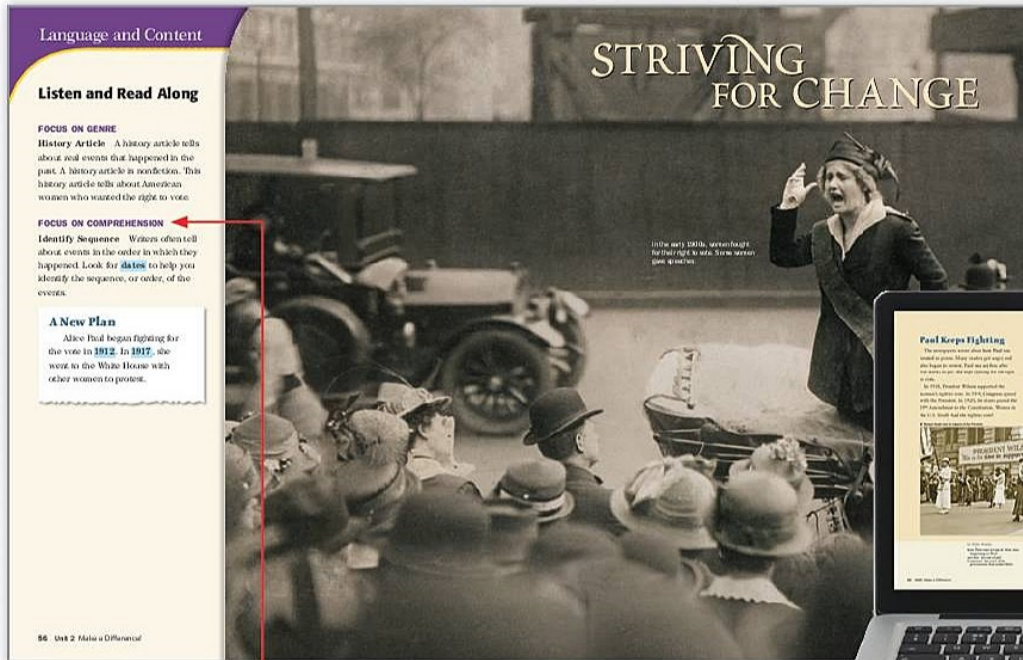
For students who need additional support in writing, provide these question prompts:

- Who helps other people?
- Why does the person give help?
- How does the person do it?

Comprehension Instruction

Use anchor texts to build comprehension.

Use accessible instructional selections to build skills



Student Book

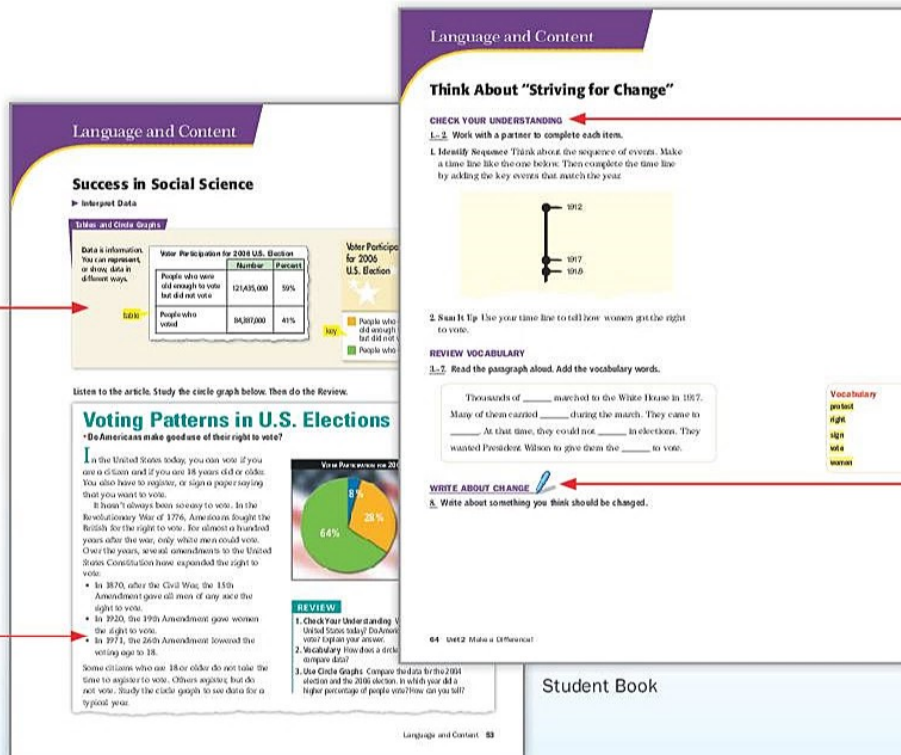
Anchor texts for comprehension instruction

Instructional and complex texts are available online



Scaffolded instruction introduces cross-curricular concepts

Examples of grade-level texts prepare students for success in content-area classrooms



Student Book

Frequent comprehension checks and text-dependent questions

Systematic focus on writing from sources

Lesson 13, continued
LANGUAGE AND CONTENT

OBJECTIVES

- Give Information ③
- Use Key Vocabulary ①
- Reading Strategies ②
- Set a Purpose; Ask Questions
- Literary Analysis
- Use Text Features: Headings
- Comprehension and Critical Thinking
- Identify Sequence ④

FOCUS THE READING

1 Review a Text Feature

Headings Explain that many nonfiction articles contain headings. Say: Headings are short descriptions about some part of an article. The heading tells the main idea of that part. I have students look at the heading on p. 58 and tell how it is different from the other ones. (Target types: bold type, not complete sentences.) Then say: When you start a new page, look at the headings and use them to help you know what will be in that part.

2 Set a Purpose

With students, use the headings on pp. 60–61 to set a purpose for reading. Tell students: We know that Alice Paul wanted to make a difference. Find out what she did and what happened to her.

ACTIVE READING

Read aloud the text and captions on p. 50.

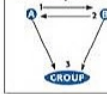
3 Identify Sequence

Remind students: Look for dates when you read a history article. They can help you to figure out the order of events. Have students find the two dates on this page. Ask:

- When did the women march to the White House? (1917)
- How many years had Paul been working for women's rights at that time? (about 5 years)

COOPERATIVE LEARNING

Three-step interview



1 A New Plan

Alice Paul began fighting for the vote in 1912. In 1917, she went to the White House with other women to protest. They wanted President Wilson to help women get the right to vote. The women carried signs that demanded the right to vote.

President Wilson wanted Alice Paul and the other women to stop. The police said the women had to stop, but the women kept protesting. They did not give up. The police arrested some of the women, including Paul.



▲ President Woodrow Wilson



Key Vocabulary
protest to show that you don't like something
sign a message printed on paper that many people hold
in other words in other words, in other words, in other words
Fighting for the vote working to get the right to vote
White House place where the President lives
garage place where cars are kept
arrested taken to the police station

60 Unit 2 Vocabulary

LANGUAGE DEVELOPMENT

Give Information

Use the Three-Step Interview (PCS8) to facilitate language development.

Women's Rights Today Students give information about rights women did not have in the U.S. many years ago. Then they tell about rights women have today.

Interview and Report Partners then interview each other about women's rights. Suggest questions such as:

- Who has changed about women's rights in the U.S.?
 - Who helped fight for women's rights?
- Then students share information: My partner told me that _____. He/She said that _____ helped fight for women's rights.

Debrief the Interview Direct students to share insights they gained from interviewing and being interviewed. For example, I used to think _____, but now I think _____.

Debrief the Cooperative Process Have students evaluate the quality of their individual participation. For example:

- What questions helped you learn about women's rights?
 - Did you give thoughtful answers?
- Encourage students to keep this activity in mind as they complete the exercises on p. 64.

Jail Time

The police put Paul in jail for seven months. They did not let her talk to anyone. Paul did not think this was fair. She stopped eating to tell the world that she should not be in jail. The prison doctors tried to make Paul eat, but she said no.

Women protested the treatment of Alice Paul in jail.



Before You Move On

1. Identify Sequence: What happened when the women went to the White House? What happened next?
2. Cause and Effect: Why did Alice Paul stop eating?

CONTENT AREA CONNECTIONS

Civil Rights and Responsibilities

Alice Paul decided to fight for her right to vote and to get the government to change the law.

In the U.S., people have the right to protest and the responsibility to protest peacefully without hurting others.

Have students collect reports from newspapers and web sites about protests around the country. Have them share the events of the protest and decide if the protesters used both their rights and their responsibilities, or if the rights and responsibilities were out of balance.

ACTIVE READING

Read aloud the text and caption on p. 61.

4 Identify Sequence

Work with students to make a list of the events that have happened so far.

Sequences of Events

1. Alice Paul started to fight for the right to vote.
2. Paul and other women marched to the White House.
3. Paul got arrested.
4. She was sent to jail.
5. Paul stopped eating.

For items 1 and 2, reread the text about that sequence each event and model how to record the event on the chart.

Then have students reread paragraph 2 and write the next event on a card. Check for correctness. Repeat the correct event as you write item 3 on the chart. Repeat with the text on p. 61 for items 4 and 5.

If a student has difficulty putting the events in order, write two events on separate cards. Have the student put them in order. Then provide a card with another event, and ask the student to put it in place.

5 Check on the Purpose

Say: We read to find out when Alice Paul did and what happened to her. Did you find the answer? (Paul's protest for women's rights and got arrested.)

CHECK UNDERSTANDING

6 Before You Move On

1. **Identify Sequence** They carried signs to protest. Some wore a dress.

2. **Cause and Effect** Paul stopped eating to tell the world that she should not be in jail. If students have trouble answering, have them find the words *stopped eating* in the last paragraph and read that sentence.

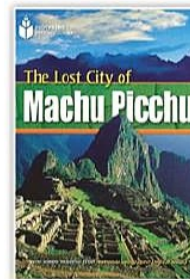
760 Unit 2 Vocabulary

Language and Content 61

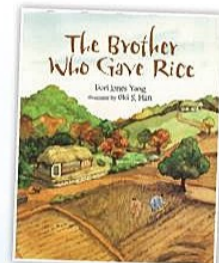
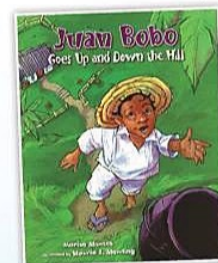
Teacher's Edition

Texts engage students in short research projects

Apply and extend reading skills with complex text read alouds and libraries



Complex texts



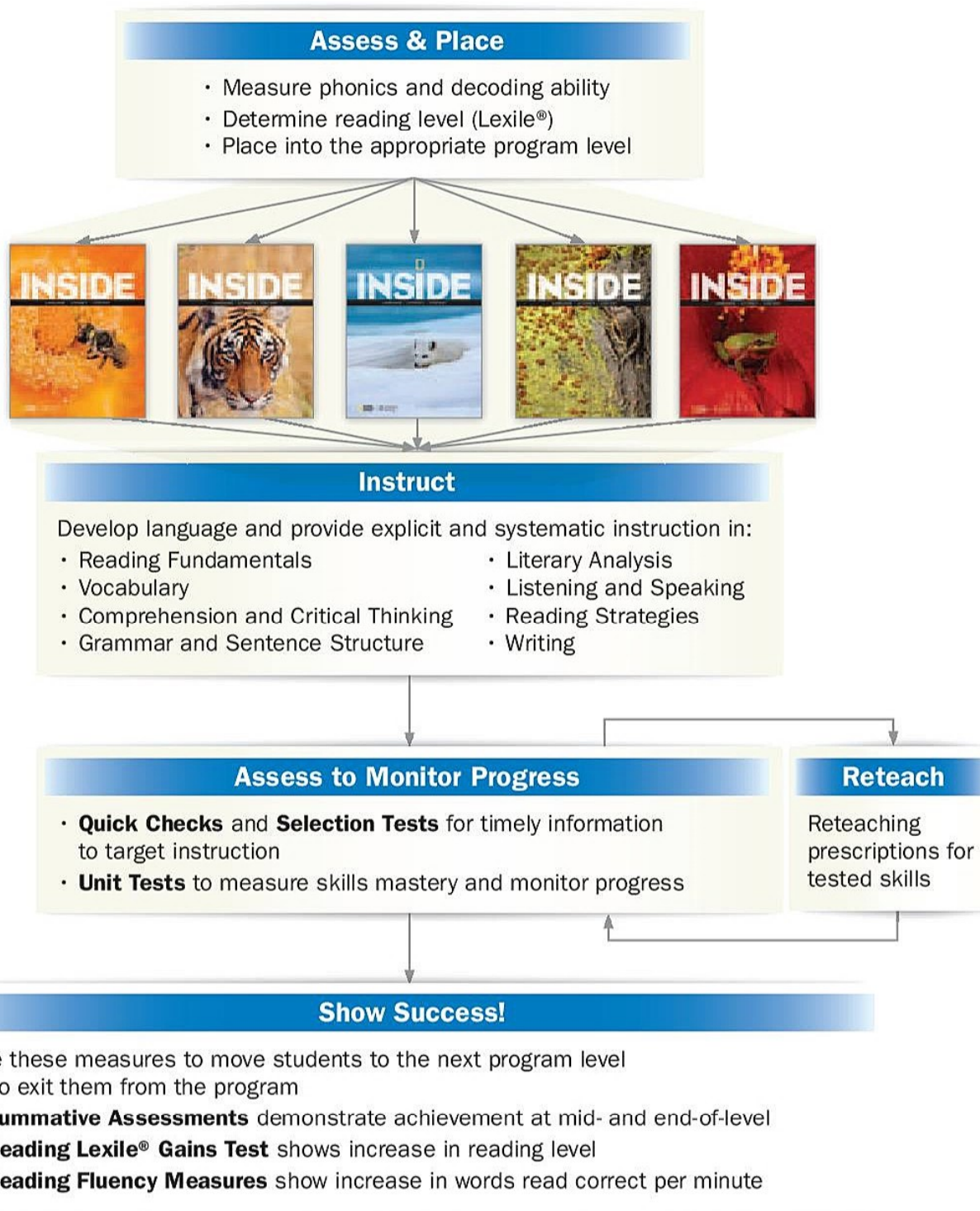
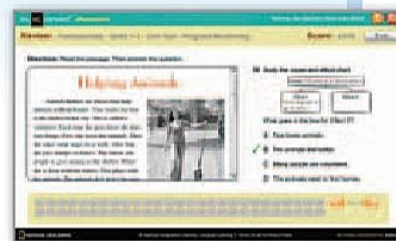
Accessible folk tales

Frequent and Varied Assessments

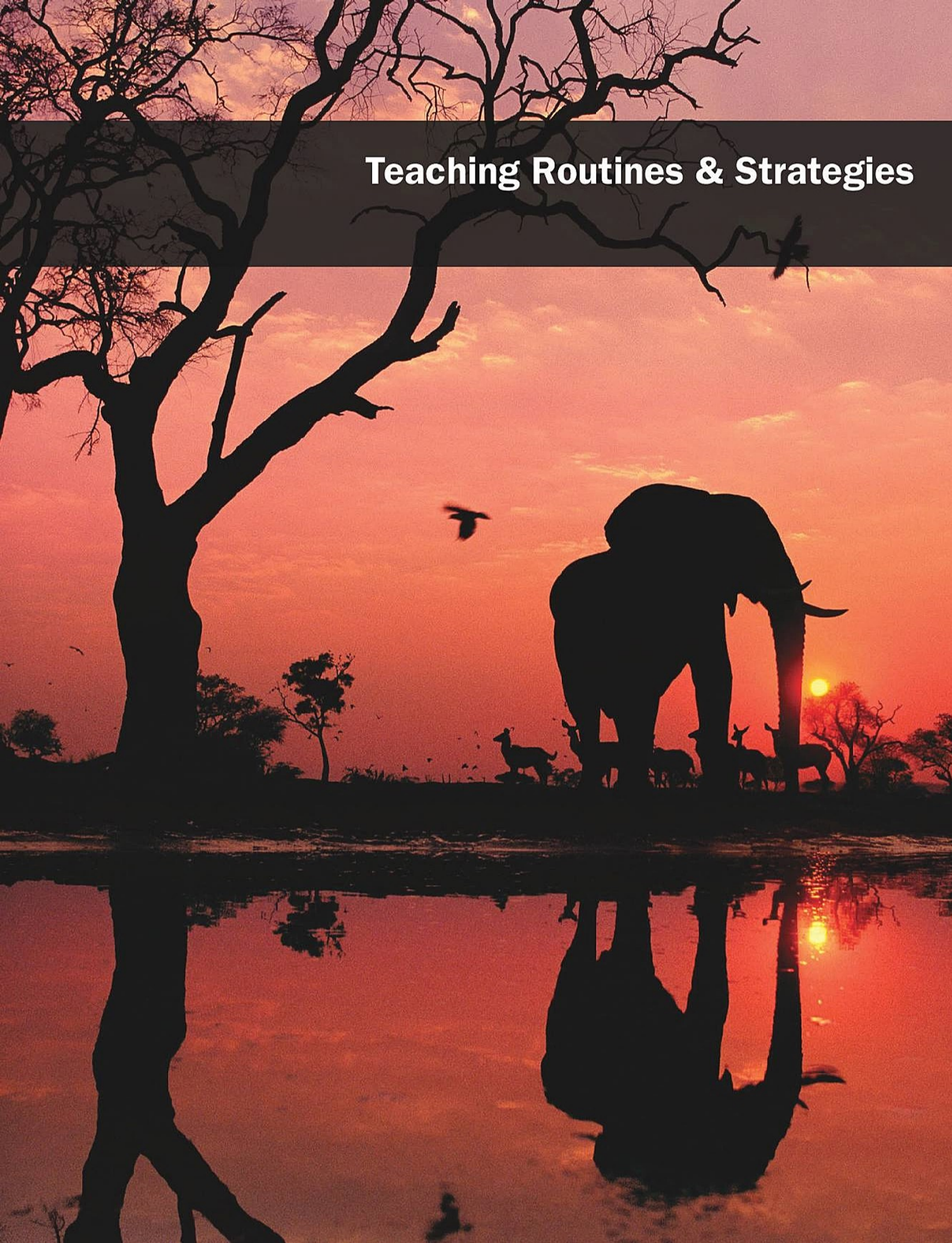
Use multiple measures to assess learning outcomes.

Also available: eAssessment

- Online tests
- Reports
- Individualized reteaching prescriptions



Teaching Routines & Strategies



Teaching Routines & Strategies

To bring best practices into your classroom, use the following routines and instructional strategies.

Vocabulary Routines

1	Make Words Your Own	PD33
2	Vocabulary Notebook	PD34
3	Vocabulary Study Cards	PD35
4	Wordbench	PD36
5	Text Talk Read-Aloud	PD37
6	Word Sorts	PD38
7	Graphic Organizers	PD39
8	Discuss Author's Word Choice	PD40
9	Games and Drama	PD41
10	Word Generation	PD43
11	Word Poems	PD44
12	Reteaching Key Vocabulary	PD45

Reading Routines

1	Introducing Sounds and Spellings	PD46
2	Vowel-First Blending	PD48
3	Reading Decodable Text	PD48
4	Additional Reading Routines	PD50

High Frequency Word Practice	PD51
-------------------------------------	------

Close Reading Routine	PD52
------------------------------	------

Structured Response	PD54
----------------------------	------

Structured and Guided Practice	PD55
---------------------------------------	------

Cooperative Learning Strategies	PD56
--	------

Routines for Oral Reading Fluency	PD58
--	------

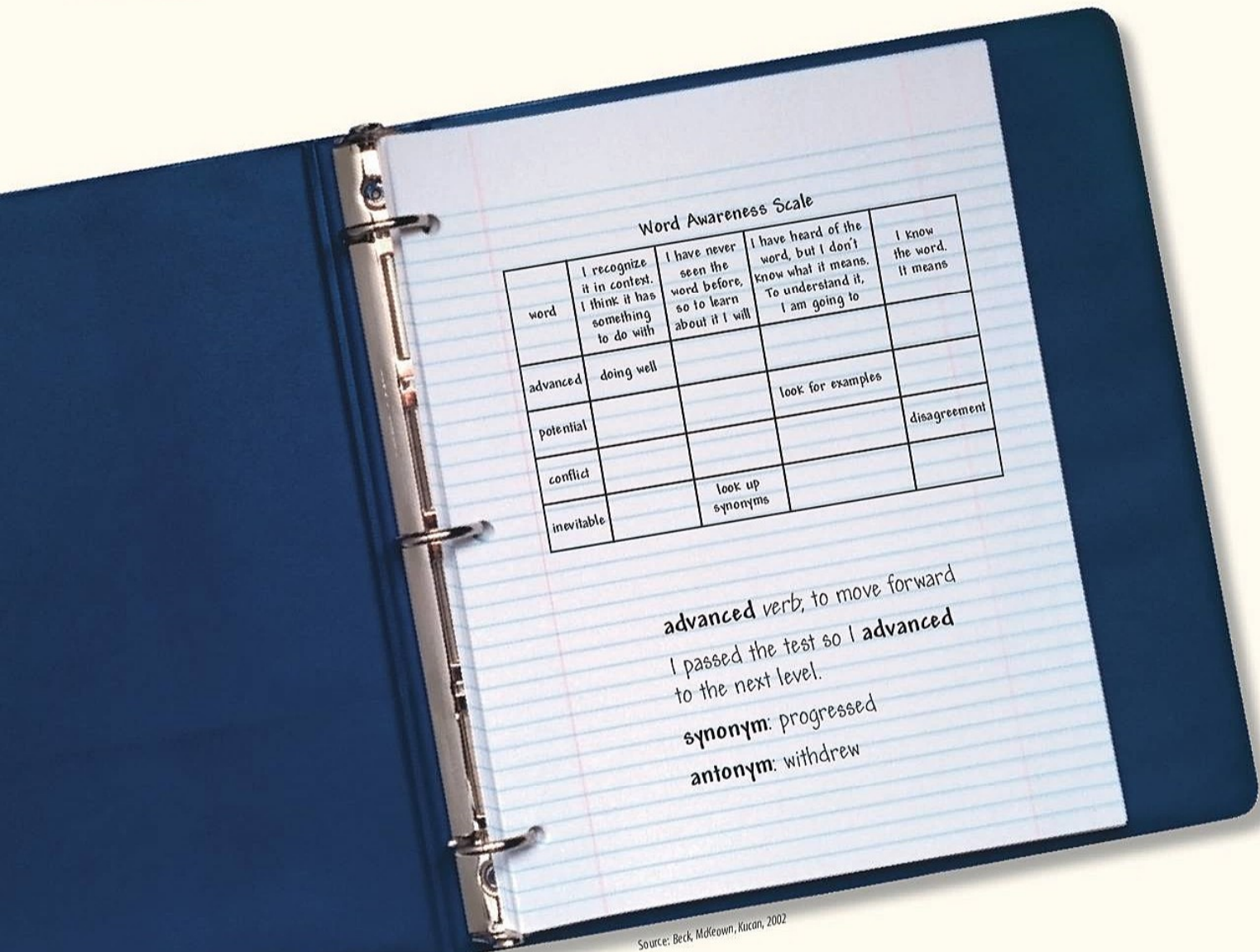
Make Words Your Own

Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in students' overall academic success (Hiebert & Kamil, 2005). Immersing students in rich and varied language experiences permits them to learn words through listening, speaking, reading, and writing. In this new view of robust, explicit instruction, vocabulary is introduced using a consistent, predictable routine (Beck et al., 2002). Follow these steps to help students make words fully their own, so that vocabulary can be accessed at will in a variety of situations.

1. **Pronounce** Guide students in correctly pronouncing the word (by syllables and as a whole). Have students repeat the word after you multiple times; you may want to have ELLs repeat syllable-by-syllable before building up to the whole word.
2. **Rate Word Knowledge** Have students use the rating scale provided on the student page to show how well they know the word. Students can hold up one, two, or three fingers to indicate word knowledge.
3. **Explain** Refer to the examples in the Student Book to provide a clear, student-friendly explanation of the word's meaning. Provide any synonyms and/or antonyms that students may be familiar with. For example: *The word opponent means the person or team who is against you. A synonym is rival, and an antonym is teammate. Our opponents in next week's basketball game are the Cougars from Lake Middle School.*
4. **Study Examples** Encourage students to think about how and why words are being used in example sentences. Systematic use of tools such as word squares, definition maps, and vocabulary study cards provides students with the opportunity to study words in various contexts.
5. **Encourage Elaboration** Students elaborate word meanings by generating their own examples and through practice. Choose from these techniques:
 - Role-play, drama, or pantomime
 - Create a drawing or visual representation
 - Generate more examples. Build a schema by creating a list of examples within a specific category. For example: *A mammal is a warm-blooded animal that feeds its young with milk. Human beings are mammals. What other animals are mammals?* (cat, dog, whale, elephant, cow, etc.)
 - Prompt a discussion by asking open-ended questions. For example, to elaborate on the word *standards*, say: *Talk about standards that you have chosen for yourself and your own life.*
6. **Assess** Check student understanding through both informal, ongoing assessment and summative evaluations. In all cases, assessments should go beyond simple memorization or matching, requiring students to demonstrate a deeper level of thinking and understanding. The following are examples of assessment types that require deep thinking:
 - Students complete a sentence that requires giving an example or explaining the word. For example: *The workers struggled to _____.* (lift the heavy boxes, move the large sofa, etc.)
 - Students complete a sentence with the target word. For example: *Because I didn't want to be late to class, I took the _____ of setting my clock ten minutes ahead.* (precaution)
 - Ask students to identify appropriate use in a sentence. For example: *Which sentence makes sense? It is an American tradition to celebrate July 4th with fireworks. OR It is an American tradition to play soccer on Labor Day.*

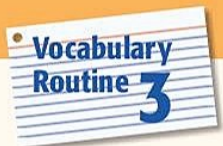
Materials Dedicated section of three-ring binder or spiral-bound notebook; print or online student dictionary

1. Before explicitly teaching key words, have students conduct a self-assessment by completing a **Word Awareness Scale** for each word. (After students work with the word in multiple vocabulary routines, ask them to re-rate their word knowledge.)
2. Model how to record information for each key word, including a **student-generated example and a definition**. Students can develop the information individually or with a partner. Although students can consult a dictionary for help, discourage them from directly copying definitions as this requires little thought or understanding.
3. In addition to the example and definition, encourage students to include other helpful information. For example, a **phonetic respelling** may help them remember how to pronounce the word. Sometimes, a **synonym and antonym** or a **common prefix, root, or suffix** will help jog the students' memory of the word's meaning. For some words, students may draw a picture, diagram, or cartoon.
4. As extra support for English language learners, suggest they include a **translation of each key word** and examples in English of multiple meanings for the word.
5. To foster word consciousness, encourage students to **add to the notebook** interesting words that they come across in other sources: outside reading, conversations, the Internet, music CDs, etc.



Source: Beck, McKeown, Kucan, 2002

Vocabulary Study Cards



Materials 3" x 5" index cards; thesaurus and pronunciation guide (optional)

Have students create a **study card** for each key word they wish to learn.


1. Demonstrate how to use the **Framer Model** graphic organizer. Show students how to add the information to the model by writing the word in the center, a student-generated definition and characteristics of the word at the top, and an example and non-example in the two bottom cells. Encourage students to draw on prior knowledge to come up with examples and non-examples from their own life.
2. Turn the card over and model how to note additional information about the word's pronunciation, synonyms and antonyms, connotation, word relationships, and a sample sentence.
3. Introduce **4-Corner Vocabulary** as another option for a study card. Demonstrate how to use this method with a common word.
4. Suggest that students use these study cards as word sorts for periodic cumulative review and to prepare for vocabulary tests by self testing and partner testing. As words are learned, cards could be discarded or given to a partner or class set. Study cards could also be used as flip books.

Pronunciation	mu•no•tu•nus
Synonyms	unchanging, boring
Antonyms	changing, exciting
Connotation	negative
Word Family	monotony, monotone
Sentence	The movie was so monotonous, I almost fell asleep.

Framer Model

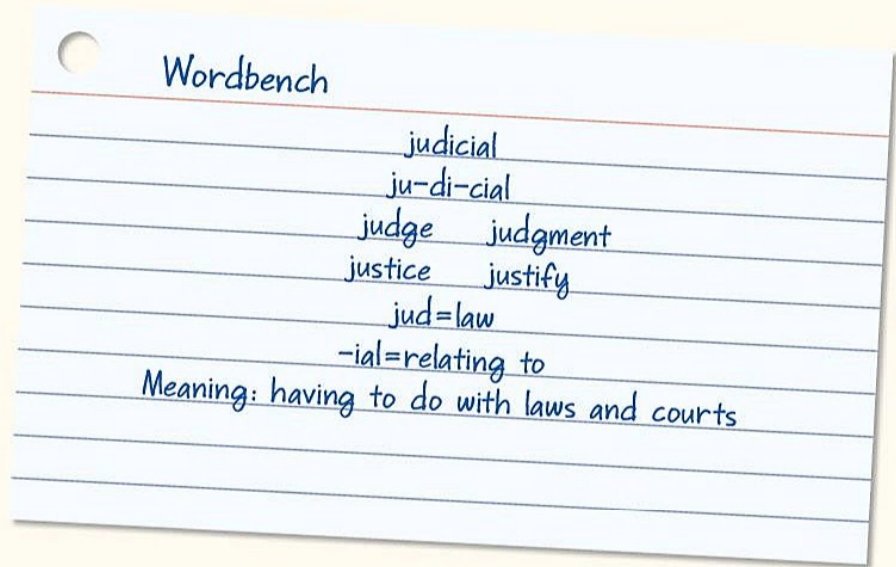
Definition never changing, boring	Characteristics never changing, boring
monotonous	
Example A boring movie where nothing ever happens	Non-Example An exciting movie with a lot of action

4-Corner Vocabulary

Word property	Picture 
Word in Context My parents have owned property for many years.	Definition a piece of land or real estate

Use a **Wordbench** to provide explicit instruction in spelling, morphemic analysis, word families, and cognates.

1. Display these two questions in a prominent place in the classroom:
Do I know any other words that look like this word? Are the meanings of the look-alike words related?
2. Use these questions to examine new vocabulary with students. **Display a word** and explain that this is like a carpenter's workbench, where you can take a word apart and put it back together.
3. Have students **pronounce the word** and **divide it into syllables**. Then ask them to name other words that look like it. List the words and invite students to underline and "spell out" the letters that make up the common parts.
4. Next, **focus on meaning** by asking students what each familiar word means. Refer students back to the passage where the new word appears. The more examples of its use that you can provide, the better. Then ask: *Does the meaning of the word you know relate in some way to this new word? If so, how?*
5. If the two words are related in meaning, lead students in exploring the word relationships. Discuss their common roots, affixes, and word origins. Then point out the differences between the words—spelling, pronunciation, affixes, etc.
6. Encourage students to add insights from the **Wordbench** to their **Vocabulary Notebooks** and **Vocabulary Study Cards**. Remind them that they can draw on their knowledge of word relationships and cognates to figure out the meanings of new words during reading.



The **Text-Talk** method (Beck, et al., 2002) teaches text-specific vocabulary after a story or passage has been read aloud to students.

- 1. Read Aloud** Write the target words on the board or a transparency. Read aloud the text or excerpt; as you are reading, pause to provide a short explanation of each target word as you reach it in the text, as well as any other words that may affect comprehension. Don't let your explanations break the flow of your reading; you will be explaining the target words more fully after reading the story or passage. If your target words were *tradition*, *celebrate*, *purpose*, and *freedom*, you would do the following:
 - For the target word *tradition*, pause and say: *A tradition is a belief or way of doing things.*
 - For the target word *celebrate*, pause and say: *To celebrate is to have a party or other special activities to show that an event is important.*
 - For the target word *purpose*, pause and say: *A purpose is a reason for something.*
 - For the target word *freedom*, pause and say: *Freedom is the power to do, say, or be whatever you want.*
- 2. After Reading** After reading the story or passage, explain the meanings of the target words more fully. Use the **Make Words Your Own** routine (PD33), which includes these steps: Pronounce, Explain, Study Examples, Encourage Elaboration, and Assess.
- 3. Bring the Target Words Together** After you introduce the target words one at a time, give students opportunities to use the words together.
 - **One Question** Using all the target words, create one thoughtful question and ask students to answer it. For example, if your target words were *tradition*, *celebrate*, *purpose*, and *freedom*, you could ask: *Which U.S. tradition has the purpose of celebrating people's freedom?*
 - **Questions: Two Choices** Form a question that requires that students choose the best target word between two options. For example, ask: *If a group of people always wears the color red to celebrate a holiday, is it a tradition or a purpose? (tradition)*
 - **Questions: One Context** Form a question for each of the target words, keeping all questions within a single context. Ask students to answer the question set. For example, if the single context is learning about Thai culture, you could ask: *What tradition do Thai farmers have after the January rice harvest? How do Thai families celebrate the New Year? What is the purpose of the wai gesture? Why is freedom important to Thai people?*
 - **Questions: Same Format** Use a consistent format to form a question for each target word. Encourage students to explain their answers. For example, ask: *When you follow a tradition, are you doing something original or something many people do? When you have a celebration, are you excited or bored?*
 - **Prompts** Create a discussion prompt for each of the words. Be sure your prompts are open-ended, and encourage students to answer creatively. For example, ask: *How could you and your classmates create new traditions? If you wanted to celebrate your friend's birthday, what would you do?*
- 4. Extend Word Use Beyond the Classroom** In order to develop a rich, deep, and lasting understanding of new vocabulary, students require multiple exposures to target words in more than one context. Encourage students to think about and use target words beyond the classroom as often as they can.

Materials 3" x 5" index cards or narrow paper strips

Students explore word relationships by sorting, or categorizing, words into groups.

- Have students write a word on each card or paper strip. You can have students do a **closed sort** by providing the categories of how the cards should be sorted. Choose closed sorts when progress monitoring indicates that students need additional review, reinforcement, or practice with particular patterns.

When students need to apply spelling and structural analysis for more advanced vocabulary development, use the following word sorts for work on **spelling patterns**:

- number of syllables
- common affixes
- derived vs. non-derived forms

When students struggle with grammar and syntax, use the following sorts:

- Part of speech**
- Formal and informal**
- Words with cognates (for English learners)**

When students are learning to synthesize ideas or analyze word choice, use the following sorts:

- Related meanings or concepts**
- Multiple meanings**
- Positive or negative connotations**

When students grapple with science or social studies concepts, use the following word sort:

- Subject areas**

Another option is an **open sort** where you provide students with a list of words only. Then students work together to identify the common patterns and attributes of the words on their own. Open word sorts foster creativity, support student independence, motivate students, and foster word consciousness.

- When students have sorted the cards, ask students to **explain their sorts**. Then have them create a chart or web to record the word relationships they discovered.
- Finally, encourage students to sort the words again using different categories and to once again record the information in a graphic organizer.
- List-Group-Label** is a more sophisticated version of a word sort.
 - Students brainstorm words associated with a topic.
 - Students look at the word list and group words into different categories.
 - Then students label the categories.

When students are sorting words, supply a "parking lot" category for words that might not fit existing groups. Additionally, allow students to assign one word to more than one category when appropriate.

Part of Speech Sort

<u>Nouns</u>	<u>Verbs</u>	<u>Adverbs</u>
abstract (n.)	adhere (v.)	ethically (adv.)
dilemma (n.)	advocate (v.)	desolately (adv.)
	reinforce (v.)	deliberately (adv.)

Number of Syllables Sort

<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
ab-stract	ad-vo-cate	des-o-late-ly	de-lib-er-ate-ly
ad-here	di-lem-ma		
	e-thi-cal		
	re-in-force		

List-Group-Label Sort

Topic: War

general	planes	courage
soldier	weapons	uniform
plan	fear	spy

<u>People</u>	<u>Tools</u>	<u>Feelings</u>	<u>Actions</u>
general	planes	fear	plan
soldier	weapons	courage	spy
	uniforms		

Materials Overhead projector; models of completed graphic organizers (optional)

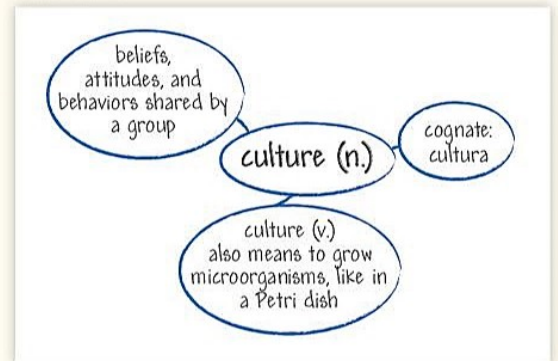
Students can use graphic organizers to visually represent dimensions of word meanings and build connections between groups of semantically connected words.

- 1. Word Web** A **Word Web** shows the meaning(s) and examples of a key word. The key word is written in a central oval, with spokes connecting it to its various meanings and examples. A word web is ideal for the study of polysemous (multiple-meaning) words and their synonyms.
- 2. Semantic Map** In a **Semantic Map**, students group words related to a predetermined concept. Semantic maps are adaptable to a number of different topics and contexts. You may want to develop an initial semantic map based on a preview of a reading selection and then revise and expand it after students have finished reading the text.
- 3. Five Senses Web** A **Five Senses Web** is a good way to make a word memorable. Students write a word in the center oval. Then they imagine the different sensory images the word conjures up in their minds.
- 4. Matrix Grid** A **Matrix Grid** is a good way to quickly compare things in a category. Students write the category at the top of the first column. Below it, they list examples of items in the category. Across the top they list the attributes or key features of things in the category. Then they go through each example, deciding whether or not it has each feature they listed. A plus sign (+) indicates that it does; a minus sign (-) means that it does not. When the grid is complete, students can see at a glance how the items are similar and what makes each one unique.

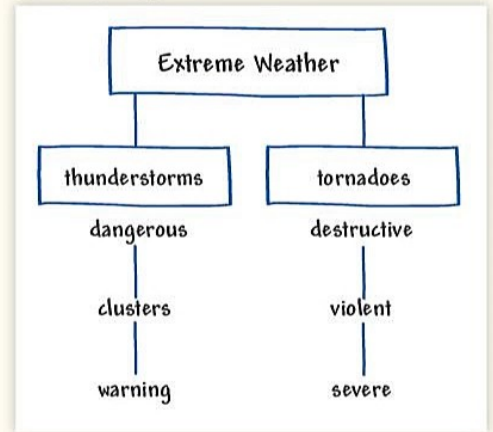
Matrix Grid

Instruments	Wood Body	Metal Body	Strings	Pedals
piano	+	-	+	+
guitar	+	-	+	-
saxophone	-	+	-	-

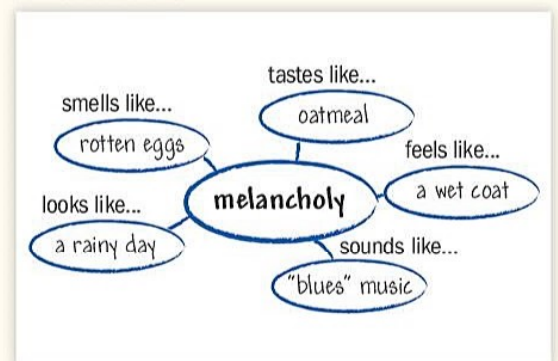
Word Web



Semantic Map



Five Senses Web



Discuss Author's Word Choice

Vocabulary Routine 8

Structured discussions about authors' word choices provide students opportunities to extend their knowledge of known words, learn new words, and realize how specific words shape the meanings of texts.

1. To introduce word choice discussions to your students, first select 2 or 3 words or phrases from a passage that are especially effective in shaping meaning and tone, engaging feelings, or triggering sensory images. These terms often have strong connotative or figurative meanings.
2. After students read the passage, use the **eEdition** to display a page containing the words or phrases that you selected. Briefly describe word choice by saying: *Authors choose words to grab your attention and influence your thinking. These words suggest important ideas, positive or negative feelings, and sensory images. Identifying these words and talking about them adds to your understanding of the word and of the text that you're reading.*
3. Then model how to analyze an author's choice of words. For instance, for "Who Was Martin Luther King, Jr." say:
Shirleyann Costigan writes: "Martin Luther King, Jr. was a great American." She chose the word great. This word tells me that he was a special person.
4. Display the page containing other words you identified, and have students chorally read the sentences in which they appear. Then collaboratively discuss with your students the author's choices of the particular words or phrases. Use the following questions to generate discussions about word choice:
 - Why do you think the word(s) _____ is/are important?
 - How does/do the word(s) _____ make you feel?
 - What images does/do the word(s) _____ create for you as a reader?
5. Have pairs or small groups of students identify 2 or 3 additional noteworthy words or phrases. Then invite the pairs or groups to compare the words they identified. Display language frames like those shown below to support English language learners.

Language Frames

Identify Words or Phrases

- I think the word(s) _____ is/are important because _____.
- The word(s) _____ makes/make me feel _____.
- The words _____ create images of _____.

Games motivate students to be word conscious while actively manipulating and using language. Drama activities allow students to explore word meanings through a total physical response. Games are especially beneficial for English language learners since they create an authentic context for social interaction and build listening and speaking skills; pantomime and charades are ideal for students who have limited oral vocabularies. In addition to the time-honored **20 questions**, **classroom baseball**, and **Pictionary®**, make the following games and drama activities part of your daily vocabulary routines:

- 1. Stump the Expert** Designate an expert. A stumper presents a definition and the expert has 10 seconds to produce the term. If the expert responds accurately, the next stumper offers a challenge. This continues until the expert is stumped, or until the expert answers a set number of challenges and earns applause or a prize. The person who stumps the expert becomes the next expert.
- 2. Around the World** A student designated as the traveler moves from his or her seat and stands by a student in the next seat. Give the traveler and the challenger a definition; whoever correctly identifies the word first is the traveler and stands by the student in the next seat. A traveler who continues responding first and returns to his or her seat has successfully gone "Around the World."
- 3. Whatta' Ya' Know** Pose *yes/no* questions using two key vocabulary words. You or your students can make up the questions. The responses can be written or stated orally, and one hand can be raised for *yes* and two hands for *no*. For instance, the following questions might be asked about words associated with volcanoes: *Are volcanoes made of lava? Do igneous rocks come from magma?*
- 4. Rivet** For this variation of the game Hangman, choose a key vocabulary word (such as *ecology*). On the board, make a blank for each letter in the word: _____. Fill in the blanks by writing one letter at a time: e c o _____. Pause briefly after you write each letter and encourage the class to guess the word. When someone identifies the correct word, have that student come to the board and fill in the blanks with the remaining letters.
- 5. Vocabulary Concentration** Write one key vocabulary word per index card. Write the definition of each word on a separate card. Tape the cards, blank side showing, to the board, placing word cards on one side and definition cards on the other. Call on a student to choose one card from each side of the board, read the two cards aloud, and say whether the word and definition match. If the definition matches the word, the student keeps the cards and tries to make another match. If the word and definition do not match, the student replaces the cards on the board and another student has a turn. Continue playing until all cards have been matched.



- 6. You Made That Up!** Each student uses a dictionary to find an unfamiliar word and writes the word on an index card. On the card, the student also writes the real definition of the word. He or she then makes up and writes two phony definitions. One student says her or his word and reads all three definitions, in no particular order, and calls on another student to tell which definition is correct. If that student makes the right choice, he or she takes over. If the choice is wrong, any other student can raise a hand and volunteer the correct answer.
- 7. Multiple Key Word Skit** Groups can work together to create and act out a skit with dialogue that includes at least five of the key words. Allow groups a few minutes of preparation time to brainstorm ways that the words relate to each other. You may wish to award points for the most original skit, the most humorous, or the most accurate use of the words' meanings.
- 8. Charades** Students can play Charades to pantomime an action or emotion associated with a key word or phrase.
- Write out words or phrases on index cards and place them in a stack.
 - Arrange students in teams; one member of a team takes a card and acts out each word or syllable of a word using only physical signals. His or her teammates must guess the word or phrase being acted out.
 - A time-keeper from the other team monitors the time, and the team with the lowest time score after a full round wins.
- 9. Synonym Strings** Have teams compete to form synonym strings. Arrange the class in two teams and assign a starter word, such as *talk*, to each team. Teams then work to come up with as many synonyms as they can, and act out the meaning of each one. For example, for the starter word *talk*, students might come up with *babble*, *blab*, *chat*, *drawl*, *intone*, *squeal*, *yell*, etc. Synonyms can be checked in a thesaurus or against a teacher-generated list. Building synonym strings leads to distinguishing denotations/connotations and shades of meaning.
- 10. Picture It** On the board, write several key vocabulary words. Arrange students in small groups. Assign each group a place to work in the classroom, along with a sheet of chart paper and a marker. Explain that group members are to work together to choose one vocabulary word without announcing what that word is. Then they must decide how they can show the word's meaning in a drawing. They must also choose only one member to make the drawing. Call on a group and allow the drawer 15 to 30 seconds to complete the picture. Have the other groups talk quietly about the picture. When group members agree on the word, they designate someone to raise a hand and give the answer. The group that guesses the word correctly gets 1 point. The drawer for that group goes next, and so on. Continue until one group has collected 3 points.

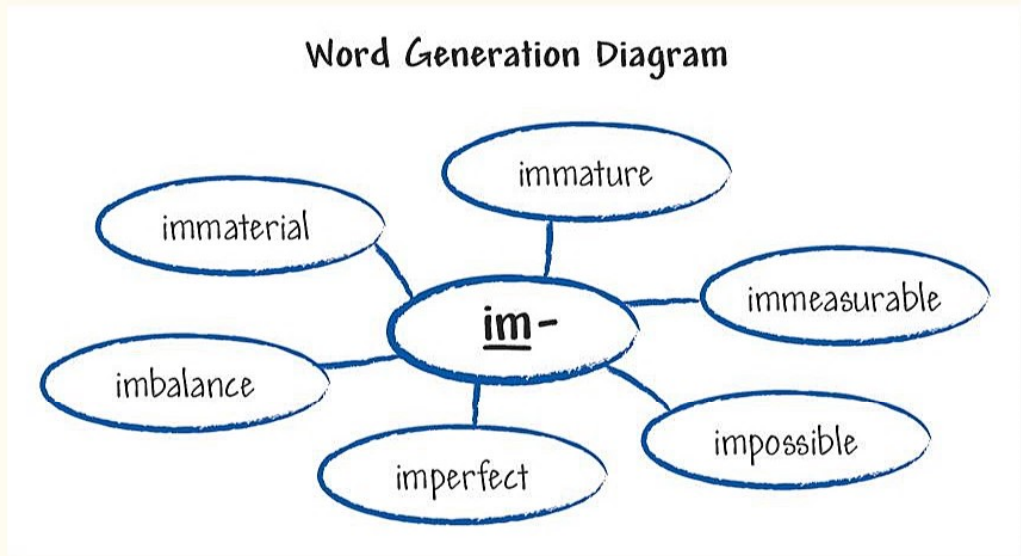


Materials Board, chart paper, or transparency; dictionary (optional)

Students explore how words are related by looking at word parts.

1. Write a **root, prefix, or suffix** in the center of the board or paper and circle it.
For example: *im-*.
2. Ask students to **generate other words with that word part**.
3. Draw lines from the center circle out and write the generated words at the end of the lines forming a sun. For example: *imperfect, impossible, imbalance, immature*. Students can use dictionaries to help them generate additional words that suit the word part.
4. Look at the generated words and see if students can get the meaning of the word part. Ask them: What do *possible* and *perfect* mean? How does the prefix *im-* change the meaning of the words? Define *im-*.

Note: Sometimes students say words that don't fit the root or affix meaning. Example: *imitate*. That's okay. It's a teachable moment. Remind students: English words come from many different places. Certain letter combinations can give you clues about prefixes, suffixes, or roots. Some words do not follow those rules.



Materials Board, chart paper or transparency

Using key vocabulary or other words from a selection in a less structured way provides opportunities for students to expand their vocabulary skills. Poetry is a great way to accomplish this.

1. Concrete poems Students draw a meaningful shape or object and write words along the outline of the shape, so words look like the physical shape. Example: Student draws a volcano and along the outline writes: *lava, magma, cone, flow, and ash*.

2. Diamante poems Diamante poems are 7 lines long.

Line 1: Students select or are assigned a key word.

Line 2: Two adjectives that describe line 1

Line 3: Three action verbs that relate to line 1

Line 4: Two nouns that relate to line 1, and 2 nouns that relate to line 7

Line 5: Three action verbs that relate to line 7

Line 6: Two adjectives that describe line 7

Line 7: One noun that is the opposite of or contrasts with line 1

3. Cinquain poems Cinquain poems have different patterns. Have students work together to complete the pattern below with a vocabulary word.

Line 1: A noun

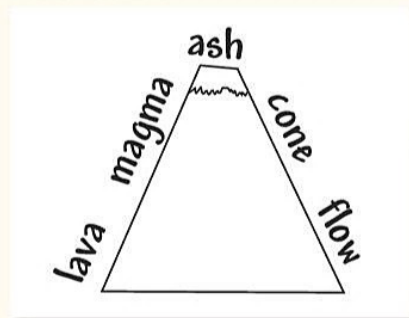
Line 2: Two adjectives

Line 3: Three *-ing* words

Line 4: A phrase

Line 5: Another word for the noun

Concrete Poem



Diamante Poem

Winter
 Rainy, cold
 Skiing, skating, sledding
 Mountains, wind, breeze, ocean
 Swimming, surfing, scuba diving
 Sunny, hot
 Summer

Cinquain Poem

Spaghetti
 Messy, spicy
 Slurping, sliding, falling
 Between my plate and mouth
 Delicious

Reteaching Routine

Group students who did not master the unit vocabulary. Use the following routine to reteach each word.

1. Find and Say the Word Point out the word in the Student Book. Say the word and have students repeat it after you. Then have the students locate the word in the selection, repeat the word after you, and read aloud the sentence in which the word appears.

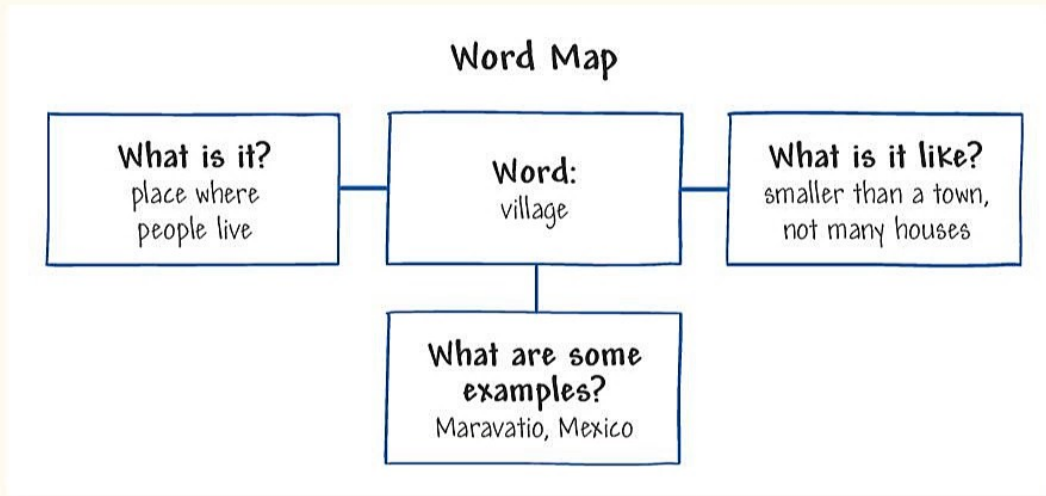
2. Learn the Meaning Read aloud the definition of the word. Then elaborate by restating the meaning using different words and giving additional examples.

For example, to reteach the word *village* you might say: *A village is a place where people live. It is smaller than a town. A village might be made up of just a few houses.* Then you might show a drawing of a village in a work of fiction and a photograph of a village in a modern rural setting. You can also help students look up the word in a dictionary to confirm its meaning.

3. Make Connections Discuss with students when they might use the word. For example, they might hear the word *village* in a social studies class or read it in a story.

4. Write and Remember Have students record each word at the top of a separate page in a notebook in order to create a personal dictionary. Ask them what they notice about its sounds and spelling. Then have them make a **Word Map** to help them remember the word. If they have already created a **Word Map**, you can suggest other ways to help them remember, such as:

- making a drawing to illustrate its meaning
- copying the word, with its phrase or sentence context, when they see it in print
- writing a sentence with the word, or
- writing the translation of the word in their home language.



Reading Routines

Research has demonstrated the importance of explicit, systematic instruction in decoding and phonics for students learning to read. *Inside Language, Literacy, and Content* features several instructional routines for presenting this instruction. These routines are part of the core instruction as well as the *Inside Phonics* kit.

Reading Routine 1: Introduce Sound/Spellings

Step 1 Develop Phonemic Awareness

Purpose To orient students to the sounds of English

Procedure

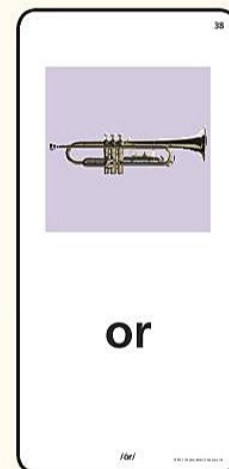
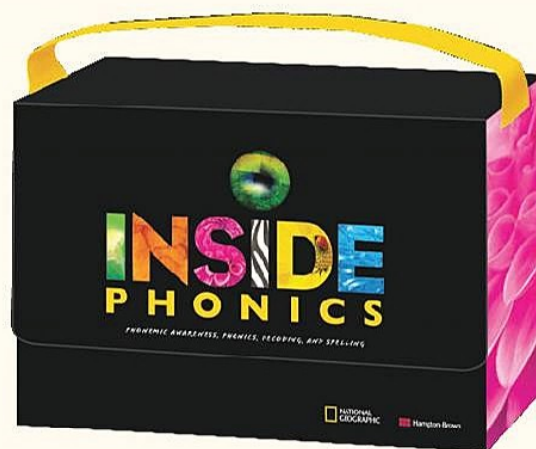
1. Provide examples of words with the target sound in the initial, final, and medial positions. (Note that some positions may not be applicable with all elements.)
2. Say a series of words, some with the target sound and some without. Have students respond to indicate when they hear the target sound and in which position it appears.

Step 2: Introduce the Sound/Spelling

Purpose To help students connect sounds of English with their spellings

Procedure

1. Display the picture-only side of the **Sound/Spelling Card**. Say the name of the picture and have students repeat it.
2. Say the target sound and have students repeat it.
3. Turn the **Sound/Spelling Card** over. Point to and name the spelling for the sound. Have students repeat.
4. Give examples of words with the sound/spelling in various positions.
5. Have students say the sound as they write the spelling in the air.



Sound/Spelling Card

Reading Routines, continued

Step 3 Blend Sound-by-Sound

Purpose To practice blending words with the target phonetic element; to develop a strategy for decoding unfamiliar words

Procedure

1. Select a word made up of the target sound/spelling and other sound/spellings with which students are familiar. Write the spelling of the first sound in the word. Point to the spelling and say the sound. Point to the spelling again and have students say the sound.
2. Write the spelling of the second sound and repeat the procedure. If the second sound is a vowel, blend the first sound with the vowel sound as you sweep your hand beneath the two spellings.
3. Write the spelling of the next sound, and continue the procedure until the word is complete.
4. When you have written the complete word, sweep your hand beneath the word and have students blend the sounds and read the word.
5. Repeat the procedure for other words.

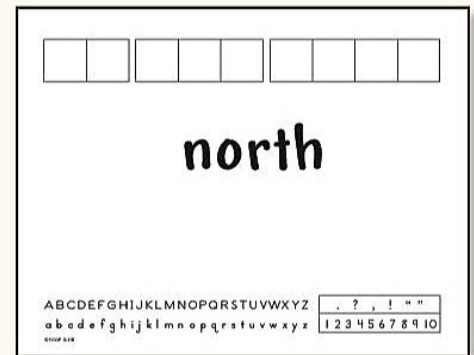


Step 4 Sound-by-Sound Spelling

Purpose To practice spelling words with the target phonetic element; to develop a strategy for spelling unfamiliar words

Procedure

1. Select and say a word made up of the target sound/spelling and other sound/spellings with which students are familiar. Use the word in a sentence. Have students repeat it.
2. Have students say the first sound of the word. Encourage them to match the sound to a **Sound/Spelling Card** and identify the spelling. Say: *Check the card. What's the spelling?* Students say the spelling and then write it. Repeat for the remaining sound/spellings in the word.
3. Write the word on the board. Ask students to check their spelling of the word.
4. Have students who misspell the word circle it and write it correctly.
5. Repeat the procedure for other words again.



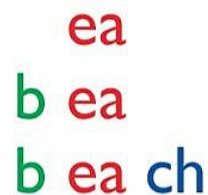
Write-on/Wipe-off Board

Reading Routine 2: Vowel-First Blending

Purpose To provide support for students who have difficulty blending and reading words by focusing on a word's vowel sound

Procedure

1. Select a word that includes the target sound/spelling. Write the spelling for the word's vowel sound.
2. Point to the vowel spelling and say the sound. Have students repeat the sound. If students need additional support, have them say the sound with you. If not, have them say it independently.
3. Tell students that you will write the letters that come before the vowel sound. Explain that you will remember to say the vowel sound as you blend the word.
4. Write the spellings for the sounds in the word that precede the vowel sound. Point to each spelling and say the sound. Have students repeat each sound after you.
5. Blend the partial word (first sound/spelling through the vowel) as you sweep your hand slowly under the letters. Have students repeat after you.
6. Write any remaining spellings that follow the vowel. Point to each spelling and say the sound. Have students repeat each sound after you.
7. Blend the whole word as you sweep your hand slowly under the letters. Have students repeat after you.
8. Have students say the word again, naturally.



ea
b ea
b ea ch

Reading Routine 3: Reading Decodable Text

Purpose To practice reading words with the sound/spelling patterns taught in phonics and decoding lessons

Preparation Have students who need extra support sit closer to you so you can provide immediate corrective feedback. Display the **Sound/Spelling Cards** for the target sound/spellings that appear in the text. Have students name the sound and the spelling. Then point out that those sound/spellings will appear frequently in the text they are about to read.

Procedure Students should read the text four times, each time for a different purpose. Prior to the first read, have students chorally read the title of the passage, and give them a brief overview of the passage. Then remind them to use the blending routines and refer to the **Sound/Spelling Cards** as they read.

First Read Whisper Read

1. Have students read the first page or section of text aloud quietly. Monitor students as they read, and listen for misread words. Provide immediate feedback to correct the misread words, and ask students to reread the sentences. If necessary, pronounce non-decodable selection words for students.
2. After students read, summarize the common errors you identified. Reteach the related **Sound/Spelling Cards**.
3. Have students repeat the process for the remaining pages or sections of the text.
4. Have students show you the hard words they found in the selection and tell how they figured out those words.

Reading Routines, continued

Second Read Partner Reading

1. If students struggled in the first read, have those students who need extra help read aloud with you.
2. Discuss hard words students found as they read. Have partners tell how they figured out the words.
3. Have students summarize the selection by responding to prompts and questions about it. Prompts for the Decodable Passages in the Student Book are provided for each passage.

Third Read Group Reading

1. Review the genre of the selection. Remind students about the defining characteristics of the genre and how those are present in the text.
2. If a selection contains text features such as captions, headings, or diagrams, point out those features. Read each one and discuss with the students how they help them better understand the selection.
3. Call on a student at random to read the first four sentences of the selection. Then call on other students to read the next portions of the selection. As you listen to students read, focus on whether they have corrected the common errors you noticed during the first read. If they have not, repeat the corrective feedback.

Fourth Read Choral Reading

1. Listen while students read the selection chorally.
2. Read the last two sentences in the selection, modeling appropriate phrasing. Have students chorally read the sentences, and listen to assess their phrasing.
3. Have students demonstrate comprehension of the selection by responding to prompts and questions about it. Prompts for the Decodable Passages in the Student Book are provided for each passage.

Kids can help other kids in important ways. Nadja, Hafsat, and Craig show us how.

Nadja helped kids in Bosnia. When Nadja was a girl, ethnic groups in Bosnia started a war. Nadja was not safe, even in her house. Kids lived in fear. A lot of them were hurt. Nadja started a radio show. She sang on the air to give children courage. She also published two books. They tell how hard it is to live through a war. She hopes her books will help end fighting in the world.



Hafsat's Hall
Hafsat's Hall
Ky childhood
Under place




50 **Unit 2 More a Difference**

The kids in this selection come from Canada, Bosnia, and Nigeria.

Decodable Passages
(in *Student Edition*, Fundamentals Level Volumes 1 and 2.)

Decodable Passage 1

A Lap, a Cat Nap, and a Pal

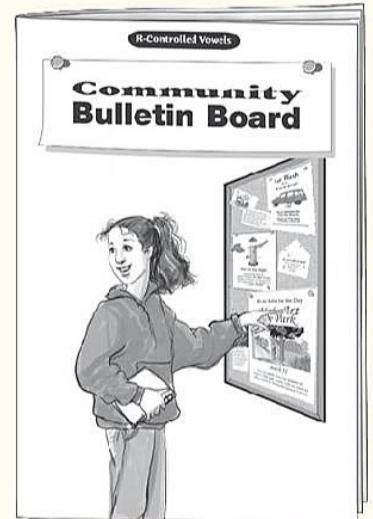
Dave studied the window and then:
"That bird is on a tree, and I can see some in a tree too. The ones that are out. Can I go and get that?" Dave asked.
"That's a good idea, Dave," said Mrs. Dave. "But Dave, I can go, too."
Dave ran fast to the tree. Dave says, "Hi, I can go, I can go, you can and you can."
"Dave Dave," says the man in the car says, "And you can't do that. This is not a good idea." Dave had Dave's book.
"Can I get that?" asks Dave.
"You can get that," Dave says. "But you can't get that, and that's not a good idea."
Dave had a book.
Dave sat down, and Dave sat on her lap. Dave had a cat on her lap. Dave had a cat on her lap and Dave had a cat on her lap. Dave had a cat on her lap.

Words with short a

bat	lap	pat	hat	map	pat
bat	pat	pat	pat	pat	pat
bat	pat	pat	pat	pat	pat
bat	pat	pat	pat	pat	pat
bat	pat	pat	pat	pat	pat
bat	pat	pat	pat	pat	pat

Unit 1 High-Frequency Words

at	have	now
----	------	-----



Tear-Out/Fold-Up Books
(in *Practice Book*, Fundamentals Level Volumes 1 and 2 and *Inside Phonics*.)

Other Reading Routines

Throughout the program, additional instructional routines provide explicit, systematic practice with key reading skills and strategies.

Whole-Word Blending

Purpose To develop a strategy for decoding unfamiliar words which contain familiar sound/spellings

Procedure

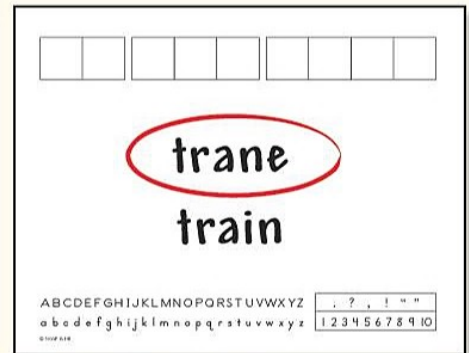
1. Display a word that includes the target sound/spelling.
2. Point to each sound/spelling. Have students blend the sounds as you point.
3. Sweep your hand under the whole word and have students blend and read it.
4. Have students say the word naturally.

Whole-Word Spelling

Purpose To develop a strategy for spelling unfamiliar words which contain familiar sound/spellings

Procedure

1. Say a word that includes the target sound/spelling. Use the word in a sentence, then say the word again.
2. Have students say the word.
3. Have students write the word. Invite them to refer to **Sound/Spelling Cards** if they need help associating spellings with sounds.
4. Write the word correctly, and have students check their work.
5. Have students circle the word if they spelled it incorrectly and then write it correctly.



Write-on/Wipe-off Board

High Frequency Word Practice

The Fundamentals level of *Inside*, as well as the *Inside Phonics* kit, include lessons to teach high frequency words that students need to recognize in their reading and use effectively in their writing. Use the instructional routine in the lessons to present each word. Practice the words daily selecting from the following activities.

Activities for Daily Practice

Word Chart Have students use index cards to make a word card for each new word. Add the cards to a classroom word chart, organizing them by the sound of the first letter. Use the chart to play the following practice games:

- Group members take turns saying a sound, and other group members name the words on the chart that start with that sound.
- Point to words at random, and have students read them aloud. Increase the pace of the game as students gain familiarity with the words.
- State the meaning of a word and have students say the word aloud.
- Have students take a card from the chart and use the word in a sentence.

Repeat one or more of these quick activities at the beginning of each day's practice session.

Word Hunt Partners or small groups challenge one another to find words from the list in the unit's reading selections or in print around the school or classroom.

Interactive Whiteboard Games Display the **Word Builder** located on myNGconnect.com. Use the digital letter tiles to spell words from the word chart one letter at a time. Pause after placing each letter to see if students can guess the word you are spelling. Alternatively, set several tiles on the projector, give clues about a word, and have volunteers come to the projector and spell the word with the tiles. (For example, say: *It starts with n and rhymes with blue. What is the word? or What is the opposite of old?*)



Word Builder App

Open Word Sorts Have partners write the set of words on cards and then put them in as many categories as they can. These categories can be print based (e.g., start with the same letter; have the same number of letters; share a common word part) or semantic (related to a category, such as family or animals). Students come up with their own categories and explain them.

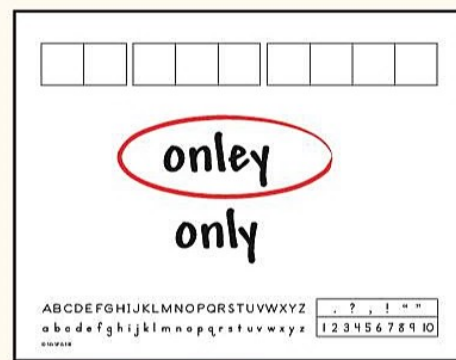
Spelling Practice Say a sentence omitting one of the words. Have students write the word on a **Write-on/Wipe-off Board**. Write the word for students to see, and have them check their work. If they wrote the word incorrectly, have them circle the word and write it again. Invite students that need extra support to refer to the word chart as they write. You may even wish to isolate the few words students will be practicing and review them together.

Routine for Reteaching the High Frequency Words

Group students who did not master the high frequency words. Reteach about five words at a time. Work at the overhead using letter and word tiles to carry out the following reteaching routine:

1. Write the word or set out the word tile on the overhead. Say: *Look at the word.*
2. Tell students: *Listen to the word.* Then point to the word as you say it. Have students repeat the word.
3. Next use the word in a sentence and discuss its meaning.
4. Tell students: *Say the word.*
5. Have students spell the word as you place letter tiles on the overhead. Point to each letter again and have students spell the word.
6. Then ask students to say the word on their own and write it.

Choose from the practice options above to practice the words you are reteaching.



Write-on/Wipe-off Board

Close Reading Routine

The practice of close reading includes four fundamental characteristics (Beers & Probst, 2012; Coleman, 2011; Frey et al., 2012; Hinchman & Moore, in press; Lapp et al., 2012):

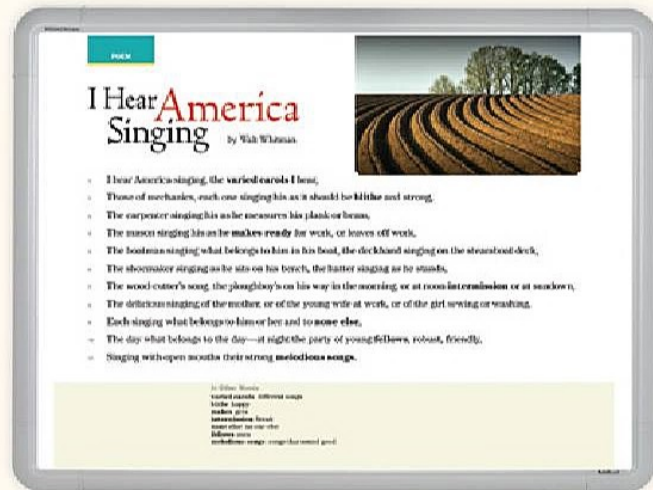
- Short, rigorous passages
- Multiple readings of the target text
- Academic discussion
- Focus on text evidence

Close readings of complex texts are possible for all students, but must be scaffolded to make the instruction meaningful for students who are at a beginning level of language proficiency, are still developing decoding abilities, and have a limited but growing command of English vocabulary and language development. By their very nature, most complex texts include words and syntax that are beyond what students with beginning level proficiency are learning and using. While the language may be far beyond the instructional level, it is appropriate to help beginning-level ELs gain access to the ideas in grade-level complex texts (Wong-Fillmore & Fillmore, 2012).

The lengths of the texts are aligned to the student levels of language proficiency. For beginning-level ELs, use this instructional routine that focuses on a single sentence, several sentences, or a similar short segment drawn from a grade-level complex text.

In addition to the complex text libraries, online Close Readings are provided for display on interactive whiteboards or other similar devices, and in a printable form available for student notation. The lengths of the texts are aligned to the student levels of language proficiency. Note that Close Readings are related to concepts, vocabulary, and skills already developed in the units. In this way, students apply some of the new knowledge they have studied. Specific lessons for Close Readings in Fundamentals are provided online on myNGconnect.com. Conduct Close Reading lessons after completing instruction in units 3, 6, and 9, before administering the Unit Tests.

- 1. Build Background** Before reading, review instructional content and selections from the unit to activate prior knowledge. Then provide any additional specific content central to the understanding of the text. Note that background information is not an alternate, simpler summary that diminishes the need for students to read the text itself carefully. Instead it is separate information that enables ELs to successfully engage with the text on its own terms.
- 2. Read for Understanding** The purpose of the first reading is to help students form initial understandings of the text. Identify the genre of the text. Point to text features. Name features students have not yet learned. Ask students to identify previously-taught features of the text. Display and read aloud the text. Sweep your finger to trace the words as you read them aloud.



3. Reread and Summarize The purpose of the second reading is to help students deepen their understanding of the author’s key ideas and details. In earlier units, model how to summarize, as students will still be in the initial stages of developing the language necessary for this task. As students develop proficiency, adjust the routine to involve students in scaffolded summarizing tasks and support their development and use of newly-acquired language patterns and structures.

Step Beginning of the Level

- 3a. Reread the text aloud.
- 3b. Think aloud as you circle 3-5 important words. Point out cognates. Define and explain new words:
*This is an important word. It means _____.
I know it is important because _____.*
- 3c. Model how to write a summary. Then have the class chorally reread the summary.

Step End of the Level

- 3a. Reread the text aloud.
- 3b. Think aloud as you circle 3-5 important words. Define and explain new words:
*This is an important word. It means _____.
I know it is important because _____.*
For previously-taught words, invite volunteers to provide definitions:
This is an important word. Who can tell me what it means? I know this word is important because _____.
As students gain language proficiency, invite them to suggest options for important words.
- 3c. Ask students to work in pairs to summarize the text. Provide language frames that support students as they summarize the text.
- 3d. Monitor and scaffold pairs as they work on summaries. Then guide the class to create a single sentence summarizing the text.

4. Reread and Analyze The purpose of the third reading is to help students deepen understandings of the author’s meaning. Specific prompts are provided to generate discussion and support text-specific analysis.

5. Write About the Text The purpose of this step is to capture thinking through writing and practice writing from sources. Guide students to record their analysis. As students progress through the Fundamentals level, their writing proficiency will grow. Specific prompts and writing frames support students to conduct writing activities at the appropriate level of rigor, thereby reflecting their language proficiency.

6. Connect to the Themes The purpose of this final step is to help students connect the text to the unit topics and build new understandings of the world. Have students page through their books to review texts from the three units they have studied before conducting the Close Reading. Lessons guide how to review selections. For the selections identified in the lesson, invite a volunteer to retell or summarize the Student Book passage or Theme Book and relate it to the Close Reading. Remind students to use both the texts and images to make connections across texts. Use language frames to support students as they conduct this step of the lesson.

_____ is about _____.

_____ is also about _____.

Both tell/describe _____.

Something new I learned about the theme is _____.

This text gives me a new idea. It is _____.

This [image] connects to both [text] and [text]

Language Frames

Structured Response

Strategies for Structured Responses

Structured response formats are instructional practices that can be incorporated into daily lessons to allow all students to participate more actively and productively (e.g., Heward, 2006). Carefully planned structured response routines can ensure that every student participates in a lesson, and that participation remains focused and on task. They also allow for immediate feedback to support correct answers and to address incorrect ones. Lessons in *Inside Language, Literacy, and Content* use the following structured response formats.

Choral Responses

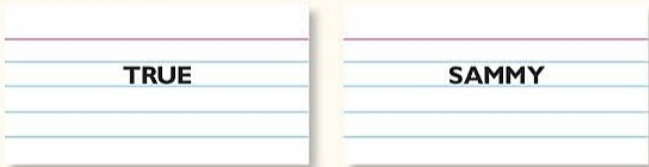
The goal of choral responses is to allow students to join in on important academic words, expressions, or ideas, and/or to determine immediately whether (and which) students understand a presentation.

1. Use an established spoken cue (e.g., *Everybody; Look at me; Eyes up*) to focus students' attention.
2. Give a prompt or ask a question that can be answered with one or two words or an academic phrase. Use a visual cue (e.g., holding up a hand as a "stop sign," then dropping it quickly) to provide wait time for students to think before they answer (and to keep some students from blurting out the answer). This use of wait time allows students to think about and form their answers and increases their confidence to join in class interactions.
3. Provide feedback to recognize correct responses (e.g., *That's right. Good work, everyone!*). If some students give the wrong answer (or say nothing), say: *The correct answer is _____ . Let's all say that together.*

Response Cards

The goal of using response cards is to ensure participation by every student. Response cards work best when the answer is short; for example, students are asked to change a verb in a sentence from present to past tense. Response cards can take many forms from a set of index cards to a write-on/wipe-off board to a torn sheet of paper.

1. Give students a prompt or ask them a question that can be answered with one or two words, *yes/no*, or *true/false*.
2. Tell students to think about their answers. Silently count to 5, then say: *Write*.
3. After a few moments, say: *Hold up your cards*.
4. Quickly check all of the cards and provide feedback, such as: *Excellent work! You all wrote true, which is the correct answer. I see some of you wrote Sammy, which is the name of the main character in the passage.*

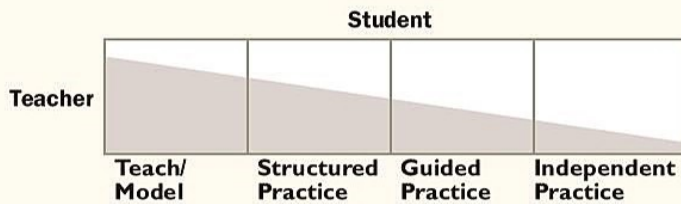


5. Continue with other prompts and questions.

Structured and Guided Practice

Strategies for Structured and Guided Practice

Structured Practice and **Guided Practice** are steps in the direct instruction path and are central to the gradual release model, in which the teacher gradually withdraws support as the student becomes more competent in performing the skill. The path looks something like this:



To use a driving analogy for the direct instruction path:

- **Teach/Model and Structured Practice** The teacher has her hands on the steering wheel and the student is along for the ride, but involved in the trip.
- **Guided Practice** The teacher lets the student steer, but is at the ready with feedback and support.
- **Independent Practice** The teacher hands over the keys because she is 85% sure the student will succeed.

As with driving, the difference between Structured Practice and Guided Practice is critical in teaching a reading skill in order to ensure success—and avoid crashes. Here's what it looks like in practice with a vocabulary activity.

Sample Lesson

1. Review

Review the concept with students. For example: Remind students that some words look similar because they have the same base word, but that a prefix or suffix can change the meaning of the word. Present examples from the book, and read them aloud to students.

2. Practice

Conduct Structured Practice. Its purpose is to involve students in the instruction as you demonstrate and work through the correct use of the skill. Make sure students hear, see, and say the correct answers. For example:

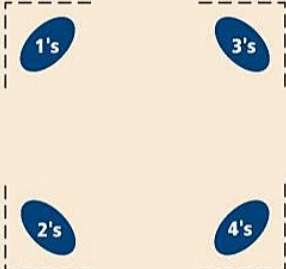
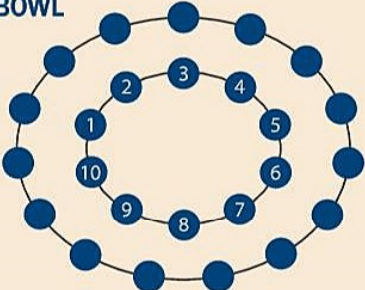
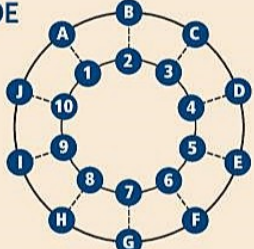
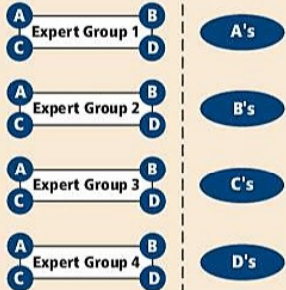
EXAMPLE	NON-EXAMPLE	WHAT'S WRONG?
<ul style="list-style-type: none"> • Post the word <i>sailor</i> and chorally read the word with students. • Cover the suffix <i>-or</i>. Read the base word <i>sail</i> and then chorally read it with students. • Uncover the suffix <i>-or</i> and have students use the chart to find its meaning. (one who) • Say: <i>I can put the word parts together to figure out the meaning of the word sailor: Sailor means "one who sails."</i> Lead a choral response: <i>Sailor means "one who sails."</i> 	<ul style="list-style-type: none"> • Ask for volunteers to read the first word (<i>sailor</i>). • Call on a student to identify the affix and give the meaning. • Have students raise their hand if they know the meaning of the complete word. 	<p>In Structured Practice, it is important to avoid setting up a situation where students could fail; students should not be asked to answer a question on their own. For this reason, Structured Practice makes ample use of teacher-directed choral reading and responses.</p>



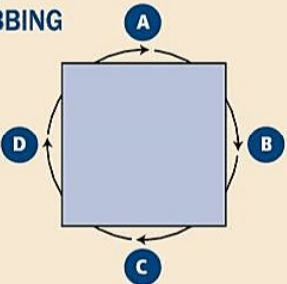
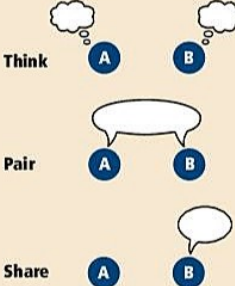
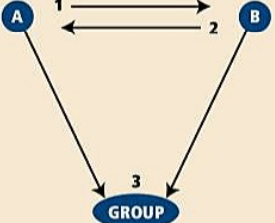
In Guided Practice, students might work in pairs or alone to supply the answers. Have pairs report out or ask the students to write the answer on a response card and hold it up. This technique gives the teacher the opportunity to provide immediate corrective feedback and help the student avoid reinforcing an incorrect response.

EXAMPLE	NON-EXAMPLE	WHAT'S WRONG?
<ul style="list-style-type: none"> • Choral read the word <i>unclear</i>. • Ask students to write the prefix and its meaning on a card. Then have them write the meaning of <i>unclear</i>. • Have students hold up their cards so you can check for correct responses. • If some students give the wrong answer (or say nothing), say: <i>The base word/affix means _____. The complete word means _____. Let's say that together.</i> 	<ul style="list-style-type: none"> • Have students work individually to complete the assignment. • Have students trade papers with a partner to correct any errors. 	<p>Though the goal of Guided Practice is for students to come up with the answer on their own, teacher support is still important. Teachers should monitor students' ability to perform the skill, and provide immediate corrective feedback as necessary. Independent Practice should come when teachers are about 85% sure that the student "owns" the skill.</p>

The Cooperative Classroom

Cooperative learning strategies transform today's classroom diversity into a vital resource for promoting students' acquisition of both challenging academic content and language. These strategies promote active engagement and social motivation for all students, but for English language learners, they create opportunities for purposeful communication. Regular use of such strategies has been shown to be effective (Johnson & Johnson, 1986; Kagan, 1986; Slavin, 1988). The following cooperative learning strategies are built into the lessons in the Teacher's Editions.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
<p>CORNERS</p> 	<ul style="list-style-type: none"> • Corners of the classroom are designated for focused discussion of four aspects of a topic. • Students individually think and write about the topic for a short time. • Students group into the corner of their choice and discuss the topic. • At least one student from each corner shares about the corner discussion. 	<ul style="list-style-type: none"> • By “voting” with their feet, students literally take a position about a topic. • Focused discussion develops deeper thought about a topic. • Students experience many valid points of view about a topic.
<p>FISHBOWL</p> 	<ul style="list-style-type: none"> • Part of the class sits in a close circle, facing inward; the other part of the class sits in a larger circle around them. • Students on the inside discuss a topic while those outside listen for new information and/or evaluate the discussion according to pre-established criteria. • Groups reverse positions. 	<ul style="list-style-type: none"> • Focused listening enhances knowledge acquisition and listening skills. • Peer evaluation supports development of specific discussion skills. • Identification of criteria for evaluation promotes self-monitoring.
<p>INSIDE-OUTSIDE CIRCLE</p> 	<ul style="list-style-type: none"> • Students stand in concentric circles facing each other. • Students in the outside circle ask questions; those inside answer. • On a signal, students rotate to create new partnerships. • On another signal, students trade inside/outside roles. 	<ul style="list-style-type: none"> • Talking one-on-one with a variety of partners gives risk-free practice in speaking skills. • Interactions can be structured to focus on specific speaking skills. • Students practice both speaking and active listening.
<p>JIGSAW</p> 	<ul style="list-style-type: none"> • Group students evenly into “expert” groups. • Expert groups study one topic or aspect of a topic in depth. • Regroup students so that each new group has at least one member from each expert group. • Experts report on their study. Other students learn from the experts. 	<ul style="list-style-type: none"> • Becoming an expert provides in-depth understanding in one aspect of study. • Learning from peers provides breadth of understanding of over-arching concepts.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
<p>NUMBERED HEADS</p> 	<ul style="list-style-type: none"> • Students number off within each group. • Teacher prompts or gives a directive. • Students think individually about the topic. • Groups discuss the topic so that any member of the group can report for the group. • Teacher calls a number and the student from each group with that number reports for the group. 	<ul style="list-style-type: none"> • Group discussion of topics provides each student with language and concept understanding. • Random recitation provides an opportunity for evaluation of both individual and group progress.
<p>ROUNDTABLE</p> 	<ul style="list-style-type: none"> • Seat students around a table in groups of four. • Teacher asks a question with many possible answers. • Each student around the table answers the question a different way. 	<ul style="list-style-type: none"> • Encouraging elaboration creates appreciation for diversity of opinion and thought. • Eliciting multiple answers enhances language fluency.
<p>TEAM WORD WEBBING</p> 	<ul style="list-style-type: none"> • Provide each team with a single large piece of paper. Give each student a different colored marker. • Teacher assigns a topic for a word web. • Each student adds to the part of the web nearest to him/her. • On a signal, students rotate the paper and each student adds to the nearest part again. 	<ul style="list-style-type: none"> • Individual input to a group product ensures participation by all students. • Shifting point of view supports both broad and in-depth understanding of concepts.
<p>THINK, PAIR, SHARE</p> 	<ul style="list-style-type: none"> • Students think about a topic suggested by the teacher. • Pairs discuss the topic. • Students individually share information with the class. 	<ul style="list-style-type: none"> • The opportunity for self-talk during the individual think time allows the student to formulate thoughts before speaking. • Discussion with a partner reduces performance anxiety and enhances understanding.
<p>THREE-STEP INTERVIEW</p> 	<ul style="list-style-type: none"> • Students form pairs. • Student A interviews student B about a topic. • Partners reverse roles. • Student A shares with the class information from student B; then B shares information from student A. 	<ul style="list-style-type: none"> • Interviewing supports language acquisition by providing scripts for expression. • Responding provides opportunities for structured self-expression.

Fluency Routines

Research has shown that **repeated reading** (3–4 readings) of texts at an appropriate instructional level can increase reading fluency for students who struggle with reading (Chard, Vaughn, & Tyler, 2002; Dowhower, 1987; Kuhn & Stahl, 2003; O’Shea, Sindelar, & O’Shea, 1985; Samuels, 1979), and that it can enhance comprehension (Daly & Martens, 1994; Dowhower, 1987; Freeland, Skinner, Jackson, McDaniel, & Smith, 2000). In addition, **listening while reading** has been shown to enhance comprehension in students (McDaniel et al., 2001).

So, in addition to practicing vocabulary phonics, grammar, and structured response—via the preceding routines—it’s also beneficial to establish daily fluency routines, allotting several minutes for students to practice. Use a variety of routines in order to keep the practice fresh.

When working on fluency, keep the passages short and use a variety: narrative, expository, poems, songs, even student writing. The key is to choose text that is motivating to the student and to provide immediate corrective feedback.

1. Choral or Echo Reading / Marking the Text Use in a teacher-directed instructional setting and for purposes of developing **phrasing** and **intonation**. First, provide a model for students to listen to. Have them mark the reader’s phrasing (/ for a short pause; // for a longer pause) or intonation (rising and falling inflections) on a copy of the text. Then have students echo or choral read with you. Finally, have partners practice reading the same text in its unmarked version until they can read it fluently.

2. Collaborative (Paired) Reading Use with a selection that contains strong emotions in a peer-to-peer grouping or a student-adult grouping. Note that performance tends to be better when students read aloud to an adult as opposed to a peer. This technique can be used to practice **prosody** (phrasing, expression, and intonation). Partners alternate reading sentences, checking each other’s readings as they go.

3. Recording Students can use a computer, cell phone, or other recording device to record, analyze, and repeat their readings until they are satisfied with their **accuracy** and **rate**.

4. Listening While Reading Use this technique when you want students to pay attention to **intonation** and **expression**. Have students listen to a fluent reading (using the **Selection Recordings and Fluency Models CD**, or **Fluency Models MP3s**) several times until they have internalized the reader’s interpretation.

5. Timed Repeated Readings Use this technique to help students develop an appropriate **reading rate** with good **accuracy**. Research says this technique is very motivational if students have a clear target (words read correct per minute, or WCPCPM) and then chart their progress.

Passage 6: Water at Work

At 5 a.m. it is still dark outside, but Kevin Alton has been awake for an hour. Kevin is a farmer. He grows cherries near Wenatchee, Washington. In the courtyard, Kevin stops at an irrigation pipe. He turns a big wheel on the pipe. Water sprays from sprinklers under the cherry trees.

This area does not have enough rainfall to grow fruit trees. Instead, Kevin uses water from the Columbia River to water the trees. Pumps move the river water to the cherry trees.

Further down the Columbia River is the city of Pasco, Washington. Roberto Lopez plays basketball at his school there. Roberto stops for a drink of water. The water in the water fountain comes from the Columbia River.

Before the water reaches Roberto’s school, though, it has to be cleaned. People cannot safely drink water directly from rivers. The water is treated at a water treatment plant first.

From “Water at Work,” page 110

Accuracy and Rate Results		
7/9	15	77%
words read correctly	minutes	minutes/100 words (WCPCPM)

Fluency Passage

Reading, Writing & Language

Units 1–9





Resource Directory

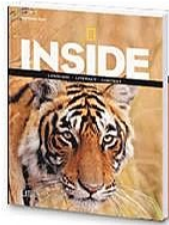
- PDFs for copies of all instructional resources and assessments
- Projection-ready digital transparencies
- Downloadable MP3 files for songs and selection recordings

NG



eAssessment

- Online testing
- Reports for progress monitoring
- Personalized reteaching prescriptions



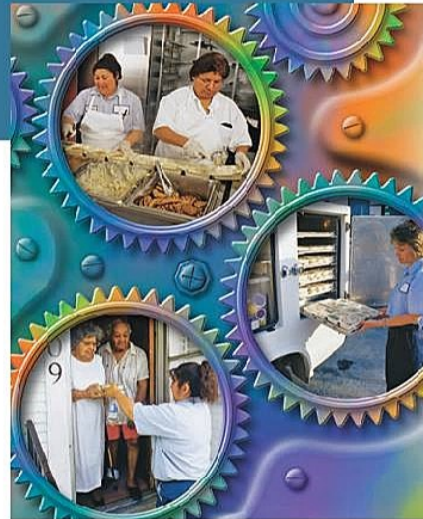
Units 1–9

Contents at a Glance

Unit	Vocabulary	Language & Grammar		Reading		Writing
		Functions	Grammar	Phonics/ Decoding	Comprehension	
1	Time	Tell What May Happen	Phrases with <i>have to</i> and <i>need to</i> Possessive Adjectives	Long Vowels (<i>ie, igh, ui, ue</i>)	Cause and Effect	Friendly Letter
2	Direction Words Civil Rights Words	Give Information Give Directions Express Wants and Feelings	Irregular Past Tense Verbs	R-controlled Vowels	Sequence Classify	Personal Narrative
3	Opinion Words Animals and Habitats Plants and Habitats	Give Your Opinion Describe Places Make a Suggestion	Sensory Adjectives	R-controlled Syllable Types	Details	Fact-and-Opinion Article
4	History and Historical Records	Have a Discussion Make Comparisons	Nouns Present and Past Tense Verbs Object Pronouns	Words with <i>y</i>	Comparisons	Comparison Paragraph
5	Opposites Phrases for Times and Places	Ask for and Give Advice Ask for and Accept a Favor Describe Actions	Commands Prepositional Phrases	Diphthongs and Variant Vowels	Character Traits Story Elements	Short Story
6	The Body Sports	Ask for and Give Information Express Thanks	Present Tense Verbs Pronouns	Variant Vowels and Consonants	Main Idea and Details	Procedure
7	American History Landforms and Bodies of Water	Ask and Answer Questions Give Directions	Questions with <i>How?</i> and <i>Why?</i> Capitalization: Proper Nouns	Multisyllabic Words	Classify	Biography
8	Farming	Buy or Sell an Item Give Information	Subjects and Predicates Word Order in Sentences	Prefixes and Suffixes	Comparisons	Report
9	Idioms Space	Agree and Disagree Give Information	Future Tense Verbs Contractions Verb Tenses	Multisyllabic Words	Goal and Outcome	Poem

Unit 1

HERE to HELP

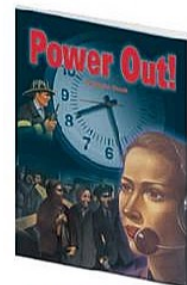


Unit 1 Overview	T2a
Unit 1 Planner	T2b
Unit Launch	T2

Language Development

REALISTIC
FICTION

Language: Tell What May Happen	T4
Language and Vocabulary: Tell What May Happen/Time	T5
Grammar: Phrases With <i>Have To</i> and <i>Need To</i>	T6
Grammar: Possessive Adjectives	T7
Power Out!	T8
Comprehension: Cause and Effect	T9



THEME BOOK

Language and Literacy

NEWSPAPER
ARTICLE

High Frequency Words	T10
Phonics and Decoding: Long Vowels /ī/ie, igh	T12a
Phonics and Decoding: Long Vowels /ū/ui, ue	T12c
Reading and Spelling: Long Vowels <i>ie, igh, ui, ue</i>	T12
Hot Crumbs Cause Fire	T14
Comprehension: Cause and Effect	T18

Language and Content

MAGAZINE
ARTICLE

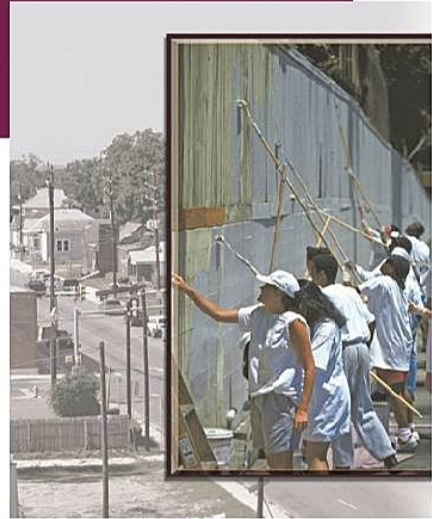
Success in Language Arts: Paragraphs	T19
Build Background	T20
Key Vocabulary	T21
Dog Detectives	T22
Comprehension: Cause and Effect	T30

Writing Project

Friendly Letter	T31
Unit 1 Monitor Progress	T36a

Unit 2

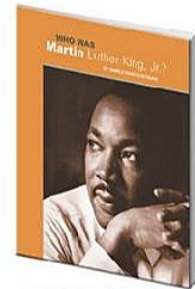
Make a Difference!



Unit 2 Overview T36b
Unit 2 Planner T36c
Unit Launch T36

Language Development

Language: **Give Information** T38
 Language and Vocabulary: **Give Directions/Direction Words** T39
 Language and Vocabulary: **Express Wants and Feelings/Civil Rights** T40
 Grammar: **Irregular Past Tense Verbs** T41
 BIOGRAPHY **Who Was Martin Luther King, Jr.?** T42
 Comprehension: **Sequence** T43



THEME BOOK

Language and Literacy

High Frequency Words T44
 Phonics and Decoding: **R-controlled Vowels /ăɪ/ar, /ōɪ/or** T46a
 Phonics and Decoding: **R-controlled Vowels /ûɪ/er, /r, ur** T46c
 Phonics and Decoding: **R-controlled Vowels /âɪ/alr, ear.** T46e
 Phonics and Decoding: **R-controlled Vowels /îɪ/ear, eer.** T46g
 Reading and Spelling: **R-controlled Vowels** T46
 BIOGRAPHY **Kids Are Helping Kids** T48
 Comprehension: **Classify** T52

Language and Content

Success in Social Science: **Tables and Circle Graphs** T53
 Build Background T54
 Key Vocabulary T55
 HISTORY ARTICLE **Striving For Change** T56
 Comprehension: **Sequence** T64

Writing Project

Personal Narrative T65
Unit 2 Monitor Progress T70a

Unit 3



Our Living Planet



Unit 3 Overview	T70b
Unit 3 Planner	T70c
Unit Launch	T70

Language Development

Language: Give Your Opinion	T72
Language and Vocabulary: Describe Places/Animals and Habitats	T73
Language and Vocabulary: Make a Suggestion/Plants and Habitats	T74
Grammar: Sensory Adjectives	T75
BIOGRAPHY Rachel Carson	T76
Comprehension: Details	T77

Language and Literacy

High Frequency Words	T78
Phonics and Decoding: Syllable Types	T80a
Reading and Spelling: Syllable Types	T80
SCIENCE ARTICLE Animals in the Wild	T82
Comprehension: Details	T86

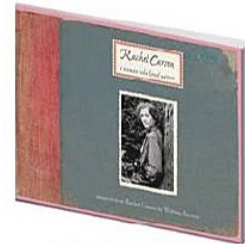
Language and Content

Success in Science and Mathematics: Line Graphs	T87
Build Background	T88
Key Vocabulary	T89
SCIENCE ARTICLE Animal Ecosystems	T90
Comprehension: Details	T98

Writing Project

Fact and Opinion Article	T99
---	-----

Unit 3 Monitor Progress	T104a
Units 1–3 Cumulative Review	T104b
Units 1–3 Monitor Progress	T104d



THEME BOOK

Unit 4

PAST AND PRESENT



Unit 4 Overview T104f
Unit 4 Planner T104g
Unit Launch T104

Language Development

Language: Have a Discussion T106
 Language and Vocabulary: Make Comparisons/Historical Records T107
 Grammar: Nouns T108
 Grammar: Present and Past Tense Verbs T109
 Grammar: Object Pronouns T110

HISTORICAL
ACCOUNT

The Children We Remember T112
 Comprehension: Make Comparisons T113

Language and Literacy

High Frequency Words T114
 Phonics and Decoding: Words with y T116a
 Phonics and Decoding: Plurals T116c
 Reading and Spelling: Words with y T116

WEB PAGE:
CHAT ROOM

Kidworks for Peace T118
 Comprehension: Make Comparisons T122

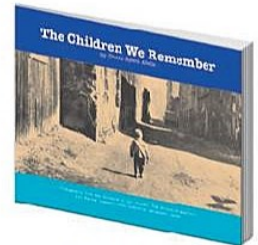
Language and Content

Success in Social Studies:
 The Three Branches of the U.S. Government T123
 Build Background T124
 Key Vocabulary T125
Our Government T126
 Comprehension: Make Comparisons T134

INFORMATIONAL
TEXT

Writing Project

Comparison Paragraph T135
Unit 4 Monitor Progress T140a



THEME BOOK

Unit 5

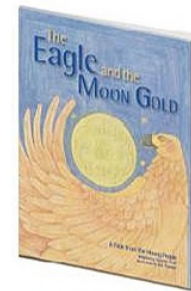
Tell Me More



Unit 5 Overview T140b
Unit 5 Planner T140c
Unit Launch T140

Language Development

Language: Ask for and Give Advice T142
 Language and Vocabulary: Ask for and Accept a Favor/Opposites T143
 Language and Vocabulary: Describe Actions/Phrases for Times and Places T144
 Grammar: Commands T145
FABLE **The Eagle and the Moon Gold** T146
 Comprehension: Character Traits T147



THEME BOOK

Language and Literacy

High Frequency Words T148
 Phonics and Decoding: Words with /oi/oi, oy. T150a
 Phonics and Decoding: Words with /ou/ou, ow. T150c
 Phonics and Decoding: Words with /oo/oo, ew. T150e
 Phonics and Decoding: Words with /ô/au, aw; /ôl/al, all T150g
 Reading and Spelling: Diphthongs and Variant Vowels T150
REALISTIC FICTION **A Chill in the Air** T152
 Comprehension: Story Elements T156

Language and Content

Success in Language Arts: Myths T157
 Build Background T158
 Key Vocabulary T159
FEATURE ARTICLE **Stories From Greece** T160
 Comprehension: Character Traits T168

Writing Project

Short Story T169
Unit 5 Monitor Progress T174a

Unit 6

PERSONAL BEST



Unit 6 Overview	T174b
Unit 6 Planner	T174c
Unit Launch	T174

Language Development

Language: Ask for and Give Information	T176
Grammar: Present Tense Verbs	T177
Language and Vocabulary: Express Thanks/Sports	T178
Grammar: Pronouns	T179
Body Works	T180
Comprehension: Main Idea and Details	T181

SCIENCE
ESSAY

Language and Literacy

High Frequency Words	T182
Phonics and Decoding: Words with Hard and Soft c	T184a
Phonics and Decoding: Words with Hard and Soft g	T184c
Phonics and Decoding: Words with /ōō/oo	T184e
Phonics and Decoding: Words with Silent Consonants	T184g
Reading and Spelling: Variant Vowels and Consonants	T184
Summer Games Are a Big Hit	T186
Comprehension: Main Idea and Details	T190

NEWSPAPER
ARTICLE

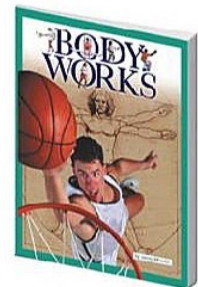
Language and Content

Success in Social Science: Captions	T191
Build Background	T192
Key Vocabulary	T193
Action Shots	T194
Comprehension: Main Idea and Details	T202

ARTICLE

Writing Project

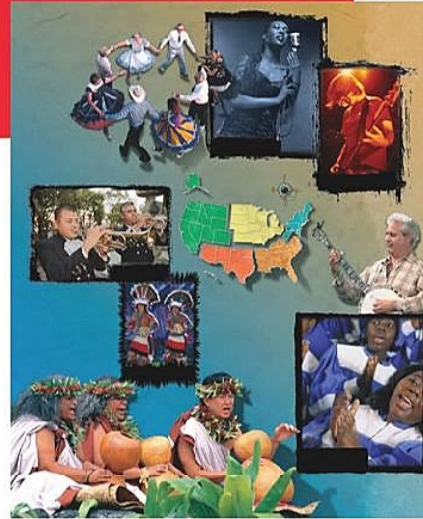
Procedure	T203
Unit 6 Monitor Progress	T208a
Units 4–6 Cumulative Review	T208b
Units 4–6 Monitor Progress	T208d



THEME BOOK

Unit 7

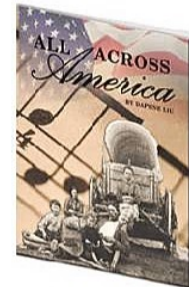
This Land Is Our Land



Unit 7 Overview	T208f
Unit 7 Planner	T208g
Unit Launch	T208

Language Development

Language: Ask and Answer Questions	T210
Grammar: Questions with <i>How?</i> and <i>Why?</i>	T211
Language and Vocabulary:	
Give Directions/Landforms and Bodies of Water	T212
Grammar: Proper Nouns	T213
SONG All Across America	T214
Comprehension: Classify	T215



THEME BOOK

Language and Literacy

High Frequency Words	T216
Phonics and Decoding: Multisyllabic Words	T218a
Reading and Spelling: Multisyllabic Words	T218
TRAVEL ARTICLE Deep Canyon	T220
Comprehension: Classify	T224

Language and Content

Success in Social Studies: Product Maps	T225
Build Background	T226
Key Vocabulary	T227
TRAVEL ARTICLE The Big Southwest	T228
Comprehension: Classify	T236

Writing Project

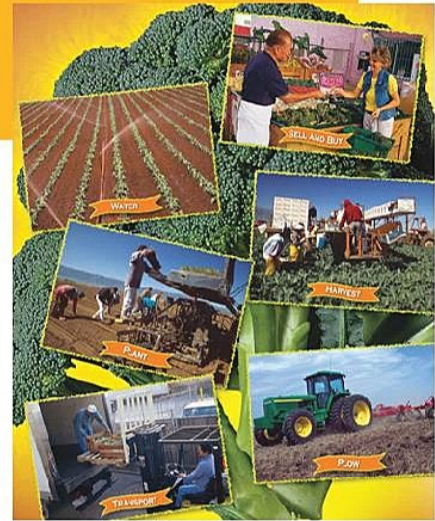


Biography	T237
Unit 7 Monitor Progress	T242a

Unit 8

HARVEST TIME

Unit 8 Overview	T242b
Unit 8 Planner	T242c
Unit Launch	T242



Language Development

INFORMATIONAL TEXT	Language: Buy or Sell an Item	T244
	Language and Vocabulary: Give Information/Farming	T245
	Grammar: Subjects and Word Order	T246
	Grammar: Predicates and Word Order	T247
	Crops	T248
	Comprehension: Make Comparisons	T249

Language and Literacy

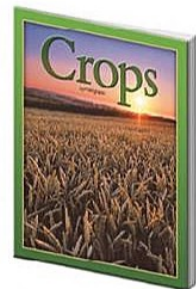
INFORMATIONAL TEXT	High Frequency Words	T250
	Phonics and Decoding: Suffixes	T252a
	Phonics and Decoding: Prefixes and Suffixes	T252c
	Reading and Spelling: Prefixes and Suffixes	T252
	Many Places to Plant a Plant	T254
	Comprehension: Make Comparisons	T258

Language and Content

INFORMATIONAL TEXT	Success in Science: Flow Chart	T259
	Build Background	T260
	Key Vocabulary	T261
	Plant Power	T262
	Comprehension: Make Comparisons	T270

Writing Project

Report	T271
Unit 8 Monitor Progress	T276a



THEME BOOK