

LANGUAGE!™

The Comprehensive Literacy Curriculum

SAMPLE UNIT 29

Actual Teacher Edition
Pages for Lessons 1–5

**Teacher Edition
Book E**



Jane Fell Greene, Ed.D.

Sopris West®

**Sample Materials From Unit 29
Lessons 1–5**

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Sample Materials From Unit 29, Lessons 1–5

Theme-related

Unit target word

Three readability levels

Unit 25 Form a Circle

Unit Target Word
circle—noun or verb
2 syllables: (sə/lu:l)

Explore the meaning
Origin: Latin—round area
synonym: ring

Explore the sentence
The pebble hitting the water made perfect circles.

Explore through reading
Stonehenge: The Circle of Life

Reading Selections

Independent Text
Stonehenge: Secrets of an Ancient Circle
Historical Article • Discover the puzzle in this circle of stones.

Instructional Text
Circle Poems Take Many Forms
Poetry • Here's how poems take shape.

Circles in Nature
Poetry • Observe the circles everywhere.

Challenge Text
Living in a Circle
Informational Article • Have you ever considered a circular house?

The Circle of Life
Biography/Poetry • Our lives progress in a circle.

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Unit 26 Create Movement

Unit Target Word
movement—noun
2 syllables: (mʊv/mənt)

Explore the meaning
Origin: Latin—moving
synonym: motion
antonyms: motionless

Explore the sentence
Forward-thinking women started the women's movement.

Explore through reading
Tsunami; Savion Glover

Reading Selections

Independent Text
Tsunamis
Science Article • Learn about these deadly waves.

Instructional Text
The House on Mango Street
Novel Excerpt • Esperanza Cordero dreams of a real home.

Rules of the Game
Novel Excerpt • Waverly Jong knows all the right moves.

Challenge Text
Savion Glover: The Man Can Move
Biography • He plays his feet like instruments.

The Women's Suffrage Movement
Historical Article • Suffragists take to the streets.

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Units 25–30

Unit 25 Form a Circle

Unit 26 Create Movement

Unit 27 Explore Social Forces

Unit 28 Enjoy the View

Unit 29 Give a Call

Unit 30 Celebrate the Individual

Included in Sampler

Sample Materials From Unit 29, Lessons 1–5

Theme-related

Unit target word

Three readability levels

Unit 27 Explore Social Forces

Unit Target Word
social
 Explore the word: social—adjective; 2 syllables: (sō/shəl)
 Explore the meaning: Origin: Latin—being partners; synonym: friendly
 Explore the sentence: Charles Dickens wrote about social issues.
 Explore through reading: Wolf Society; Social Change

Reading Selections

Independent Text
Wolf Society
Science Article • Alpha wolves lead the pack.

Instructional Text
David Copperfield: Chapter 11
Novel Excerpt • David must fend for himself.

Challenge Text
Stand Alone or Join the Crowd
Informational Article • What's the best choice?
Youth Activists Work for Social Change
Informational Article • Students take a stand.

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Unit 28 Enjoy the View

Unit Target Word
view
 Explore the word: view—noun or verb; 1 syllable: (vīv)
 Explore the meaning: Origin: ME—sight; synonyms: scene, vista
 Explore the sentence: Artists choose how to view a scene.
 Explore through reading: My First View of Ellis Island; Ansel Adams

Reading Selections

Independent Text
A View of the Eye
Science Article • The eye takes a look at itself.

Instructional Text
My First View of Ellis Island
Autobiography • The Statue of Liberty appears through the mist.
Amigo Brothers
Short Story • Two friends share one view.

Challenge Text
Ansel Adams: View Through a Lens
Autobiography • How does a master photographer visualize meaning?
View Through a Window
Informational Article • Each artist captures a unique moment.

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Book E includes

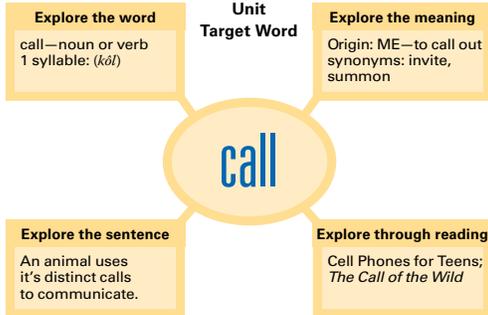
Units 25–30

- Unit 25 Form a Circle
- Unit 26 Create Movement
- Unit 27 Explore Social Forces
- Unit 28 Enjoy the View
- Unit 29 Give a Call
- Unit 30 Celebrate the Individual

Included in Sampler

Sample Materials From Unit 29, Lessons 1–5

Unit 29 Give a Call



Reading Selections

Independent Text

Advertisements: It's Not Always What It Seems
Informational Article • Do you think the sound too good to be true?

Instructional Text

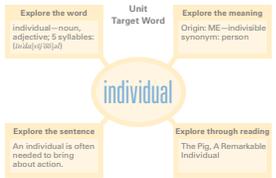
Cell Phones for Teens: A Good Call for Safety
Persuasive Essay • Weigh the pros and cons.

Included in Sampler

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Unit 30 Celebrate the Individual



Reading Selections

Independent Text

The Eighteenth Camel
Bedouin Folktale • A fraction of a camel won't do.

Instructional Text

The Pig: An Individual Dilemma
Short Story • Can you have a friend for dinner?

Challenge Text

A Remarkable Individual
Autobiography • Meet a man who defines courage.

Independent

Build Knowledge
Use Text Features
Build Vocabulary
Fluency

Instructional

Build Knowledge
Predict
Literary Analysis
Literary Terminology

Challenge

Build Knowledge
Predict
Build Vocabulary
Clarify Meaning

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Appendix Includes:

Student Text pages, Glossary of Terms, English Vowel Chart, English Consonant Chart, Articulation of Phonemes, Contrastive Analyses: Students' First Languages with English, Contrastive Analyses: American English Variations with Academic English, Sources, Index

Unit 29

At a Glance for Teachers

Unit Objectives	Lessons									
	1	2	3	4	5	6	7	8	9	10
STEP 1 Phonemic Awareness and Phonics <ul style="list-style-type: none"> Say the sounds for the phonograms: al (/ ô / as in <i>call</i>), alk (/ ôk / as in <i>talk</i>), wa (/ wô / as in <i>swap</i>), qua (/ kwô / as in <i>quad</i>), war (/ wôr / as in <i>ward</i>), wor (/ wûr / as in <i>word</i>), and war (/ wër / as in <i>backward</i>). Write the letters for the sounds (/ ôl /, / ôk /, / wô /, / kwô /, / wôr /, / wûr /, and / wër /) using phonograms. 	•	•	•	•						
STEP 2 Word Recognition and Spelling <ul style="list-style-type: none"> Read and spell multisyllable words. Read and spell the Essential Words: <i>oh, straight, whole, whom, whose, wolf</i>. Read and spell words with prefixes, suffixes, and roots from this and previous units. 	•		•							
STEP 3 Vocabulary and Morphology <ul style="list-style-type: none"> Identify multiple meanings for words. Identify and define noun suffixes. Use the meanings of prefixes, suffixes, and roots to understand the meaning of words. 	•						•	•		
STEP 4 Grammar and Usage <ul style="list-style-type: none"> Identify relative pronouns. Identify participial phrases. Identify adjectival clauses. Identify the past perfect tense. 		•	•					•		
STEP 5 Listening and Reading Comprehension <ul style="list-style-type: none"> Interpret visual information Use context-based strategies to define words. Identify images in poetry. Identify features of persuasive writing. Answer different types of comprehension questions 	•	•						•	•	•
STEP 6 Speaking and Writing <ul style="list-style-type: none"> Use visual and text information to answer questions. Write responses to questions using the signal words. Organize information for a persuasive composition. Write a persuasive composition. Organize information for a descriptive paragraph Write a descriptive paragraph including figurative language Write a response to literature Edit and revise written compositions using the appropriate writer's checklist for the type of writing. 		•	•	•	•			•	•	•

Instruction
 Comprehension Proficiency
 Fluency
 Benchmark Paper
 Content Mastery
 Progress Indicator
 End-of-Book Content Mastery

Unit Concepts

	<p>In some syllables, the vowel phoneme is spelled with two letters—a vowel and a semivowel.</p> <p>The following phonograms occur infrequently in English: all and al for / <i>ôl</i> /, alk for / <i>ôk</i> /, wa for / <i>wô</i> / or / <i>wô</i> /, qua for / <i>kwô</i> / or / <i>kwô</i> /, war for / <i>wôr</i> / or / <i>wôr</i> /, and wor for / <i>wûr</i> /.</p>
	<p>Essential words are used most often in written and spoken English.</p> <p>Prefixes are added to the beginnings of words, suffixes are added to the ends of words, and roots are meaning parts that usually need a prefix or suffix to make them into words.</p>
	<p>Even the smallest words in English can have multiple meanings. The specific meaning of a word is important to understand a sentence; the context of the sentence helps to clarify which meaning is intended.</p> <p>Prefixes and suffixes can add to or change the meanings of words. Roots are the basic meaning parts of words.</p> <p>Noun suffixes can change a base word or root to a noun.</p>
	<p>A relative pronoun begins a dependent clause and is related to a noun or pronoun (the antecedent) that has already been mentioned in the independent clause.</p> <p>Participial phrases consist of a participle followed by a word (or group of words) that modifies it or receives its action. They function as adjectives.</p> <p>Adjectival clauses are dependent clauses that function as adjectives. They usually begin with a relative pronoun.</p> <p>The past perfect tense uses the past participle of a verb and the past tense of the verb have. It describes an action completed in the past before another past action took place.</p>
	<p>Visual information in the form of charts, graphs, or illustrations often accompanies informational text to provide additional content about the subject matter. Readers can use a variety of context-based strategies, such as meaning signals, to figure out the definitions of unfamiliar words.</p> <p>In persuasive writing, a form of writing designed to influence the reader, the writer takes a position and then provides reasons and supporting facts or examples to make each reason convincing. Students learn another of the six elements of literature common in poetry: imagery. Imagery refers to a poem's creation of mental pictures or images.</p>
	<p>Questions that include signal words from Bloom's taxonomy require that specific kinds of information be provided in the response.</p> <p>In a descriptive paragraph, writers create an image for the reader by using sensory information. One way writers create images is through figurative language, such as similes and metaphors. A persuasive essay requires the writer to state a position, reasons, and supporting facts or examples, anticipated objections, and a call for action. To revise a composition, writers can use a checklist based on the Six Traits of Effective Writing.</p>

Unit Word List

Essential Words

oh, straight, whole, whom, whose, wolf

Unit Words

all for / <i>ôl</i> /	falter	wa for / <i>wô</i> /	warm
all	halt	freshwater	warm-blooded
ball	palsy	walnut	warn
call	salt	walrus	warp
fall	saltwater	water	warrant
hall			wart
install	alk for / <i>ôk</i> /	qua for / <i>kwô</i> /	
mall	chalk	quadrangle	war for / <i>wôr</i> /
overall	jaywalker	qualify	awkward
recall	sidewalk	qualitative	backward
small	stalk	quality	forward
smallpox	talk	quantify	inward
so-called	walk	quantity	
stall	walkie-talkie	squad	wor for / <i>wûr</i> /
swallow		squadron	framework
tall	wa for / <i>wô</i> /	squat	network
wall	dishwasher		underworld
wallet	swamp	qua for / <i>kwô</i> /	word
	swan	quarrel	work
al for / <i>ôl</i> /	waffle	quarry	workshop
already	wand	quart	world
also	wander	quarterback	worldwide
alter	want	quartz	worm
alternate	wash		worry
alternative	wasp	war for / <i>wôr</i> /	worse
altogether	watch	award	worship
always	watt	reward	worst
bald		swarm	worth
cobalt		war	worthwhile
false		warden	

Spelling Lists

Lesson 1–5

already warm
call water
forward *whole*
oh *whom*
qualify *whose*
straight *wolf*
talk world
want

Lesson 6–10

admittance reward
composure semiannual
disruption semicircle
influenced sidewalk
instructor structure
lecture workshop
literature worldwide
quarterback

Bonus Words can be found in the *Student Text*, page H145. These are additional words based on the same sound-spelling correspondences from this and previous units. Use these words for expanded reading, spelling, and vocabulary development.

Unit 29 Content Map

Step	Lesson 1 (TE page 562)	Lesson 2 (TE page 575)	Lesson 3 (TE page 588)	Lesson 4 (TE page 598)	Lesson 5 (TE page 613)
STEP 1 Phonemic Awareness and Phonics	<ul style="list-style-type: none"> Sound-spelling patterns for wa and qua 	<ul style="list-style-type: none"> Sound-spelling patterns for al, all, and alk 	<ul style="list-style-type: none"> Sound-spelling patterns for war and wor 	<ul style="list-style-type: none"> Sound-spelling patterns for this unit 	<ul style="list-style-type: none"> Content Mastery: Variant Sounds for a
STEP 2 Word Recognition and Spelling	<ul style="list-style-type: none"> High-frequency words Essential Words: oh, straight, whole, whom, whose, wolf 	<ul style="list-style-type: none"> Essential Words: oh, straight, whole, whom, whose, wolf <i>Word Fluency</i> 	<ul style="list-style-type: none"> Multisyllable word division <i>Word Fluency</i> 	<ul style="list-style-type: none"> Mnemonics 	<ul style="list-style-type: none"> Content Mastery: Unit 29 Spelling Words (Lessons 1–5) Mnemonics
STEP 3 Vocabulary and Morphology	<ul style="list-style-type: none"> Multiple meanings for words Idioms in practice 	<ul style="list-style-type: none"> Prefix semi-; roots struct and rupt; suffix -ure 	<ul style="list-style-type: none"> Definition development for “Cell Phones for Teens: A Good Call for Safety?” Common expressions 	<ul style="list-style-type: none"> Suffixes -ance, -ence 	<ul style="list-style-type: none"> Affixed words in context Word building using morphemes
STEP 4 Grammar and Usage	<ul style="list-style-type: none"> Participles Past perfect tense verbs Pronouns 	<ul style="list-style-type: none"> Relative pronouns and adjectival clauses Confusing word pairs 	<ul style="list-style-type: none"> Pronouns in text 	<ul style="list-style-type: none"> Present and past perfect tense verbs Sentence revision using adjectival clauses 	<ul style="list-style-type: none"> Sentence rewriting using adverbial clauses, participial phrases, and compound predicates
STEP 5 Listening and Reading Comprehension	<ul style="list-style-type: none"> Independent Text: “Advertisements: It’s Your Call” Vocabulary Strategies 	<ul style="list-style-type: none"> <i>Passage Fluency</i> Interpretation of visuals (transcripts and print ads) 	<ul style="list-style-type: none"> Instructional Text: “Cell Phones for Teens: A Good Call for Safety?” Comprehension questions 	<ul style="list-style-type: none"> Note-taking and plot structure for “Cell Phones for Teens: A Good Call for Safety?” 	<ul style="list-style-type: none"> Multiple-choice comprehension questions based on “Cell Phones for Teens: A Good Call for Safety?”
STEP 6 Speaking and Writing	<ul style="list-style-type: none"> Sentence combination using subordinating conjunctions 	<ul style="list-style-type: none"> Comprehension questions based on “Advertisements: It’s Your Call” (text and visuals) 	<ul style="list-style-type: none"> Comprehension questions based on “Cell Phones for Teens: A Good Call for Safety?” (signal words: identify, outline, critique, explain, infer) 	<ul style="list-style-type: none"> Audience and purpose in writing Purpose, prompt, and graphic organizer for persuasive essay based on “Cell Phones for Teens: A Good Call for Safety?” 	<ul style="list-style-type: none"> Persuasive essay
	Challenge Text for Extended Learning: “For the Love of Man” <ul style="list-style-type: none"> Comprehension and critical thinking questions Context-based vocabulary 				
	Speaking and Writing Using the Challenge Text <ul style="list-style-type: none"> Present a panel discussion 				

 Vocabulary
  Comprehension
  Reading
  Prewrite
  Write
  Benchmark Paper
  Comprehension Proficiency

Lesson 6 (TE page 631)	Lesson 7 (TE page 645)	Lesson 8 (TE page 654)	Lesson 9 (TE page 668)	Lesson 10 (TE page 677)
<ul style="list-style-type: none"> Content Mastery: Using Student Performance 	<ul style="list-style-type: none"> Diacritical marks in pronunciation 	<ul style="list-style-type: none"> Prefixes and suffixes 		
<ul style="list-style-type: none"> Words with long vowels, affixes, roots, and bases from this and previous units <i>Word Fluency</i> 	<ul style="list-style-type: none"> Word building with suffixes <i>Word Fluency</i> 	<ul style="list-style-type: none"> Word building with prefixes, suffixes, and roots 	<ul style="list-style-type: none"> Spelling rules 	<ul style="list-style-type: none"> Content Mastery: Unit 29 Spelling Words (Lessons 6–10)
<ul style="list-style-type: none"> Definition development for “A Call to Poetry” Common expressions 	<ul style="list-style-type: none"> Multiple meanings for words Common expressions 	<ul style="list-style-type: none"> Multiple meanings in context 	<ul style="list-style-type: none"> Content Mastery: Multiple Meanings; Affixed Words 	<ul style="list-style-type: none"> Content Mastery: Using Student Performance Word origins and derivations Idioms in context
<ul style="list-style-type: none"> Sentence structure Comma usage 	<ul style="list-style-type: none"> Confusing words Adjectives and participial phrases in text 	<ul style="list-style-type: none"> Commas Sentence structure Sentence diagrams using adjectival clauses 	<ul style="list-style-type: none"> Content Mastery: Present Perfect Tense and Past Perfect Tense; Sentence Structure; Comma Usage 	<ul style="list-style-type: none"> Content Mastery: Using Student Performance
<ul style="list-style-type: none"> Poem: “Postscript” Figurative language 	<ul style="list-style-type: none"> Poem: “The Calling” Figurative language 	<ul style="list-style-type: none"> Poem: “Story from Bear Country” Figurative language 	<ul style="list-style-type: none"> Comprehension question based on “A Call to Poetry” 	<ul style="list-style-type: none"> Multiple-choice and comprehension questions based on unfamiliar passage
<ul style="list-style-type: none"> Purpose, prompt, and topic for descriptive paragraph 	<ul style="list-style-type: none"> Sensory detail and figurative language in descriptive paragraph 	<ul style="list-style-type: none"> Descriptive paragraph 	<ul style="list-style-type: none"> Revise and orally present descriptive paragraph 	<ul style="list-style-type: none"> Response to literature
<p>Challenge Text for Extended Learning: “The Sounding of the Call”</p> <ul style="list-style-type: none"> Comprehension and critical thinking questions Context-based vocabulary 				
<p>Speaking and Writing Using the Challenge Text</p> <ul style="list-style-type: none"> Write a persuasive letter to the editor 				

Content Mastery	End-of-Book Content Mastery	Progress Indicator
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Unit 29

Lesson Planner

Step	Lesson 1 (TE page 562)	Lesson 2 (TE page 575)	Lesson 3 (TE page 588)	Lesson 4 (TE page 598)	Lesson 5 (TE page 613)
STEP 1 Phonemic Awareness and Phonics	<ul style="list-style-type: none"> Discover It: Sounds for <i>wa</i> and <i>qua</i> Vowel Chart 	<ul style="list-style-type: none"> Discover It: Sounds for <i>al</i>, <i>all</i>, and <i>alk</i> Vowel Chart 	<ul style="list-style-type: none"> Discover It: Sounds for <i>war</i> and <i>wor</i> Listening for Suffixes: Verb Suffixes <i>-ible</i>, <i>-ive</i>, <i>-tion</i>, and <i>-ure</i> 	<ul style="list-style-type: none"> Exercise 1: Listening for Sounds in Words: Sound Spelling Patterns Listening for Suffixes: Verb Suffixes <i>-ive</i>, <i>-tion</i>, and <i>-sion</i> 	<ul style="list-style-type: none"> Content Mastery: Variant Sounds for <i>a</i>
STEP 2 Word Recognition and Spelling	<ul style="list-style-type: none"> Exercise 1: Spelling Pretest 1 Memorize It 	<ul style="list-style-type: none"> Exercise 1: Write It: Essential Words Word Fluency 1 	<ul style="list-style-type: none"> Divide It Text Connection 9 Word Fluency 2 	<ul style="list-style-type: none"> Make a Mnemonic Present It: Mnemonics for Confusing Word Pairs 	<ul style="list-style-type: none"> Content Mastery: Spelling Posttest 1 Present It: Mnemonics for Confusing Word Pairs
STEP 3 Vocabulary and Morphology	<ul style="list-style-type: none"> Multiple Meaning Map Write It: Jornal Entry 	<ul style="list-style-type: none"> Introduce: Prefix <i>semi-</i>, Roots <i>struct</i> and <i>rpt</i>, and Suffix <i>-ure</i> Exercise 2: Choose It: Affixed Words 	<ul style="list-style-type: none"> Vocabulary Focus Text Connection 9 Use the Clues: Vocabulary Strategies Expression of the Day 	<ul style="list-style-type: none"> Introduce: Suffixes <i>-ance</i>, <i>-ence</i> Exercise 2: Match It: Affixed Words 	<ul style="list-style-type: none"> Exercise 1: Rewrite It: Affixed Words Exercise 2: Build It: Using Morphemes Meaning and Use of Expression <i>a bird in hand is worth two in the bush</i> and <i>out of this world</i>
STEP 4 Grammar and Usage	<ul style="list-style-type: none"> Review: Participles Introduce: Past Perfect Tense Verbs Exercise 2: Identify It: Past Perfect Tense Verbs Review: Pronouns Exercise 3: Identify It: Pronouns Using Articles with Parts of the Body 	<ul style="list-style-type: none"> Review: Relative Pronouns and Adjectival Clauses Exercise 3: Identify It: Relative Pronouns and Adjectival Clauses Introduce: Confusing Words Exercise 4: Identify It Meaning and Use of the Idiom <i>call it a day</i> 	<ul style="list-style-type: none"> Review: Pronouns Identify It: Pronouns Text Connection 9 	<ul style="list-style-type: none"> Exercise 3: Identify It: Present Perfect Tense Verbs and Past Perfect Tense Verbs Masterpiece Sentences: Stage 4 Meaning and Use of Prepositions <i>inside</i>, <i>onto</i>, and <i>for</i> 	<ul style="list-style-type: none"> Review: Compound Predicate, Participial Phrases, and Adjectival Clauses Exercise 3: Rewrite It: Sentences
STEP 5 Listening and Reading Comprehension	<ul style="list-style-type: none"> Independent Text: "Advertisements: It's Your Call" Exercise 4: Use the Clues: Vocabulary Strategies 	<ul style="list-style-type: none"> Passage Fluency 1 Exercise 5: Using Visuals: Commercial Transcripts and Print Ads 	<ul style="list-style-type: none"> Instruction Text: "Cell Phones for Teens: A Good Call for Safety?" 	<ul style="list-style-type: none"> Take Note: Structure of a Persuasive Essay Text Connection 9 Map It: Persuasive Writing 	<ul style="list-style-type: none"> Exercise 4: Understanding Multiple-Choice Comprehension Questions
STEP 6 Speaking and Writing	<ul style="list-style-type: none"> Exercise 5: Rewrite It: Using Subordinating Conjunctions 	<ul style="list-style-type: none"> Exercise 6: Answer It: Using Text and Visuals 	<ul style="list-style-type: none"> Exercise 1: Answer It 	<ul style="list-style-type: none"> Understanding Audience and Purpose Exercise 4: Prepare to Write: Persuasive Essay 	<ul style="list-style-type: none"> Write It: Persuasive Essay
	Challenge Text for Extended Learning: "For the Love of Man," pages 624–625				
	Speaking and Writing Using the Challenge Text: Present It: Panel Discussion, pages 626–627				
	Homework (Lessons 1–5): See page 561 for Homework Options.				

	Lesson 6 (TE page 631)	Lesson 7 (TE page 645)	Lesson 8 (TE page 654)	Lesson 9 (TE page 668)	Lesson 10 (TE page 677)
	<ul style="list-style-type: none"> Content Mastery: Using Student Performance ★ Pronouncing Syllable-Stress in Multisyllable Words 	<ul style="list-style-type: none"> Exercise 1: Using a Dictionary 	<ul style="list-style-type: none"> Exercise 1: Listening for Word Parts: Prefixes and Suffixes 		
	<ul style="list-style-type: none"> ★ Exercise 1: Spelling Pretest 2 ★ Word Fluency 3 	<ul style="list-style-type: none"> ★ Build It: Words with Suffixes ★ Word Fluency 4 	<ul style="list-style-type: none"> ★ Exercise 2: Build It: Words with Prefixes, Suffixes, and Roots 	<ul style="list-style-type: none"> ★ Exercise 1: Identify It: Spelling Rules 	<ul style="list-style-type: none"> ★ Content Mastery: Spelling Posttest 2
	<ul style="list-style-type: none"> Vocabulary Focus Text Connection 10 Use the Clues: Vocabulary Strategies Expression of the Day 	<ul style="list-style-type: none"> ★ Multiple Meaning Map Expression of the Day 	<ul style="list-style-type: none"> ★ Exercise 3: Fill In: Multiple Meanings ★ Using Cognates to Determine Word Meaning 	<ul style="list-style-type: none"> ★ Content Mastery: Multiple Meanings; Affixed Words 	<ul style="list-style-type: none"> Content Mastery: Using Student Performance Using a Dictionary: Word Origins Find It: Word Derivations Write a Mini-Dialog: Idioms
	<ul style="list-style-type: none"> ★ Review: Sentence Structure ★ Exercise 2: Identify It: Sentence Structure ★ Review: Comma Usage ★ Exercise 3: Punctuate It: Commas 	<ul style="list-style-type: none"> Exercise 2: Identify It: Confusing Words Identify It: Adjectives and Participial Phrases Text Connection 10 	<ul style="list-style-type: none"> ★ Exercise 4: Punctuate It: Commas Review: Sentence Structure Review: Diagramming Adjectival Clauses ★ Exercise 5: Diagram It: Sentences with Adjectival Clauses 	<ul style="list-style-type: none"> ★ Content Mastery: Present Perfect Tense and Past Perfect Tense; Sentence Structure; Comma Usage 	<ul style="list-style-type: none"> Content Mastery: Using Student Performance
	<ul style="list-style-type: none"> ★ Instruction Text: “A Call to Poetry” Review: Imagery ★ Comprehend It ★ Take Note: Imagery Through Figurative Language 	<ul style="list-style-type: none"> ★ Comprehend It ★ Take Note: Imagery Through Figurative Language Text Connection 10 	<ul style="list-style-type: none"> ★ Comprehend It ★ Take Note: Imagery Through Figurative Language Text Connection 10 	<ul style="list-style-type: none"> ★ Instructional Text: “A Call to Poetry” Text Connection 10 ★ Answer It: Using Signal Words 	<ul style="list-style-type: none"> ★ Exercise 1: Answering Multiple-Choice and Open-Ended Comprehension Questions
	<ul style="list-style-type: none"> ★ Prepare to Write: Descriptive Paragraph Exercise 5: Write It: Shaping the Topic 	<ul style="list-style-type: none"> ★ Prepare to Write: Descriptive Paragraph 	<ul style="list-style-type: none"> ★ Prepare to Write: Descriptive Paragraph 	<ul style="list-style-type: none"> ★ Revise It: Descriptive Paragraph ★ Oral Presentation: Descriptive Paragraph ★ Pragmatics—Accepting and Declining Invitations 	<ul style="list-style-type: none"> ★ Write It: Response to Literature
Challenge Text for Extended Learning: “The Sounding of the Call,” pages 687–688					
Speaking and Writing Using the Challenge Text: Write It: Persuasive Letter to the Editor, pages 689–690					
Homework (Lessons 6–10): See page 561 for Homework Options.					

Planning and Pacing Guides

Differentiated Instruction

 **Review & Acceleration** activities designated with a  in this Teacher Edition include new concepts, fluency and assessment tasks, and activities related to the Instructional Text in Steps 5 and 6. These activities form the core of this program’s comprehensive curriculum. In the following two scenarios, use *only* the starred activities. Data from the assessment measures will help you determine whether students fit one of these scenarios.

- To address weaknesses in student performance.** Students whose performance falls below the cutoff test scores can repeat these activities to practice basic skills that need strengthening.
- To accelerate instruction for students who are demonstrating strong growth.** Students demonstrating strong performance can accelerate progress by focusing on the designated activities.

 **Focus on Academic Language** activities expand on and enhance unit-specific content. These activities appear at the point of use throughout the unit.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Step 4: Using Articles with Parts of the Body	Step 4: Meaning and Use of the Idiom <i>call it a day</i>	Step 3: Listening for Suffixes: Verb Suffixes <i>-ible, -ive, -tion, and -ure</i>	Step 1: Listening for Suffixes: Verb Suffixes <i>-ive, -tion, and -sion</i> Step 4: Meaning and Use of Prepositions <i>inside, onto, and for</i>	Step 3: Meaning and Use of Expressions <i>a bird in the hand is worth two in the bush</i> and <i>out of this world</i>
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Step 1: Pronouncing Syllable Stress in Multisyllable Words		Step 3: Using Cognates to Determine Word Meanings	Step 6: Pragmatics—Accepting and Declining Invitations	

 **Special Instructional Support** activities customize teaching materials and provide opportunities for individualized instruction.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Step 1: <i>Sortegories</i> CD: Recognize It Step 2: <i>Words for Teachers</i> CD: Word Study Guide Step 4: Folder Activity: Grammar Sort	Step 2: <i>Sortegories</i> CD: Sort It Step 3: <i>Words for Teachers</i> CD: Matching Step 4: <i>Words for Teachers</i> CD: Word Use	Step 2: <i>Sortegories</i> CD: Build It Step 3: <i>Words for Teachers</i> CD: Use the Context Step 5: <i>eReader</i> CD: “Cell Phones for Teens: A Good Call for Safety”	Step 1: Folder Activity: Sort It Step 4: <i>Sortegories</i> CD: Categorize It Step 5: <i>eReader</i> CD	Step 3: <i>Sortegories</i> CD: Morph It Step 6: <i>eReader</i> CD
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Step 2: <i>Words for Teachers</i> CD: Word Study Guide Step 3: <i>Sortegories</i> CD: Multiple Meanings	Step 2: <i>Words for Teachers</i> CD: Word Search Step 3: <i>Sortegories</i> CD: Relate It Step 5: <i>eReader</i> CD: “A Call to Poetry”	Step 3: <i>Words for Teachers</i> CD: Crossword Puzzles Step 6: <i>eReader</i> CD	Step 1: Folder Activity: Sort It Step 6: <i>Words for Teachers</i> CD: Word Study Guide	Step 1: Folder Activity: Sort It Step 5: <i>Sortegories</i> CD: Cloze It



Homework Options

At the end of each lesson, select from the following Homework Options and assign to students as homework. The student worksheets, including directions, can be found on the *Instructional Planning Tools* CD and can be printed out for students.

Lesson 1	Step 4: Identify It: Past Perfect Tense Students identify the past perfect tense in sentences.	Step 5: Phrase It Students “scoop” phrases in a paragraph to enhance fluency.
Lesson 2	Step 4: Review: Relative Pronouns and Adjectival Clauses Students answer review questions about relative pronouns and adjectival clauses.	Step 6: Write It: Advertisement Students write a print ad for a product.
Lesson 3	Step 3: Vocabulary Focus Students write sentences with the highlighted vocabulary words from “ Cell Phones for Teens: A Good Call for Safety? ”	Step 6: Write It: Opinion Paragraph Students write a paragraph explaining their opinion about teens, cell phones, and safety.
Lesson 4	Step 3: Build It: Affixed Words Students build words with affixes.	Step 6: Write It: Letter to the Editor Students write a letter to the editor, based on what they have learned about business letters, supporting their position on teens and cell phones.
Lesson 5	Encourage students to continue reading in their independent selections. Fill in Reading Log and share book summary with the class.	
Lesson 6	Step 4: Review: Sentence Structure Students answer questions about sentence structure.	Step 5: Find It: Figurative Language Students find figurative language in a novel, poem, or article of their choice.
Lesson 7	Step 4: Identify It: Adjectives and Participle Phrases Students identify adjectives and participle phrases in sentences.	Step 6: Describe It: Use Your Senses Students complete a Describe It: Use Your Senses template for another activity familiar to them.
Lesson 8	Step 4: Review: Sentence Structure Students identify sentence parts.	Step 6: Write It: Personal Paragraph Students choose three examples of figurative language in Text Connection 10 that they liked the most, and write a paragraph explaining why these are their favorites.
Lesson 9	Step 4: Use It: Past Perfect Tense Students write sentences using past perfect verb forms.	Step 5: Answer It: Multiple-Choice Comprehension Questions Students answer multiple-choice comprehension questions for “ A Call to Poetry. ”
Lesson 10	Encourage students to continue reading in their independent selections. Fill in Reading Log and share book summary with the class.	

STEP
1

Phonemic Awareness and Phonics

➔ Students learn the sound-spelling patterns for **wa** and **qua**.

Lesson 1 Materials

See the Book E *Instructional Planning Tools* CD for a complete list of materials for this lesson.

★ Discover It: Sounds for **wa** and **qua**

Materials
Self-stick notes
(6 per student)

Use this activity to help students recognize that **a** can be pronounced / *ă* / in the sound-spelling patterns **wa** / *wă* / and **qua** / *kwă* /.

- ▶ Review that **a** is usually pronounced / *ā* /, as in **and**, **slant**, and **cash**.
- ▶ Explain that there is a different pronunciation for **a** when it is preceded by **w** or **qu**.
- ▶ Provide students with six self-stick notes or paper squares.
- ▶ Write the following words on the board or an overhead transparency: **wand**, **quad**, **watch**, **squad**, **swan**, **squat**.
- ▶ Read each word with students.
- ▶ Have students:
 - Listen to the words, one at a time.
 - Say each word aloud while writing it on a self-stick note or paper square.
 - Sort the words into two columns according to the sound-spelling pattern for each word.
- ▶ **Hint:** Consider the relationship between **a** and the letter or letters that **precede** it.
- ▶ Ask students to share their sorts while you record them on the board or the overhead transparency.

wa = / *wă* / **qua** = / *kwă* /

wand quad

watch squad

swan squat

- ▶ Discuss students' sorts with them, guiding them to discover the sound-spelling patterns. Ask students:
 - How are the columns of sorted words similar? **The vowel sound is / *ă* / in both.**
 - How are the columns of sorted words different? **In the first column, / *w* / is not preceded by / *k* /: **w** represents / *w* /. In the second column, / *w* / is preceded by the / *k* / sound: **qu** represents / *kw* /.**
- ▶ Label each column according to its sound-spelling pattern, **wa** for / *wă* / and **qua** for / *kwă* /.
- ▶ Guide students to state their discovery as you record it on the board or an overhead transparency:
 - The letter **a** preceded by **qu** or **w** can be pronounced / *ă* /.**



Note: Some **wa** and **qua** sound-spelling patterns have two pronunciations: / ɔ̄ / and / ɒ /.

Examples: want / wɔ̄nt, wɒnt /; wash / wɔ̄sh, wɒsh /; water / wɔ̄tər; wɒt'ər /; squash / skwɔ̄sh, skwɒsh /; quarry / kwɔ̄r'ē, kwɒr'ē /



Vowel Chart

Materials
Completed Vowel Chart transparency
Interactive Text
p. R4

Use this activity to review the sound-spelling correspondences for / ɔ̄ /.

- ▶ Display the **Completed Vowel Chart** overhead transparency for students.
- ▶ Locate / ɔ̄ / on the **Vowel Chart**.
- ▶ Point out the following cue word under / ɔ̄ /:
 2. swap
- ▶ Add the number 3 and the following cue word under / ɔ̄ /:
 3. quad
- ▶ Have students:
 - Go to the **Vowel Chart** in the *Interactive Text*, page R4.
 - Locate / ɔ̄ / and add the cue words **swap** and **quad**.

Special Instructional Support

Additional support for **Phonemic Awareness and Phonics** can be found in the following:

- *Sortegories* Interactive CD:
Unit 29: **Recognize It**

STEP 2 Word Recognition and Spelling

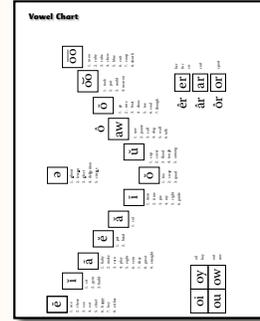
Students read and spell high-frequency words.

★ Spelling Pretest 1

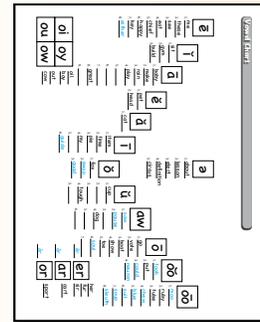
Materials
Interactive Text
p. 188,
Exercise 1
Blank cards

Use **Spelling Pretest 1** in the *Interactive Text* to identify the words students need to practice throughout the unit.

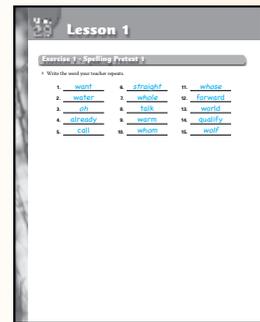
- ▶ Have students:
 - Turn to Exercise 1, **Spelling Pretest 1**, in the *Interactive Text*, page 188.
- ▶ Dictate each word on the list below to students; say the word in the sentence; repeat the word. (**Essential Words** appear in italics.)
- ▶ Have students:
 - Write each word you dictate.
 1. want Tell the waitress what you **want** to order.
 2. water Islands are surrounded by **water**.
 3. *oh* *Oh*, no! I locked my keys in my car!
 4. already Are you home **already**?
 5. call My dad is on **call** tonight at the hospital.



Completed Vowel Chart



Interactive Text
p. R4
Teacher Edition p. 573



Interactive Text
p. 188, Exercise 1
Teacher Edition p. 573

6. *straight* I was sick with the flu for five **straight** days.
7. *whole* The three of us can easily eat a **whole** pizza.
8. talk Should I make an appointment to **talk** with my counselor?
9. warm It is not **warm** enough to go swimming.
10. *whom* With **whom** did you share your lunch?
11. *whose* Do you know **whose** car the red sedan is?
12. forward I'm looking **forward** to summer vacation.
13. world They are **world** champion figure skaters.
14. qualify Did you **qualify** for a student loan?
15. *wolf* The alpha **wolf** pair leads the pack.

- ▶ Correct spelling with students. Read each word and spell it as students check their work.
- ▶ Have students:
 - Make word cards for misspelled words for additional practice.
 - Put a hint on the back of each card to help them remember tricky parts of the word.
 - Keep cards for practice in future lessons for homework.

★ Memorize It

Materials

Interactive Text
p. R51, Essential
Word Cards

Use this activity to develop recognition of the Unit 29 **Essential Words**.

- ▶ Have students:
 - Cut the Unit 29 **Essential Word Cards** page in the *Interactive Text*, page R51, into flashcards.
- ▶ Using your set of **Essential Word Cards**, show one card at a time to students.
- ▶ Say each word to the students as you display it.
- ▶ Have students:
 - Pick up the **Essential Word Card** for that word.
 - **Say** the word.
 - **Trace** and name each letter in the word, moving from left to right.
 - **Repeat** the word.
 - Practice **say-trace-repeat** steps in pairs.
 - Keep their set of **Essential Word Cards** for future use.

Essential Word Cards		
Unit 29		
oh	straight	whole
whom	whose	wolf
Unit 30		
behalf	bouquet	broad
mountain	sew	shepherd

Interactive Text
p. R51

✓ Special Instructional Support

Additional support for **Word Recognition and Spelling** can be found in the following:

- *LANGUAGE! Words for Teachers* CD:
Word Study Guide—Unit Spelling Words



STEP

4

Grammar and Usage



Students identify the functions of participles and pronouns in sentences, and learn how to form the past perfect tense of verbs.

Review: Participles

Use this series of questions to review participles and their functions with students.

► Ask students:

How is the present participle of a verb formed? **by adding -ing to the present form of the verb**

What is the present participle of the verb **call**? **calling**

How is the regular past participle of a verb formed? **by adding -ed to the present form of the verb**

What is the past participle of the verb **call**? **called**

Do all irregular verbs form the past participle in the same way? **No, past participles of irregular verbs are formed in many different ways.**

What functions can participles serve in a sentence? **Participles can function as part of a verb phrase or as an adjective; they can also introduce a participial phrase.**



Introduce: Past Perfect Tense Verbs

Materials

Student Text
p. H54

Use this activity to review present perfect tense verbs and to introduce past perfect tense verbs.

► Review with students:

Each of the perfect tenses of a verb is formed with the past participle of that verb and a form of the helping verb **have**.

The **present perfect tense** uses the past participle of a verb and the present tense of the verb **have**.

Example: has fallen

The **present perfect tense** is used to express an action occurring at an unspecified time in the past, or an action occurring in the past and continuing in the present.

Example: I have waited for a call for over an hour.

► Have students:

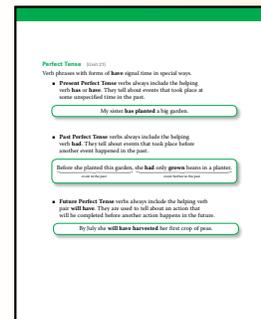
- Turn to the Handbook section of the *Student Text*, page H54.

► Explain to students:

The **past perfect tense** uses the past participle of a verb and the past tense of the verb **have**.

Example: had called

The **past perfect tense** is used to tell about an action completed in the past before another past action took place. A sentence that includes a past



Student Text
p. H54

Teacher Edition p. T178



perfect tense verb often has two verbs expressing actions in the past, one in an independent clause and one in a dependent clause. In such a sentence, the action described by the past perfect verb was completed before the action described by the other verb occurred.

- ▶ Write the following sentences on the board or an overhead transparency:

PPT

Carlos had called his friend before he left for school.

PPT

No one had climbed the rope in less than 10 seconds until Kim did it.

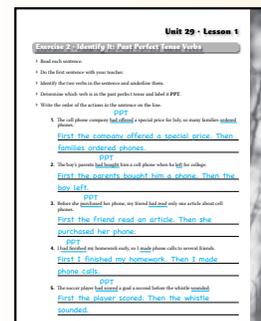
- ▶ Have students:
 - Read the first sentence and identify the two verbs for you to underline. **had called, left**
 - Identify which verb uses the past tense of **have** and a past participle. **had called**
- ▶ Have a student come to the board and label this verb phrase **PPT** (past perfect tense).
- ▶ Ask students which action described in the sentence occurred first, and which action occurred after that. **First, Carlos called his friend. Then Carlos left for school.**
- ▶ Then have students:
 - Read the second sentence and identify the two verbs for you to underline. **had climbed, did**
 - Identify which verb uses the past tense of **have** and a past participle. **had climbed**
- ▶ Have a student come to the board and label this verb phrase **PPT** (past perfect tense).
- ▶ Ask students which action occurred first, and which action occurred after that. **At first, no one climbed the rope in less than ten seconds. Then Kim climbed the rope in less than ten seconds.**

★ Identify It: Past Perfect Tense Verbs

Materials
Interactive Text
p. 189,
Exercise 2

Use this activity in the *Interactive Test* to give students practice in recognizing past perfect tense verbs in sentences.

- ▶ Have students:
 - Turn to Exercise 2, **Identify It: Past Perfect Tense Verbs**, in the *Interactive Text*, page 189.
 - Read the instructions and do the first example with you.
 - Read each remaining sentence.
 - Identify the two verbs in the sentence and underline them.
 - Determine which verb is in the past perfect tense and label it **PPT**.
 - Write the order of the actions in the sentence on the line.
- ▶ Check students' work.



Interactive Text
p. 189, Exercise 2
Teacher Edition p. 573

Review: Pronouns

Use this activity to review subjective, object, possessive, and indefinite pronouns.

► Review with students:

Pronouns are function words that take the place of nouns.

Nominative (subject) **pronouns** take the place of the subject in a sentence.

Object pronouns take the place of the object in a sentence.

Possessive pronouns show ownership or possession.

Indefinite pronouns refer to unspecified or unknown people or things. They can act as nominative, object, or possessive pronouns.

Most types of pronouns have **antecedents**. An indefinite pronoun does not have an antecedent.

Identify It: Pronouns

Use this activity in the *Interactive Text* to give students practice in identifying different pronouns.

Materials

Interactive Text
p. 190,
Exercise 3

► Have students:

- Turn to Exercise 3, **Identify It: Pronouns**, in the *Interactive Text*, page 190.
- Read the directions with you.
- Do the first item with you.
- Read each remaining sentence.
- Underline the pronoun in it.
- Decide if the underlined word is a nominative, object, or possessive pronoun.
- Copy each of these pronouns into the correct column.
- Copy the pronouns that are indefinite pronouns on the line below.

Unit 29 - Lesson 1

Exercise 3 - Identify It: Pronouns

1. Read each sentence.
2. Identify the pronoun and underline it.
3. Decide if the pronoun is a nominative, object, or possessive pronoun.
4. Copy each of these pronouns into the correct column below.
5. Copy the pronouns that are indefinite pronouns on the line below.

	Pronoun Type	
	Nominative	Object
1. A dog barked loudly at her neighbor.		
2. Some are afraid directly at some people.	Some	at
3. I am a person who get a little bit lost.	I	them
4. Everyone had a job to do.	Everyone	
5. Before we left the doctor's office, she had a call.	she	me
6. Grandma had a cell phone, and I had mine.		mine
7. Grandma called my right after school.	me	
8. My mother called me to come over.	me	
9. Call please on my cell phone.		you
10. My cell number is 555-1234.		you

1. List the indefinite pronouns used in the above sentences on the line below:
some, everyone

Interactive Text
p. 190, Exercise 3
Teacher Edition p. 574

Special Instructional Support

Additional support for **Grammar and Usage** can be found in the following:

- *Teacher Resource Guide*
Folder Activity: **Grammar Sort**
Present and past tense verb phrases





Focus on Academic Language

Using Articles with Parts of the Body

Refer to the Contrastive Analysis Charts for:

Chinese, p. A28; Haitian Creole, p. A30; Hispanic American English, p. A48; Hmong, p. A32; Khmer, p. A33; Korean, p. A34; Pilipino, p. A36; Portuguese, p. A37; Russian, p. A39; Spanish, p. A41; and Vietnamese, p. A43.

English learners may struggle with the concept of using articles with parts of the body. Rules for articles usage with parts of the body are complex. English learners need explicit instruction and practice in using articles appropriately with parts of the body.

Why Do: Students need focused instruction and practice in using articles appropriately in sentences.

How To:

- ▶ Say and write **parts of the body** on the board or an overhead transparency.

- ▶ Have students:

- Volunteer some examples of parts of the body.

Examples: arm, elbow, eye, face, foot, head, leg

- ▶ Write students' examples on the board or on an overhead transparency.
- ▶ Explain to students that *most of the time* possessives are used with parts of the body.

Examples:

my arm	her leg	our eyes	their feet
your foot	his legs	your face	

- ▶ Explain that the article **the** is used with parts of the body when describing how some outside object touched that body part.
- ▶ Explain that **the** will follow prepositions such as **on**, **in**, and **for** when used in these descriptions.

Examples:

The baseball hit him **in the eye**.

She kissed the baby **on the forehead**.

These vitamins are good **for the body**.

- ▶ Follow the procedure below to provide students practice in using articles appropriately with parts of the body.
- ▶ Write the numbered sentences below on the board or on an overhead transparency.
- ▶ Have students:
 - Decide if the part of the body in the sentence was touched by an outside object.
 - Use that decision to choose the correct article or possessive to use in the blank.
 - Volunteer to say the sentence with the correct article or possessive pronoun.

Answers to numbers 1 and 2 will vary.

1. She braids ____ hair every day. (*her/their*)
2. ____ nose started bleeding. (*my/your/his/her*)
3. I have ten mosquito bites on ____ legs. (*my*)
4. I stubbed ____ toe. (*my*)
5. The dodge ball hit me in ____ thigh during the game. (*the*)
6. I accidentally bit ____ tongue. (*my*)
7. The teacher touched him on ____ arm to get his attention. (*the*)
8. I've got something poking me in ____ eye! (*the*)
9. I've been walking all day and ____ feet are sore. (*my*)
10. Too much sun is not good for ____ skin. (*the*)

- ▶ Provide additional modeling and support as needed.

STEP 5

Listening and Reading Comprehension

- ➔ Students identify phrase units for fluency and comprehension. They read “Advertisements: It’s Your Call” accurately, automatically, and fluently with expression.

★ Independent Text: “Advertisements: It’s Your Call”

Activate and Build Knowledge

Materials
Student Text
pp. 122–124
Build
Knowledge

Use this activity to prepare students to read “Advertisements: It’s Your Call.”

- ▶ Read the title and invite students to share what they know about advertisements.
- ▶ Ask students to suggest how they might evaluate ads critically. Guide them to develop a list of questions such as these:
 - What product or service is the ad trying to sell?
 - What is the ad saying to try to get people to buy the product or service?
 - What facts does the ad give about the product or service?
 - What facts might it be misrepresenting or leaving out?
 - Does it say how much the product or service costs?
 - Is this a good deal?

Use Text
Features

- ▶ Have students preview the selection by reading the title and looking at the visuals.
- ▶ Remind students that they have just discussed the word **call**. Discuss what the meaning of the phrase “it’s your call” might be in the context of this selection.

Read the Selection

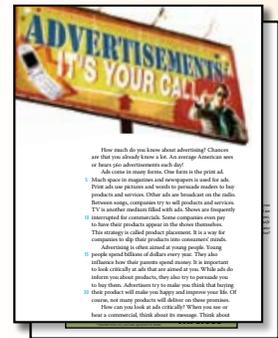
Use this activity along with the *Interactive Text* and the *Student Text* to develop fluent phrase reading.

- ▶ Write the following sentence on the board or an overhead transparency.

Advertising is often aimed at young people.

- ▶ Review how to scoop meaningful phrases by reading the first sentence with students and demonstrating the process.
- ▶ Have students:
 - Turn to “Advertisements: It’s Your Call” in the *Student Text*, pages 122–124.
 - Read the selection and apply the phrasing technique using the eraser end of the pencil.
 - Strive for reading with expression by phrasing meaningful groups of words.

Note: Students will improve in this skill with repeated practice over time.



Student Text
pp. 122–124

Teacher Edition pp. T242–T243

Differentiated
Instruction

★ Review &
Acceleration

✓ Special Instructional
Support

English
Learners

Technology

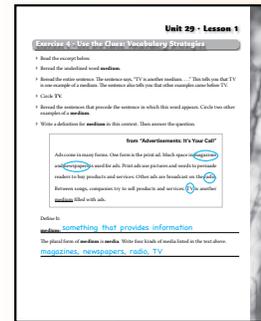
Challenge
Text

Use the Clues: Vocabulary Strategies

Materials
Interactive Text
p. 191,
Exercise 4

Use this activity in the *Interactive Text* to demonstrate how to look for words or phrases that give clues to the meanings of words by comparing them to something else that is known.

- ▶ Explain to students that sometimes writers provide examples in a text and that these examples can help readers understand the meaning of a word.
- ▶ Remind students that when they look for clues to word meanings, they need to look at the sentences preceding the word as well as the sentences following that word.
- ▶ Have students:
 - Turn to Exercise 4, **Use the Clues: Vocabulary Strategies**, in the *Interactive Text*, page 191.
- ▶ Read the excerpt with students, drawing their attention to the word **medium**.
- ▶ Ask students to share one meaning of the word **medium** that they already know.
something that is between a small and a large size
- ▶ Have students:
 - Follow the steps to complete the exercise.



Interactive Text
p. 191, Exercise 4
Teacher Edition p. 574

STEP 6

Speaking and Writing

- ➔ Students rewrite sentences by using subordinating conjunctions to combine two independent clauses.

Rewrite It: Using Subordinating Conjunctions

Materials
Interactive Text
pp. 192–193,
Exercise 5

Use this activity in the *Interactive Text* to have students practice combining sentences by using subordinating conjunctions.

- ▶ Remind students that sentences can be combined using subordinating conjunctions.
- ▶ Write **although**, **while**, **because**, **if**, and **unless** on the board or an overhead transparency and discuss the meaning of each. (**Although** and **while** signal contrast, **because** signals a reason, and **if** and **unless** signal conditions.)
- ▶ Point out that the subordinating conjunction **while** can convey the same meaning as the word **although**, as well as the meaning, “at the same time.”
- ▶ Demonstrate the task by writing these two sentences on the board or an overhead transparency:

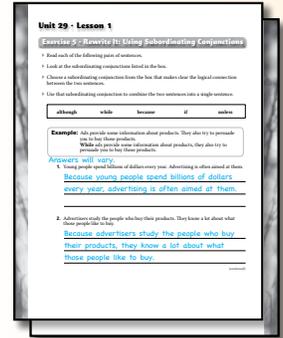
Ads provide some information about products. They also try to persuade you to buy them.

- ▶ Ask students what logical relationship the writer might want to show between these two sentences (contrast, reason, or condition). **contrast**
- ▶ Ask students to identify a subordinating conjunction they can use to show contrast.
while or **although**

- ▶ Use **while** to join the two clauses. Write the completed sentence on the board or an overhead transparency. Draw a box around **while**.

While ads provide some information about products, they also try to persuade you to buy them.

- ▶ Have students:
 - Turn to Exercise 5, **Rewrite It**, in the *Interactive Text*, pages 192–193.
 - Combine each pair of sentences by using a subordinating conjunction from the box that makes a clear logical connection between the two ideas.



Interactive Text
pp. 192–193, Exercise 5
Teacher Edition p. 574



Homework

Use the Homework Options chart on page 561 to select and assign homework based on students' needs for reinforcement of lesson content.



Unit 29 • Lesson 1 Answer Keys

Vowel Chart

R4 Vowel Chart

Interactive Text p. R4

Unit 29 Lesson 1

Exercise 1 - Spelling Pretest 1

Write the word your teacher repeats.

1. <u>want</u>	6. <u>straight</u>	11. <u>whose</u>
2. <u>water</u>	7. <u>whole</u>	12. <u>forward</u>
3. <u>oh</u>	8. <u>talk</u>	13. <u>world</u>
4. <u>already</u>	9. <u>warm</u>	14. <u>qualify</u>
5. <u>call</u>	10. <u>whom</u>	15. <u>wolf</u>

188 Unit 29 • Lesson 1

Interactive Text p. 188, Exercise 1

Multiple Meaning Map

Multiple Meaning Map 46

Multiple Meaning Map

Unit 29 • Lesson 1

Exercise 2 - Identify It: Past Perfect Tense Verbs

Read each sentence.

Do the first sentence with your teacher.

Identify the two verbs in the sentence and underline them.

Determine which verb is in the past perfect tense and label it PPT.

Write the order of the actions in the sentence on the line.

PPT

1. The cell phone company had offered a special price for July, so many families ordered phones.
First the company offered a special price. Then families ordered phones.

PPT

2. The boy's parents had bought him a cell phone when he left for college.
First the parents bought him a phone. Then the boy left.

PPT

3. Before she purchased her phone, my friend had read only one article about cell phones.
First the friend read an article. Then she purchased her phone.

PPT

4. I had finished my homework early, so I made phone calls to several friends.
First I finished my homework. Then I made phone calls.

PPT

5. The soccer player had scored a goal a second before the whistle sounded.
First the player scored. Then the whistle sounded.

Unit 29 • Lesson 1 189

Interactive Text p. 189, Exercise 2

Unit 29 • Lesson 1

Answer Keys

Unit 29 • Lesson 1

Exercise 3 • Identify It: Pronouns

- Read each sentence.
- Identify the pronoun and underline it.
- Decide if the pronoun is a nominative, object, or possessive pronoun.
- Copy each of these pronouns into the correct column below.
- Copy the pronouns that are indefinite pronouns on the line below.

	Nominative	Object	Possessive
1. Ads try to convince <u>us</u> to buy products.		us	
2. Some are aimed directly at young people.	some		
3. A lot of pressure is put on <u>them</u> to buy items.		them	
4. Everyone must look at ads critically.	everyone		
5. Buyers must realize the decision to buy or not to buy is <u>theirs</u> .			theirs
6. Grandma had a cell phone, and I had mine, too.			mine
7. Grandma called me right after school.		me	
8. We cannot use cell phones in some areas.	we		
9. Cell phones are helpful, so protect <u>yours</u> .			yours
10. You must remember to keep the phone's battery charged.		you	

- List the indefinite pronouns used in the above sentences on the line below.
some, everyone

190 Unit 29 • Lesson 1

Interactive Text p. 190, Exercise 3

Unit 29 • Lesson 1

Exercise 4 • Use the Clues: Vocabulary Strategies

- Read the excerpt below.
- Reread the underlined word **medium**.
- Reread the entire sentence. The sentence says, "TV is another medium..." This tells you that TV is one example of a medium. The sentence also tells you that other examples came before TV.
- Circle TV.
- Reread the sentences that precede the sentence in which this word appears. Circle two other examples of a **medium**.
- Write a definition for **medium** in this context. Then answer the question.

from "Advertisements: It's Your Call"

Ads come in many forms. One form is the print ad. Much space in magazines and newspapers is used for ads. Print ads use pictures and words to persuade readers to buy products and services. Other ads are broadcast on the radio. Between songs, companies try to sell products and services. TV is another **medium** filled with ads.

Define it:

medium: something that provides information

The plural form of **medium** is **media**. Write four kinds of media listed in the text above.
magazines, newspapers, radio, TV

Unit 29 • Lesson 1 191

Interactive Text p. 191, Exercise 4

Unit 29 • Lesson 1

Exercise 5 • Rewrite It: Using Subordinating Conjunctions

- Read each of the following pairs of sentences.
- Look at the subordinating conjunctions listed in the box.
- Choose a subordinating conjunction from the box that makes clear the logical connection between the two sentences.
- Use that subordinating conjunction to combine the two sentences into a single sentence.

although while because if unless

Example: Ads provide some information about products. They also try to persuade you to buy those products.
While ads provide some information about products, they also try to persuade you to buy those products.

Answers will vary.

- Young people spend billions of dollars every year. Advertising is often aimed at them.
Because young people spend billions of dollars every year, advertising is often aimed at them.
- Advertisers study the people who buy their products. They know a lot about what those people like to buy.
Because advertisers study the people who buy their products, they know a lot about what those people like to buy.

(continued)

192 Unit 29 • Lesson 1

Interactive Text p. 192, Exercise 5

574 Unit 29 • Lesson 1

Unit 29 • Lesson 1

Exercise 5 (continued) • Rewrite It: Using Subordinating Conjunctions

- Consumers do not read ads carefully. They may spend too much money.
If consumers do not read ads carefully, they may spend too much money.
- Young people look at product information carefully. They may buy a bad product.
Unless young people look at product information carefully, they may buy a bad product.
- Cell phone ads may include some price information. There may still be hidden costs.
Although cell phone ads may include some accurate price information, there may still be hidden costs.

Unit 29 • Lesson 1 193

Interactive Text p. 193, Exercise 5

STEP
1

Phonemic Awareness and Phonics

Students learn the sound-spelling patterns for **al**, **all**, and **alk**.

Lesson 2 Materials

See the Book E *Instructional Planning Tools* CD for a complete list of materials for this lesson.★ Discover It: Sounds for **al**, **all**, and **alk**

Materials

Self-stick notes
or paper squares
(8 per student)Use this activity to help students recognize the sound-spelling patterns for **al** and **all** representing / *ól* /, and **alk** representing / *ók* /.

- ▶ Review that **a** is usually pronounced / *ǎ* /, as in **math** and **craft**.
- ▶ Explain that there is a different pronunciation for **a** when it is followed by **l**, **ll**, or **lk**.
- ▶ Provide students with eight self-stick notes or paper squares.
- ▶ Write the following words on the board or an overhead transparency: **false**, **halt**, **chalk**, **talk**, **small**, **stalk**, **walk**, **stall**.
- ▶ Read each word with students.
- ▶ Have students:

- Listen to the words, one at a time.
- Say each word aloud while writing it on a self-stick note or paper square.
- Sort the words into two columns according to the sound-spelling pattern for each word.

Hint: Consider the relationship between **a** and the letter or letters that follow it.

- Ask students to share their sorts while you record them on the board or the overhead transparency.

al, **all** = / *ól* / **alk** = / *ók* /

false	chalk
halt	talk
small	stalk
stall	walk

- ▶ Discuss students' sorts with them, guiding them to discover the sound-spelling patterns. Ask students:

How are the columns of sorted words similar? **The words in both columns have the same vowel sound, **a** = / *ól* /. In the words in both columns, **a** is followed by **l**.**How are the columns of sorted words different? **The **l** is silent in the second column.**What causes the vowel **a** to be pronounced / *ól* /, instead of / *ǎ* /? **the letter or letters that follow a: -**l**, -**ll**, or -**lk****

- ▶ Label each column according to the sound-spelling pattern.

Differentiated
Instruction★ Review &
Acceleration✔ Special Instructional
Support🌟 English
Learners

🖥️ Technology

📄 Challenge
Text

- ▶ Guide students to state their discovery as you record it on the board or an overhead transparency:

The spelling patterns **al** and **all** are pronounced / *ôl* /.

The spelling pattern **alk** is pronounced / *ôk* /; the **l** is silent.



Vowel Chart

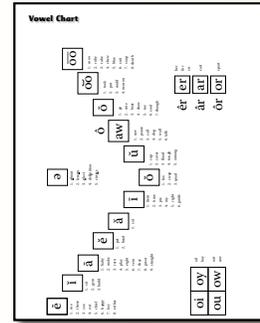
Materials

Completed Vowel Chart transparency

Interactive Text p. R4, Vowel Chart

Use this activity to review the sound-spelling correspondences for / *aw* /, representing / *ô* /.

- ▶ Display the **Completed Vowel Chart** overhead transparency for students.
- ▶ Locate / *aw* / (/ *ô* /) on the **Vowel Chart**.
- ▶ Point out the following cue words under / *aw* / (/ *ô* /):
 3. call
 5. wall
 6. talk
- ▶ Have students:
 - Go to the **Vowel Chart** in the *Interactive Text*, page R4.
 - Locate / *aw* / (/ *ô* /) and add the cue words **call**, **wall**, and **talk**.



Completed Vowel Chart

STEP 2

Word Recognition and Spelling

Students read and spell high-frequency words in context.

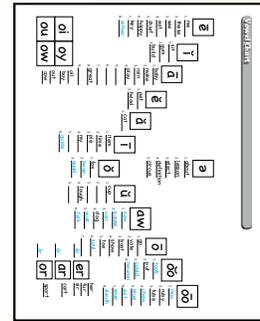
Write It: Essential Words

Materials

Interactive Text p. 194, Exercise 1

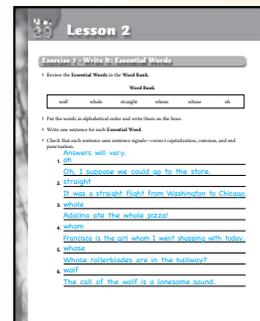
Use this activity in the *Interactive Text* to have students practice spelling the Unit 29 **Essential Words** in context.

- ▶ Have students:
 - Turn to Exercise 1, **Write It: Essential Words**, in the *Interactive Text*, page 194.
 - Review the **Essential Words** in the **Word Bank**.
 - Put the words in alphabetical order and write them on the lines.
 - Write one sentence for each **Essential Word**.
 - Check that each sentence uses sentence signals—correct capitalization, commas, and end punctuation.



Interactive Text p. R4

Teacher Edition p. 586



Interactive Text p. 194, Exercise 1

Teacher Edition p. 586



★ Word Fluency 1

Materials

Interactive Text
p. R34, Word Fluency 1

Interactive Text
p. R44, Word Fluency Chart

Timer

Essential Word Cards



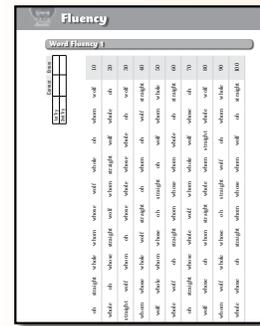
Use this activity in the *Interactive Text* to develop automatic word recognition.

Note: This activity can be done as a group or in pairs. These instructions are for students working in pairs.

- ▶ Have student pairs:
 - Turn to the Unit 29 **Word Fluency 1** sheet and exchange books.
 - Read the words on the sheet to their partner for one minute.
 - Mark errors and the last word read in the minute on the partner's sheet.
 - Calculate the correct words read per minute using the word count column on the **Word Fluency 1** sheet.
 - Switch roles and repeat.
 - Do the activity a second time and record the better of the two trials on the

Word Fluency Chart in the *Interactive Text*, page R44.

Note: Charting correct words read per minute provides concrete evidence of progress toward benchmark goals. Goal-setting is discussed in *Assessment: Teacher Edition*. Students practice the same **Word Fluency** procedure throughout the unit until their goals are reached.



Interactive Text
p. R34

✓ Special Instructional Support

Additional support for **Word Recognition and Spelling** can be found in the following:

- *Sortegories* Interactive CD:
Unit 29: **Sort It**

STEP 3

Vocabulary and Morphology

- ➔ Students use the meanings of prefixes, base words, roots, and suffixes to define words and use affixed words in context.

★ Introduce: Prefix *semi-*, Roots *struct* and *rupt*, and Suffix *-ure*

Materials

Morphemes for Meaning Cards

Pocket chart

Dictionary

Use this activity to introduce a new prefix and suffix, and new roots.

- ▶ Display the **Morphemes for Meaning Cards** for the prefix **semi-**, the roots **struct** and **rupt**, and the suffix **-ure** in the pocket chart.
- ▶ Read and discuss each of these **Morphemes for Meaning Cards** with students.
 - semi-** means “half.”
 - struct** means “to build.”
 - rupt** means “to break, to burst.”
 - ure** means “state of; process; function; office.”
- ▶ Write the following words in a column on the board or an overhead transparency:
semicircle, obstructed, disrupting, structure.

- ▶ Have students:
 - Read the words with you.
 - Take turns circling the prefix or suffix and underlining the root or base word in each word.
- ▶ Use the words on the board or the overhead transparency to review the role of the root in determining stress in a word. Explain to students that the word **semicircle** has two accents, one on the first syllable of the prefix and one on the first syllable of the base word. Then explain that the word **obstructed** has one accent; the root **struct** is the accented syllable.

Examples: semi'cir'cle ob'structed

- ▶ Guide students to combine the definition of each word part to generate a definition for each affixed word.
- ▶ Remind students that Latin roots give clues to the meaning of words, but cannot always be translated literally.
- ▶ Divide the class into small groups; assign a word to each group, and have them check the dictionary meaning of that word.
- ▶ Have group members present the meanings of their words, one at a time, to the class.
- ▶ Write the dictionary meaning of each word beside its translated meaning.
- ▶ Compare with students the translation of the word parts and the dictionary definition. **Note:** Both translations of word part meanings and dictionary definitions will vary.

semicircle means "half circle." dictionary meaning: half a circle divided by a diameter

ob'structed means "built against." dictionary meaning: to impede or interfere with

dis'rupting means "breaking apart." dictionary meaning: throwing into disorder

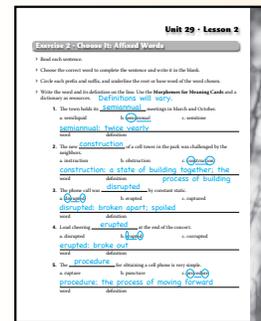
structure means "function of building." dictionary meaning: something made up of a number of parts

★ Choose It: Affixed Words

Materials
Interactive Text
p. 195,
Exercise 2
Morphemes for
Meaning Cards
Pocket chart
Dictionary

Use this activity in the *Interactive Text* to guide students to identify and use the meanings of affixed words.

- ▶ Display the **Morphemes for Meaning Cards** for the prefix **semi-**, the roots **struct** and **rupt**, and the suffix **-ure** in the pocket chart.
- ▶ Review their meanings.
- ▶ Have students:
 - Turn to Exercise 2, **Choose It: Affixed Words**, in the *Interactive Text*, page 195.
 - Listen to the directions and do the first item with you.
 - Read each remaining sentence.
 - Choose the correct word to complete the sentence and write it in the blank.
 - Circle each prefix and suffix, and underline the root or base word of the word chosen.



Interactive Text
p. 195, Exercise 2
Teacher Edition p. 586



- Write the word and its definition on the line below the word choices, using the **Morphemes for Meaning Cards** and a dictionary as resources.
- ▶ Check students' work.

✓ Special Instructional Support

Additional support for **Vocabulary and Morphology** can be found in the following:

- *LANGUAGE! Words for Teachers* CD:
Matching

STEP 4

Grammar and Usage

- ➔ Students identify relative pronouns and adjectival clauses in sentences. They also identify the spellings and meanings of pairs of words that are often confused.

Review: Relative Pronouns and Adjectival Clauses

Use this activity to review functions of pronouns and adjectival clauses.

- ▶ Review with students:

Pronouns are function words that take the place of nouns.

Nominative (subject) **pronouns** take the place of the subject in a sentence.

Object pronouns take the place of objects in a sentence.

Possessive pronouns show ownership or possession.

Pronouns have **antecedents**—nouns to which they refer.

Indefinite pronouns refer to unspecified or unknown people or things. They can function as nominative or object pronouns.

Indefinite pronouns do not have antecedents.

A **relative pronoun** is a pronoun that begins a dependent clause.

A relative pronoun is related to a noun or pronoun that has already been mentioned in the independent clause. This noun or pronoun is its antecedent.

That, which, who, whom, and whose are relative pronouns.

An **adjectival clause** is a dependent clause that modifies a noun or pronoun in an independent clause by telling **what kind** or **which one**.

- ▶ Write these sentences on the board or an overhead transparency:

The cell phone advertisement was one that we had seen many times.

My parents, who worry about me, gave me a cell phone for emergencies.

S P

*We were **all ready** to leave when the call came.*

- ▶ Have students:
 - Read the first sentence and locate the word **already** for you to circle.
 - Determine the simple subject (S) and simple predicate (P) for you to underline and label.
 - Discuss the function of **already**. **It is an adverb telling when about the verb.**
 - Read the second sentence and locate the phrase **all ready** for you to circle.
 - Determine the simple subject (S) and simple predicate (P) for you to underline and label.
 - Discuss the function of the phrase **all ready**. **It functions as a predicate adjective describing team.**

- ▶ Then explain to students:

The relative pronouns **who** and **which** are frequently used incorrectly. **Who** should be used to refer to people. **Which** should be used to refer to things.

- ▶ Write the following examples on the board or an overhead transparency:

*The advertisers, **who** target young people, can be very persuasive.*

*Advertisements, **which** can be found everywhere, come in many forms.*

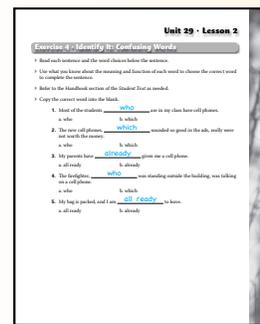
- ▶ Have students:
 - Read the first sentence and locate the relative pronoun for you to circle. **who**
 - Determine the antecedent for that relative pronoun, and decide if it is a person or thing. **Advertisers are people; therefore, who is used.**
 - Read the second sentence and locate the relative pronoun for you to circle. **which**
 - Determine the antecedent for that relative pronoun and decide if it is a person or thing. **Advertisements are things; therefore, which is used.**
- ▶ Ask students to explain in their own words the difference in usage between **who** and **which**. **Who is a relative pronoun used to refer to people, and which is a relative pronoun used to refer to things.**

★ Identify It: Confusing Words

Materials
Interactive Text
p. 197,
Exercise 4

Use this activity in the *Interactive Text* to provide practice in recognizing the correct use of two pairs of confusing words.

- ▶ Review with students the meanings and functions of the words **all ready** and **already**, and **who** and **which**.
- ▶ Have students:
 - Turn to Exercise 4, **Identify It: Confusing Words**, in the *Interactive Text*, page 197.
 - Read each sentence and the word choices below the sentence.
 - Use what they know about the meaning and function of each word to choose the correct word.



Interactive Text
p. 197, Exercise 4
Teacher Edition p. 587

Unit 29 • Lesson 2 581

- Refer to the Handbook section of the *Student Text*, page H71, as needed.
 - Copy the word into the blank.
- ▶ Check students' work.

Special Instructional Support

Additional support for **Grammar and Usage** can be found in the following:

- *LANGUAGE! Words for Teachers CD: Word Use*



Focus on Academic Language

Meaning and Use of the Idiom *call it a day*

Refer to the Contrastive Analysis Charts for:

Chinese, p. A28; Haitian Creole, p. A30; Hispanic American English, p. A48; Hmong, p. A32; Khmer, p. A33; Korean, p. A34; Pilipino, p. A36; Portuguese, p. A37; Russian, p. A39; Spanish, p. A41; and Vietnamese, p. A43.

English learners are often confused by idioms because their meanings differ from the literal meanings of the words within that idiom. Because idiomatic expressions are so pervasive in spoken English, English learners need to know the meanings of these expressions.

Why Do: Students need focused instruction and practice in using the idiom **call it a day**.

How To:

- ▶ Say and write the idiom **call it a day** on the board or on an overhead transparency.
- ▶ Ask students to describe the concrete images communicated by the words in the idiom. (Students volunteer responses.)
- ▶ Explain the figurative meaning of this idiom.

call it a day	“Stop whatever you have been doing for the rest of the day.” Most often used when stopping some kind of work or task. Sometimes this idiom is used when a person is tired and has not been very successful at completing a task.
----------------------	--

- ▶ Use the following example to describe a scenario in which this idiom might be used.

Example:

You've been helping your dad fix a leak under the kitchen sink. You've worked on it all day long and no matter what you do, that sink still leaks. You are both getting tired and frustrated. Finally, one of you could say:

“We aren't getting anywhere with this. Let's **call it a day**.”

- ▶ Follow the procedure below to provide students practice in using the idiom **call it a day** in sentences.
- ▶ Place students in small groups. Have students:
 - Think about a different scenario in which they could use this idiom.
 - Create a mini-dialog for this idiom based upon their scenario.
 - Volunteer to share their dialogs with the class.
- ▶ Remind students to pay attention to punctuation in their dialogs.
- ▶ Monitor mini-dialogs and modify them if students are using the idioms or the punctuation incorrectly. Provide additional modeling and support when necessary.



STEP 5

Listening and Reading Comprehension

Students read “Advertisements: It’s Your Call” accurately, automatically, and fluently. Students also learn to gain information from, and interpret, diagrams.

★ Passage Fluency 1

Materials

Interactive Text
p. R38, Passage
Fluency 1

Interactive Text
p. R45, Passage
Fluency Chart

Timer



Use this activity in the *Interactive Text* to help students develop reading speed, accurate word recognition, and phrasing application.

- ▶ Review with students how to read **Passage Fluency 1**, emphasizing reading with accuracy and speed. Model fluent reading to students, if needed.
- ▶ For this activity, assign each student a partner.

Untimed Trial Rehearsal

- ▶ Have each student:
 - Read **Passage Fluency 1** silently.
 - Read the passage again to the partner. (The listener gives feedback to the reader about missed words.)
 - Switch roles and repeat.

Timed Trial

- ▶ Have each student:
 - Read the passage for one minute to his or her partner. (The listener marks the last word read at the end of one minute.)
 - Switch roles and repeat.
 - Use the word count column on **Passage Fluency 1** to calculate the correct words read per minute for each try.
 - Do two trials for each student.
 - Record the better of the two trials on the **Passage Fluency Chart** in the *Interactive Text*, page R45.

Using Visuals: Commercial Transcripts and Print Ads

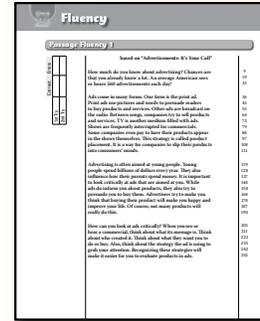
Materials

Interactive Text
p. 198,
Exercise 5

Student Text
pp. 122–124

Use the activity in the *Interactive Text* and the visuals in the *Student Text* to help students understand how to make use of information in transcripts and print advertisements.

- ▶ Remind students that often articles such as “Advertisements: It’s Your Call” will include supporting information. Sometimes this information is a picture or diagram. In this case, the supporting information is in the form of a radio transcript and a print ad.
- ▶ Read the title of each visual.
- ▶ Explain that both the print ad and the radio commercial are trying to sell the same thing—cell phones.



Interactive Text
p. R38



Student Text
pp. 122–124

Teacher Edition pp. T212–T213

Unit 29 • Lesson 2 583

- ▶ Have pairs of students:
 - Read aloud the transcript from the radio commercial by taking on the two roles.
 - Examine the print ad.
- ▶ Have individual students:
 - Turn to Exercise 5, **Using Visuals: Transcripts and Print Ads**, in the *Interactive Text*, page 198.
 - Follow the steps to complete the exercise.

STEP 6

Speaking and Writing

Students use information in a nonfiction text, a radio commercial transcript, and a print advertisement to answer comprehension questions.

★ Answer It: Using Text and Visuals

Materials

Interactive Text
pp. 199–200,
Exercise 6

Student Text
pp. 122–124

Use the activity in the *Interactive Text* and the information from the selection “Advertisements: It’s Your Call” in the *Student Text* to help students develop answers to comprehension questions.

- ▶ Have students:
 - Turn to Exercise 6, **Answer It: Using Text and Visuals**, in the *Interactive Text*, pages 199–200, and read the instructions.
 - Write answers to the questions independently, in complete sentences.
- ▶ Discuss answers to ensure understanding.
- ▶ Have students summarize what they have learned about advertisements. Their summaries should include some of these points:

The purpose of advertisements is to sell products and services.

Ads include useful information about the products and services they offer.

An ad may not include all the information a person needs to make an informed decision about whether to buy the product or service being advertised.

An ad may make the product or service sound better than it really is.

An ad may use certain words to try to catch people’s interest (for example, **free**) or to appeal to a certain group (for example, **cool**).

Answer It questions:

1. Is the camera phone advertised in the ad really “free”? Why or why not?
No, because you first have to buy one phone in order to get the second phone free. You have to spend \$99.99 plus tax and fees to buy both phones. Then they mail you back \$50.

Interactive Text
p. 198, Exercise 5
Teacher Edition p. 587

Interactive Text
pp. 199–200, Exercise 6
Teacher Edition p. 587

Student Text
pp. 122–124
Teacher Edition pp. T212–T213

2. The print ad says that the price of the phone is \$49.99 plus taxes and fees. Does the ad explain what fees will be charged? Why do you think this information is not made clear in the ad?

No, the ad does not explain the fees—it only says that there is a two-year service agreement required. This advertiser wants to keep consumers from knowing the real cost of both the phone and the service.

3. What is the catch to the “free” calls on nights and weekends?

Calls can only be made at certain times on nights and weekends to be “free.” And even during those times, the calls are not free but are included in what consumers are paying for.

4. How many times does the word **free** appear in the commercial transcript? How many times does it appear in the print ad? Why might the advertisers want the word **free** to appear more than once in their ads?

Free appears five times in the radio commercial and three times in the print ad. Advertisers want the word to stick in the minds of consumers who hear or read one of the ads.

5. Advertisers create ads that are targeted or directed at particular groups of consumers, such as teens, parents with young children, or the elderly. What group do you think is being targeted in the radio commercial? Do you think this same group is being targeted in the print ad? Why or why not?

The radio ad seems targeted at young people. Language such as “man” and “cool” is aimed at young people. The other ad is aimed at families—“Free Family Talk Plan” and the photographs of the family indicate this.



Homework

Use the Homework Options chart on page 561 to select and assign homework based on students' needs for reinforcement of lesson content.

Unit 29 • Lesson 2

Answer Keys

Vowel Chart

R4 Vowel Chart

Interactive Text p. R4

Unit 29 Lesson 2

Exercise 1 • Write It: Essential Words

Review the **Essential Words** in the **Word Bank**.

Word Bank

wolf	whole	straight	whom	whose	oh
------	-------	----------	------	-------	----

Put the words in alphabetical order and write them on the lines.

Write one sentence for each **Essential Word**.

Check that each sentence uses sentence signals—correct capitalization, commas, and end punctuation.

Answers will vary.

- oh
Oh, I suppose we could go to the store.
- straight
It was a straight flight from Washington to Chicago.
- whole
Adalina ate the whole pizza!
- whom
Francisca is the girl whom I went shopping with today.
- whose
Whose rollerblades are in the hallway?
- wolf
The call of the wolf is a lonesome sound.

194 Unit 29 • Lesson 2

Interactive Text p. 194, Exercise 1

Unit 29 • Lesson 2

Exercise 2 • Choose It: Affixed Words

Read each sentence.

Choose the correct word to complete the sentence and write it in the blank.

Circle each prefix and suffix, and underline the root or base word of the word chosen.

Write the word and its definition on the line. Use the **Morphemes for Meaning Cards** and a dictionary as resources. **Definitions will vary.**

- The town holds its semiannual meetings in March and October.
a. semiliquid b. semiannual c. semitone
semiannual: twice yearly
word definition
- The new construction of a cell tower in the park was challenged by the neighbors.
a. instruction b. obstruction c. construction
construction: a state of building together; the process of building
word definition
- The phone call was disrupted by constant static.
a. disrupted b. erupted c. ruptured
disrupted: broken apart; spoiled
word definition
- Loud cheering erupted at the end of the concert.
a. disrupted b. erupted c. corrupted
erupted: broke out
word definition
- The procedure for obtaining a cell phone is very simple.
a. rupture b. puncture c. procedure
procedure: the process of moving forward
word definition

Unit 29 • Lesson 2 195

Interactive Text p. 195, Exercise 2

Unit 29 • Lesson 2

Exercise 3 • Identify It: Relative Pronouns and Adjectival Clauses

Do the first item with your teacher.

Read each sentence.

Identify the relative pronoun and circle it.

Identify the adjectival clause and underline it twice.

Draw an arrow from the relative pronoun to its antecedent.

- People who create advertisements study teenage behavior.
- Some ads offer products that are overpriced.
- Advertisers, who are paid to promote products, try to get people to remember the products they advertise.
- The big advertisement on the sports page, which featured an athletic superstar, was very successful.
- Athletes, whom teenagers respect, are paid large sums to appear in ads.

196 Unit 29 • Lesson 2

Interactive Text p. 196, Exercise 3

Unit 29 • Lesson 2

Answer Keys

Unit 29 • Lesson 2

Exercise 4 • Identify It: Confusing Words

- ▶ Read each sentence and the word choices below the sentence.
 - ▶ Use what you know about the meaning and function of each word to choose the correct word to complete the sentence.
 - ▶ Refer to the Handbook section of the *Student Text* as needed.
 - ▶ Copy the correct word into the blank.
- Most of the students who are in my class have cell phones.
 - who
 - which
 - The new cell phones, which sounded so good in the ads, really were not worth the money.
 - who
 - which
 - My parents have already given me a cell phone.
 - all ready
 - already
 - The firefighter, who was standing outside the building, was talking on a cell phone.
 - who
 - which
 - My bag is packed, and I am all ready to leave.
 - all ready
 - already

Unit 29 • Lesson 2 197

Interactive Text p. 197, Exercise 4

Unit 29 • Lesson 2

Exercise 5 • Using Visuals: Commercial Transcripts and Print Ads

- ▶ Read the title of the table below.
- ▶ Read the sentences listed in the left column of the table.
- ▶ Use information presented in the print ad and the radio commercial transcript in the *Student Text* to complete the table. Write the information in the right column of the table.
- ▶ If information listed in the left column of the table is not provided in the ad, write ???.

Evaluating the IM Wireless Free Cell Phone Ad	
Product being advertised:	camera cell phone
Company selling the phone:	IM Wireless
Number to call for more information:	1-555-IMPHONE
Free times to call on nights and weekends:	???
Cost of 2 phones after rebate:	\$49.99 plus tax and fees
Cost of 2 phones before rebate:	\$99.99 plus tax and fees
Amount of rebate:	\$50
Special features of the phone:	camera, text messaging, clear reception, unlimited mobile-to-mobile calling
Requirements to use phone:	2-year service agreement
Cost of service agreement:	???

198 Unit 29 • Lesson 2

Interactive Text p. 198, Exercise 5

Unit 29 • Lesson 2

Exercise 6 • Answer It: Using Text and Visuals

- ▶ Use information from the text and from the commercial transcript and print ad in "Advertisements: It's Your Call" to answer each of these questions. Write complete sentences.
- Is the camera phone advertised in the ad really "free"? Why or why not?
No, because you first have to buy one phone in order to get the second phone free. You have to spend \$99.99 plus tax and fees to buy both phones. Then they mail you back \$50.
 - The print ad says that the price of the phone is \$49.99 plus taxes and fees. Does the ad explain what fees will be charged? Why do you think this information is not made clear in the ad?
No, the ad does not explain the fees—it only says that there is a two-year service agreement required. This advertiser wants to keep consumers from knowing the real cost of both the phone and the service.
 - What is the catch to the "free" calls on nights and weekends?
Calls can only be made at certain times on nights and weekends to be "free." And even during those times, the calls are not free but are included in what consumers are paying for.

(continued)

Unit 29 • Lesson 2 199

Interactive Text p. 199, Exercise 6

Unit 29 • Lesson 2

Exercise 6 (continued) • Answer It: Using Text and Visuals

- How many times does the word free appear in the commercial transcript? How many times does it appear in the print ad? Why might the advertisers want the word free to appear more than once in their ads?
"Free" appears five times in the radio commercial and three times in the print ad. Advertisers want the word to stick in the minds of consumers who hear or read one of the ads.
- Advertisers create ads that are targeted or directed at particular groups of consumers, such as teens, parents with young children, or the elderly. What group do you think is being targeted in the radio commercial? Do you think this same group is being targeted in the print ad? Why or why not?
The radio ad seems targeted at young people. Language such as "man" and "cool" is aimed at young people. The other ad is aimed at families—"Free Family Talk Plan" and the photographs of the family indicate this.

200 Unit 29 • Lesson 2

Interactive Text p. 200, Exercise 6

Unit 29 • Lesson 2 587

STEP
1

Phonemic Awareness and Phonics

➔ Students learn the sound-spelling patterns for **war** and **wor**.

Lesson 3 Materials

See the Book E *Instructional Planning Tools* CD for a complete list of materials for this lesson.

★ Discover It: Sounds for **war** and **wor****Materials**

Self-stick notes
or paper squares
(8 per student)

Use this activity to help students recognize the sound-spelling patterns for **war** representing / wôr / and **wor** representing / wûr /.

- ▶ Review that **ar** is usually pronounced / âr /, as in **cart** and **mark**; **or** is usually pronounced / ôr /, as in **sport** and **north**.
- ▶ Explain that there are different pronunciations for **ar** and **or** when they are preceded by **w**.
- ▶ Provide students with eight self-stick notes or paper squares.
- ▶ Write the following words on the board or an overhead transparency: **ward, word, warm, work, worm, warp, worth, swarm**.
- ▶ Read each word with students.
- ▶ Have students:
 - Listen to the words, one at a time.
 - Say each word aloud while writing it on a self-stick note or paper square.
 - Sort the words into two columns according to the sound-spelling pattern for each word.
 - Ask students to share their sorts while you record them on the board or the overhead transparency.

war = / wôr / **wor** = / wûr /

ward word

warm work

warp worm

swarm worth

- ▶ Discuss students' sorts with them, guiding them to discover the sound-spelling patterns. Ask students:

How are the columns of sorted words the same? **Both have a w + vowel + r pattern.**

How are the columns of sorted words different? **Each has a different sound-spelling pattern.**
- ▶ Label each column according to the sound-spelling pattern.



★ Review & Acceleration

✓ Special Instructional Support

English Learners

Technology

Challenge Text

- ▶ Guide students to state their discoveries as you record them on the board or an overhead transparency:

The spelling pattern **war** is pronounced / wôr /.

The spelling pattern **wor** is pronounced / wûr /.

Note: **War** can also be pronounced / wər / in unaccented syllables, as in **awkward**, **backward**, **forward**, and **inward**.



Focus on Academic Language

Listening for Suffixes: Verb Suffixes *-ible*, *-ive*, *-tion*, and *-ure*

Refer to the Contrastive Analysis Charts for:

Chinese, p. A28; Haitian Creole, p. A30; Hispanic American English, p. A48; Hmong, p. A32; Khmer, p. A33; Korean, p. A34; Pilipino, p. A36; Portuguese, p. A37; Russian, p. A39; Spanish, p. A41; and Vietnamese, p. A43.

English learners may have significant difficulty in distinguishing between words with identical base words and different suffixes. This can cause problems because different suffixes change the meanings of words. English learners need additional practice in distinguishing between words with identical base forms and different suffixes.

Why Do: Students need focused practice in discriminating between words with different suffixes.

How To:

- ▶ Say each word listed below. Ask the questions that follow, one at a time.
- ▶ Have students:
 - Listen and respond.

Example:

Say: **captive**. Response *captive*. What is the suffix in **captive**? Response *-ive*.

- ▶ Continue with the following words:

- | | |
|-------------------|--------------|
| 1. captive | <i>-ive</i> |
| 2. conjecture | <i>-ure</i> |
| 3. comprehensible | <i>-ible</i> |
| 4. instruction | <i>-tion</i> |
| 5. interruptible | <i>-ible</i> |
| 6. disruption | <i>-tion</i> |
| 7. juncture | <i>-ure</i> |
| 8. legislature | <i>-ture</i> |
| 9. corruptible | <i>-ible</i> |
| 10. construction | <i>-tion</i> |
| 11. convection | <i>-tion</i> |
| 12. legislative | <i>-ive</i> |
| 13. interruption | <i>-tion</i> |
| 14. disruptive | <i>-ive</i> |
| 15. caption | <i>-tion</i> |
| 16. instructive | <i>-ive</i> |
| 17. junction | <i>-tion</i> |
| 18. constructive | <i>-ive</i> |
| 19. corruption | <i>-tion</i> |
| 20. comprehensive | <i>-ive</i> |

STEP 2

Word Recognition and Spelling

➔ Students divide multisyllable words found in context into syllables. Students also practice fluent single-word reading.

Divide It

Materials

Interactive Text
pp. C73–C75,
Text
Connection 9
Self-stick note
or paper square

Use this activity with **Text Connection 9, “Cell Phones for Teens: A Good Call for Safety?”** in the *Interactive Text* to have students practice a strategy for decoding multisyllable words in context.

- ▶ Remind students that dividing words into syllables will help them read unfamiliar words.
- ▶ Write **infrequently** on the board or an overhead transparency.

Note: Do *not* read the word, since the pronunciation of the word is the answer.

- ▶ Model how to follow the steps of **Divide It** using an accelerated process to break this word into syllables.

1. Circle all prefixes and suffixes within the word. **in** (prefix), **ly** (suffix)
2. Underline the first vowel in the base word. **e**
3. Underline the next vowel. **e** (**The u** is functioning as part of the digraph **qu**.)
4. Divide the word into syllables. Determine the syllable type of each syllable in the base word to determine the vowel sound in it. **open, closed**
5. Blend the syllables to form a word that makes sense in context. Read the word.

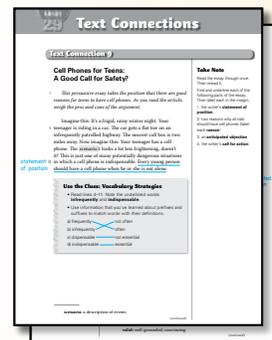
in / fre / quent **ly**

Note: Refer students to these reference pages in the *Interactive Text* if more support is needed:

Divide It Checklist, page R6

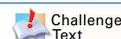
Syllable Division Patterns, page R7

- ▶ Have students:
 - Write the word **infrequently** on a self-stick note or a paper square.
 - Follow the steps of **Divide It** with you.
- ▶ Remind students that they should use this strategy when reading unknown words in textbooks.
- ▶ Have students:
 - Turn to **Text Connection 9, “Cell Phones for Teens: A Good Call for Safety?”** in the *Interactive Text*, pages C73–C75, and copy the following words onto paper squares or self-stick notes:
 - Line 1: **frigid**
 - Line 10: **indispensable**
 - Line 18: **supervision**
 - Line 23: **unexpected**
 - Apply the **Divide It** strategy to decode the first word, **frigid**.



Interactive Text
pp. C73–C75,
Text Connection 9

Teacher Edition pp. TC39–TC40



- Blend the syllables to read the word.
- Read the word in the sentence.
- Apply the **Divide It** strategy to decode each of the remaining words listed.

frig / id in / dis / pens / able su / per / vis / ion un / ex / pect / ed

Note: Suggest to students that they use this strategy in other classes by writing unfamiliar words on self-stick notes while reading, and then applying the **Divide It** strategy for decoding the unknown word.

★ Word Fluency 2

Materials

Interactive Text
p. R35, Word
Fluency 2

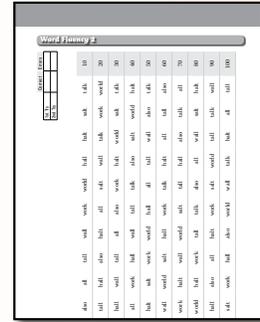
Interactive Text
p. R44, Word
Fluency Chart
Timer



Note: Those students who have reached their goals on **Word Fluency 2** can go on to **Word Fluency 3**.

Use this activity in the *Interactive Text* to develop automatic word recognition.

- ▶ Have student pairs:
 - Turn to the Unit 29 **Word Fluency 2** sheet and exchange books.
 - Read the words on the sheet to their partner for one minute.
 - Mark errors and the last word read in the minute on the partner's sheet.
 - Calculate the correct words read per minute, using the word count column on the **Word Fluency** sheet.
 - Switch roles and repeat.
 - Do the activity a second time and record the better of the two trials on the **Word Fluency Chart** in the *Interactive Text*, page R44.



Interactive Text
p. R35

✓ Special Instructional Support

Additional support for **Word Recognition and Spelling** can be found in the following:

- *Sortegories* Interactive CD:
Unit 29: **Build It**

STEP 3

Vocabulary and Morphology

Students learn the meanings of selected vocabulary words before reading the text. They also apply context-based strategies to determine the meanings of words with prefixes.

Vocabulary Focus

Use this activity with **Text Connection 9**, “Cell Phones for Teens: A Good Call for Safety?,” in the *Interactive Text* to preteach vocabulary.

- ▶ Have students:
 - Turn to **Text Connection 9**, in the *Interactive Text*, pages C73–C75.
- ▶ Locate with students the highlighted words **scenario**, **standard**, **assistance**, **rate**, **valid**, and **titans** and their definitions (at the bottom of the page).
- ▶ Read and discuss the definitions.

Materials

Interactive Text
pp. C73–C75,
Text
Connection 9



Interactive Text
pp. C73–C75,
Text Connection 9

Teacher Edition pp. TC39–TC40

Unit 29 • Lesson 3 591

- ▶ Work with students to clarify the meanings of these words in the context of the selection.

Use the Clues: Vocabulary Strategies

Materials
Interactive Text
pp. C73–C75,
Text
Connection 9

Use this activity with **Text Connection 9** in the *Interactive Text* to help students identify the meanings of words with prefixes in context.

- ▶ Read lines 4–11 with students.
- ▶ Have students:
 - Turn to **Text Connection 9, Use the Clues**, in the *Interactive Text*, page C73.
 - Use context clues to define the words **infrequently** and **indispensable**.

Expression of the Day

Use this activity to practice a new common expression daily.

- ▶ On the board or an overhead transparency, display this common expression: **by word of mouth**.
- ▶ Discuss the meaning of the expression: *in speech but not in writing*.
- ▶ Model the expression in a sentence.

Example: All the orders were given **by word of mouth** so that no written evidence could be discovered later.

- ▶ Have students:
 - Orally create sentences that use this expression.
 - Write a sentence using the expression and record the meaning of the expression under their sentence.
 - Enter this expression in their journal of common expressions and their meanings.
- ▶ Encourage students to use the expression throughout the day in conversation.



Interactive Text
pp. C73–C75,
Text Connection 9
Teacher Edition pp. TC.39–TC.40

Special Instructional Support

Additional support for **Vocabulary and Morphology** can be found in the following:

- *LANGUAGE! Words for Teachers CD: Use the Context*



STEP 4

Grammar and Usage

→ Students recognize the functions of pronouns in text.

Review: Pronouns

Use this activity to review functions of pronouns.

▶ Review with students:

Pronouns are function words that take the place of nouns.

Nominative (subject) **pronouns** take the place of the subject in a sentence.

Object pronouns take the place of the object in a sentence.

Possessive pronouns show ownership or possession.

Pronouns have **antecedents**—nouns to which they refer.

Indefinite pronouns refer to unspecified or unknown people or things.

Indefinite pronouns do not have antecedents.

A **relative pronoun** is a pronoun that begins a dependent clause.

A relative pronoun is related to a noun or pronoun that has already been mentioned in the independent clause. This noun or pronoun is its antecedent.

That, which, who, whom, whose are relative pronouns.

Identify It: Pronouns

Use this activity in **Text Connection 9**, “Cell Phones for Teens: A Good Call for Safety?,” in the *Interactive Text* to help students recognize the functions of pronouns in text.

Materials

Interactive Text
pp. C73–C75,
Text
Connection 9

▶ Have students:

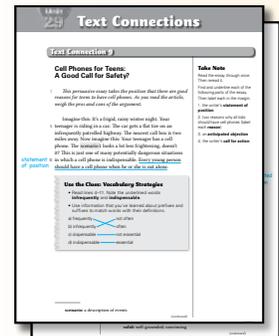
- Turn to the **Identify It: Pronouns** box in **Text Connection 9** in the *Interactive Text*, page C75.

▶ Read lines 28–40 to students.

▶ Then have students:

- Reread sentence 1.
- Determine if the underlined word is a nominative, object, or relative pronoun.
- Copy the pronoun under the correct heading.
- Complete the other numbered sentences in a similar manner.
- Determine which of the pronouns are indefinite pronouns and copy them on the line.

▶ Check students’ answers.



Interactive Text
pp. C73–C75,
Text Connection 9

Teacher Edition pp. TC39–TC40

STEP 5

Listening and Reading Comprehension

Students read “Cell Phones for Teens: A Good Call for Safety?” and respond to comprehension questions.

★ Instructional Text: “Cell Phones for Teens: A Good Call for Safety?”

Materials
Student Text
pp. 125–126

Use this activity along with the *Student Text* to prepare students to read “Cell Phones for Teens: A Good Call for Safety?” and to help them build comprehension of the text.

Author’s Purpose

- ▶ Have students turn to “Cell Phones for Teens: A Good Call for Safety?” in the *Student Text*, pages 125–126.
- ▶ Explain to students that the selection is an example of a persuasive essay. Explain further that in a persuasive essay, writers try to convince readers to do something or to think a certain way about an issue.

Predict

- ▶ Have students:
 - Read the title.
 - Predict what the author’s position is on cell phones, based on the title.

Read the Selection

- ▶ Have students:
 - Read “Cell Phones for Teens: A Good Call for Safety?”
 - Decide whether their prediction about the author’s position on cell phones was accurate.
- ▶ After students have finished reading, ask questions to check for understanding, including the following:
 - What is the author’s position on cell phones? *All kids should have them.*
 - Why does the author feel kids need phones? *Kids need phones to ensure their safety.*
 - Whom do you think the author was trying to convince? *parents and cell phone companies*
- ▶ Discuss the meaning of the target word **call** and the phrase **a good call** as they are used in the title. *decision or choice—“a good call” is a wise decision or a good choice*

Connect and Clarify Ideas



Student Text
pp. 125–126

Teacher Edition pp. T243–T244

Special Instructional Support

An oral presentation of this selection can be found in the following:

- **LANGUAGE!**
eReader CD:
“Cell Phones for Teens: A Good Call for Safety?”



STEP 6

Speaking and Writing

Students respond orally and in writing to questions about “Cell Phones for Teens: A Good Call for Safety?”

★ Answer It

Materials
Interactive Text
pp. 201–202,
Exercise 1
Student Text
pp. 125–126

Use this activity in the *Interactive Text* and the *Student Text* to guide students to develop answers to comprehension questions.

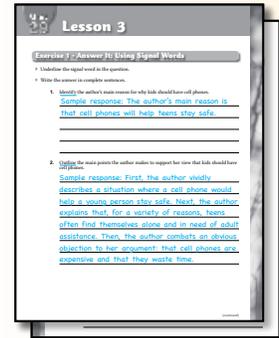
- Review the meanings of the signal words **identify**, **outline**, **critique**, **explain**, and **infer**.

If the question asks you to...	You must...
identify	locate specific information in the text
outline	arrange into a systematic pattern of main ideas and supporting details
critique	examine positive and negative features to form a judgment
explain	express understanding of an idea or concept
infer	draw logical conclusions using information or evidence

- Have students:
 - Turn to Exercise 1, **Answer It: Using Signal Words**, in the *Interactive Text*, pages 201–202, and the *Student Text*, pages 125–126.
 - Write the answers to questions 1–5 independently.
 - Check for sentence signals—capital letters, commas, and end punctuation.
- Review the questions and answers with students.
- Have students:
 - Identify the signal word in the question.
 - Explain how their answers addressed the information required to answer the question.

Answer It questions:

- Identify** the author’s main reason for why kids should have cell phones.
Sample response: The author’s main reason is that cell phones will help teens stay safe.
- Outline** the main points the author makes to support her view that kids should have cell phones.
Sample response: First, the author vividly describes a situation where a cell phone would help a young person stay safe. Next, the author explains that, for a variety of reasons, teens often find themselves alone and in need of adult assistance. Then the author combats an obvious objection to her argument: that cell phones are expensive and that they waste time.



Interactive Text
pp. 201–202, Exercise 1
Teacher Edition p. 597



Student Text
pp. 125–126
Teacher Edition pp. T243–T244

3. Critique the author's point that cell phones will make young people safer.
Sample response: It is true that cell phones might help young people if they have an emergency away from home, but many teens are at home in the afternoon. They can therefore use the home telephone. Even when teens are away from home, cell phones cannot prevent them from having injuries.
4. Explain the generalization that the author is making about phone companies when she writes, "Instead of just targeting young people with eye-popping features and flashy advertising campaigns, they should work to make safety-first cell phones available and affordable for all families."
Sample response: The author thinks that cell phone companies want to sell more expensive phones to teens and are not really concerned about teens' safety or making cheaper phones available to teens.
5. In the third paragraph of the essay, the author gives several reasons why parents might not want their children to have cell phones. Make an inference about why the author takes parents' concerns into account in her essay.
Sample response: She wants parents to know that she understands their concerns; she is trying to convince parents that safety is more important than money.



Homework

Use the Homework Options chart on page 561 to select and assign homework based on students' needs for reinforcement of lesson content.



★ Review & Acceleration

✓ Special Instructional Support

⚙️ English Learners

📱 Technology

📄 Challenge Text

Unit 29
Lesson 3

Exercise 1 • Answer It: Using Signal Words

► Underline the signal word in the question.
► Write the answer in complete sentences.

1. Identify the author's main reason for why kids should have cell phones.
Sample response: The author's main reason is that cell phones will help teens stay safe.

2. Outline the main points the author makes to support her view that kids should have cell phones.
Sample response: First, the author vividly describes a situation where a cell phone would help a young person stay safe. Next, the author explains that, for a variety of reasons, teens often find themselves alone and in need of adult assistance. Then, the author combats an obvious objection to her argument: that cell phones are expensive and that they waste time.

(continued)

Unit 29 • Lesson 3 201

Interactive Text p. 201, Exercise 1

Unit 29 • Lesson 3

Exercise 1 (continued) • Answer It: Using Signal Words

3. Critique the author's point that cell phones will make young people safer.
Sample response: It is true that cell phones might help young people if they have an emergency away from home, but many teens are at home in the afternoon. They can therefore use the home telephone. Even when teens are away from home, cell phones cannot prevent them from having injuries.

4. Explain the generalization that the author is making about phone companies when she writes, "Instead of just targeting young people with eye-popping features and flashy advertising campaigns, they should work to make safety-first cell phones available and affordable for all families."
Sample response: The author thinks that cell phone companies want to sell more expensive phones to teens and are not really concerned about teens' safety or making cheaper phones available to teens.

5. In the third paragraph of the essay, the author gives several reasons why parents might not want their children to have cell phones. Make an inference about why the author takes parents' concerns into account in her essay.
Sample response: She wants parents to know that she understands their concerns; she is trying to convince parents that safety is more important than money.

202 Unit 29 • Lesson 3

Interactive Text p. 202, Exercise 1

STEP
1

Phonemic Awareness and Phonics

Students review the sound-spelling patterns **al**, **all**, **alk**, **wa**, **qua**, **war**, and **wor**.

Lesson 4 Materials

See the Book E *Instructional Planning Tools* CD for a complete list of materials for this lesson.

★ **Listening for Sounds in Words: Sound-Spelling Patterns**

Materials

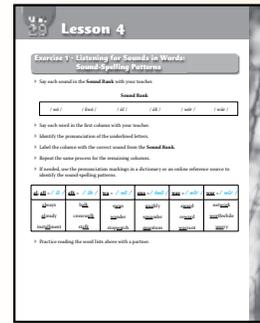
Interactive Text
p. 203,
Exercise 1

Dictionary
(1 per every
two students)

Use this activity to help students recognize these sound-spelling patterns: **al**, **all** = / òl /, **alk** = / òk /, **wa** = / wò /, **qua** = / kwò /, **war** = / wòr /, and **wor** = / wùr /.

► Have students:

- Turn to Exercise 1, **Listening for Sounds in Words: Sound-Spelling Patterns**, in the *Interactive Text*, page 203.
- Say each sound in the **Sound Bank** with you.
- Read each word in the first column of the chart with you.
- Identify the pronunciation of the underlined letters. / òl /
- Label the column with the correct sound from the **Sound Bank**. / òl /
- Repeat the same process for the remaining columns.
- If needed, use the pronunciation markings in a dictionary or online reference source to identify the sound-spelling patterns.
- Practice reading the word lists with a partner.



Interactive Text
p. 203, Exercise 1
Teacher Edition p. 611

✓ **Special Instructional Support**

Additional support for **Phonemic Awareness and Phonics** can be found in the following:

- *Teacher Resource Guide*
Folder Activity: **Sort It**
Sort words with these spelling patterns: **al**, **all**, **alk**, **wa**, **qua**, **war**, **wor**.





Focus on Academic Language

Listening for Suffixes: Verb Suffixes *-ive*, *-tion*, and *-sion*

 Refer to the Contrastive Analysis Charts for:

Chinese, p. A28; Haitian Creole, p. A30; Hispanic American English, p. A48; Hmong, p. A32; Khmer, p. A33; Korean, p. A34; Pilipino, p. A36; Portuguese, p. A37; Russian, p. A39; Spanish, p. A41; and Vietnamese, p. A43.

English learners may have significant difficulty distinguishing between words with identical base words and different suffixes. This can cause problems because different suffixes change the meanings of words. English learners need additional practice in distinguishing between words with identical base forms and different suffixes.

Why Do: Students need focused practice in discriminating between words with different suffixes.

How To:

- ▶ Say each word listed below. Ask the questions that follow, one at a time.
- ▶ Have students:
 - Listen and respond.

Example:

Say: *acidity*. Response *acidity*. **Say:** What is the suffix in *acidity*? Response *-ity*.

- ▶ Continue with the following words:

1. explosive *-ive*
2. impressive *-ive*

3. intrusion *-sion*
4. elusive *-ive*
5. explosion *-sion*
6. constructive *-ive*
7. receptive *-ive*
8. comprehension *-sion*
9. illusion *-sion*
10. elective *-ive*
11. reception *-tion*
12. congestive *-ive*
13. perception *-tion*
14. impression *-sion*
15. intrusive *-ive*
16. explosive *-ive*
17. election *-tion*
18. comprehensive *-ive*
19. construction *-tion*
20. congestion *-tion*

STEP 2

Word Recognition and Spelling

- ➔ Students create and present a mnemonic to help them remember how to spell easily confused word pairs.

★ Make a Mnemonic

Materials

Blank cards (6)

Dictionary

Use this activity to review mnemonic-building strategies with students to help them remember how to spell easily confused words.

- ▶ Review with students that in English some words sound the same but are spelled differently. These words are called **homophones**. For example, **hole** and **whole** are homophones. It is necessary to know the context in which the word is being used in order to spell the word correctly, since both words sound the same.
- ▶ Point out that other word pairs look and sound similar. They may even have similar meanings, but function differently in sentences. These words can be easily confused. It is important to spell the right word to fit the context. For example, **all together** and **altogether** are pronounced similarly in running speech, but **all together** is two words whereas **altogether** is one word.
- ▶ Remind students that a **mnemonic** is a device or memory trick that helps you remember something. Tell students that they can use the spelling, meaning, or part of speech of a word to create a mnemonic to help themselves remember how the word is spelled.
- ▶ Review these **Make a Mnemonic** strategies with students:

The **Word-in-Word** strategy involves using a smaller word from within one of a pair of easily confused words to differentiate between those words.

The **Find a Pattern** strategy ties together a feature of spelling with a meaning cue.

The **Sentence Cue** strategy helps to differentiate the pronunciations, spellings, and meanings of easily confused words through the use of context.

The **Create an Image** strategy involves creating an association with the configuration of letters in a word to remember the distinction between it and an easily confused word.

Note: Use student-made examples of these mnemonic strategies from previous units if available.

- ▶ Prepare six blank cards with these easily confused word pairs:

altogether/all together; forward/foreword; who's/whose; hole/whole; hall/haul; oh/owe.

- ▶ Divide the class into small groups and distribute one card to each group.

- ▶ Have students:

- Use a dictionary to learn more about the meanings of the words in their word pair to inform their memory trick.
- Determine if their word pair is a set of homophones, or is another type of confusing word combination.
- Work together to create a mnemonic for their word pair.



★ Review & Acceleration

✓ Special Instructional Support

English Learners

Technology

Challenge Text

- Record their mnemonic in their student notebooks.
- Create a one- to two-minute presentation of their mnemonic.
- Practice presenting their mnemonic within their group.

Present It: Mnemonics for Confusing Word Pairs

Use this activity to have students teach others a mnemonic to spell a confusing word pair.

► Have students:

- Present their mnemonic for their confusing word pair to the class.
- Take notes about other groups' mnemonics in their student notebooks, and then paraphrase each mnemonic with a partner.

Answers will vary. Some ideas include:

altogether/all together

Altogether means “completely, in all.”

All together means “all at one time” or “all in one place”

Sentence Cue: I kept my money **all together** in one clip; I had \$22.00

altogether.

forward/foreword

Forward can function as a noun, adjective, adverb, or verb. For example, as an adjective, it means “at, near, or belonging to the front.”

Foreword is a noun that means “preface or introductory note found at the front of a book.”

Sentence Cue: **Words** found **before** the first chapter may be part of the **foreword**.

who's/whose

Who's is a contraction: **who + is = who's**.

Whose is the possessive of **who**.

Sentence Cue: **Who's (who is)** going to tell me **whose** money this is?

Note: Check by substituting **who is** for **who's** and **whose** to ensure correct usage.

Example: **Who is** going to tell me **whose (who is doesn't make sense)** money this is?

hole/whole

Hole is the noun that means “an opening.”

Whole is an adjective that means “complete; entire.”

Word-in-Word: **Who** is a smaller word within the word **whole**.

Sentence Cue: **Who** ate the **whole** pizza? Did you have a **hole** in your stomach?

hall/haul

Hall is a noun that means “entrance passage or corridor in a building.”

Haul is a verb that means “to pull, drag, or transport with a truck.”

Create an Image: Imagine that the **ll** in **hall** represents the walls of a hallway.

Sentence Cue: We need to **haul** his stuff down the **hall** to his dorm room.

oh/owe

Oh is an interjection used to express strong emotion, such as surprise, anger, or pain.

Owe is a verb that means “to be in debt.”

Sentence Cue: **Oh!** I didn't know that I still **owe** money for my overdue library book.

STEP 3

Vocabulary and Morphology

→ Students use the meaning of prefixes, base words, roots, and suffixes to define words.

★ Introduce: Suffixes *-ance, -ence*

Materials

Morphemes for Meaning Cards
Pocket chart
Dictionary

Use this activity to introduce two new suffixes.

- ▶ Display the **Morphemes for Meaning Cards** for the suffixes **-ance** and **-ence** in the pocket chart.
- ▶ Read and discuss each of these **Morphemes for Meaning Cards** with students.
 - ance** means “act or condition of.”
 - ence** means “action, state, quality.”
- ▶ Explain that the suffixes **-ance** and **-ence** are very similar in meaning and spelling. Suggest to students that they consult a dictionary to make sure they are using the correct ending for a particular word.
- ▶ Write the following words in a column on the board or an overhead transparency: **assistance, dependence**.
- ▶ Have students:
 - Take turns circling the prefix or suffix and underlining the root in each word.
 - Read the word with you. Note that the accent falls on the root.
 - Guide students to combine the definition of each word part to generate a definition for the word.
- ▶ Remind students that Latin roots give clues to the meanings of words, but cannot always be translated literally.
- ▶ Write the definitions beside the words on the board or an overhead transparency.
- ▶ Divide the class into two groups. Have each group check the dictionary meanings of one of the words.
- ▶ Have each group’s members present the meaning of their word to the class.
- ▶ Write the dictionary meaning beside its translated meaning.
- ▶ Compare with students the translation of the word parts and the dictionary definition.

assistance means “condition of standing near.” dictionary meaning: the act of helping

dependence means “state of hanging down.” dictionary meaning: state of relying on something or someone



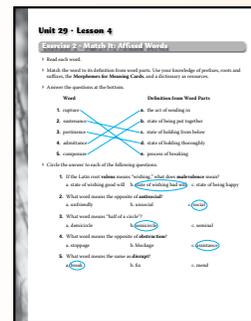
Match It: Affixed Words

Materials

Interactive Text
p. 204,
Exercise 2
Morphemes for
Meaning Cards
Pocket chart
Dictionary

Use this activity in the *Interactive Text* to guide students to define the meanings of affixed words.

- ▶ Display the **Morphemes for Meaning Cards** for **ad-**, **anti-**, **mal-**, **ob-**, **post-**, **semi-**, **sub-**, **rupt**, **struct**, **-ance**, **-ence**, and **-ure** in the pocket chart.
- ▶ Review their meanings.
- ▶ Have students:
 - Turn to Exercise 2, **Match It: Affixed Words**, in the *Interactive Text*, page 204.
 - Read each word.
 - Match the word to its definition from word parts, using their knowledge of prefixes, roots and base words, and suffixes, as well as the **Morphemes for Meaning Cards** and a dictionary, as needed.
 - Answer the questions at the bottom.
- ▶ Check students' work.



Interactive Text
p. 204, Exercise 2
Teacher Edition p. 611

STEP 4

Grammar and Usage

- ▶ Students identify present perfect tense verbs, past perfect tense verbs, and adjectival clauses in sentences.

Identify It: Present Perfect Tense Verbs and Past Perfect Tense Verbs

Materials

Interactive Text
p. 205,
Exercise 3

Use this activity in the *Interactive Text* to give students practice in recognizing the present perfect tense and past perfect tense of verbs in sentences.

- ▶ Review with students:

Perfect tense verbs are verb phrases made with forms of the helping verb **have** and a past participle.

A verb in the **present perfect tense** has the present tense form of the verb **have** and the past participle of a verb.

Examples: has advertised, have rung

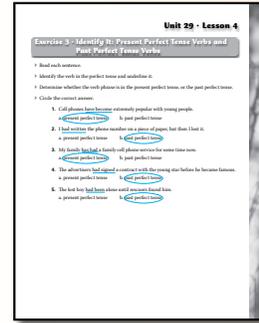
The present perfect tense is used to tell about an action occurring at an unspecified time in the past, or an action occurring in the past and continuing in the present.

A verb in the **past perfect tense** has the past tense of the verb **have** and the past participle of a verb.

Example: had called

The past perfect tense is used to tell about an action completed in the past before another past action took place. A sentence that includes a past perfect tense verb often has two verbs expressing actions in the past, one in the independent clause and one in the dependent clause. In such a sentence, the action described by the past perfect verb was completed before the action described by the other verb occurred.

- ▶ Have students:
 - Turn to Exercise 3, **Identify It: Present Perfect Tense Verbs and Past Perfect Tense Verbs**, in the *Interactive Text*, page 205.
 - Do the first example with you.
 - Read each sentence.
 - Identify the verb in the perfect tense and underline it.
 - Determine if the verb phrase is the present perfect tense or the past perfect tense.
 - Circle the correct answer.
- ▶ Check students' work.



Interactive Text
 p. 205, Exercise 3
 Teacher Edition p. 611

Masterpiece Sentences: Stage 4

Use this activity to provide practice for students in using adjectival clauses to modify nouns in sentences.

Materials
 Masterpiece Sentence Cue Chart
 Masterpiece Sentence Work Strips
Student Text pp. 125–126
Student Text p. H67

- ▶ Review with students:
 - An **independent clause** has one subject and one predicate and is a complete thought.
 - An **adjectival clause** is a dependent clause that modifies a noun or pronoun by telling what kind or which one. It can come before or after the noun it modifies.
 - An adjectival clause is introduced by a relative pronoun such as **that, which, who, whom, or whose**.

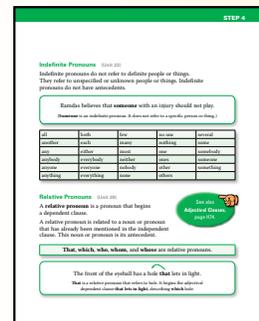


Student Text
 pp. 125–126
 Teacher Edition pp. T243–T244

- ▶ Have students:
 - Review the *Student Text* selection “**Cell Phones for Teens: A Good Call for Safety?**,” pages 125–126, to identify potential content for sentences.
 - Gather the items they will need to write a **Masterpiece Sentence**:
 1. The **Masterpiece Sentence Cue Chart** in their student notebooks
 2. A copy of the **Masterpiece Sentence Work Strips** template
 3. The list of relative pronouns from the Handbook section of the *Student Text*, page H67
- ▶ Begin by modeling the process of painting the subject or another noun in a sentence by using adjectival clauses.
- ▶ Write the following sentence on **Work Strips** and arrange them on the overhead projector:

Who (what) did it? Kids	What did they (he, she, it) do? need	What did he/she/it do it to? cell phones
-----------------------------------	--	--

- ▶ Write these relative pronouns on pieces of transparency and place them on the overhead projector: **that, which, who, whom, whose**.
- ▶ Ask students to make one of the nouns (**kids, cell phones**) more vivid by using an



Student Text
 p. H67
 Teacher Edition p. T184

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adjectival clause that answers the question **which one?** or **what kind?** about that noun.

- ▶ Remind students that an adjectival clause begins with one of the relative pronouns.

Which ones? (kids)

whose parents work outside the home

- ▶ Combine the **Work Strips** to create a sentence.
Kids whose parents work outside the home need cell phones.
- ▶ Explain that the adjectival clause tells **which ones** need cell phones.
- ▶ Have students:
 - Record the sentence in their student notebooks.
 - Underline the independent clause once, circle the relative pronoun, and underline the adjectival clause twice.
- ▶ Follow the same procedure with the following sentences:
Cell phones provide protection.
The boy lost his cell phone.
Cell phones have many gadgets.
- ▶ Have students:
 - Record the sentences you provide on **Work Strips**.
 - Write an adjectival clause to answer a Stage 4 question.
 - Share their sentences with the class as you record them on the board or an overhead transparency.
 - Record the sentences in their student notebooks.
 - Underline the independent clause once, circle the relative pronoun, and underline the adjectival clause twice.



Special Instructional Support

Additional support for **Grammar and Usage** can be found in the following:

- *Sortegories* Interactive CD:
Unit 29: **Categorize It**



Focus on Academic Language

Meaning and Use of Prepositions *inside*, *onto*, and *for*

Refer to the Contrastive Analysis Charts for:

Chinese, p. A28; Haitian Creole, p. A30; Hispanic American English, p. A48; Hmong, p. A32; Khmer, p. A33; Korean, p. A34; Pilipino, p. A36; Portuguese, p. A37; Russian, p. A39; Spanish, p. A41; and Vietnamese, p. A43.

English prepositions can be problematic for English learners. Many languages have prepositions, but the meanings do not correspond exactly to those of English prepositions. In some languages, prepositions are positioned in different parts of sentences. English learners need explicit instruction and practice in using prepositions appropriately in English.

Why Do: Students need focused instruction and practice in using the prepositions **inside**, **onto**, and **for** appropriately in sentences.

How To:

- ▶ Say and write the word **inside** on the board or on an overhead transparency.
- ▶ Say and write the following sentences on the board or on an overhead transparency:
 - He has walked **inside** the building. (*He is in or surrounded by the building.*)
 - She has put the money **inside** her wallet. (*The money is in or surrounded by the wallet.*)
- ▶ **Ask:** What do you think **inside** means in these sentences? (Students volunteer responses.)
- ▶ Explain to students that if a person or object is in something or surrounded by something else, that person or object is **inside** something else.
- ▶ Say and write the word **onto** on the board or on an overhead transparency.
- ▶ Say and write the following sentences on the board or on an overhead transparency:

She has jumped **onto** the table. (*She moved to the tabletop.*)

The water has dripped **onto** the floor. (*The water moved to the floor.*)

He has fallen **onto** the ground. (*He moved to the ground.*)

- ▶ **Ask:** What do you think **onto** means in these sentences? (Students volunteer responses.)
- ▶ Explain to students that in these sentences, **onto** shows movement from one position to another position.
- ▶ Say and write the word **for** on the board or on an overhead transparency.
- ▶ Say and write the following sentences on the board or on an overhead transparency:
 - She has been here **for** three hours.
 - The teacher has taught in that school **for** twenty years.
- ▶ **Ask:** What do you think **for** means in these sentences? (Students volunteer responses.)
- ▶ Explain to students that in these sentences **for** refers to a duration of time (e.g., three hours, twenty years).
- ▶ Follow the procedure below to provide students practice using **inside**, **onto**, and **for** in sentences.
- ▶ Write the following words on the board or an overhead transparency: **year, hour, minute, saltshaker, ballpark, seawall, boardwalk, walkway, workroom.**
- ▶ Place students in pairs or groups. Have students:
 - Write three sentences each with the words **onto**, **inside**, and **for**.
- ▶ Encourage students to use the displayed words or any other **Unit Words** from Unit 29 in the sentences.
- ▶ Provide additional explanation and support when needed.



STEP 5

Listening and Reading Comprehension

Students read the selection, respond to comprehension questions, and use a structured note-taking process to analyze text structure and identify specific information to build comprehension.

★ Take Note: Structure of a Persuasive Essay

Materials
Interactive Text
pp. C73–C75,
Text
Connection 9

Use this activity to help students analyze the structure of “Cell Phones for Teens: A Good Call for Safety?”

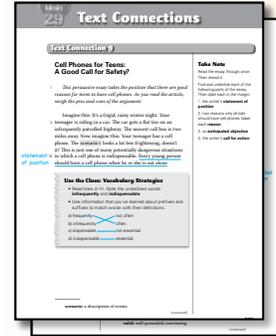
- ▶ Explain to students that a persuasive essay is often made up of similar components.
- ▶ List these components of a persuasive essay on the board or an overhead transparency and discuss each with students:
 1. **Statement of Position:** This is where the writer takes a stand, or states a position, on a topic.
 2. **Reasons and Supporting Facts or Examples:** This is where the writer provides reasons to explain his or her position, and provides facts or examples to make each reason convincing.
 3. **Anticipated Objections:** This is where the writer addresses objections that he or she anticipates, or expects certain people to raise. The writer may claim that those objections are not valid, or the writer may admit that they are valid but say that they are less important than something else.
 4. **Call for Action:** This is where the writer makes a request for people to do something.
- ▶ Have students:
 - Turn to **Text Connection 9**, “Cell Phones for Teens: A Good Call for Safety?” in the *Interactive Text*, pages C73–C75, and read the directions for **Take Note** in the margin.
 - Review the text and identify each of the four components listed above.
 - Label each paragraph of the essay with the component that it contains.

★ Map It: Persuasive Writing

Materials
Interactive Text
pp. C73–C75,
Text
Connection 9
Map It:
Persuasive
Writing
transparency
and templates

Use this activity along with **Text Connection 9** in the *Interactive Text* to help students examine the structure of the persuasive essay, “Cell Phones for Teens: A Good Call for Safety?”

- ▶ Have students:
 - Refer to **Text Connection 9** in the *Interactive Text*, pages C73–C75.
 - Review lines 1–47 and the notes they made in the margins. Refer students to the Handbook section of the *Student Text* to identify the form and author’s purpose of this selection.
- ▶ Display the **Map It: Persuasive Writing** transparency on the overhead projector.
- ▶ Explain to students that they are going to map out the structure of “Cell Phones for Teens: A Good Call for Safety?”
- ▶ Eliciting students’ input, model how to complete the template with information from “Cell Phones for Teens: A Good Call for Safety?”



Interactive Text
pp. C73–C75,
Text Connection 9

Teacher Edition pp. TC39–TC40



**Map It:
Persuasive
Writing**

Teacher Edition p. 611

Special Instructional Support

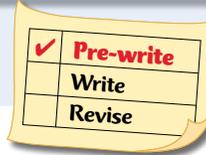
An oral presentation of this selection can be found in the following:

- **LANGUAGE!**
eReader CD:
“Cell Phones for
Teens: A Good Call
for Safety?”

STEP 6

Speaking and Writing

- ➔ Students expand their understanding of audience and purpose when writing. They also prepare to write a short persuasive composition.



★ Understanding Audience and Purpose

Use this activity to help students understand that writers need to think about their audience and purpose when writing.

- ▶ Explain to students that before they begin writing, writers think about their purpose in writing and consider the audience for whom they are writing.
- ▶ Ask: Why did the author write the essay “**Cell Phones for Teens: A Good Call for Safety?**”? **to convince people that all kids should have cell phones**
- ▶ Explain that when a writer writes a persuasive essay, the writer’s **purpose** is generally to persuade or convince. When a writer writes a fiction story, the writer’s purpose may be to entertain or to share a theme or universal truth.
- ▶ Ask: What groups of people do you think the author of “**Cell Phones for Teens: A Good Call for Safety?**” is trying to convince that teens need cell phones? **parents and cell phone companies**
- ▶ Explain that the group of people a writer is writing for is known as the writer’s **audience**.
- ▶ Explain that sometimes writers write for a very wide audience, and sometimes they write for a very specific audience. Read each example to students. Ask them to tell whether a writer for that publication would be writing for a general audience or a very particular audience.

USA Today **general**

Stamp Collectors' Monthly **specific: stamp collectors**

National Geographic **general**

Classical Guitar Magazine **specific: musicians, guitar enthusiasts**

- ▶ Point out that it is especially important for writers of persuasive essays to identify who their audience is and what their purpose is for writing.
- ▶ List these guiding questions on the board or an overhead transparency and discuss them with students:

What am I hoping to achieve by writing this essay?

What does my audience already know or believe?

What is their likely position on the issue I am writing about?

What reasons do they have that support their position?



★ Review & Acceleration

✓ Special Instructional Support

English Learners

Technology

Challenge Text



Prepare to Write: Persuasive Essay

Materials
Interactive Text
p. 206,
Exercise 4
Map It:
Persuasive
Writing
transparency
and templates

Use these activities along with the **Map It: Persuasive Writing** template to guide students to prepare to write a persuasive essay.

Setting a Purpose

- ▶ Explain that you want students to take the opposite position to that of the writer who wrote “**Cell Phones for Teens: A Good Call for Safety?**”
- ▶ Point out that although some students may agree with the author, being able to argue for the other side is a useful skill.
- ▶ Display the following prompt:

Write a persuasive essay in which you support the following position: Kids should not be allowed to have cell phones.

Study the Prompt

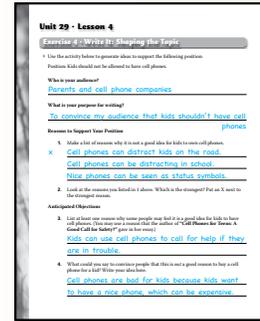
- ▶ Guide students to identify the topic and direction words in the prompt.
- ▶ Then ask:
 - What is the topic? **Taking a position against kids having cell phones**
 - What are you being asked to write? **A persuasive essay**
 - What is your purpose for writing? **To persuade your readers of your position on the topic**
- ▶ Discuss with students what they will need to include in their paragraphs to fulfill the prompt.

Shaping the Topic

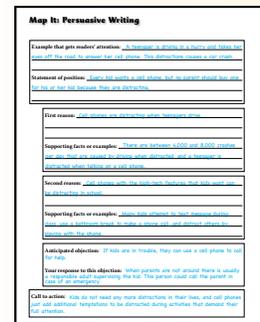
- ▶ Have students:
 - Turn to Exercise 4, **Write It: Shaping the Topic**, in the *Interactive Text*, page 206.
 - Complete the exercise.
- ▶ Provide assistance as students complete the exercise. Clarify what audience and purpose mean for this type of writing as needed.

Organize Information: Map It: Persuasive Writing

- ▶ Display a blank **Map It: Persuasive Writing** transparency and explain to students what they will record in each box.
- ▶ Provide each student with a blank **Map It: Persuasive Writing** template.
- ▶ Have students:
 - Refer to Exercise 4, **Write It: Shaping the Topic**, in the *Interactive Text* that they just completed.
 - Use the information to fill in the template.
 - Write their statement of position in the first box, along with an example, to draw their readers into their essays.



Interactive Text
p. 206, Exercise 4
Teacher Edition p. 612



Map It:
Persuasive
Writing

Teacher Edition p. 612

- Write their strongest reason (the one they put an X next to in Exercise 4) in the second box along with an example to support it.
- Transfer another good reason that they listed in Exercise 4 to the template.
- Add anticipated objection to the template.
- Think about what they want people to do after reading their essays and add this “call to action” to the last box on the template.
- Keep their completed templates in their student notebooks to use to write a persuasive essay in Unit 29, Lesson 5, Step 6.



Homework

Use the Homework Options chart on page 561 to select and assign homework based on students' needs for reinforcement of lesson content.



Unit 29 Lesson 4

Exercise 1 • Listening for Sounds in Words: Sound-Spelling Patterns

▶ Say each sound in the **Sound Bank** with your teacher.

Sound Bank

/ wō / / kwō / / ôl / / ôk / / wôr / / wûr /

▶ Say each word in the first column with your teacher.

▶ Identify the pronunciation of the underlined letters.

▶ Label the column with the correct sound from the **Sound Bank**.

▶ Repeat the same process for the remaining columns.

▶ If needed, use the pronunciation markings in a dictionary or an online reference source to identify the sound-spelling patterns.

al. all = / ôl /	alk = / ôk /	wa = / wô /	qua = / kwô /	war = / wôr /	wor = / wûr /
always	ball	wagon	qualify	wizard	network
already	crosswalk	wander	squander	reward	worthwhile
installment	stalk	stopgap	quantum	warrant	worry

▶ Practice reading the word lists above with a partner.

Unit 29 • Lesson 4 203

Interactive Text p. 203, Exercise 1

Unit 29 • Lesson 4

Exercise 2 • Match It: Affixed Words

▶ Read each word.

▶ Match the word to its definition from word parts. Use your knowledge of prefixes, roots and suffixes, the **Morphemes for Meaning Cards**, and a dictionary as resources.

▶ Answer the questions at the bottom.

Word	Definition from Word Parts
1. rupture	a. the act of sending in
2. sustenance	b. state of being put together
3. pertinence	c. state of holding from below
4. admittance	d. state of holding thoroughly
5. composure	e. process of breaking

▶ Circle the answer to each of the following questions:

- If the Latin root **volens** means "wishing," what does **malevolence** mean?
 - a. state of wishing good will
 - b. state of wishing bad will
 - c. state of being happy
- What word means the opposite of **antisocial**?
 - a. unfriendly
 - b. unsocial
 - c. social
- What word means "half of a circle"?
 - a. demicircle
 - b. demicircle
 - c. seminal
- What word means the opposite of **obstruction**?
 - a. stoppage
 - b. blockage
 - c. assistance
- What word means the same as **disrupt**?
 - a. break
 - b. fix
 - c. mend

204 Unit 29 • Lesson 4

Interactive Text p. 204, Exercise 2

Unit 29 • Lesson 4

Exercise 3 • Identify It: Present Perfect Tense Verbs and Past Perfect Tense Verbs

▶ Read each sentence.

▶ Identify the verb in the perfect tense and underline it.

▶ Determine whether the verb phrase is in the present perfect tense, or the past perfect tense.

▶ Circle the correct answer.

- Cell phones have become extremely popular with young people.
 - a. present perfect tense
 - b. past perfect tense
- I had written the phone number on a piece of paper, but then I lost it.
 - a. present perfect tense
 - b. past perfect tense
- My family has had a family cell phone service for some time now.
 - a. present perfect tense
 - b. past perfect tense
- The advertisers had signed a contract with the young star before he became famous.
 - a. present perfect tense
 - b. past perfect tense
- The lost boy had been alone until rescuers found him.
 - a. present perfect tense
 - b. past perfect tense

Unit 29 • Lesson 4 205

Interactive Text p. 205, Exercise 3

Map It: Persuasive Writing

Example that gets readers' attention: Teenager driving alone gets a flat tire on a highway that is infrequently patrolled.

Statement of position: For safety, every young person should have a cell phone when he or she is out alone.

First reason: Reality of family life today means that all young people should have cell phones.

Supporting facts or examples: Majority of parents work outside the home. More kids—1 out of 5 between the ages 5 and 14—spend time without adult supervision. Need to be able to get in touch with parents at a moment's notice.

Second reason: Kids with parents at home need to carry cell phones for unexpected problems.

Supporting facts or examples: Missed bus, sudden illness.

Anticipated objection: Many parents see cell phones as expensive time-wasters with costly options (cameras, fancy ring tones) with no relationship to personal safety.

Your response to this objection: Cell phone companies should listen to parents' concern about costly rate plans and gadget-ridden expensive phones.

Call to action: Cell phone companies should design a bare-bones, safety-first phone for young people and offer a low-cost calling plan affordable for all families.

Map It: Persuasive Writing 38

Map It: Persuasive Writing

Unit 29 • Lesson 4

Answer Keys

Unit 29 • Lesson 4

Exercise 4 • Write It: Shaping the Topic

Use the activity below to generate ideas to support the following position:

Position: Kids should not be allowed to have cell phones.

Who is your audience?

Parents and cell phone companies

What is your purpose for writing?

To convince my audience that kids shouldn't have cell phones

Reasons to Support Your Position

- Make a list of reasons why it is not a good idea for kids to own cell phones.
 - Cell phones can distract kids on the road.
 - Cell phones can be distracting in school.
 - Nice phones can be seen as status symbols.

- Look at the reasons you listed in 1 above. Which is the strongest? Put an X next to the strongest reason.

Anticipated Objections

- List at least one reason why some people may feel it is a good idea for kids to have cell phones. (You may use a reason that the author of "Cell Phones for Teens: A Good Call for Safety?" gave in her essay.)
 - Kids can use cell phones to call for help if they are in trouble.
- What could you say to convince people that this is not a good reason to buy a cell phone for a kid? Write your idea here.
 - Cell phones are bad for kids because kids want to have a nice phone, which can be expensive.

206 Unit 29 • Lesson 4

Interactive Text p. 206, Exercise 4

Map It: Persuasive Writing

Example that gets readers' attention: A teenager is driving in a hurry and takes her eyes off the road to answer her cell phone. This distraction causes a car crash.

Statement of position: Every kid wants a cell phone, but no parent should buy one for his or her kid because they are distracting.

First reason: Cell phones are distracting when teenagers drive.

Supporting facts or examples: There are between 4,000 and 8,000 crashes per day that are caused by driving when distracted, and a teenager is distracted when talking on a cell phone.

Second reason: Cell phones with the high-tech features that kids want can be distracting in school.

Supporting facts or examples: Many kids attempt to text message during class, use a bathroom break to make a phone call, and distract others by playing with the phone.

Anticipated objection: If kids are in trouble, they can use a cell phone to call for help.

Your response to this objection: When parents are not around there is usually a responsible adult supervising the kid. This person could call the parent in case of an emergency.

Call to action: Kids do not need any more distractions in their lives, and cell phones just add additional temptations to be distracted during activities that demand their full attention.

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Map It: Persuasive Writing 38



Map It: Persuasive Writing

STEP
1

Phonemic Awareness and Phonics

Students demonstrate mastery of sound-spelling patterns representing al, all, alk, wa, qua, war, and wor.

Lesson 5 Materials

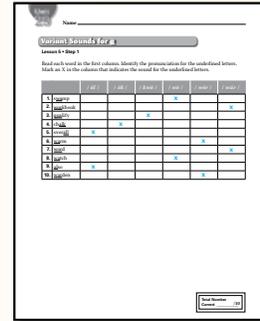
See the Book E *Instructional Planning Tools* CD for a complete list of materials for this lesson.



Content Mastery: Variant Sounds for a

Materials
Assessment: Content Mastery p. 34

- ▶ Distribute the *Assessment: Content Mastery* booklets to students.
- ▶ Have students:
 - Turn to page 34 in the assessment booklet.
 - Read the directions for **Content Mastery: Variant Sounds for a**.
- ▶ Have students:
 - Read each word in the first column.
 - Identify the pronunciation of the underlined letters.
 - Mark an X in the column that indicates the sound represented by the underlined letters.
 - Close the booklets and keep them for **Content Mastery** in Step 2.
- ▶ Use data from student performance for instruction in Lesson 6.



Assessment: Content Mastery p. 34
Teacher Edition p. 628

STEP
2

Word Recognition and Spelling

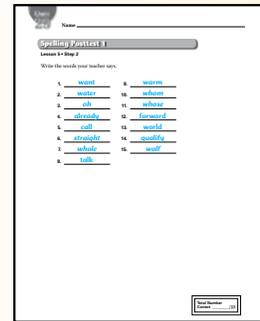
Students demonstrate spelling mastery of Unit 29 words using **Content Mastery: Spelling Posttest 1**.



Content Mastery: Spelling Posttest 1

Materials
Assessment: Content Mastery p. 35
Blank cards

- Use **Spelling Posttest 1** in *Assessment: Content Mastery* to identify words students need to continue to practice.
- ▶ Read the directions for **Content Mastery: Spelling Posttest 1**, page 35, to students.
 - ▶ Dictate each word on the list to students; say the word in the sentence; repeat the word. (**Essential Words** appear in italics.)
 - ▶ Have students:
 - Write the words you dictate.
 1. want Tell the waitress what you **want** to order.
 2. water Islands are surrounded by **water**.
 3. *oh* **Oh**, no! I locked my keys in my car!



Assessment: Content Mastery p. 35
Teacher Edition p. 628

Differentiated Instruction
 Review & Acceleration
 Special Instructional Support
 English Learners
 Technology
 Challenge Text

4. already Are you home **already**?
5. call My dad is on **call** tonight.
6. *straight* I was sick with the flu for five **straight** days.
7. *whole* The three of us can easily eat a **whole** pizza.
8. talk Should I make an appointment to **talk** with my counselor?
9. warm It is not **warm** enough to go swimming.
10. *whom* With **whom** did you share your lunch?
11. *whose* Do you know **whose** car the red sedan is?
12. forward I'm looking **forward** to summer vacation.
13. world They are **world** champion figure skaters.
14. qualify Did you **qualify** for a student loan?
15. *wolf* The alpha **wolf** pair leads the pack.

- ▶ Collect the student booklets. Score the tests, and record test scores on the **Content Mastery Class Roster** or the *Online Assessment System*.
- ▶ Review the correct answers with students.
- ▶ Have students:
 - Make word cards for misspelled words for additional practice.

If . . .	Then . . .
Students score below 80%	Reinforce: <ul style="list-style-type: none"> • Unit 29 Spelling Words: Use <i>LANGUAGE! Words for Teachers Word Card Generator</i> for missed words.
Students score at or below 60%	Reteach: <ul style="list-style-type: none"> • Unit 29 Spelling Words: Use Make a Mnemonic (for missed words) in Lesson 4, Step 2. • Unit 29 Essential Words: Use Memorize It, Lesson 1, Step 2.

Present It: Mnemonics for Confusing Word Pairs

Use this activity to have students teach others a mnemonic for confusing word pairs.

- ▶ Have students:
 - Rejoin their groups and present to the class the spelling mnemonic they created in Unit 29, Lesson 4, Step 2.
 - Take notes in their student notebooks while listening to other groups present their mnemonics, and then paraphrase each of the mnemonics with a partner.



STEP 3

Vocabulary and Morphology

Students use affixed words in context and build affixed words from morphemes.

★ Rewrite It: Affixed Words

Materials
Interactive Text
 p. 207,
 Exercise 1
 Morphemes for
 Meaning Cards
 Dictionary

Use this activity in the *Interactive Text* to give students practice in using affixed words in context.

- ▶ Have students:
 - Turn to Exercise 1, **Rewrite It: Affixed Words**, in the *Interactive Text*, page 207.
 - Read the words in the **Word Bank**.
 - Read the first sentence with you and replace the underlined phrase in the sentence with a word from the **Word Bank**.
 - Finish the rest of the sentences independently.
 - Use the **Morphemes for Meaning Cards** and a dictionary as references as needed.
 - Reread each sentence to check their work.

★ Build It: Using Morphemes

Materials
Interactive Text
 p. 208,
 Exercise 2
 Morphemes for
 Meaning Cards

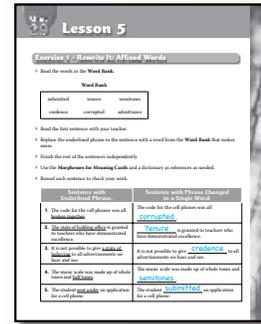
Use this activity in the *Interactive Text* to give students practice in building affixed words using morphemes.

- ▶ Have students:
 - Turn to Exercise 2, **Build It: Using Morphemes**, in the *Interactive Text*, page 208.
 - Read the directions for each example.
 - Build a word using the given morphemes that matches the definition.
 - Write the word on the line. Remember to assimilate the prefix and apply any spelling rules, and remember tense when building verbs.
- ▶ Check students' work.

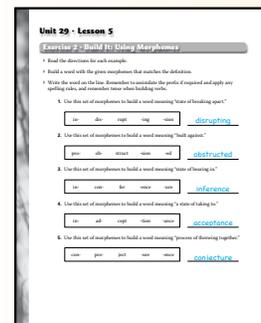
✓ Special Instructional Support

Additional support for **Vocabulary and Morphology** can be found in the following:

- *Sortegories* Interactive CD:
 Unit 29: **Morph It**



Interactive Text
 p. 207, Exercise 1
 Teacher Edition p. 628



Interactive Text
 p. 208, Exercise 2
 Teacher Edition p. 628



Focus on Academic Language

Meaning and Use of Expressions *a bird in hand is worth two in the bush* and *out of this world*

Refer to the Contrastive Analysis Charts for:

Chinese, p. A28; Haitian Creole, p. A30; Hispanic American English, p. A48; Hmong, p. A32; Khmer, p. A33; Korean, p. A34; Pilipino, p. A36; Portuguese, p. A37; Russian, p. A39; Spanish, p. A41; and Vietnamese, p. A43.

English learners often have difficulty in understanding and using common expressions in everyday English. Explicit instruction in the meaning and use of these expressions is essential for English learners.

Why Do: Students need focused instruction and practice in using two common English expressions.

How To:

- ▶ Say and write **a bird in hand is worth two in the bush** on the board or on an overhead transparency.
- ▶ **Say:** Don't quit the job you have just because there's a chance you might get a better one. **A bird in hand is worth two in the bush!**
- ▶ Ask students to describe what they think the expression **a bird in hand is worth two in the bush** means in this sentence. (Students volunteer responses.)
- ▶ Explain to students that in this sentence **a bird in hand is worth two in the bush** means that it's better to keep the job you have than to quit because there's a chance that you may be able to get a better job.
- ▶ Place students in pairs or groups. Have students:
 - Take turns describing occasions when someone might risk losing something of value by trying to get something better.
 - Write a few sentences describing one of those occasions using the expression **a bird in hand is worth two in the bush**.
 - Volunteer to share their sentences with the class.

- ▶ Provide additional modeling and support when necessary.
- ▶ Say and write **out of this world** on the board or on an overhead transparency.
- ▶ **Say:** The dessert at the cafeteria is **out of this world**.
- ▶ Ask students to describe what they think the expression **out of this world** refers to in this sentence. (Students volunteer responses.)
- ▶ Explain to students that in this sentence **out of this world** means extraordinarily, incredibly delicious.
- ▶ Place students in pairs or small groups. Have students:
 - Take turns describing things they have enjoyed so much that they would describe as **out of this world**.
 - Write a few sentences describing one of those things using the expression **out of this world**.
 - Volunteer to share their sentences with the class.
- ▶ Provide additional modeling and support when necessary.



- ▶ Have students:
 - Expand sentence 1 using **Stage 4: Paint Your Subject**. Write an adjectival clause telling **which one** about the boy.

Which one? (boy)
who was riding on a dark, deserted road

The boy, *who was riding on a dark, deserted road*, had an accident.

- ▶ Guide students to revise and improve the rest of the sentences in the paragraph, following the same procedure.

STEP 5

Listening and Reading Comprehension

- ▶ Students answer multiple-choice comprehension questions based on “Cell Phones for Teens: A Good Call for Safety?”

★ Understanding Multiple-Choice Comprehension Questions

Materials
Interactive Text
 pp. 211–212,
 Exercise 4
Student Text
 pp. 125–126

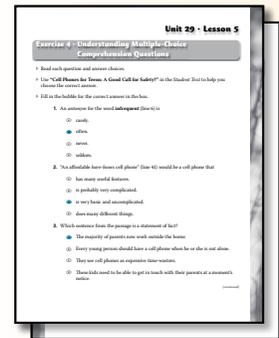
Use this activity along with the *Student Text* and *Interactive Text* to guide students to answer different types of multiple-choice comprehension questions.

- ▶ Remind students that there are different types of comprehension questions:

Open-ended questions, such as **Answer It** questions, require a verbal response in the form of a word, phrase, sentence, or paragraph.

Multiple-choice questions require selection of a correct answer from among choices.

- ▶ Have students:
 - Turn to Exercise 4, **Understanding Multiple-Choice Comprehension Questions**, in the *Interactive Text*, pages 211–212.
 - Turn to the *Student Text*, pages 125–126, “Cell Phones for Teens: A Good Call for Safety?”
- ▶ Remind students that there is a series of steps that they follow to help understand and answer multiple-choice questions.
 1. Read the question carefully.
 2. Locate the answer in the reading material.
 3. Understand why the distracters, the extra answers, are incorrect.
- ▶ Have students:
 - Read the first question.
 - Select their choice of answer and write it on a white board, or piece of paper, or use a color-coded response card.
- ▶ Poll the students to obtain a general sense of how they responded. Use this information to decide how much guided explanation is needed.



Interactive Text
 pp. 211–212, Exercise 4
 Teacher Edition p. 629



Student Text
 pp. 125–126
 Teacher Edition pp. T243–T244

- ▶ Use the following guided explanations to help students analyze and answer the questions. Even if students selected the correct answer, walking them through the explanation will help them gain awareness of how to think about their selections for future questions

Guide Instruction



Understand and explain synonyms and antonyms; know roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of words

Understand and explain the figurative and metaphorical use of words in context

<ul style="list-style-type: none"> ▶ Guide students to understand that the question requires them to identify the meaning of the base word (“frequent”) and the meaning of the affix in- (“not”). Once they figure out that infrequent means “not often,” they must then determine an antonym for the word [(B) would then be the correct answer]. ▶ Help students understand (A), (C), and (D) all have similar meanings. ▶ Point out that even if they are not sure of the meaning of seldom, they should be able to analyze the word parts to determine the correct response. 	<p>1. An <i>antonym</i> for the word infrequent (line 6) is</p> <ul style="list-style-type: none"> Ⓐ rarely. Ⓑ often. Ⓒ never. Ⓓ seldom.
<ul style="list-style-type: none"> ▶ Point out to students who struggle with this question that authors of both narrative and expository text often use words and phrases in a figurative way; they are not to be analyzed literally. In other words “bare-bone cell phones” have nothing to do with bones without any meat or muscle. The author is using the phrase figuratively to tell us that the phones are not fancy; they do not have lots of features or functions (C). You may need to remind students that the un- in uncomplicated means “not complicated.” ▶ Explain that (A), (B), and (D) all suggest that a bare-bones phone would have many unnecessary features. 	<p>2. “An affordable <i>bare-bones</i> cell phone” (line 41) would be a cell phone that</p> <ul style="list-style-type: none"> Ⓐ has many useful features. Ⓑ is probably very complicated. Ⓒ is very basic and uncomplicated. Ⓓ does many different things.

Distinguish facts, supported inferences, and opinions in text

- ▶ Remind students that they need to recognize the difference between fact and opinion. Students who miss this need to be reminded that (B), (C), and (D) are opinions because they are statements of feelings or beliefs. Although students may agree with the statements, they remain feelings or beliefs. (A) is the only statement that is a fact. You could examine statistics and prove that the majority of parents work outside the home.
- ▶ Point out that because this is a persuasive essay, we would expect the author to include many opinions, as well as some facts to support his or her position.

Discern main idea and identify and assess evidence that supports it

- ▶ Help students understand that this question is asking them to consider what the author would consider as the main idea of the essay.
- ▶ (A) is not correct because the author argues that there are times when teenagers would be in dangerous situations and would need a cell phone.
- ▶ (B) and (C) are not correct because the author argues for “affordable bare-bones” phones that do not have fancy options.
- ▶ (D) is the correct answer because in the last paragraph the author argues for “safety-first” cell phones that are affordable for all families.

3. Which sentence from the passage is a statement of fact?

- Ⓐ The majority of parents now work outside the home.
- Ⓑ Every young person should have a cell phone when he or she is out alone.
- Ⓒ They see cell phones as expensive time-wasters.
- Ⓓ These kids need to be able to get in touch with their parents at a moment's notice.

4. The purpose of this essay to convince people that

- Ⓐ teenagers have no need for cell phones because they are rarely in dangerous situations.
- Ⓑ teenagers need cell phones with digital cameras and many ring options.
- Ⓒ companies need to develop phones and plans that are more expensive.
- Ⓓ companies need to produce inexpensive cell phones and plans for teenagers to use in dangerous situations.

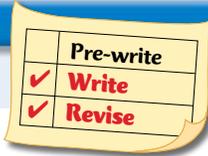
Distinguish facts, supported inferences, and opinions in text

- ▶ Point out that this question requires students to infer how the author feels using the information provided in the passage. Students who selected the correct answer, (A), should be encouraged to cite evidence from the text to support their inference (lines 30–45).
 - ▶ Guide students to understand that (B) is not a valid inference because the author states that the companies should “get busy” designing more affordable phones. If they were already concerned, the cheaper phones would be available.
 - ▶ Point out that there is no textual evidence to support either (C) or (D). The author never states that parents are unwilling to help their children [(C)]. The author simply argues that some parents think cell phones are too expensive (lines 30–32). Contrary to suggesting that parents want expensive phones for their children [(D)], the author argues for less expensive phones (lines 38–45).
5. Based on the information in this essay, the author probably feels that
- Ⓐ cell phone companies are more interested in making money than in making sure teenagers are safe.
 - Ⓑ cell phone companies are very concerned about the safety of their young customers.
 - Ⓒ parents are often unwilling to provide assistance to children.
 - Ⓓ parents want to make sure their teenagers have the best, most expensive phones.

STEP 6

Speaking and Writing

Students write a persuasive essay.



★ Write It: Persuasive Essay

Materials

Map It:
Persuasive
Writing template
(Unit 29, Lesson
4, Step 6)
Interactive Text
p. R8, Persuasive
Essay Writer's
Checklist

Use this activity to guide students to write a persuasive essay.

▶ Remind students of the writing prompt:

Write a persuasive essay in which you support the following position: Kids should not be allowed to have cell phones.

▶ Have students:

- Write their essays using the completed **Map It: Persuasive Writing** template from Unit 29, Lesson 4, Step 6.
- Encourage students to use word processing to write their essays.

Revising and Editing the Draft

▶ Have students:

- Turn to the **Persuasive Essay Writer's Checklist** in the *Interactive Text* on page R8.
- Review the first draft of their essays and make sure that they have fulfilled each item on the **Persuasive Essay Writer's Checklist**.
- Use editor's marks or word processing capabilities to make any necessary revisions or corrections to their draft.

Write the Final Copy

▶ Once students have finished reviewing, have them:

- Write a final draft of their paper based on the **Persuasive Essay Writer's Checklist** review.

Persuasive Essay Writer's Checklist	
Item	Score
Plan and Content	
1. Check for any grammar or spelling errors.	25
2. Check for correct use of each paragraph on the page.	25
3. Include enough evidence, analysis, and explanation that are clearly understood by all readers.	25
4. Clearly identify the main claim, evidence, and reasons to support the position.	25
5. Create a title.	25
Organization	
6. Write an introductory paragraph that captures the reader's interest and contains a clear thesis statement that answers the topic.	25
7. Organize body paragraphs logically and use transition sentences that make clear the relationships between one idea and another.	25
8. Write a concluding paragraph that restates your position and answers the prompt.	25
Style and Language	
9. Write in a tone that is suitable and appropriate for writing.	25
10. Demonstrate that I have considered the beliefs and opinions of others and that I have explained the reasons why I disagree with my own position.	25
Word Choice	
11. Use words that are timely, accurate, specific to the context, and clear.	25
12. Use words that are not overused.	25
Structure	
13. Write complete sentences.	25
14. Capitalize the first letter of the first word of each sentence.	25
15. Use correct punctuation.	25
16. Use correct capitalization.	25
17. Use correct spelling.	25
Conventions	
18. Use correct capitalization.	25
19. Use correct punctuation.	25
20. Use correct spelling.	25
For specific rules governing any of these items, refer to the Handbook provided with this Student Book.	

Interactive Text
p. R8, Persuasive Essay
Writer's Checklist



Example essay:

Danger Ahead: Cell Phones and Kids

Sixteen-year-old Tiffany is in a hurry to get to her friend's house. She gets into her dad's car and takes off down the street. Her cell phone rings, and she takes her eyes off the road for just a minute to reach over and find it. As she does this, her car changes lanes and suddenly there is a loud bang when her car crashes into another one. Tiffany's cell phone is responsible for an accident with injuries. Every kid wants a cell phone, but no parent should buy one for his or her kid because they are distracting.

First, cell phones are distracting when teenagers drive. The National Highway Traffic Safety Administration did a study called "Driving While Distracted" that says there are between 4000 and 8000 crashes per day that are caused by driving when distracted. A teenager is distracted when talking on a cell phone. Even if the teenager keeps her eyes on the road and thinks she's paying attention to her driving, some of her attention is going to the phone conversation or the text message. She is not as aware of the traffic around her as she should be.

Second, cell phones are distracting in other ways. Kids don't want a lame cell phone with basic service. They want a cool one that can text message, take pictures, and download music. All of this can mean that kids don't pay attention in school or during other important activities. Kids can silently text message friends or send them pictures during class. Outside of school, kids often spend hours on their cell phones, talking or texting when they should be doing homework.

Some parents will say that kids should have cell phones. They say that kids should have phones because they are convenient and help when kids aren't in a safe situation. The United States Census Bureau says one out of five children between the ages of 5 and 14 has no adult supervision for some of the day. Kids like that they can check in a lot with parents if they have cell phones. Children can also use cell phones to call parents in case they are sick, have an accident, or get in some other kind of trouble.

Kids should definitely keep in touch with parents, but there are ways to do this other than a cell phone. Kids are supposed to be in school during the day. Kids whose parents work should be in daycare or an activity after school. A teacher or principal or coach can call the parent if the child is sick or in some kind of trouble. Police inform parents of teenagers who get in car accidents.

Cell phones are too distracting, sometimes in dangerous ways such as driving and talking/texting, or in inappropriate ways, such as using a cell phone when in school or doing homework. No parent should buy a kid a cell phone. There are enough distractions in the world. Kids don't need a cell phone as an additional one.

Map It! Persuasive Writing

Examples that give readers' attention: At the end of the paragraph, the author uses a rhetorical question to get the reader's attention. The author uses a rhetorical question to get the reader's attention.

Statement of position: The author states her position on cell phones. The author states her position on cell phones.

First reason: The author gives the first reason why teenagers drive.

Supporting facts or examples: The author gives the first reason why teenagers drive.

Second reason: The author gives the second reason why teenagers drive.

Supporting facts or examples: The author gives the second reason why teenagers drive.

Unopposed objection: If kids are in trouble, they can use a cell phone to call for help.

How to respond to this objection: When parents are not around there is a need for a cell phone to call for help. The parent could call the parent if the child is in trouble.

Call to action: Kids do not need any more distractions in their lives and cell phones just add another temptation to be distracted during activities that demand their attention.

Map It:
Persuasive Writing
(Unit 29, Lesson 4, Step 6)
Teacher Edition p. 630

Special Instructional Support

To provide students with an audiovisual presentation of the Instructional Text that builds fluent reading skills and reinforces vocabulary and the correct pronunciation of words, use the following:

- **LANGUAGE!**
eReader CD:
"Cell Phones for Teens: A Good Call for Safety"—List reasons for cell phones.



Homework

Use the Homework Options chart on page 561 to select and assign homework.

Unit 29 • Lesson 5 623



Challenge Text *for Extended Learning*

➔ Students read or listen to “**For the Love of a Man**” to expand vocabulary, answer questions, and engage in critical thinking discussion.

Materials
Student Text
pp. 133–140

Challenge Text: “For the Love of a Man”

Activate and Build Knowledge



Build Knowledge

▶ Use students’ multimedia presentation about the Alaskan wilderness as a means of providing background information for *The Call of the Wild*, by Jack London.

▶ Alert students that the selection is set in Alaska over one hundred years ago, when few people lived there. Invite students to share thoughts about what Alaska must have been like then.

Vocabulary Focus

Build Vocabulary

▶ Use the marginal gloss definitions to help students understand the meaning of the highlighted vocabulary words (**cunning**, **primordial**, **beckon**, **imperiously**, **whim**, and **provocation**) and clarify the meaning in the context of this selection.

Guide Comprehension

Using “**For the Love of a Man**” in the *Student Text*, pages 133–140:

▶ Have students read or listen to find out about the relationship between Buck, the dog, and John Thornton. As students listen or read, have them make a list of examples of Buck’s loyalty to Thornton.

▶ Ask students to find line 151 in the *Student Text*, page 137. Explain that in this context, **snub** means “to lash a rope to a tree to control the motion of a boat.”

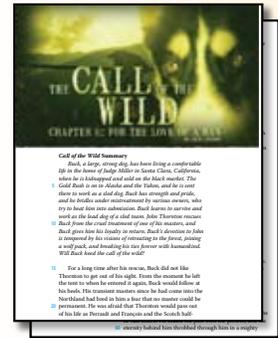
▶ Use **Think About It** questions to guide reading.

1. Hypothesize a reason why Buck is so loyal to John Thornton.
Many men had abandoned Buck before, but John Thornton stayed with him. This, in part, explains why Buck is loyal to Thornton.
2. Review lines 27–39. Paraphrase the author’s contrast between the “soft civilizing influence” and “the strain of the primitive.”
Buck was a creature of nature and was drawn to the wild. Yet he had great love for John Thornton, which requires a certain amount of tameness.
3. Explain why Buck’s loyalty made Thornton so nervous.
Buck was so loyal to Thornton that he would attack anyone who tried to harm Thornton.

Clarify Meaning

Listening Tips *for Students*

- ▶ Demonstrate active listening by:
 - Asking questions, responding to cues, and making eye contact
 - Identifying main ideas of an informational presentation
 - Retelling the plot of a story
 - Taking notes
- ▶ Distinguish between fact and opinion, including bias.
- ▶ Evaluate the accuracy of information.
- ▶ Determine the purpose for listening.
- ▶ Note use of persuasive techniques.



Student Text
pp. 133–140

Teacher Edition pp. T247–T251

Differentiated Instruction

★ Review & Acceleration

✓ Special Instructional Support

🌐 English Learners

📺 Technology

📖 Challenge Text

4. The story gives multiple examples of how Buck is loyal to Thornton. Describe one way that Thornton shows his loyalty to Buck.
When Buck is lying on the bank with three broken ribs, Thornton sets up camp to allow Buck time to recover. He wants Buck to get better and will not leave him behind.
5. Compare and contrast the first and last attempts Buck made to save Thornton. Tell why the final attempt was successful and the first one was not.
At first, Buck simply jumped into the water and swam to Thornton. This attempt failed because the rapids were too strong for him to pull Thornton back to shore. For the final attempt, Hans and Pete tied a rope to Buck, which allowed them to pull him back in when he swam to Thornton. This attempt succeeded because Buck entered the stream correctly and was able to swim to Thornton. Hans and Pete dragged them back to shore.
6. Thornton commands Buck to return to shore after Buck's first attempt to save him. Explain why Buck followed the order instead of trying to save his master. Although it is clear that Buck wanted to swim back to Thornton, Buck's loyalty and obedience led him to obey his master instead of following his own instincts.



Class Discussion

Points for Discussion

- ▶ Guide the class in the following discussion:

Invite students to share examples of other animals they know about from literature or real life that showed an extreme loyalty to the people who cared for them.



Discussion Prompts

To guide discussion, prompt students to:

- Ask questions
- Take a position
- Express an opinion
- Explore personal reactions



Speaking and Writing *Using the Challenge Text*



Students participate in a panel discussion focused on a comparison of the novel and film versions of Jack London's *The Call of the Wild*.

Present It: Panel Discussion

Before You Begin

- ▶ Obtain a copy of the movie *The Call of the Wild*. The 1997 version probably has more appeal to a young audience than the 1975 version.
- ▶ Pre-assign students into four panels.
- ▶ Prepare a transparency of the assignment or write it on the board.

Over the years, several movies have been made based on The Call of the Wild. You will view one of these movies and compare and contrast the text and film versions of the story. Then you will present your findings as a participant in a panel discussion about the similarities and differences between the two mediums.

Materials
DVD
The Call of the Wild

MOVIE TIME

Use a video for "*Call of the Wild*," to provide an alternative media presentation.

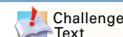
- Show all or portions of the video, depending on time available.
- Have students:
 - Note how the characters and setting are depicted.
 - Note how the plot unfolds.
- Discuss the similarities and differences between the written and the visual presentation.
- Reflect on the strengths and weaknesses of each medium to tell the story.

Guide the Oral Presentation Process

Plan

- ▶ Ask students to make a chart. Demonstrate on a blank transparency.
 - Have them make three columns on their paper. At the top of the first column write Elements. At the top of the second column write Novel, and at the top of the third write Movie.
 - In the left-hand column (Elements), have students list down the side of the page the following, leaving several lines between each one: Setting, Plot summary, Thornton, Buck, Conflict/problem, and Theme.
 - Guide students to provide information about these elements from the novel, writing on the transparency as they enter the information under Novel.
 1. **Setting:** Identify the setting (both time and locale) of the novel in one sentence.
 2. **Plot summary:** Summarize the plot in one or two sentences.
 3. **Thornton:** List at least three important character traits.
 4. **Buck:** List his most important character traits.
 5. **Conflict/problem:** Identify the primary conflict in one or two sentences.
 6. **Theme:** What general truth about the world/human beings/nature does the author want us to take away from this story?

The Call of the Wild: Comparison of Film and Excerpts from Novel		
Elements	Novel	Film
Setting	Alaska and the Yukon in the late 1800s.	California, Seattle, Alaska, and the Klondike in the late 1800s. Mostly snow and bitter cold.
Plot Summary	When Thornton intervenes in a quarrel and is struck by Black Burton, Buck savagely attacks Burton to protect his master. Buck later saves Thornton from drowning in a raging river. Dog and master are devoted to each other, but Buck hears the "call of the wild" and is seriously tempted to return to the wild. Out of faithfulness, however, he stays with Thornton. Story told mostly through Buck's eyes.	Buck, stolen from his family in California, is mistreated and sold as a sled dog. He survives brutal masters until he is rescued by John Thornton. Through several adventures, including one where Thornton saves Buck's life on a wager, man and dog become devoted to each other. Story told mostly from the point of view of John Thornton (and the camera).
John Thornton	Brave, honorable, "thinking simply and seeing clearly"	Honorable, brave, industrious
Buck	Protective of Thornton, vicious when necessary, strong, wild	Quick learner, brave, strong, vicious when necessary
Conflict/problem	Major conflict is between the tamed side of Buck and the untamed side that responds to the "call of the wild."	Major conflict is between unscrupulous men (e.g., Black Burton) and honorable men (e.g., John Thornton). Minor conflict is between Buck's domesticated side and his wild side.
Theme	The call of instinct; the struggle for survival in a harsh world.	Greed for gold leads men to despicable behavior toward both men and animals. Survival is difficult and life is hazardous in harsh climates and uncivilized settings.



Prepare

- ▶ Show the film. Tell students that after they have viewed the film they will complete their charts with information from the movie.



Pair/Share

- ▶ Divide students into their pre-assigned panels and ask them to:
 - Complete their charts for the elements of the movie, making sure they discuss every item.
 - Review each element (i.e., the setting, the plot, etc.) from the novel and movie and decide in what ways they are mostly similar or mostly different.
 - Write on a transparency or on the board the following:

What does the novel do more effectively than the film?

What does the film do more effectively than the novel?

- Ask groups to discuss these two questions and make notes about their answers on the back of their charts.
- ▶ Review the **Speaking Tips** with students.

Present

- ▶ Arrange desks in the room so that they form four panels that face each other. All panel members should have their charts with them.
- ▶ Start with one of the panels and ask students to discuss the similarities and differences in the setting and plot. Probe for details about how they reached their conclusions. Invite audience members to ask questions of the panel members.
- ▶ Move to the second panel and repeat the process for Thornton and Buck. Ask the third panel to talk about the similarities and differences in conflict/problem and theme, always probing for more detailed answers and inviting the audience to ask questions.
- ▶ Turn to the fourth panel and ask students to discuss what the text did more effectively than the film, and what the film did more effectively than the novel. Once again, invite the audience's questions.
- ▶ Conduct a quick whip-around to conclude the lesson. Ask students to state in one sentence whether they prefer the novel or the film and why.



Oral
Summary

Speaking Tips for Students

Organization and Content

- Stay on topic.
- Organize content.
- Provide a beginning, middle, and end.
- Emphasize important points.
- Use examples.
- Use specific vocabulary.
- Support opinions with evidence.

Delivery

- Speak clearly.
- Use facial expressions and gestures.
- Use volume, pitch, and phrasing.
- Make eye contact.
- Use correct grammar.
- Use props and media.

Unit 29 • Lesson 5

Answer Keys

Unit 29 Name _____

Variant Sounds for a

Lesson 5 • Step 1

Read each word in the first column. Identify the pronunciation for the underlined letters. Mark an X in the column that indicates the sound for the underlined letters.

	/ ɔl /	/ ɔk /	/ kwɔ /	/ wɔ /	/ wɔr /	/ wɔr /
1. <u>w</u> amp				X		
2. <u>w</u> orkbook						X
3. <u>q</u> ualify			X			
4. <u>ch</u> alk		X				
5. <u>o</u> verall	X					
6. <u>w</u> arm					X	
7. <u>w</u> ord						X
8. <u>w</u> atch			X			
9. <u>a</u> lso	X					
10. <u>w</u> arden					X	

Total Number Correct: 10

34 Unit 29 • Variant Sounds for a

Assessment: Content Mastery p. 34

Unit 29 Name _____

Spelling Posttest 1

Lesson 5 • Step 2

Write the words your teacher says.

- want
- water
- oh
- already
- call
- straight
- talk
- warm
- whom
- whose
- forward
- world
- qualify
- wolf

Total Number Correct: 15

Unit 29 • Spelling Posttest 1 35

Assessment: Content Mastery p. 35

Unit 29 Lesson 5

Exercise 1 • Rewrite It: Affixed Words

Read the words in the Word Bank.

Word Bank

submitted	tenure	semitones
credence	corrupted	admittance

Read the first sentence with your teacher.

Replace the underlined phrase in the sentence with a word from the **Word Bank** that makes sense.

Finish the rest of the sentences independently.

Use the **Morphemes for Meaning Cards** and a dictionary as references as needed.

Reread each sentence to check your work.

Sentence with Underlined Phrase:	Sentence with Phrase Changed to a Single Word:
1. The code for the cell phones was all <u>broken together</u> .	The code for the cell phones was all <u>corrupted</u> .
2. The <u>state of holding office</u> is granted to teachers who have demonstrated excellence.	<u>Tenure</u> is granted to teachers who have demonstrated excellence.
3. It is not possible to give a <u>state of believing</u> to all advertisements we hear and see.	It is not possible to give <u>credence</u> to all advertisements we hear and see.
4. The music scale was made up of whole tones and <u>half tones</u> .	The music scale was made up of whole tones and <u>semitones</u> .
5. The student <u>sent under</u> an application for a cell phone.	The student <u>submitted</u> an application for a cell phone.

Unit 29 • Lesson 5 207

Interactive Text p. 207, Exercise 1

628 Unit 29 • Lesson 5

Unit 29 • Lesson 5

Exercise 2 • Build It: Using Morphemes

Read the directions for each example.

Build a word with the given morphemes that matches the definition.

Write the word on the line. Remember to assimilate the prefix if required and apply any spelling rules, and remember tense when building verbs.

- Use this set of morphemes to build a word meaning "state of breaking apart."

in-	dis-	rupt	-ing	-sion	<u>disrupting</u>
-----	------	------	------	-------	-------------------
- Use this set of morphemes to build a word meaning "built against."

pro-	ob-	struct	-sion	-ed	<u>obstructed</u>
------	-----	--------	-------	-----	-------------------
- Use this set of morphemes to build a word meaning "state of bearing in."

in-	con-	fer	-ence	-ure	<u>inference</u>
-----	------	-----	-------	------	------------------
- Use this set of morphemes to build a word meaning "a state of taking to."

in-	ad-	cept	-tion	-ance	<u>acceptance</u>
-----	-----	------	-------	-------	-------------------
- Use this set of morphemes to build a word meaning "process of throwing together."

con-	pro-	ject	-ure	-ence	<u>conjecture</u>
------	------	------	------	-------	-------------------

Unit 29 • Lesson 5 208

Interactive Text p. 208, Exercise 2

Unit 29 • Lesson 5

Exercise 3 • Rewrite It: Sentences

- Read the paragraph with your teacher.
- Underline any past tense verb form that is used incorrectly and write the correct form above it.
- Revise each sentence as directed using the **Masterpiece Sentence Cue Chart**. Remember that **Stage 4: Paint Your Subject** can be used to paint any noun.
- Proofread for spelling and punctuation, paying special attention to the past participles.

1. The boy had an accident. 2. He lied on the side of the road. 3. A person came called his parents for him. 4. They comed and got him. 5. They later got him a cell phone.

(continued)

Unit 29 • Lesson 5 209

Interactive Text p. 209, Exercise 3

Unit 29 • Lesson 5

Exercise 3 (continued) • Rewrite It: Sentences

Item	Use these Masterpiece Sentence stages to expand each sentence.	Make this change.
1.	Stage 4	Write an adjectival clause telling which one about the boy.
2.	Stage 4	Write a participial phrase describing how he lay.
3.	Stage 2 and Stage 4	Write an adjectival clause telling which one about the driver. Write a compound predicate to make the actions clearer.
4.	Stage 2, Stage 4, and Stage 5	Write a participial phrase to describe the parents. Add an adverb to modify the verb. Use a different word for got . Vary the sentence structure by not starting the sentence with a pronoun and verb.
5.	Stage 4 and Stage 5	Avoid repetition of the pronoun they by replacing it with the noun it stands for. Write an adjectival clause describing the cell phone. Use a different word for got .

Answers will vary. The boy, who was riding on a dark, deserted road, had an accident. He lay on the side of the road, covered with dirt. A driver who saw the fallen boy and the wrecked bike stopped and called his parents. Worried about their son, they came quickly and rescued him. The boy's parents later bought him a cell phone that could be used in future emergencies.

210 Unit 29 • Lesson 5

Interactive Text p. 210, Exercise 3

Unit 29 • Lesson 5

Exercise 4 • Understanding Multiple-Choice Comprehension Questions

- Read each question and answer choices.
- Use "Cell Phones for Teens: A Good Call for Safety?" in the *Student Text* to help you choose the correct answer.
- Fill in the bubble for the correct answer in the box.

- An *antonym* for the word **infrequent** (line 6) is
 - rarely.
 - often.
 - never.
 - seldom.
- "An affordable *bare-bones* cell phone" (line 41) would be a cell phone that
 - has many useful features.
 - is probably very complicated.
 - is very basic and uncomplicated.
 - does many different things.
- Which sentence from the passage is a statement of fact?
 - The majority of parents now work outside the home.
 - Every young person should have a cell phone when he or she is out alone.
 - They see cell phones as expensive time-wasters.
 - These kids need to be able to get in touch with their parents at a moment's notice.

(continued)

Unit 29 • Lesson 5 211

Interactive Text p. 211, Exercise 4

Unit 29 • Lesson 5

Exercise 4 (continued) • Understanding Multiple-Choice Comprehension Questions

- The purpose of this essay to convince people that
 - teenagers have no need for cell phones because they are rarely in dangerous situations.
 - teenagers need cell phones with digital cameras and many ring options.
 - companies need to develop phones and plans that are more expensive.
 - companies need to produce inexpensive cell phones and plans for teenagers to use in dangerous situations.
- Based on the information in this essay, the author probably feels that
 - cell phone companies are more interested in making money than in making sure teenagers are safe.
 - cell phone companies are very concerned about the safety of their young customers.
 - parents are often unwilling to provide assistance to children.
 - parents want to make sure their teenagers have the best, most expensive phones.

212 Unit 29 • Lesson 5

Interactive Text p. 212, Exercise 4

Unit 29 • Lesson 5 629

Unit 29 • Lesson 5

Answer Keys

Map It: Persuasive Writing

Example that gets readers' attention: A teenager is driving in a hurry and takes her eyes off the road to answer her cell phone. This distraction causes a car crash.

Statement of position: Every kid wants a cell phone, but no parent should buy one for his or her kid because they are distracting.

First reason: Cell phones are distracting when teenagers drive.

Supporting facts or examples: There are between 4,000 and 8,000 crashes per day that are caused by driving when distracted, and a teenager is distracted when talking on a cell phone.

Second reason: Cell phones with the high-tech features that kids want can be distracting in school.

Supporting facts or examples: Many kids attempt to text message during class, use a bathroom break to make a phone call, and distract others by playing with the phone.

Anticipated objection: If kids are in trouble, they can use a cell phone to call for help.

Your response to this objection: When parents are not around there is usually a responsible adult supervising the kid. This person could call the parent in case of an emergency.

Call to action: Kids do not need any more distractions in their lives, and cell phones just add additional temptations to be distracted during activities that demand their full attention.

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Map It: Persuasive Writing 38

Map It: Persuasive Writing (Unit 29, Lesson 4, Step 6)

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