

Unit 4

Discuss the Theme

Tell students that the theme of Unit 4 is *passages*. Ask students for synonyms for the word *passage* and write any on the board. Then write more words that students have not mentioned, including *travel*, *transition*, *route*, *corridor*, and *doorway*. Ask students if they can see how our lives have passages and discuss any responses.

Read the quote aloud. Bring to students' attention the name of the Chinese philosopher who said it. Clarify the dates of his birth and death and the meanings of *ca.* (circa) and *B.C.E.* (Before the Common Era). Then ask students for ideas about the deeper meaning of the quote, i.e., that very great things come from small beginnings. Discuss their ideas in class.

Overview of Unit Objectives: Meeting the Standards

Reading Classify categories of words • Define how tone or meaning is conveyed in poetry • Extract appropriate and significant information from the text • Interpret information from diagrams and charts • Create and state a series of rhyming words • Connect main ideas by identifying their relationships to other sources • Distinguish facts, supported inferences, and opinions in text • Apply

knowledge of word origins to determine the meaning of words • Monitor expository text for unknown words • Make reasonable assertions about a text through accurate, supporting citations • Restate facts and details in the text to clarify and organize ideas • Understand and explain “shades of meaning” in related words • Demonstrate knowledge of specificity among grade-appropriate words • Ask questions and support answers by

connecting prior knowledge with information from the text • Use sentence and word context to find the meaning of unknown words • Read aloud fluently and accurately and with appropriate pacing, intonation, and expression • Compare and contrast information on the same topic

Writing Write responses to literature: Organize the interpretation around several clear ideas, premises, or images • Use a

UNIT 4 Passages

“A journey of a thousand miles must begin with a single step.”

—Lao-Tzu
(Chinese philosopher, ca. 604–531 B.C.E.)



13 FLOWERS
a poem by Eloise Greenfield

14 GILDA
an autobiographical narrative
by Alma Flor Ada

15 THE SECRET GARDEN
an excerpt from a novel
by Frances Hodgson Burnett

16 MY SEASON WITH PENGUINS
an excerpt from a nonfiction book
by Sophie Webb

Discuss the Theme

Passages

Doing new things can be exciting. Sometimes it can be a little scary. But change can take you in different directions and lead to new adventures and experiences. In this unit, you will read “Flowers,” a poem about how a young girl feels after singing her first solo (a song sung by one person alone). In “Gilda,” you will read about Alma. You will learn how this new student’s experience at school turned out better than she thought it would. You will see how a new friendship leads two children to make a change that will affect both their lives in “The Secret Garden.” In “My Season with Penguins,” you will find out about a woman and her trip to the Antarctic to paint and study penguins.

- What new things have you tried lately?
- What big changes have you made in your life?
- Is it easy or hard to try new things? Why?
- What new things would you like to do in the future?



WRITING FOCUS: Response to Literature



Play the video to motivate students and build background about the theme, and to elicit language related to it. Refer to the video scripts and use the video worksheets in the Teacher’s Resource Book.

SCAFFOLDING

Writing Focus: Response to Literature

Each unit of *Launch into Reading* has four **Launch into Writing** sections. These four sections will help students complete writing assignments, such as narratives, exposition, research reports, book reports, persuasive compositions, or speeches.

variety of organizational patterns, including comparison and contrast, categories, spatial order or order of importance

- Write persuasive compositions: State a clear position, support evidence, and address reader concerns
- Create responses to literature: Demonstrate an understanding of a literary work, and support judgments through references to both the text and prior knowledge
- Develop an interpretation

exhibiting careful reading, understanding, and insight

- Revise writing to improve the organization and consistency of ideas

Written Conventions Use correct capitalization

- Use compound and compound-complex sentences
- Use effective coordination and subordination of ideas to express complete thoughts

Before You Read

Materials to Use

- Student Workbook pages 105–112
- Teacher’s Resource Book
- Assessment Guide pages 87–89
- Student CD-ROM
- Teacher’s CD-ROM
- Audio CD

Text Structure: Autobiographical Narration

Have the students skim over the selection and share some common elements of an autobiographical narration. Some of these elements might include:

- It is told in the first person.
- It is told in chronological order.
- It uses pronouns such as *I*, *me*, *my*.
- It includes the author’s personal thoughts and feelings.

If students have read other nonfiction pieces, such as a biography or history of an event, ask how this text differs.

Responses might include:

- Biographies and histories are not written in the first person.
- Biographies and histories use third-person pronouns such as *he*, *she*, *they*.
- Biographies are written *about a person* but not *by that person*.

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Gilda

an autobiographical
narrative by
Alma Flor Ada



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Reading 2, 2.7, Interpret information from diagrams and charts

Before You Read

Background

Have you ever changed schools or moved to a new city? How did you feel about the change? In this autobiography, Cuban-born Alma Flor Ada tells how she felt about changing schools in the middle of fourth grade. Read on to see how her ballet teacher, Gilda, changed her life.

LEARNING OBJECTIVES

- Connect main ideas to other sources and topics
- Create and punctuate compound-complex sentences
- Recognize and use words from other languages
- Respond to literature by using examples and facts from a text to support your ideas

Building Your Vocabulary

1. Alma Flor Ada talks a lot about her learning experiences in “Gilda.” Some of her experiences were in grade school, and some were in ballet school. Look at the vocabulary on page 171. On a separate sheet of paper, list the words in the correct category, following the example.



imperative	first grade
grace	board
conjunction	positions
waltz	leotards
preposition	slippers

Grade School	Ballet School
<i>imperative</i>	<i>grace</i>

2. Check your responses with a partner. Can you add any more items to the lists?

Reading Strategy

Connect main ideas to other sources and topics

As you read, you should try to connect main ideas in the story to things you know or are familiar with. For example, when you read about Cuba, you should try to connect what you read to what you know about Cuba. This can help you get a better idea of what the story is about.

Applying the Reading Strategy



1. As you read the narrative, find the main idea of each paragraph. Have you read any books or magazines that are linked to this main idea? Have you seen any movies or TV shows that are related to the topic?
2. Use any connection you make to better understand what you are reading. For example, the story you are about to read

- takes place in Cuba. Do you know where Cuba is located on a map? Do you know what language people speak there?
3. Try using the connections you were able to make. For example, after you finish the story, you might go to a Web site about Cuba. If possible, link one source to additional sources to find out even more information.

Gilda 171

Reading 6, 2.3, Connect main ideas by identifying their relationships to other sources

Kinesthetic Have kinesthetic learners act out a typical day at Alma's grade school. Where did she sit? How did she try to hide? Then have them act out what she saw in the mirror at the ballet school.

Building Your Vocabulary

Grade School	Ballet School
imperative	grace
first grade	positions
board	waltz
conjunction	leotards
preposition	slippers



Have students complete page 105 of the Student Workbook.

Reading Strategy

Connect main ideas to other sources and topics

Ask students to write down the main ideas of the paragraphs as they read the autobiographical narrative. Later, you can ask them if they can connect these ideas to anything in their own lives. For example, the topic of the second paragraph is the difficulty of moving to a new school in the middle of the school year. Ask if students have had this experience or seen TV dramas on the subject. Perhaps there is a student in the school that they can interview about it. Take suggestions of paragraph topics and talk about connecting them to sources and topics.



Have students complete page 106 of the Student Workbook.

Reading Summary

The author of this autobiography recalls how miserable she becomes when she started at a new school in the middle of fourth grade. She cannot see the board from her seat in the back of the room. She had learned a different way of doing math. She does not understand the grammar lessons. One day, on the way to school, she discovers a ballet school. She begins to linger there every day, looking in the window. Finally, the teacher comes out to invite her in. It is the start of a friendship.



For summaries in Spanish, Hmong, Cantonese, Cambodian, and Vietnamese, refer to the Teacher's Resource Book.

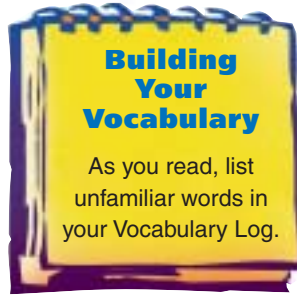
As You Read

1. The narrator is sad. The narrator's teacher left, and she was transferred to a new school. The words **lost**, **sick**, **unbearable**, **nightmare**, **worse**, **hide**, and **unhappy**.
2. Gladys Carnero is Alma's fourth grade teacher. She liked her. She says she felt lost without Gladys after she moved to Havana and school became unbearable.



Remind students to list unfamiliar words in their Vocabulary Logs as they read.

Gilda



an autobiographical narrative by Alma Flor Ada

- 2 When midway through the school year my fourth-grade teacher, Gladys Carnero, moved to Havana, I felt lost. Then I became sick.
- 1 First I caught one cold after another, then the measles, and finally the mumps. My wonderful parents realized that something lay beneath this. The *Colegio Episcopal* which I had been attending was unbearable to me if Gladys Carnero was no longer there. So, my parents transferred me to a new school.

Although it might have been a relief at the beginning of the school year, this transfer became another kind of nightmare. I arrived as the new child in the middle of the year—to a class where all of the other children had known each other since first grade. To make it worse, at the new school, *Colegio El Porvenir*, the students were seated according to their academic performance. Those with the best grades sat in the front; those with bad grades sat in back. Since I had no grades yet, they sat me at the very back.

- 1 In the last row, I was surrounded mostly by boys who were the tallest in the class. I, a year younger than my classmates, was the shortest. Furthermore, no one had discovered yet that I needed glasses. I could not see anything on the board.

I tried to hide behind one of the students who sat in front of me, but it seemed that my strategy only brought me harder questions

As You Read



- 1 1. Is the narrator happy or sad? What words in the paragraph tell you this?
- 2 2. Who is Gladys Carnero? Does the narrator like her? How can you tell?

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Reading 6, 2.3, Connect main ideas by identifying their relationships to other sources

Read and Explore

Have students listen to "Gilda" on the Audio CD to find out the names of two teachers who are important to Alma and why.

Next, divide the class into two groups. Assign one group the first half of the reading (up to the part where Alma discovers the

ballet school) and the other group the second half. Have each group choose one student to read their passage aloud to the class, another to call on students to answer the **As You Read** questions, and one more to say if the answers are correct.

from the teacher. “Indicative,” “subjunctive,” and “imperative,” sounded equally horrible to me. I loved words like “zephyr” and “zenith,” “nectar” and “ambrosia,” “friendship” and “loyalty.” But the words “preposition,” “conjunction,” and “subordinate” sounded almost as ugly as “sulfur” and “hate” to me.

Because my parents had been so understanding, I felt I could not tell them how unhappy I was. There was only one thing that allowed me to survive that horrible school with its treeless cement yard—a school without songs, without drawing, without stories, without friends.

On my way to school one day, a couple of blocks down a side street that I had followed just to delay my arrival, an unexpected wisp of music greeted me, merrily escaping from a tall window behind a carved wooden railing.

On tiptoes, grasping the wooden railing, I peered inside the old colonial house from which the waltz spilled onto the street.

Inside, an enormous mirror reflected a dozen young girls, in pink leotards and black slippers, practicing at the barre. At the piano an older woman played the unending waltz. In front of the class, holding a tall staff, stood a young blond woman, so pale she was almost translucent. She had incredible eyes—eyes that took in everything: the girls, the piano

zephyr: a gentle breeze
zenith: the highest point
ambrosia: something extremely pleasing to eat
barre: handrail used by ballet dancers



As You Read

1. She heard music coming from a tall window.
2. She saw a room with an enormous mirror reflecting a dozen young girls dancing.
3. It means something about her color. She was so pale, Alma could almost see right through her.

As You Read

1. What does the narrator hear one day that surprises her? Where was it coming from?
2. What does she see when she looks into the window of the old house?
3. From the context of the story, what do you think the word *translucent* means?

Gilda 173

Reading 6, 2.3, Connect main ideas by identifying their relationships to other sources

Access the Selection

For students who need more support, have them listen to the Audio CD again and have them read the summary in the Teacher’s Resource Book.

Teacher Modeling: It seems to me that Alma couldn't wait for the school bell to ring. Why? She's imagining herself at ballet school doing a *jeté* or *plié*.



For more practice with social studies, have students complete page 112 of the Student Workbook.



Social Studies

Did you know that Cubans are one of the three largest groups of Spanish speakers living in the United States today? Many Cubans live in Florida, especially Miami, along the East Coast, and in New York City. The Cuban section of Miami is called "Little Havana" because there are so many Cubans living there. (Havana is the capital of Cuba.)

player, and indeed the whole room, including the far corner where a group of elegant ladies sat in mahogany rocking chairs, sleepily cooling themselves with silk fans.

As the days went by, school became bearable only because as soon as the long-awaited bell rang, I would run and cling to the window of the ballet school, imagining myself in soft slippers, changing positions, second, third, fourth, performing a *jeté* or a *plié*.

One afternoon, the pale teacher disappeared from view, and before I realized what was happening, she was standing on the sidewalk by my side. "Do you want to study ballet? What is your name?"

Her voice was as soft as her gaze. "Come in," she said. "Come in."

Once she knew who I was, she called my mother and offered to accept me in her class. My life was changed, not only after school, but in school, too!

I was never again bothered by prepositions and conjunctions, nor by my inability to remember how much is seven times eight. Nor did I mind anymore sitting in the back of the class, although slowly, without really noticing how, I managed to move to the middle rows and even to the front.

I lived only for the moment when the bell rang and I could run to the ballet school. And it wasn't that I did very well there. I did not. I was placed at the end of the line, and there I

mahogany: reddish-brown wood from a West Indian tree

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Reading 6, 2.3, Connect main ideas by identifying their relationships to other sources

Launch into Phonics

Distinguish /s/ and /z/ and recognize the letters that stand for each Review with students the sounds /s/ and /z/ that the letter s can stand for in words, using the words *sat* and *eyes*. Then point out that the consonant letter z usually stands for /z/, but may stand for /s/.

Write these words from the selection on the board: *grades*, *realized*, *mumps*, *zephyr*, *zenith*,

sulfur, *waltz*, *ladies*, *second*, *gaze*, *times*, *songs*, and *surprised*. Have students work in pairs to identify the /s/ and /z/ sounds in the words and the letter that stands for each. Tell students that in words that end in *tz* like *waltz*, it is easier to say /s/.



Have students complete page 109 of the Student Workbook.

stayed for as long as my classes continued. In spite of my love for music and for the beauty of the movements, it was as if I had three feet, or as though my left and right sides had traded places. But in spite of my clumsy attempts, so devoid of grace, how wonderful it was to be there!

No matter what mistake I made, I was never criticized nor ridiculed by Gilda, the teacher. Although I saw her become impatient once in a while, it was only when someone who could naturally do better was not paying attention. To me she offered the same gentleness she showed the youngest of the girls, looking at me with a sweet look of **complicity**, as if to say “You know that I know you cannot dance, but that you long to be here, and I welcome you.”

I was very surprised when one day my teacher invited me to stay after class. That was the beginning of a beautiful friendship that was cherished equally by both of us.



As You Read

1. Does the narrator do well in ballet school? How do you know?
2. Find the words in the selection that tell you the narrator's reactions to ballet.

complicity: participation in a secret activity

About the Author



Alma Flor Ada

Alma Flor Ada lives in San Francisco and is a professor of multicultural education at the University of San Francisco. She was born in Camagüey, Cuba, and has also lived in Spain and Peru. She has published books in the United States, Spain, Mexico, and Peru. She travels around the United States speaking on topics such as multiculturalism and education.

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Reading 6, 2.3, Connect main ideas by identifying their relationships to other sources

As You Read

1. No. She says that “it wasn’t that I did very well there . . . I did not.” Also, she was placed at the end of the line.
2. She had three feet and it seemed as if her left and right sides had traded places.

About the Author

Alma Flor Ada is the author of many more books for young readers. Have interested students find another book written by Alma Flor Ada and write a short book review.

Transfer to English

Chinese, Greek, Italian, Korean, Spanish, and Vietnamese speakers may have problems distinguishing the sound that you hear at the beginning of *sick* and the sound you hear at the beginning of *zephyr*. As students demonstrate these problems with words in the selection, model the differences for them.

After You Read

Learning Objectives

1. Recognize compound-complex sentences and punctuate them correctly
2. Recognize foreign words used in English
3. Support a response to literature with details from the selection

Retell It!

Brainstorm with students on

- what Gilda was like in general
- how Gilda felt about teaching
- Gilda's opinions of her students

Then put students into pairs to retell the story from the point of view of Gilda.

Think, Discuss, Write

1. The story is nonfiction. It is autobiographical, which means it is a true story from the life of the author.
2. Answers will vary but may include:
She was transferred to another school: It was a nightmare. The bell rang at the end of school: She lived for this moment. Her teacher invited her to stay after class: She was surprised.
3. No. She hid behind another student. (Reasons may vary.)
4. No.
5. Answers will vary but may include:
She would run and cling to the window of the ballet school; she felt it was wonderful being at the ballet school.
6. Answers will vary, but may



Retell It!

What do you think Gilda was like in general? What did she think of teaching? What did she think of her students? With a partner, retell the story from Gilda's point of view.

Think, Discuss, Write

With a partner, discuss your answers to these questions. Then write them down.

1. **Structure** Is the selection you just read nonfiction or fiction—that is, did it really happen or not? How do you know?
2. **Recall details** List three facts that the narrator gives us. What are her feelings about each fact?
3. **Making inferences** Did the narrator like to answer questions in class? How do you know?
4. **Recall details** Did the narrator tell her parents how she felt?
5. **Tone** Write down details from the selection that tell you how the narrator felt about ballet.
6. **Recall details** What did the teacher look like?
7. **Cause and effect** How did going to ballet school change the narrator's performance in grade school?

What's Your Opinion?

Work with a partner. Decide on a new experience that you have both had recently. Have you both moved to a new home or apartment? Have you

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Reading 5, 2.5, Distinguish facts, supported inferences, and opinions in text

Launch into Spelling

Spell words with the ending -ing Go over these rules for adding *-ing* to verbs and use as examples the words in parentheses:

1. For some verbs, just add *-ing*.
(*pay/paying*)
2. If a verb ends in silent *e*, drop the *e* and add *-ing*.
(*notice/noticing*)

3. If the verb or syllable ends in one vowel and one consonant letter, double the final consonant (if the syllable is stressed) and add *-ing*. Doubling the consonant letter signals that the vowel sound is short. (*begin/beginning*; *happen/happening*)

Then have pairs of students find and list other words from the

had a new teacher? Copy the chart and write down your own experience. Write positive things about your experience under “Positive.” Write down any negative things under “Negative.”

Experience: Starting in a new school

Positive	Negative
<i>new friends, new teachers</i>	<i>being the new person, not knowing anyone</i>

Now answer the questions below.

1. How is your experience similar to the narrator’s experience in the story “Gilda”?
2. Did you share some of the same feelings? If so, which ones?

Launch into Grammar

Compound-complex sentences Compound-complex sentences have two or more clauses that can stand on their own as sentences (independent clauses) and a dependent clause that cannot stand on its own. Use a conjunction to join one independent clause with the other independent and dependent clause—*and, but, or, yet, for, so*.

independent clause: “One afternoon, the pale teacher disappeared from view,

conjunction: and

dependent clause: before I realized what was happening,

independent clause: she was standing on the sidewalk by my side.”

Work with a partner. Find another compound-complex sentence in the reading.

Gilda 177

Written conventions 6, 1.1, Use compound and compound-complex sentences

include: She was blond, pale, and had incredible eyes.

7. Answers will vary but may include: She felt better about school, and things bothered her less.

What’s Your Opinion?

Have pairs of students discuss their common experiences.

Launch into Grammar

Compound-complex sentences

Sample Answer:

I tried to hide behind one of the students who sat in front of me, but it seemed that my strategy only brought me harder questions from the teacher.



SW

Have students use page 107 of the Student Workbook.

selection with *-ing*. Which rule does each follow? Here are some words with *-ing* students might list:

(1) *drawing, unending, rocking, looking* (2) *escaping, including, imagining* (3) *sitting*.

Explain that knowing these rules and applying them will help students spell words with *-ing*.



Have students complete page 109 of the Student Workbook.

Cooperative Learning

Have students work in small groups to answer the **Think, Discuss, Write** questions. Then have groups share and compare their answers with the class.

Launch into Word Analysis

Words from other languages

Jeté and *plié* are words that describe movements in ballet. *Barre* is a handrail used by ballet dancers.



SW

Have students use page 108 of the Student Workbook.



For more practice with compound-complex sentences, complete page 107 of the Student Workbook.

Launch into Word Analysis

Words from other languages English has borrowed a large number of words from other languages. Spanish words used in English include *tortilla*, *mesa*, *plaza*, and *enchilada*. What do all of the words borrowed from Spanish have in common?

Find some ballet terms in “Gilda” that come from the French. What do these words have in common? Discuss with a partner and report your answers to the class.



For more practice with words from other languages, complete page 108 of the Student Workbook.

Launch into Writing

Support a response to literature with details

Your response to reading literature can be wide-ranging. Some pieces that you read can be deeply moving. Other pieces may barely make an impression on you. Write a paragraph that tells your reaction to the selection. Did you like it? Did it make an impression on you? Would you recommend it to others? Tell why. What details from the selection can you use to support your view?

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Reading 4, 1.2, Apply knowledge of word origins to determine the meaning of words



SW

Have students complete page 108 of the Student Workbook.

Here is an example.

"Gilda" really made sense to me. It's not that I am a dancer. In fact, I'm a terrible dancer. I have two left feet! When it comes to basketball, things are different. One day I saw some kids in the gym playing basketball. I said to myself, "Rita, you can do that." I was afraid, but I asked if I could play. The kids said, "Sure." To make a long story short, I am now a basketball player on the school team. Alma Flor Ada's story was important to me because it reminded me of all I had to do to become a basketball player. It's a great story!



Writing Tip

Check your paragraph. Make sure all of your sentences are complete sentences.

Launch into Writing

Support a response to literature with details Collect papers and review for the required elements (reaction and selection details to support it). Return the papers to the students and have them place them in their portfolios.



Have students use page 110–111 of the Student Workbook.

SCAFFOLDING

The **Launch into Writing** sections will build the necessary skills to prepare students for the Unit's **Writing Workshop**, as well as the **Listening and Speaking Workshop**.



For more practice using supporting details, complete page 110 of the Student Workbook.

Gilda 179

Writing 5, 2.2, Write responses to literature: support judgments through references to the text and prior knowledge



Have students complete the Chapter 14 Quiz in the Assessment Guide.

Listening and Speaking Workshop

Respond to Literature: Book Review

Step One: Plan Your Review

Provide students with book reviews from young adult magazines or discuss reviews from the *Horn Book*. Help students identify elements of a book review.

Provide the summaries from the Teacher's Resource Book for unit selections. Tell students to refer to these as they write their own summaries. Tell them to use their own words.

Listening and Speaking Workshop

Respond to Literature: Book Review

In Unit 4 you read various types of literature:

- Chapter 13—a poem
- Chapter 14—an autobiographical narrative
- Chapter 15—an excerpt from a novel
- Chapter 16—an excerpt from a nonfiction book

Have you ever asked a friend to tell you the name of a good book to read? Many people look at book reviews to help them decide what to read. These appear in magazines and newspapers and can even be heard on TV or radio. With a partner, you'll review two of the selections you read in Unit 4. You'll give your review aloud—as if it would be heard on a radio or TV show.

Step One: Plan Your Review

1. Choose one of the readings from Unit 4.
2. Write down your reactions to the reading selection you chose. Did you like the reading? Did you dislike it? Why? Be as specific as possible.

List details. Use a chart like the one below, writing what you liked and disliked.

Liked	Disliked
The characters were curious.	The words were different from the way I talk.
Examples: Mary wants to find out what made the sound.	Colin says his head "ached."

3. Write a short summary of the reading, and tell what type of reading it is (fiction, poetry, etc.)
4. Your draft should contain:
 - an introduction to the reading, including the title, author, and genre, or type (fiction, nonfiction, poetry)
 - a brief summary of the reading
 - your reaction to the reading (why you liked and disliked it)
 - details to support your reaction
 - an overall recommendation as to whether or not others would enjoy the reading

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Writing 4, 2.2, Create responses to literature: Demonstrate an understanding of the literary work, and support judgements through references to both the text and prior knowledge



AG

Give students the Self-Assessment Form on page 137 of the Assessment Guide.

Multi-level Options

■ **BEGINNING** Suggest that students write their reviews about the poem *Flowers*.

■ **HIGH BEGINNING** Suggest that students write their reviews

about the excerpt from "Gilda."

■■■ **INTERMEDIATE** Suggest that students write their reviews about the excerpt from *The Secret Garden* or the excerpt from *My Season with Penguins*.

Extend Some students may wish to read further into the books from which the excerpts

Step Two: Practice Your Review

With a partner, take turns giving your reviews. Take notes about your partner's review. Is it clear? Does it give you a good idea of what the book is about? Does it make you want to read the book? Does it discourage you from reading the book?

Step Three: Present Your Review

Now you are ready to present your review to the rest of the class. Be prepared to answer questions about your review or your opinions.

Step Four: Evaluate Your Review

Ask your classmates whether or not your review made them want to read the selection. Use the speaking checklist to comment on each other's presentations.

Record Your Review

Record your presentation for a classroom listening lab. Listen to your own and others' recordings. Check out a speech to share at home or with another class.



Speaking Checklist

- ✓ Use appropriate tone of voice. Since a review is a persuasive presentation, your voice should be confident.
- ✓ Your pacing should be even throughout the presentation.
- ✓ Use your voice to emphasize the persuasive parts of your presentation.
- ✓ Speak slowly enough to be clear, especially when summarizing the plot.
- ✓ Try to make eye contact with members of your audience.

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Reading 2, 1.6, Read aloud fluently and accurately and with appropriate pacing, intonation, and expression

Step Two: Practice Your Review

Refer students to the Speaking Checklist on page 207. Have them read these checkpoints first. Have partners evaluate each other's delivery based on these points.

Step Three: Present Your Review

Before students present, provide them with the Peer Response Form found in the Assessment Guide on page 127. Tell students to keep these points in mind as they present their reviews.

Step Four: Evaluate Your Review

Tell students in the audience to use the Peer Response Form to evaluate their classmates' deliveries.

For each student, update the ongoing Scoring Guide for Oral/Aural Language Skills and the Scoring Guide for Spoken Language Skills from pages 144–145 in the Assessment Guide.

Record Your Review

Tape student presentations and keep them in a classroom listening lab.

were taken.

Cooperative Learning

Group students by the selection ("book") they've chosen to review. Have them share and compare what they liked and disliked about it.

Writing Workshop

Write a Response to Literature: A Letter to a Friend

SCAFFOLDING

This activity builds on the unit's **Launch into Writing** sections. This writing product represents the culmination of the four sections.

1. Pre-write

Make sure students understand that they should write down their thoughts freely, without worrying about grammar, full sentences, spelling, etc.

2. Draft

Tell students to look back at their Reading Logs for any thoughts and feelings about selections that students recorded as they read.

3. Revise

Provide students with the Editing Checklist on page 126 of the Assessment Guide. Tell them to use this to help them revise their drafts. Have them think about their word choice, grammar, organization, content, and style.

Writing Workshop

Write a Response to Literature: A Letter to a Friend

In Unit 4, you read about changes in people's lives. Such changes are often the central theme of literature. Choose the reading from Unit 4 that you feel most strongly about. This can be a reading that you really liked or disliked, or a reading that made you have a strong opinion. Then write a short letter to a friend that communicates what this reading makes you feel. Follow the steps below to plan and write your letter.

1. Prewrite

Brainstorm Write down the title of the reading on a blank piece of paper. Then, write your feelings about the reading and some reasons for your feelings, along with details from the story that they are connected to.

2. Draft

- Start your letter and write an opening paragraph
Start your letter with the date and short greeting for example: *Dear Justin* and follow it with a comma. Then tell your friend that you read something that interested you,

where you read it, and that you would like to tell him or her about it.

- Write about your feelings

Tell your friend your feelings about the reading. Be sure to explain your feelings and to include details from the reading.

- Write a closing paragraph

In a final paragraph, recommend the reading to your friend. Finish with a sentence about the next time you will meet.

3. Revise

Reread your draft and ask yourself these questions:

- Have I written the date at the top of my letter?
- Have I included a short greeting?
- Did I clearly express my thoughts and feelings about this reading?
- Did I add a closing and sign my letter?

If you answered "No" to any of these questions, you will need to make changes to your letter to improve it. Work with a partner. Ask that person to

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Writing 6, 2.4. Write responses to literature, a. Develop an interpretation exhibiting careful reading, understanding, and insight, b. Organize the selected interpretation around several clear ideas, premises, or images, c. Develop and justify the selected interpretation through sustained use of examples and textual evidence

Multi-level Options

Writing

■ **BEGINNING** Suggest that students use one paragraph in the body of their letter to express their thoughts. Be sure they include three to five sentences in this paragraph.

■ **HIGH BEGINNING** Suggest that students use two paragraphs in the body of their letter to express their thoughts.

Be sure they include five sentences in each paragraph.

■■■ **INTERMEDIATE** Suggest that students use three paragraphs in the body of their letter to express their thoughts. Be sure they include at least five sentences in each paragraph. Some students may wish to read further into the books from which the excerpts were taken and include more about the book in their letters.

answer the same questions about your letter. Make any additional changes based on your partner's feedback.

4. Edit and Proofread

Proofread your revised letter. Check punctuation, capitalization, and spelling. Look in the dictionary to verify spelling. Correct any errors you find.

5. Publish

Now you are ready to publish your letter. Create a final version on a computer or word processor. Double-space your letter so that it is easier to read. Use the spell-checking tool to look for any misspelled words. Finally, be sure to write your name, date, teacher's name, and the name of your class at the top of the page. Here is an example of a published letter.

June 12, 2002

Dear Justin,

I just read a great story at school about a girl named Alma. I really liked it, and I think you'd like it, too. Let me tell you what I liked about it.

She had to change schools in the middle of fourth grade. So did I. I know how she felt. She had to sit in the back row, just because no one knew if she was a good student. That wasn't fair because later she moved up to the front row. But, she found a way to like her new place. She found a ballet school.

You are at a new school now. I think what Alma did will make you feel better. It's not long, and you'll like it. Then, next weekend when you come to visit, you can tell me what you think!

Your friend,

Dakota

4. Edit and Proofread

Tell the students to use the Editing Checklist to check for capitalization, spelling, and punctuation. Also refer them to the Editing Checklists on pages 129–134 of the Student Workbook.

5. Publish

For students who do not have access to a word processor, have them write neatly in order to provide a finished product. Suggest that they display their letters on a classroom bulletin board.



Have students use the Editing Checklists on pages 129–134 of the Student Workbook. Also direct



students to use the Editing Checklist on page 126 of the Assessment Guide.

Cooperative Learning

Group students by the selection (“book”) they’ve chosen to write about. Have them share and compare their feelings about the selection.

Unit Project

Adventure Ads

Help students nail down ideas by pointing out that there are two ways to initiate ideas for the ad. First, students can start with a character and try to think what that character needs. Or, students can start with the advertising product first, and then try to match a character from the unit to that product.

Approaches that students might take in their ads could include:

- Testimonial
- Humor
- Product comparison
- Persuasive facts and data

Unit Project

Adventure Ads

Project Goal

In this unit, you read about new **adventures** and experiences. With a partner, you will create an **advertisement**, or ad. It should encourage one of the characters from the readings to try or buy something new.

1. With your partner, decide on a character. What type of new experience do you think he or she would be interested in? Travel or a cruise? A new hobby or computer?
2. Use magazines or the Internet to find ads. Do you think your character would be interested in any of these ads? Decide what you are going to **sell**.
3. On a poster board write your ad. Use **persuasive** words to encourage your character to try this out. Use words that would make your character buy what you are selling. Why might your character want or **need** this? Why might it be important to the character? Use the Internet to find pictures to illustrate your ad.

4. Show your ad to the class. See if your classmates can guess which character you have chosen.

Check Your Progress

Listening/Speaking: Did you explain your ad to the class?

Reading: Did you look back at the reading selections and think about the character you want to focus on?

Writing: Did you write a convincing advertisement?

Words to Know

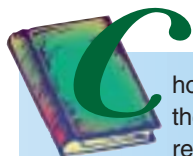
advertisement
sell
persuasive
adventure
need

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Writing 6, 2.5, Write persuasive compositions: State a clear position, support the position with relevant information, and address reader concerns

Cooperative Learning

Have students work in small groups. Tell them to use their posters to write ads for the classified section of a newspaper. Then have students work together to publish their classified ads page. Have students share and compare their classified ads pages.



Choose one or more of the following books to read. Write down in your Reading Log titles of the books you read and your opinion of each one. Ask yourself these questions.

1. What was the tone of this book? How did the author achieve this tone? (images, word choice, ideas)

2. Was this book written in first or third person?
3. How did this book develop the theme of beginnings?
4. Did you like the book? Why or why not? Give examples to support your opinion.

Nonfiction

A Year Down Yonder by Richard Peck

A young girl goes to live with her grandmother in a small town in rural Illinois.

Because of Winn-Dixie by Kate DiCamillo

When a stray dog mysteriously appears in the local grocery store, ten-year-old India Opal Buloni's life changes.

Fiction

Hope Was Here by Joan Bauer

Hope and her aunt move to a small town in Wisconsin to become waitresses at the Welcome Stairways Diner.

Joey Pigza Loses Control by Jack Gantos

Joey spends the summer with a father he hardly knows. Although Joey has many hopes about their new life together, their lives soon get out of control.

Unit Wrap-Up

Have students turn to page 160 and 161 of the Student Book. Discuss the questions, on page 161, asking students if their responses now are different from those they gave earlier. Ask students to read the information about each book and to say how each of the four books relates to the unit theme.



AG

Have students complete the Unit 4 test on pages 96–104 of the Assessment Guide.



AG

Have students complete the End-of-Book test on pages 105–113 of the Assessment Guide.

Cooperative Learning

Arrange students in small groups by the book they chose to read. After each has read the book, have them work together to write a review of it. Then have each group take turns presenting their review to the class.