

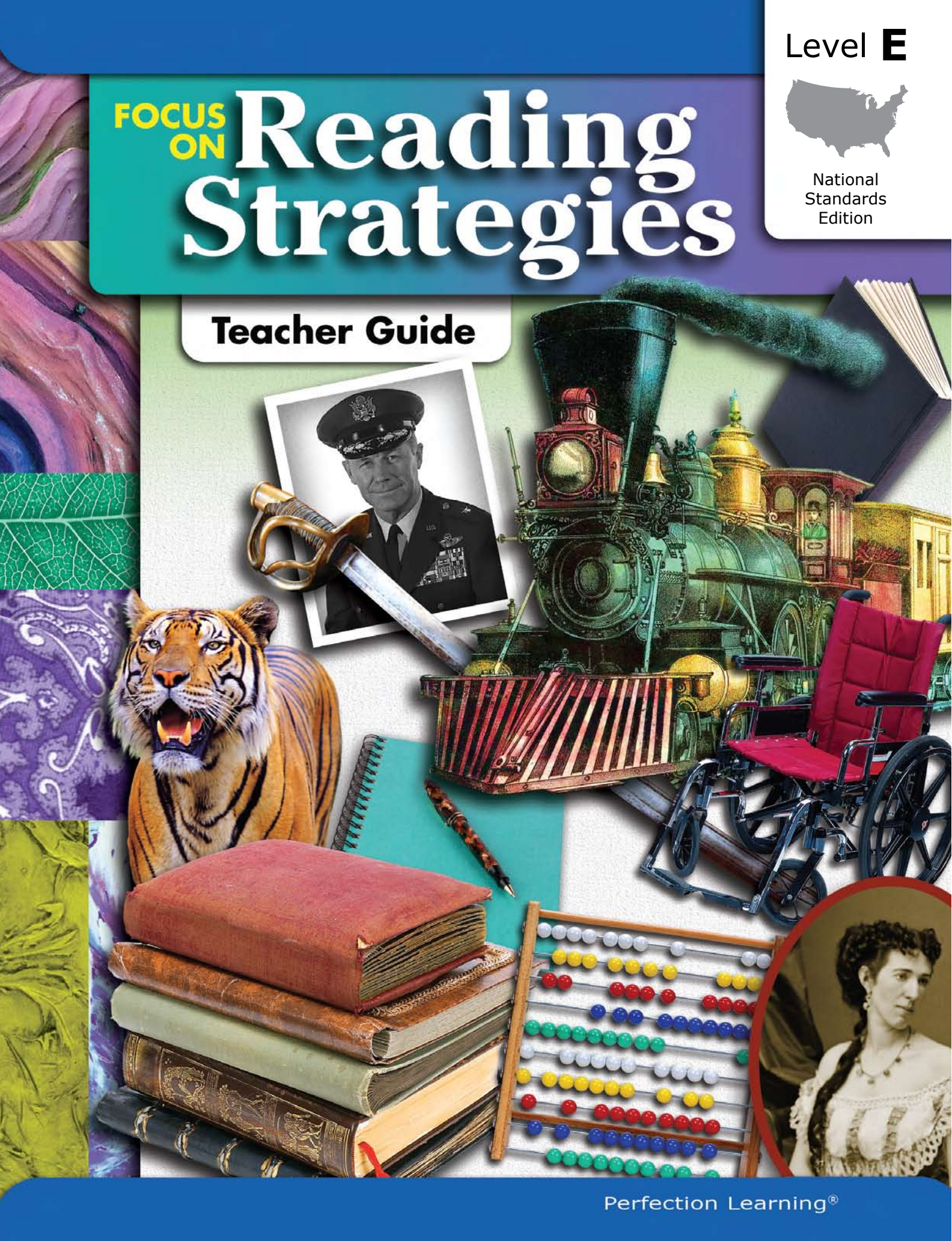
Level **E**



National
Standards
Edition

FOCUS ON **Reading Strategies**

Teacher Guide





FOCUS ON Reading Strategies

Teacher Guide

All About Reading	4
All About the <i>Focus on Reading Strategies</i> Workbooks	4
All About Using the <i>Focus on Reading Strategies</i> Workbooks	8
National Standards for the English-Language Arts	12
All About <i>Focus on Reading Strategies</i> , Level E.	13
Unit 1: Practice Active Questioning	15
Response Key: Lessons 1 & 2	24
Unit 2: Determine Main Idea	26
Response Key: Lessons 3 & 4	33
Unit 3: Recognize Cause and Effect.	35
Response Key: Lessons 5 & 6	43
Review 1	45
Listening Comprehension 1	47
Review 1 Response Key	48
Listening Comprehension 1 Response Key	48
Unit 4: Analyze Plot Structure	49
Response Key: Lessons 7 & 8	56
Unit 5: Understand Characterization	58
Response Key: Lessons 9 & 10	67
Unit 6: Examine Theme.	69
Response Key: Lessons 11 & 12.	77
Review 2	79
Listening Comprehension 2	81
Review 2 Response Key.	82
Listening Comprehension 2 Response Key	82
Graphic Organizer Blackline Masters	83
References	92

All About Reading

Reading research clearly indicates that reading and learning are active processes (Vacca & Vacca, 1996; Barton & Billmeyer, 1998). The six *Focus on Reading Strategies* workbooks, Levels C–H for students in grades 3–8, offer direct instruction and practice in essential active reading strategies. Students need to be taught and have the opportunities to practice active reading strategies, which are the tools needed for comprehension. Competent readers use active reading strategies to seek meaning (Palincsar & Klenk, 1991).

What Is Strategic Reading?

Strategic reading is thinking about and interacting with text—a conversation, either out loud with others or to oneself, between the author and the reader. Strategic readers are active thinkers when they read, not just passive receivers of information (Duke & Pearson, 2002; Irvin, et al., 1995; Vacca & Vacca, 1993).

What Are Active Reading Strategies?

A strategy is defined as “skillful planning and management.” Therefore, think of a reading strategy as a conscious plan that helps readers manage the comprehension skills they have. Reading strategies are about connecting, questioning, visualizing, determining importance, inferring, synthesizing, monitoring, and repairing—not as isolated processes, but as interrelated processes—working together simultaneously during reading. Strategies are plans that require the reader to be an active participant in what is read. Research supports the benefits of using strategies (Pressley, 2000; Barton & Billmeyer, 1998; cf. Barton, 1997; Palincsar & Brown, 1984).

What About Reading Skills?

Skills are the cognitive processes that make up the act of reading. Skills are essential. Good readers must be both skillful and strategic. Anyone who has been involved in sports can recall long practice sessions, drilling on skills until they became automatic. So it is with reading. As students progress beyond “learning to read” and into “reading to learn,” early reading skills, such as decoding, become automatic. At this point, students focus on more advanced comprehension skills. Strategies are the reading tools or behaviors that help readers take their literacy comprehension skills to the next level.

All About the *Focus on Reading Strategies* Workbooks

How Can *Focus on Reading Strategies* Help?

Each *Focus on Reading Strategies* workbook offers direct instruction in using essential active reading strategies to master standards-based skills critical to reading comprehension. The high-interest fiction and nonfiction selections span a wide range of genres and topics.

How Are the *Focus on Reading Strategies* Workbooks Organized?

Each workbook has six units with two related lessons. Each lesson, featuring a fiction or nonfiction selection, offers direct instruction and practice in before, during, and after reading strategies to help students develop and manage comprehension skills.

What Skills Are Covered in *Focus on Reading Strategies*?

The following standards-based literacy skills are covered in the six workbooks for students in grades 3–8.

Focus on Reading Strategies	Grade 3 Level C	Grade 4 Level D	Grade 5 Level E	Grade 6 Level F	Grade 7 Level G	Grade 8 Level H
Reading						
Analyze Plot Structure	✓	✓	✓		✓	
Analyze Tone						✓
Articulate Author's Perspective					✓	
Compare and Contrast	✓	✓			✓	
Describe Mood						✓
Determine Main Idea			✓		✓	
Distinguish Fact and Opinion	✓					
Distinguish Point of View					✓	
Draw Conclusions	✓			✓		✓
Examine Theme	✓	✓	✓	✓		
Find Relevant Details	✓			✓		✓
Interpret Symbolism						✓
Make Connections	✓	✓	✓	✓	✓	✓
Make Inferences	✓			✓		
Practice Active Questioning	✓	✓	✓	✓	✓	✓
Predict	✓	✓	✓	✓	✓	
Recall Facts	✓	✓	✓	✓	✓	✓
Recognize Cause and Effect			✓		✓	
Recognize Persuasive Techniques				✓		✓
Sequence Events	✓	✓				
Summarize				✓	✓	✓
Understand Characterization	✓	✓	✓	✓	✓	
Use Prereading Strategies	✓	✓	✓	✓	✓	✓
Use Visual Mapping	✓	✓	✓	✓	✓	✓
Writing						
Write a Friendly Letter	✓		✓		✓	✓
Write a Prediction	✓		✓	✓	✓	
Write an Interview	✓	✓	✓	✓		
Write to Describe	✓	✓	✓	✓	✓	✓
Write to Entertain	✓	✓	✓	✓	✓	✓
Write to Explain	✓	✓	✓		✓	✓
Write to Inform	✓		✓	✓		✓
Write to Persuade	✓		✓	✓	✓	✓
Write to Summarize		✓		✓	✓	✓
Vocabulary						
Analyze Multiple Meanings		✓	✓	✓		
Build Vocabulary	✓	✓	✓	✓	✓	✓
Classify Words		✓		✓	✓	
Identify Parts of Speech	✓		✓	✓	✓	✓
Recognize Base Words	✓	✓		✓	✓	✓
Understand Prefixes & Suffixes	✓	✓	✓	✓	✓	
Understand Synonyms & Antonyms	✓	✓	✓	✓	✓	✓
Use Context Clues	✓	✓	✓	✓	✓	✓
Use a Dictionary	✓	✓	✓	✓	✓	✓

The following strategies are covered in the six workbooks for students in grades 3–8.

Previewing 10 most important words Analyze title Anticipation guide Brainstorm Framed sentence Knowledge chart KWL chart Make connections prompt Predict based on introduction Predict based on key words Prediction chart Prior knowledge prompt Probable passages	Knowing How Words Work Create a scenario using target word Create sentences with target word Frayer model Identify synonyms Identify word parts Knowledge rating checklist Provide examples Rewrite definitions Student VOC strategy Use context clues Use dictionary Word parts chart
Self-Questioning Think-along questions	Monitoring Check for understanding multiple-choice questions Review activities Think-along questions
Making Connections Make connections prompt Metacognitive statement Op-ed piece Persuasive essay Think-along questions Venn diagram	Summarizing 5 Ws organizer Plot chart Retelling chart Sequence chart Story frame Story string Think-along questions Write newspaper article Write summary
Visualizing Cause-and-effect organizer Character map Comparative organizer Diagram Draw pictures to visualize Frayer model Hierarchical organizer Plot chart Problem/solution organizer Semantic map Sequential organizer Series of events chain Spider map Story frame Story string Venn diagram	Evaluating 10 most important words Characterization chart Character map Character sketch Think-along questions

How Is Each Lesson Organized?

Each lesson in *Focus on Reading Strategies* has six sections. Students will use multiple strategies as they complete the activities in each section. The variety of activities addresses multiple learning styles.

Before Reading: Heads Up Direct instruction in this section accesses prior knowledge and builds background knowledge to provide a framework for deeper understanding of the reading selection in the lesson. Research shows that readers are in a better position to understand what they're reading if prior knowledge is activated (Vacca, 2002; Irvin, et al., 1995).

During Reading: Think-Along Questions Specific questions are interjected throughout the selection to promote active reading. Readers will question what they read, make predictions, make connections, and practice the featured skill as they answer the questions and interact with the author's words. Research shows that proficient readers keep a constant check on their understanding as they read (Duke & Pearson, 2002; Irvin, et al., 1995).

After Reading: Read with Understanding This multiple-choice question offers practice in the featured skill. The format of this activity is similar to questions included in state, national, and standardized tests.

After Reading: Make Sense of Words A featured strategy will be applied to vocabulary bolded within the selection. Students are encouraged to use this vocabulary strategy with other words that they identify as difficult as they read. Research substantiates vocabulary knowledge as an important factor in successful comprehension (Laflamme, 1997; Barton & Billmeyer, 1998). Building vocabulary will increase students' comprehension (Stahl, 1999).

After Reading: Understand by Seeing It Students use visual mapping strategies with a variety of graphic organizers to practice the skill featured in the lesson.

After Reading: Write to Learn Reading instruction should make connections between reading and writing (Duke & Pearson, 2002). Students connect reading and writing and demonstrate their understanding of the selection through this low-stakes writing activity. Research shows that low-stakes writing helps readers interact personally with the text without the pressure of completing a finished piece of writing (Vacca, 2002).

Will Students Have a Chance to Review?

Two Review lessons, one after the first three units and the second after the last three units, offer students an opportunity to make connections as they practice the skills and strategies from the previous three units on a new selection.

How Is Listening Comprehension Included?

A Listening Comprehension activity follows each review. The selections for each listening lesson and directions for presenting them are provided in this resource. These selections and the activities that follow help students learn to become attentive, active listeners. Students will make and confirm predictions as they complete the questions related to the listening selections.

All About Using the *Focus on Reading Strategies* Workbooks

Which Students Should Use the *Focus on Reading Strategies* Workbooks?

Focus on Reading Strategies workbooks Levels C–H are designed for all students in grades 3–8. By third grade, students have mastered the cognitive processes of reading. It is at this point that they need to begin using strategies to master comprehension.

The standards-based skills and reading strategies featured within each unit of the *Focus on Reading Strategies* workbooks align to the National Standards for the English-Language Arts. The *Focus on Reading Strategies* workbooks are written for students reading at or near grade level. The interest level and reading level of the selections in the workbooks are grade-level appropriate.

How Are the Units Introduced?

Unit introductions are provided in this Teacher Guide. Teachers frontload instruction through discussion, a minilesson, and related standards practice in the teacher guide before students begin each unit in the *Focus on Reading Strategies* workbook. In addition, vocabulary from the two lesson selections in each unit in the Student Workbook is featured with definitions and offered as reproducible word cards at the end of each Unit Introduction to prepare students for reading the selections.

Unit 2: Determine Main Idea

Unit 2 focuses on *Determining Main Ideas*. The main idea is what a paragraph or passage is mostly about. The main idea is the point the writer wants to make about the subject or topic. Sometimes the author will state the main idea directly, but often the main idea will be implied. Readers may need to look at supporting details and draw conclusions to figure out what the main idea is. Identifying the main idea is important in both narrative and informational text.

Selections Featured

Lesson 3 Alien Invasions by Kathryn E. Hoffman

This article draws the reader in with its opening sentences about an alien invasion. However, the aliens in this article are foreign plant and animal species that have somehow gotten into the United States. Students will understand the main idea as they learn how these new species can turn out to be helpful or harmful to our environment.

Lesson 4 Dante's Twelfth Birthday from California Quake by Ed. Ameson

Dante, an immigrant from Italy, is celebrating his twelfth birthday. Dante is no longer a boy. He dreams of all he will now be allowed to do, or he thinks he will be allowed to do.

Before the Unit Introduction

Discuss with students that the purpose of all reading is to understand the text, whether it is a narrative or informational piece. Explain that in both types of writing, it is important to be able to identify the main idea. The main idea is what a paragraph or passage is mainly about. The information and facts that explain or support the main idea are the supporting details. Authors often add additional details that aren't necessary for understanding the main idea but make the text more interesting. Explain that learning to determine the difference between essential information and interesting information is an important reading strategy.

Unit focus

Lesson selections



Discussion to introduce featured standard

Labor Day

Some holidays have interesting histories. Labor Day, for example, began with a strike in a community called Pullman, which had been built by George Pullman in 1880. Almost everyone who lived in Pullman, on the southern border of Chicago, worked at George Pullman's company building railroad cars.

In 1893 things changed for Pullman and his little town. Pullman's business was not doing well because he did not have enough orders for railroad cars. Pullman had to dismiss hundreds of workers, and the workers who remained had to take salary cuts of 25 percent or more. Pullman did not lower rents on the houses, though, and he would not let his workers move somewhere else. The workers went on strike to protest Pullman's unfair policy.

Railroad employees across the country joined the Pullman strike, the first nationwide strike in America. Violence broke out when President Grover Cleveland sent in troops to break the strike.

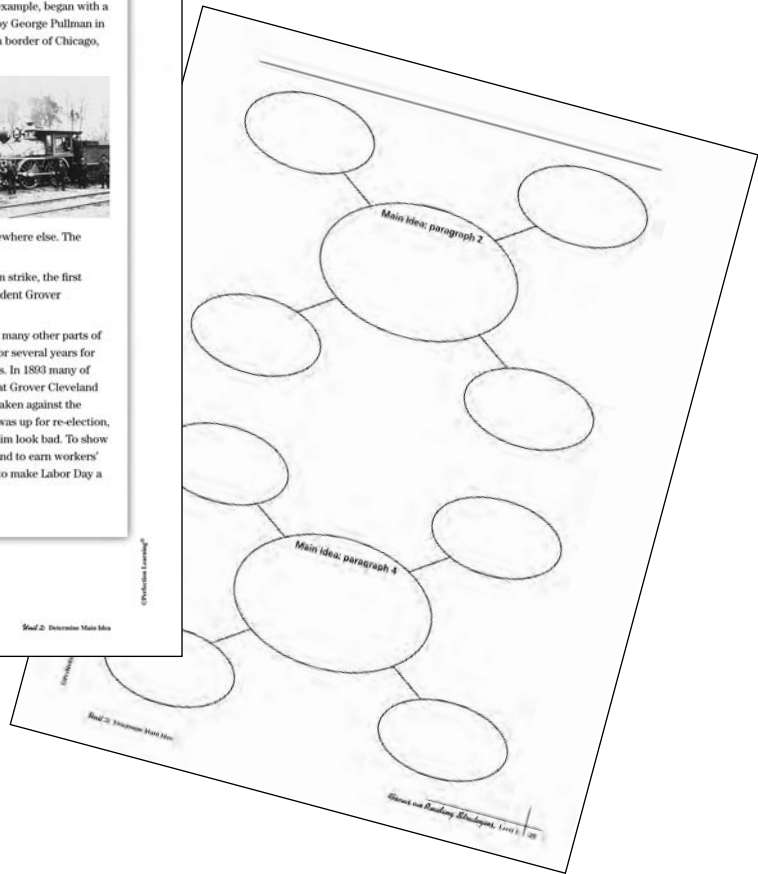
Workers in Pullman and in many other parts of the country had been asking for several years for a special day to honor workers. In 1893 many of them were particularly angry at Grover Cleveland because of the action he had taken against the strikers. President Cleveland was up for re-election, and the strikes were making him look bad. To show his concern for the workers, and to earn workers' votes, Cleveland signed a bill to make Labor Day a national holiday.

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28 | Focus on Reading Strategies, Level E

Skill 2: Determine Main Idea

Teacher-directed minilesson



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Practice related to the featured standard

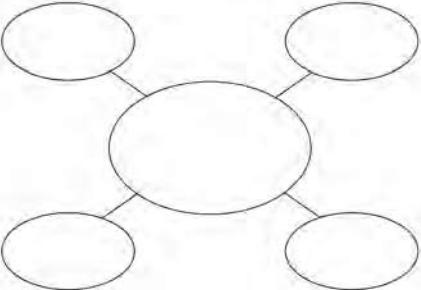
Directions: Read the short informational passage below and then complete the web to identify the main idea and supporting details.

Chameleons

The Old World chameleon is a lizard found mainly in Africa. At first glance, this creature looks like a small, fierce dragon. But this first appearance can be deceiving. For instance, if you watch this chameleon long enough, you'll notice its eyeballs can rotate. Upon spotting an insect, both of the chameleon's eyes focus inward on the bug. This can give the lizard a fishbowl, cross-eyed look.

The chameleon's tongue is extremely long and odd-looking. Chameleons use their tongues to pluck insects from the air, then reel them back into their mouths like eager fishermen pulling in their lines.

Chameleons spend most of their time in trees, sometimes jumping down when frightened. Instead of landing gracefully, they fall like a sack of potatoes. When they move on land, the lizards walk on the tips of their claws with a clumsy, wobbling gait.



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Skill 2: Determine Main Idea

Vocabulary word cards

<p style="text-align: center;">alien</p> <p>relating or belonging to another country</p> <p style="text-align: center;"><small>Alien Invasion</small></p>	<p style="text-align: center;">ecosystems</p> <p>systems of living things interacting with their environment</p> <p style="text-align: center;"><small>Alien Invasion</small></p>
<p style="text-align: center;">environment</p> <p>external factors (as soil, climate, and living things) that influence a plant or animal's ability to survive</p> <p style="text-align: center;"><small>Alien Invasion</small></p>	<p style="text-align: center;">nonnative</p> <p>not grown, produced, or having its beginning in a particular region</p> <p style="text-align: center;"><small>Alien Invasion</small></p>
<p style="text-align: center;">predator</p> <p>animal that preys upon or eats other animals</p> <p style="text-align: center;"><small>Alien Invasion</small></p>	<p style="text-align: center;">species</p> <p>class of things of the same kind and with the same name</p> <p style="text-align: center;"><small>Alien Invasion</small></p>
<p style="text-align: center;">earthquake</p> <p>shaking or trembling of a portion of the earth</p> <p style="text-align: center;"><small>Date's Twelfth Birthday from California Quake</small></p>	<p style="text-align: center;">encircle</p> <p>to go completely around</p> <p style="text-align: center;"><small>Date's Twelfth Birthday from California Quake</small></p>
<p style="text-align: center;">produce market</p> <p>store for fresh fruits and vegetables</p> <p style="text-align: center;"><small>Date's Twelfth Birthday from California Quake</small></p>	<p style="text-align: center;">scuttle</p> <p>shallow basket for carrying things</p> <p style="text-align: center;"><small>Date's Twelfth Birthday from California Quake</small></p>

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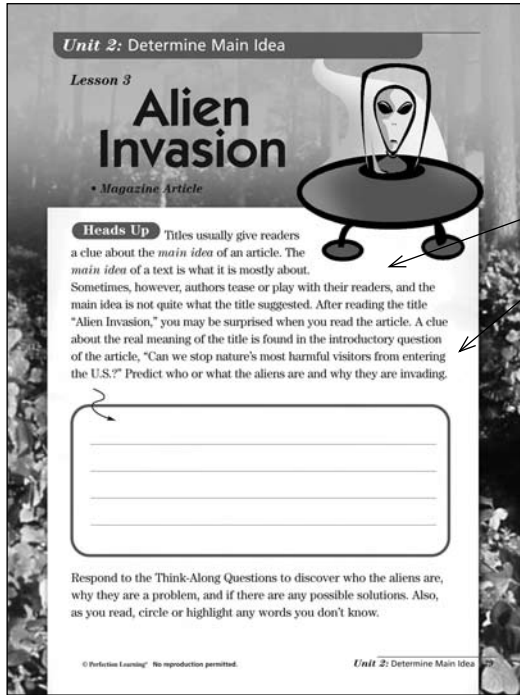
22 | Focus on Reading Strategies, Level E

Skill 2: Determine Main Idea

Can Students Work Through the *Focus on Reading Strategies* Workbooks Independently?

The *Focus on Reading Strategies* workbooks are written to be completed independently by students. The direct instruction and clear, detailed directions provide explanations and practice of important literacy skills and strategies. Response Keys for introductory activities and workbook lessons follow each Unit Introduction in this Teacher Guide and can be reproduced for self-correcting.

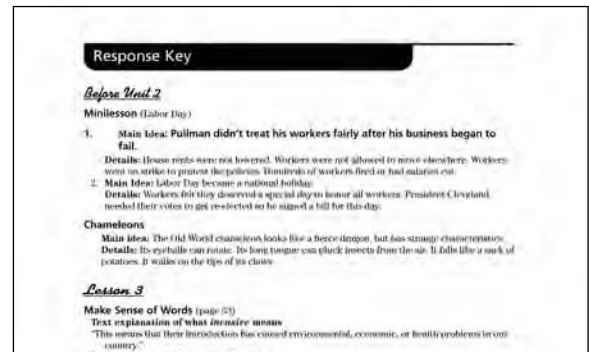
Student Workbook



Explanation of the featured skill

Detailed directions

Response Key for introductory activities



Response Key for Student Workbook lessons



What About Students Reading Above or Below Grade Level?

Although levels C–H correspond to grades 3–8, a grade-level designation does not appear on the workbooks. As a result, students can be provided with a workbook at a higher or lower grade level based on their individual needs. English-Language Arts standards cycle up the grades, becoming more challenging as they are based on more difficult reading material. Therefore, students reading above or below grade level can use the *Focus on Reading Strategies* workbooks at their own individual reading level and still practice grade-appropriate English-Language Arts standards.

While the *Focus on Reading Strategies* workbooks are designed to be used independently by students, learning will be enhanced through classroom discussion. Talking about text, whether teacher-directed or student-to-student in partners or small groups, extends and deepens comprehension (Duke & Pearson, 2002). Teacher-directed lessons are recommended for struggling readers and English Language Learners. Although all students benefit from classmates' discussion, this discussion is especially beneficial for struggling readers and English Language Learners.

Blackline masters of graphic organizers used in the workbooks are included at the end of this Teacher Guide. Use these graphic organizers to help struggling or disadvantaged readers extend their use of reading strategies and build comprehension in reading outside their work in *Focus on Reading Strategies*.

At the end of each Unit Introduction, a Jump Start Vocabulary section lists and defines key vocabulary. Preteaching this key vocabulary is critical for English Language Learners, who cannot rely on context clues and general background knowledge to the extent that their English language peers can.

How Long Will It Take to Complete a Unit?

With a 30- to 40-minute class period, you should be able to cover a unit in two weeks. Shown below is a sample plan.

- Day 1: Unit Introduction and Minilesson
- Day 2: Complete reproducible practice activity and discuss
- Day 3: Heads-Up for first lesson and read selection
- Day 4: Reread selection and complete Make Sense of Words, Read with Understanding, and Understand by Seeing It
- Day 5: Reread selection and complete Write to Learn
- Day 6: Discuss all workbook activities completed for first lesson
- Day 7: Heads-Up for second lesson and read selection
- Day 8: Reread selection and complete Make Sense of Words, Read with Understanding, and Understand by Seeing It
- Day 9: Reread selection and complete Write to Learn
- Day 10: Discuss all workbook activities completed for second lesson

National Standards for the English-Language Arts

Together NCTE (the National Council of Teachers of English) and IRA (International Reading Association) formulated twelve national standards with the vision that “all students must have the opportunities and resources to develop the language skills they need to pursue life’s goals and to participate fully as informed, productive members of society.” These standards do not address specific curriculum or instruction but encourage varied reading and experiences related to reading. *Focus on Reading Strategies* offers a wide range of text and the instruction and practice related to reading, addressing the following eight of the twelve National Standards for English-Language Arts.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

All About *Focus on Reading Strategies, Level E*

The fiction and nonfiction selections represent a wide variety of interesting reading for students in grade 5.

Unit 1: Practice Active Questioning

- Lesson 1:* Jackie Cochran: First Lady of Aviation
Biography by Bonnie Highsmith Taylor
- Lesson 2:* Three Queens of Egypt
Online Magazine Article by Vicki León

Unit 2: Determine Main Idea

- Lesson 3:* Alien Invasion
Magazine Article by Kathryn R. Hoffman
- Lesson 4:* Dante's Twelfth Birthday *from* California Quake
Novel Excerpt by D. J. Arneson

Unit 3: Recognize Cause and Effect

- Lesson 5:* Marconi and the Wonderful Wireless
Expository Nonfiction by Shirley Jordan
- Lesson 6:* Those Three Wishes
Short Story by Judith Gorog

Review 1

- The History of Counting
Magazine Article by Denise Schmandt-Besserat

Listening Comprehension 1

- In the Dark
Short Story by Edward Siegel

continued



Unit 4: Analyze Plot Structure

Lesson 7: John Henry
Folk tale retold by Peg Hall

Lesson 8: Belle Boyd the Spy
Short Story retold by Peg Hall



Unit 5: Understand Characterization

Lesson 9: He Was No Bum
Article by Bob Greene

Lesson 10: Carlie from The Pinballs
Novel Excerpt by Betsy Byars

Unit 6: Examine Theme

Lesson 11: Elephants Are Different to Different People
Poem by Carl Sandburg

Lesson 12: The Myth of Pyramus and Thisbe
Myth retold by Paula J. Reece

Review 2

The Lady, or the Tiger?
Short Story by Frank R. Stockton (retold by Paula J. Reece)

Listening Comprehension 2

Out of the Cold
Short Story by Edward Siegel



Unit 5: Understand Characterization

Unit 5 focuses on *Understanding Characterization*. An author can reveal characters by describing their thoughts, words, actions, and appearance. Characters are also seen through their interactions with other characters. How and why characters act as they do affects the way a plot develops.

Selections Featured

Lesson 9 He Was No Bum by Bob Greene

This passage tells the story of a war veteran named Arthur Kelly who returned from war shell-shocked with no place to go and no one to care for him. The men at the fire station that Arthur visited as a child take him in. Some people characterize Arthur as a bum, but the actions of these caring, compassionate firemen show otherwise.

Lesson 10 Carlie from *The Pinballs* by Betsy Byers

This passage is an excerpt from the book *The Pinballs*. In this short section, Carlie has come to live with new foster parents. The author shows Carlie's character through her tough exterior and conversations with those around her.

Before the Unit

Introduction

Discuss with students that characterization is an important comprehension strategy. Using what they know about a character can help students better understand the story. Readers can learn a lot about characters through:

- how they look
- what they say or do
- how they think or feel
- how others react to them

Minilesson

The Reunion

Materials

Create an overhead transparency of the text on pages 60–61 to model and practice *understanding characterization*. Provide students with a copy of the reproducible graphic organizer on page 62.

Procedure

- Introduce the graphic organizer. Discuss with students how identifying information in these areas can help give readers a clear picture of the characters and the role they play in the story.
- Ask students to read the first two paragraphs to themselves. Model read the two paragraphs, including think-alouds to illustrate the thinking processes that help readers understand characterization. *I know from the first two paragraphs that Zachary is trying to look neat by fixing his hair and shirt. He is perhaps tall for*

his age because he is slouching. His family must say things to him that make him feel like a freak. Encourage students to write the descriptions in the responding sections of the graphic organizer.

- Continue with volunteers reading the next three paragraphs. Brainstorm additional information about Zachary to add to the organizer. Guide students to see that: *Zachary is shy or gets embarrassed easily. Everyone seems to feel like they can tell him what to do. He is hoping this year will be different.*
- Continue with the remaining paragraphs adding characteristics to the organizer. *Zachary begins to relax. Grandma tells him to stand up straight.* Discuss if things have changed or not. Why did Zachary think maybe they had but in the end changed his mind? Encourage students to justify their responses with evidence from the text. *The relatives had ignored him, but then his grandmother told him to stand up straight, and he felt like the criticism was starting all over again.*

Reproducible Practice

A Graduation Speech

Materials

Use the reproducible text and graphic organizer on pages 63–64 for further practice on *understanding characterization*.

The Reunion

Zachary flattened his hair with his palm, making certain there were no stray pieces falling into his eyes. He tucked in his shirt and slouched to make himself a few inches shorter. Then he examined himself in the mirror. “This year’s family reunion has to be better than the last one,” he thought.

The reunions were always held at his grandmother’s farm in the country. Almost everyone appeared to enjoy getting together; Zachary was the lone exception. He had come to the conclusion that the reunions were mainly an opportunity for his relatives to criticize him. Last year had been particularly humiliating. Just thinking about it made Zachary’s stomach churn. His grandmother had been the first to make him feel like a freak.

What do I know about Zachary?

“Zachary!” she had exclaimed. “My, how you have grown!” Everyone, come see how tall Zachary’s gotten!” Before he knew it, a small crowd had assembled around him. His blushing face had turned the color of a tomato.

After the crowd had dispersed, Uncle Albert had directed Zachary to tuck in his shirt, and several minutes later, Aunt Virginia had told him to keep his hair out of his eyes. By the end of the day, Zachary had become exhausted by the constant critical attention he had received.

This year he hoped things would be different. If no one noticed his appearance, he might be able to relax and enjoy himself.

What do I know about Zachary now?

Zachary grabbed his comb, scrambled downstairs, and slipped in the car. During the ride, his parents filled him in on the latest family news. When they arrived at the farm, Zachary could smell the smoky aroma of the barbecue. He could hear familiar voices talking and laughing. “Nothing’s different so far,” he said. “And that’s not good.”

As Zachary walked into the backyard, Uncle Albert waved but said nothing about his shirt. Zachary felt a ray of hope. Then Aunt Virginia came over to say hello but didn’t mention anything about his hair. Zachary was beginning to relax. Finally, Grandma called him over for a hug.

“Zachary, you look so handsome,” she said loudly, “but why are you slouching? Stand up straight!” Some curious relatives turned to stare at Zachary. His ears flushed brighter as he shrugged his shoulders. “Some things never change,” he thought.

What else do I know about Zachary now?

Appearance	
Actions	
Motives	
Other People's Reactions	

Directions: Read the short passage and then complete the chart to describe Lorenzo.

A Graduation Speech

Thirteen-year-old Lorenzo’s fingers were shaking. He was having trouble buttoning his suit jacket. He took a deep breath to calm himself. He willed himself to relax. This was a big day.

“I don’t know why we have to wear these silly clothes,” Lorenzo complained to his 11-year-old brother Armand. “And I hate this thing around my neck.” He pulled at his tie. “I know I’ll mess up my speech.”

“You are going to do just fine,” said Armand. “Your speech is in your pocket. Don’t worry! It will all be over soon, and you will be the first person in our family to graduate from Blackstone. We are all proud of how well you did, and you should be proud too. Only the very top students get to speak at graduation.”

Lorenzo and Armand hurried down from Lorenzo’s room in the boys’ dorm. They squinted as they stepped out into the bright summer sunlight. They trudged across the soccer field and into the dining hall.

As they walked, Lorenzo thought about the things his brother had said. He remembered how hard he had studied and how much he was looking forward to high school. He thought about how much effort he had put into his speech and how good everyone had told him it was. Yes, he did have a right to be proud of himself.

The dining hall was packed. Every student from Blackstone was there. Lorenzo sat down with his classmates and fidgeted impatiently. He could hardly wait to give his speech.

Appearance	
Actions	
Motives	
Other People's Reactions	

Jump Start Vocabulary

Preteach key vocabulary to English Language Learners and struggling readers. Without this preteaching, they may be unable to access the concepts. Important vocabulary and relevant definitions are shown below. Discuss the meanings and provide examples. Whenever possible, provide visual clues as well.

He Was No Bum

bum: person who does little work

private: enlisted person of the lowest rank in the armed forces

shell shock: post-traumatic stress disorder appearing in soldiers exposed to warfare

veterans' hospital: hospital for former members of the armed services

Carlie *from* The Pinballs

cast: stiff plaster form for immobilizing a body part

footstool: low stool to support the feet when one is sitting

foster mother: one who acts as a parent even though not related by blood or legal ties

social worker: person providing services to improve the living conditions of people

suspicious: suspecting wrongdoing, or distrusting



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Response Key

Before Unit 5

Minilesson (The Reunion)

Responses may vary. Suggested responses follow.

Appearance: tall

Actions: slicking his hair down, tucking in his shirt, begins to relax

Motives: shy, embarrassed easily, didn't enjoy reunions, hopes things will be different

Other People's Reactions: surprised at his growth; thought he was sloppy; told him to tuck in his shirt, get the hair out of his eyes, stand up straight

A Graduation Speech

Responses may vary. Suggested responses follow.

Appearance: 13-year-old boy, nicely dressed but uncomfortable

Actions: shaking, trouble buttoning his tie, wills himself to relax, hurries from room

Motives: nervous, first person in family to graduate from Blackstone, only top students speak at graduation, remembers his hard work, looking forward to high school, could hardly wait to give his speech

Other People's Reactions: reassured him; proud of how well he did; how good the speech was; was going to do just fine; not to worry; he should be proud too

Lesson 9

Make Sense of Words (page 112)

1. c. cheap rooming house

2. **Examples from text of what a guardian does**

deals with the bank and finances, deals with the military, makes sure no harm comes to a person

Definition in your own words

Responses may vary.

Read with Understanding (page 113)

3. The firemen of Engine 34 always wanted to take care of Arthur Joseph Kelly.

Understand by Seeing It (page 114)

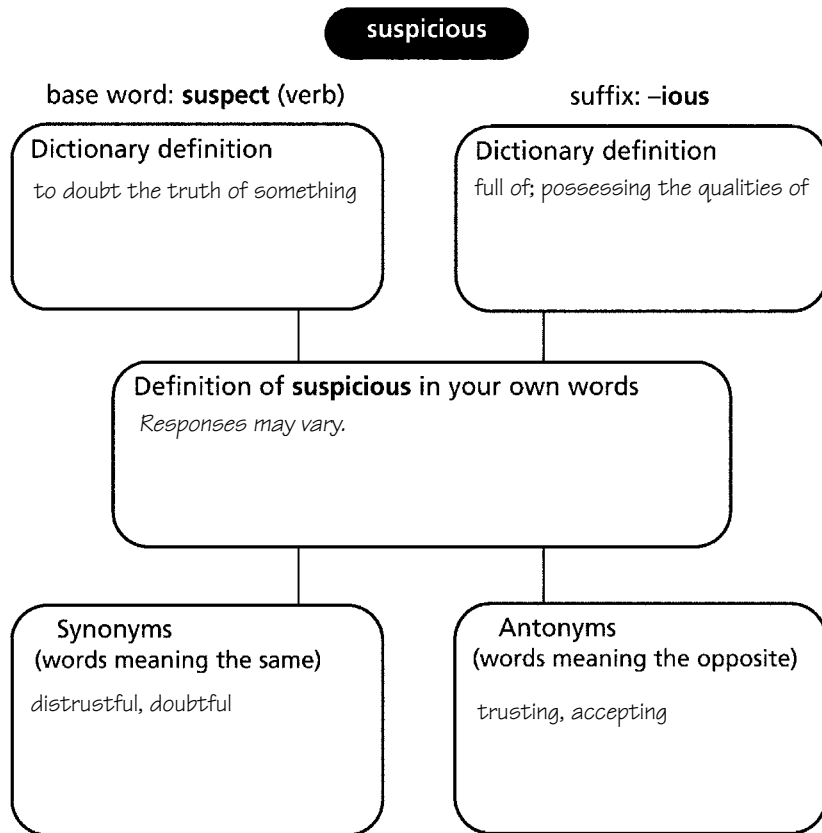
had a dream: to be a fireman

served his country by: serving in the European Theater of Operations in World War II

was cared for by others: the firemen of Engine 34 served as his guardian; the firemen fed and clothed him; the firemen made sure he bathed; the firemen set up a room for him and arranged for his meals after the fire station moved; the firemen held a special funeral for him

Lesson 10

Make Sense of Words (page 122)



Read with Understanding (page 123)

1. The adults in Carlie's life kept abandoning her.

Understand by Seeing It (page 124)

- curious
- stubborn
- sarcastic
- suspicious
- troubled