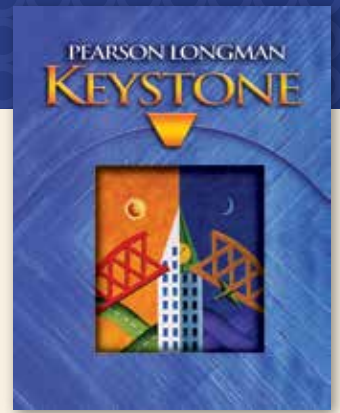
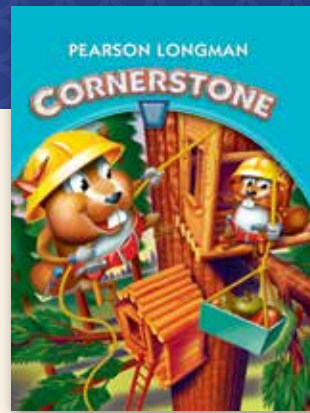
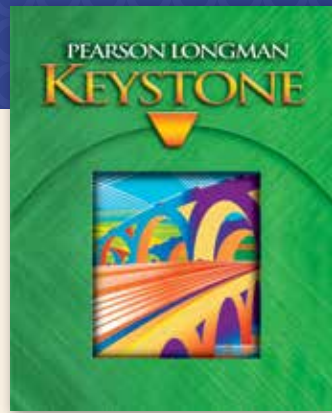
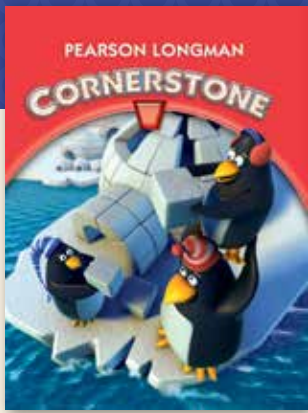


CORNERSTONE & KEYSTONE ©2013



**Accelerate English
language proficiency
and academic success!**

Meet all your English learners' language and academic needs

There is no such thing as one-size-fits-all learning

Today's classrooms are diverse, making it challenging to reach every student on their own unique pathway to learning. As your partner in personalized learning, Pearson delivers proven solutions and support so all of your students can achieve their potential in the classroom and in life.

Pearson Longman Cornerstone and **Pearson Longman Keystone** are programs which provide all the support you'll need for your students. ELL focused content, including intervention and assessment, are built upon the best teaching practices and the research of leading language development experts such as Dr. Anna Uhl Chamot and Dr. Jim Cummins.

Helping teachers to teach and students to learn

Pearson Longman Cornerstone and **Pearson Longman Keystone** provide support for teaching English Language Learners to gain the highest level of language proficiency and academic success.

- Personalized instruction for all learning styles.
- Students take ownership of their learning and develop key academic language and life skills.
- Builds students reading confidence through accessible language and fun topics.
- Enables you to track student performance in real time, anywhere for targeted and explicit instruction.

Built on research of leading ELL experts

Anna Uhl Chamot

- Teacher trainer and researcher in content-based second language learning and language acquisition strategies.
- Designed the Cognitive Academic Language Learning Approach (CALLA).

Jim Cummins

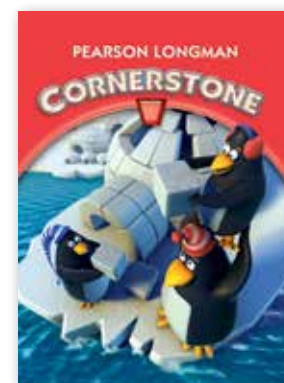
- Renowned for his research in literacy development in multilingual school contexts.
- Focuses on the uses of technology to promote literacy and language development.

Sharroky Hollie

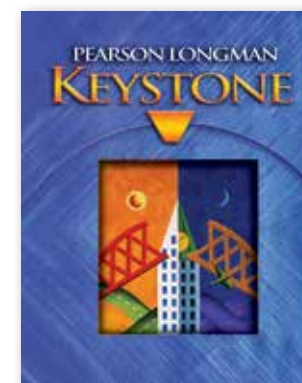
- Expert in Culturally Responsive Instruction, professional development and second-language methodology.
- Executive Director of the Center for Culturally Responsive Teaching and Learning (CCRTL) and co-founding Director of Culture and Language Academy of Success (CLAS).

John De Mado

- An energetic force in the field of Language Acquisition.
- Founder and president of John De Mado Language Seminars, Inc., an educational consulting firm devoted exclusively to language acquisition and literacy issues.



Pearson Longman
Cornerstone ©2013
for Grades K-5 (ages 5-11)
See pages 6-9



Pearson Longman Keystone
©2013 for Grades 6-12
(ages 11-18)
See pages 10-13



Open the world through
technology
See pages 14-15

Assessment and instruction working together

In-depth teacher training and daily support

Ask your Pearson Representative for more information on the SIOP® model and A+RISE® cards to support the teachers with instructional strategies and professional learning.

Assessment-driven data is key for personalized instruction. Data provides schools and teachers with information to evaluate ELL performance, inform instruction, and develop language proficiency.

SELP2: Assessing Language Proficiency

- Helps teachers evaluate students' listening, reading, writing, and speaking skills and assess English proficiency levels.
- Easy-to-use online scoring and reporting tool gives teachers useful data to inform instructional decisions.
- Helpful notes linking assessment with instruction can be found in the Teacher's Editions of both programs.

The screenshot displays the SELP2 Teacher's Edition interface. It includes a reading passage titled "Reading 3" about a hurricane. Below the passage are comprehension questions and a "Build Discussion" section. A "Before You Go On" section is also present. A "Fluency Card F6" is shown, indicating the student's progress. A "Student Report" is displayed, showing SELP Elementary/A Scores for Grade 5 Spring 2010. The report includes student information (LastNameA, FirstNameA, District, School, Class, Date of Test) and a table of scores for Listening, Speaking, Reading, Writing Conventions, Total Writing, and Total Composite. A score legend explains the abbreviations used.

Student:	LastNameA, FirstNameA	District:	A District
Grade:	5	School:	School AAA
ID:	88888888	Class:	Teacher C
DOB:	n/a	Date of Test:	05/05/2010
Years in District:	3		

	RS	MaxPts	SS	PLLevel	Performance Level
Listening	15	20	646	Interm	Interm
Speaking	12	34	554	Basic	Basic
Reading	13	20	639	Interm	Interm
Writing Conventions	18	20	696	Prof	Prof
Total Writing	26	28	733	Prof	Prof
Total Composite	66	102	624	Interm	Interm

Score Legend: RS Raw Score, MaxPts Maximum Points, SS Scaled Score, PLLevel Performance Level

AIMSweb: Academic Achievement Measures

Use **AIMSweb®** to measure ELLs academic performance against other students. This provides teachers with a realistic and accurate view of performance to inform personalized instruction.

- Progress monitoring notes are found in the program's instructional materials.
- Most assessments take just 1-4 minutes so can be brief and frequent.

Progress monitoring notes are embedded in the system's instructional materials.

The screenshot displays the AIMSweb Teacher's Edition interface. It includes a reading passage titled "Reading 3" about a hurricane. Below the passage are comprehension questions and a "Build Discussion" section. A "Before You Go On" section is also present. A "Fluency Card F6" is shown, indicating the student's progress. A "Student Report" is displayed, showing SELP Elementary/A Scores for Grade 5 Spring 2010. The report includes student information (LastNameA, FirstNameA, District, School, Class, Date of Test) and a table of scores for Listening, Speaking, Reading, Writing Conventions, Total Writing, and Total Composite. A score legend explains the abbreviations used.

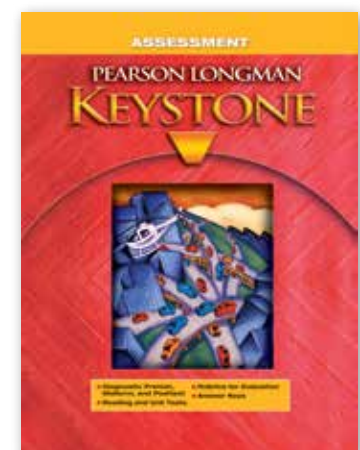
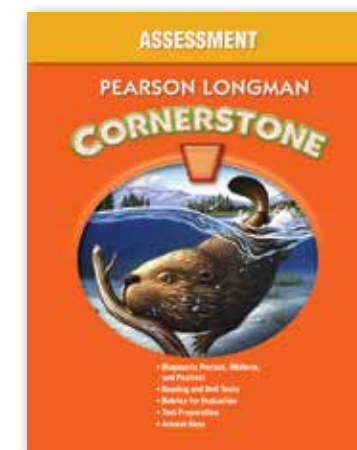
Student:	LastNameA, FirstNameA	District:	A District
Grade:	5	School:	School AAA
ID:	88888888	Class:	Teacher C
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Years in District:	3		

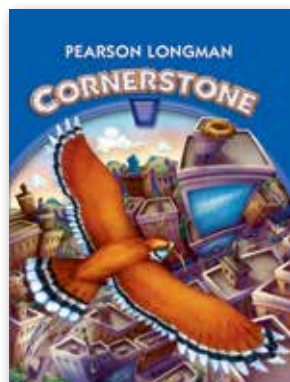
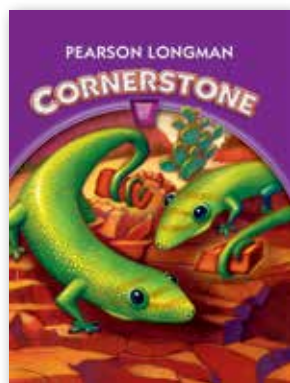
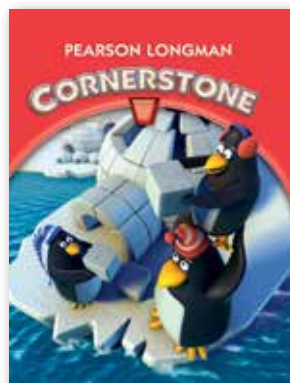
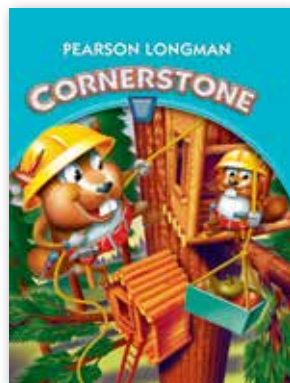
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Total Writing	26	28	733	Prof	Prof
Total Composite	66	102	624	Interm	Interm

Score Legend: RS Raw Score, MaxPts Maximum Points, SS Scaled Score, PLLevel Performance Level

Assessment Books

- Diagnostic Pretest helps determine student readiness at the beginning of the year.
- Reading tests and unit tests throughout the assessment books provide a quick overview of the skills mastery and inform instructional for future unit teaching.





A multilayered English language development program for elementary learners

Pearson Longman Cornerstone is a proven, standards-based program for students in Grades K–5, focused on learning English and achieving academic success simultaneously. It provides explicit, intensive and focused instruction that accelerates students' language acquisition and reading comprehension skills.

- Accelerates academic language acquisition through explicit instruction.
- Develops transferable academic skills through *Understanding by Design®* and connected learning.
- Provides an easy-to-use roadmap to language proficiency and lifelong academic success.
- Blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest stories.

Proven effectiveness

Pearson Longman Cornerstone has been shown to dramatically increase student achievement across all skill areas.

Watch the video

Watch a video from the teachers who participated in the pilot.

To view the video, go to: youtube.com/watch?v=MEYmKbzmQBE or go to youtube.com and search "Longman Cornerstone."

Effective Planning that saves you time

Start your planning with the Teacher's Edition, which provides easy-to-use, step-by-step lesson planning tools.

Common Core State Standards correlations are included for every reading.

Unit 2 PLANNER

Unit Preview: pp. 68–73
Pacing: 3–4 Days

Build Unit Vocabulary: What do you know about weather?, pp. 70–71

Build Unit Background: Kids' Stories from around the World, p. 72–73

Teaching Resources

- DVD Program, Unit 2
- Posters, Unit 2
- Levelled Reader Library
- Teacher's Resource Book
- Assessment, pp. 113–121

Selection Resources

- Practice and Test Preparation Workbook, pp. 41–78
- Teacher's Resource Book
- Transparencies
- Phonics and Word Analysis Kit
- Assessment, pp. 41–52

Powerful Forces of Nature

Reading (1)
The Big Question: How do people protect themselves from powerful forces of nature?
Summary Connection to the Big Question: A conflict: reading focusing on what people can do to protect themselves from the past.

Common Core State Standards

Building Background: More About the Big Question, p. 78. How can you do to stay safe during thunder and lightning storms?

Vocabulary: volcano, lava, crater, erupts, ash, pp. 74–75

Academic Words: consist of, evidence, similar, p. 78

Word Study: Pronunciation of Ending -ed, p. 77

Reading Strategy: Predict, pp. 78, 81

Learning Strategy: Sequence of Events, p. 84

Graphic Organizer: Sequence of Events Chart, p. 85

Grammar and Writing: Grammar: Irregular Past Verbs, pp. 86–87

Writing: Organize Ideas by Cause and Effect, pp. 88–89

Assessment: Assessment Book, Reading 1 Test

Students use the website, CD-ROM/e-book, and iPad apps to reinforce skills in this reading.

Reading (2)
Thunder and Lightning
Summary Connection to the Big Question: An internet article telling how people can stay safe during thunderstorms.

Common Core State Standards

Building Background: More About the Big Question, p. 94. What can you do to stay safe during thunder and lightning storms?

Vocabulary: lightning, thunder, electricity, temperature, evaporate, pp. 90–91

Academic Words: appropriate, demonstrate, feature, p. 92

Word Study: Compound Words, p. 93

Reading Strategy: Identify Genre, pp. 94, 97

Learning Strategy: Compare Genres, p. 98

Graphic Organizer: Venn Diagram, p. 99

Grammar: Imperatives and Time-Order Transitions, pp. 100–101

Writing: Explain How to Do Something, pp. 102–103

Assessment: Assessment Book, Reading 2 Test

Students use the website, CD-ROM/e-book, and iPad apps to reinforce skills in this reading.

Reading (3)
Hurricane!
Summary Connection to the Big Question: A short story about the importance of knowing how to protect yourself during dangerous weather.

Common Core State Standards

Building Background: More About the Big Question, p. 108. Why is it important to know about dangerous weather?

Vocabulary: breeze, hurricane, shelter, bolt, pp. 104–105

Academic Words: assistance, impact, major, p. 106

Phonics: Digraphs: ch, sh, th, p. 107

Reading Strategy: Visualize Setting, pp. 108, 113

Learning Strategy: Class to Setting, p. 114

Graphic Organizer: Word Web, p. 115

Grammar: Adjectives, pp. 116–117

Writing: Explain a Process, pp. 118–119

Assessment: Assessment Book, Reading 3 Test

Students use the website, CD-ROM/e-book, and iPad apps to reinforce skills in this reading.

Put It All Together
The Big Question: Evidence of Understanding
How do people protect themselves from powerful forces of nature?

Common Core State Standards

Teaching Standards: L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6, RF.4.3, RF.4.4, RF.4.5, RF.4.6, RF.4.7, RF.4.8, RF.4.9, RF.4.10, RF.4.11, RF.4.12, RF.4.13, RF.4.14, RF.4.15, RF.4.16, RF.4.17, RF.4.18, RF.4.19, RF.4.20, RF.4.21, RF.4.22, RF.4.23, RF.4.24, RF.4.25, RF.4.26, RF.4.27, RF.4.28, RF.4.29, RF.4.30, RF.4.31, RF.4.32, RF.4.33, RF.4.34, RF.4.35, RF.4.36, RF.4.37, RF.4.38, RF.4.39, RF.4.40, RF.4.41, RF.4.42, RF.4.43, RF.4.44, RF.4.45, RF.4.46, RF.4.47, RF.4.48, RF.4.49, RF.4.50, RF.4.51, RF.4.52, RF.4.53, RF.4.54, RF.4.55, RF.4.56, RF.4.57, RF.4.58, RF.4.59, RF.4.60, RF.4.61, RF.4.62, RF.4.63, RF.4.64, RF.4.65, RF.4.66, RF.4.67, RF.4.68, RF.4.69, RF.4.70, RF.4.71, RF.4.72, RF.4.73, RF.4.74, RF.4.75, RF.4.76, RF.4.77, RF.4.78, RF.4.79, RF.4.80, RF.4.81, RF.4.82, RF.4.83, RF.4.84, RF.4.85, RF.4.86, RF.4.87, RF.4.88, RF.4.89, RF.4.90, RF.4.91, RF.4.92, RF.4.93, RF.4.94, RF.4.95, RF.4.96, RF.4.97, RF.4.98, RF.4.99, RF.4.100, RF.4.101, RF.4.102, RF.4.103, RF.4.104, RF.4.105, RF.4.106, 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RF.4.807, RF.4.808, RF.4.809, RF.4.810, RF.4.811, RF.4.812, RF.4.813, RF.4.814, RF.4.815, RF.4.816, RF.4.817, RF.4.818, RF.4.819, RF.4.820, RF.4.821, RF.4.822, RF.4.823, RF.4.824, RF.4.825, RF.4.826, RF.4.827, RF.4.828, RF.4.829, RF.4.830, RF.4.831, RF.4.832, RF.4.833, RF.4.834, RF.4.835, RF.4.836, RF.4.837, RF.4.838, RF.4.839, RF.4.840, RF.4.841, RF.4.842, RF.4.843, RF.4.844, RF.4.845, RF.4.846, RF.4.847, RF.4.848, RF.4.849, RF.4.850, RF.4.851, RF.4.852, RF.4.853, RF.4.854, RF.4.855, RF.4.856, RF.4.857, RF.4.858, RF.4.859, RF.4.860, RF.4.861, RF.4.862, RF.4.863, RF.4.864, RF.4.865, RF.4.866, RF.4.867, RF.4.868, RF.4.869, RF.4.870, RF.4.871, RF.4.872, RF.4.873, RF.4.874, RF.4.875, RF.4.876, RF.4.877, RF.4.878, RF.4.879, RF.4.880, RF.4.881, RF.4.882, RF.4.883, RF.4.884, RF.4.885, RF.4.886, RF.4.887, RF.4.888, RF.4.889, RF.4.890, RF.4.891, RF.4.892, RF.4.893, RF.4.894, RF.4.895, RF.4.896, RF.4.897, RF.4.898, RF.4.899, RF.4.900, RF.4.901, RF.4.902, RF.4.903, RF.4.904, RF.4.905, RF.4.906, 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RF.5.007, RF.5.008, RF.5.009, RF.5.010, RF.5.011, RF.5.012, RF.5.013, RF.5.014, RF.5.015, RF.5.016, RF.5.017, RF.5.018, RF.5.019, RF.5.020, RF.5.021, RF.5.022, RF.5.023, RF.5.024, RF.5.025, RF.5.026, RF.5.027, RF.5.028, RF.5.029, RF.5.030, RF.5.031, RF.5.032, RF.5.033, RF.5.034, RF.5.035, RF.5.036, RF.5.037, RF.5.038, RF.5.039, RF.5.040, RF.5.041, RF.5.042, RF.5.043, RF.5.044, RF.5.045, RF.5.046, RF.5.047, RF.5.048, RF.5.049, RF.5.050, RF.5.051, RF.5.052, RF.5.053, RF.5.054, RF.5.055, RF.5.056, RF.5.057, RF.5.058, RF.5.059, RF.5.060, RF.5.061, RF.5.062, RF.5.063, RF.5.064, RF.5.065, RF.5.066, RF.5.067, RF.5.068, RF.5.069, RF.5.070, RF.5.071, RF.5.072, RF.5.073, RF.5.074, RF.5.075, RF.5.076, RF.5.077, RF.5.078, RF.5.079, RF.5.080, RF.5.081, RF.5.082, RF.5.083, RF.5.084, RF.5.085, RF.5.086, RF.5.087, RF.5.088, RF.5.089, RF.5.090, RF.5.091, RF.5.092, RF.5.093, RF.5.094, RF.5.095, RF.5.096, RF.5.097, RF.5.098, RF.5.099, RF.5.100, RF.5.101, RF.5.102, RF.5.103, RF.5.104, RF.5.105, RF.5.106, RF.5.107, RF.5.108, RF.5.109, RF.5.110, RF.5.111, RF.5.112, RF.5.113, RF.5.114, RF.5.115, RF.5.116, RF.5.117, RF.5.118, RF.5.119, RF.5.120, RF.5.121, RF.5.122, RF.5.123, RF.5.124, RF.5.125, RF.5.126, RF.5.127, RF.5.128, RF.5.129, RF.5.130, RF.5.131, RF.5.132, RF.5.133, RF.5.134, RF.5.135, RF.5.136, RF.5.137, RF.5.138, RF.5.139, RF.5.140, RF.5.141, RF.5.142, RF.5.143, RF.5.144, RF.5.145, RF.5.146, RF.5.147, RF.5.148, RF.5.149, RF.5.150, RF.5.151, RF.5.152, RF.5.153, RF.5.154, RF.5.155, RF.5.156, RF.5.157, RF.5.158, RF.5.159, RF.5.160, RF.5.161, RF.5.162, RF.5.163, RF.5.164, RF.5.165, RF.5.166, RF.5.167, RF.5.168, RF.5.169, RF.5.170, RF.5.171, RF.5.172, RF.5.173, RF.5.174, RF.5.175, RF.5.176, RF.5.177, RF.5.178, RF.5.179, RF.5.180, RF.5.181, RF.5.182, RF.5.183, RF.5.184, RF.5.185, RF.5.186, RF.5.187, RF.5.188, RF.5.189, RF.5.190, RF.5.191, RF.5.192, RF.5.193, RF.5.194, RF.5.195, RF.5.196, RF.5.197, RF.5.198, RF.5.199, RF.5.200, RF.5.201, RF.5.202, RF.5.203, RF.5.204, RF.5.205, RF.5.206, RF.5.207, RF.5.208, RF.5.209, RF.5.210, RF.5.211, RF.5.212, RF.5.2

Teaching a unit

Teaching a reading

Each reading includes background building, vocabulary building, a reading strategy, and activities for comprehension, grammar, and writing.

Each of the six units in a level focuses on a theme and is organized around a *Big Question*, following the principles of the Understanding by Design® model.

Build Unit Vocabulary introduces vocabulary related to the unit theme.

Explicit phonics instruction, especially at the K-4 levels, is very helpful for ELLs.

Prepare to Read lessons precede each reading.

Key words, academic words, and word study skills are introduced and practised before, during and after reading, to ensure acquisition and retention.

Reading strategy boxes ensure that students know when and how to apply the strategies to their reading.

PREVIEW THE UNIT

STEP 1: Introduce

View and Respond

Poster Tell students the theme of this unit is about how people help animals and animals help people. Have students look at the poster. Ask questions about the unit theme and the photographs. Elicit titles of the readings. Ask students what they think each one may be about. Point out the descriptions of the Listening and Speaking and Writing tasks.

Video For a warm-up activity, have students watch and listen to the video to build concept and language attainment. Encourage them not to worry if they don't understand everything they hear. Before watching, ask these preview questions:

- Who is Sunny?
- Sunny is a companion animal.
- What does Sunny do?
- Sunny visits people who are sick or lonely.

STEP 2: Build Background

The Big Question

Read aloud the Big Question. Explain that animals and people help each other.

SAY Think about an animal that you have cared for and animals caring for each other:

- Have you been responsible for feeding an animal?
- Have you ever seen an animal family?
- How were the members helping each other?

Teaching Resources

- Teacher's Resource Book, pp. 89–90
- Transparencies, pp. 1–6, p. 81
- Assessment, pp. 3–10
- Posters • Video

For extra practice, use the DVD, CD-ROM, and worksheets on the Companion Website.

UNIT 1

Animals, People, and Caring

Animals are fun to be around. Some keep us company. Other animals help us. It is important to take care of our animal friends.

Reading

1 Science 2 Table 3 Social Studies

Taking Care of the Young The Star Llama Mustangs

EL Insights

Narrow Topics

Help students write by giving them clearly focused assignments. Students will be able to include more details if they have a narrow topic. For example, encourage them to write about a specific event in an important historical figure's life rather than write an entire overview of the person's life.

Fluency

Activity 1 Read aloud the unit opener text. Have students repeat it in chorus after you several times. Write the sentences on the board. Have students repeat each sentence. Point to each word and encourage students to say the words.

Teaching Resources

- Audio CD

For extra practice, use the DVD, CD-ROM, and worksheets on the Companion Website.

T2

PREVIEW THE UNIT

STEP 1: Introduce

Use the unit vocabulary lessons to help students learn basic vocabulary heard during classroom instruction and interactions.

Unit Vocabulary

In this lesson students will identify terms describing animals and their habitats.

STEP 2: Teach

Words to Know

Read aloud each of the terms for animals in the Words to Know section and have students listen to and repeat the terms as they point to the correct image. Have students use their prior knowledge of these animals to help them read and understand the words. Alternatively, to reinforce language attainment, have students listen to the audio and say the words.

Practice

Read the directions aloud to students. Have students work in pairs to complete the activity. Encourage them to use the example and insert each of the animals listed above. Have students add the terms in their personal thesaurus.

Write

Direct students' attention to the Write section. Before they write their response to the question in their notebooks, have them discuss their prior knowledge of animal groups. Have them give examples of animals from each group.

Link to Science

Explain that the environment also includes the temperature outside and the seasons. Have students research the average temperatures in each season in their environment.

Teaching Resources

- Audio CD

For extra practice, use the DVD, CD-ROM, and worksheets on the Companion Website.

BUILD UNIT VOCABULARY

What do you know about animals?

Words to Know

Listen and repeat. Use these words to talk about animals.

alligator raccoon elephant parrot skunk giraffe

Practice

Work with a partner. Look up these words in a dictionary. Then ask and answer questions using these words and the words above.

Example: A: What kind of animal is an alligator?
B: An alligator is a reptile.

Write

Read the question. Write your response in your notebook. What other birds, mammals, and reptiles do you know?

Leveled Support

Beginning

Ask students to point to the illustration of the raccoon in the Words to Know box on p. 4. Repeat with the other animals.

Early Intermediate

Have students point to and name each animal on p. 4.

Intermediate

Have students look at p. 4. Which animal lives in the woodlands, grasslands, rain forest, and swamp?

Early Advanced/Advanced

Have students look up the word *wild* in a dictionary and write the word and definition in their notebooks. Ask them to review the animals on pp. 4–5. Are they wild animals? What is the difference between a wild animal and a pet?

T4

Phonics

Digraphs: ch, sh, th

Sometimes two letters combine to make one sound. The letters ch, sh, and th are examples. These letters can come anywhere in a word. Listen. Sound out the words in the box.

ch	sh	th
chances	share	think
cheer	shelter	this
approaching	shore	thunder
watched	flash	weather
beach	splashed	with

Practice

Work with a partner. Take turns.

- Choose a word from the chart. Say the word aloud.
- Without looking at the word, have your partner tell whether the word has the letters ch, sh, or th.
- It six more words that are filled with ch, sh, or th.

Reading 3

STEP 1: Introduce

Phonics

Use the phonics lesson to help students distinguish sounds of English with increasing ease, and to learn relationships between sounds and letters.

Digraphs: ch, sh, th Help students see that two letters that are consonants can combine to make one sound in the pronunciation of a word.

SAY When two letters combine to make one sound, they form a digraph. Ch, sh, and th are examples of digraphs.

STEP 2: Teach

Review the formation of a digraph with students. Write the following words on the board. Ask students to identify the digraph in each word.

beach splashed approach
shore that watch
share this think

Direct students' attention to the box. Ask one student to read a word from the chart. Another to explain what digraph it uses.

Have students review the words in the box. Then ask them to work in groups. Have each group identify the digraph in each word.

STEP 3: Practice

LISTENING AND SPEAKING

Have students work with partners. Ask students to read a word from the chart and tell which digraph (ch, sh, or th) the word has. Monitor students to see that they are listening for the digraph. Encourage students to switch roles.

Answer Key

Answers will vary.

Reread

Students may look through the reading words with digraphs. Have students read the words and repeat them aloud.

Teaching Resources

- Workbook, p. 51
- Transparencies, p. 42
- Audio CD

For extra practice, use the DVD, CD-ROM, and worksheets on the Companion Website.

T104

Reading 3

STEP 1: Introduce

Prepare to Read

Objectives Read aloud the objectives in What You Will Learn. Review the Language Objectives in the SIOP note.

LISTENING AND SPEAKING

Key Words

Have students listen to the audio and say the words. Next, to reinforce language attainment, read through the Oral Vocabulary Routine.

Oral Vocabulary Routine

Define: breeze a light wind
Expand: The gentle breeze felt soft and cool.
Ask: How does a breeze make you feel on a hot day?
Define: hurricane a violent tropical storm with heavy wind and rain
Expand: The wind blew down many trees during the hurricane.
Ask: What do you think happens during a hurricane?
Define: shelter a place that protects you from harm
Expand: We took shelter at the school after the storm.
Ask: Where does your town have an emergency shelter?
Define: bolt a sudden flash
Expand: The lightning bolt streaked across the sky.
Ask: What is the brightest bolt of lightning you have seen?

Teaching Resources

- Workbook, p. 51
- Transparencies, p. 42
- Audio CD

For extra practice, use the DVD, CD-ROM, and worksheets on the Companion Website.

Reading 1

Informational Text

More About

How can past events teach us how to protect ourselves?

Listen to the Audio.

Listen for the general meaning. Use the pictures to help you understand the selection.

Reading Strategy

Predict

Before you read, guess, or predict what the story will be about. Follow these steps:

- Read the title.
- Look at the illustrations and photos. Read the captions.
- Predict what the story will be about.

Listen as your teacher models the reading strategy.

Teach

Audio

Listen to the audio. After students listen, ask them to tell what the selection is about.

Strategy

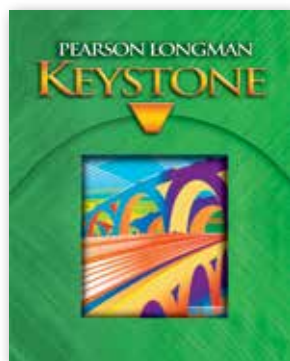
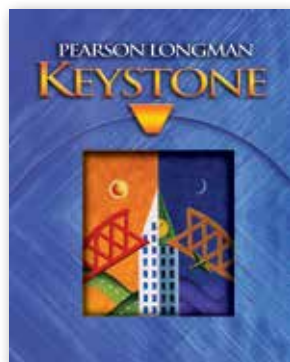
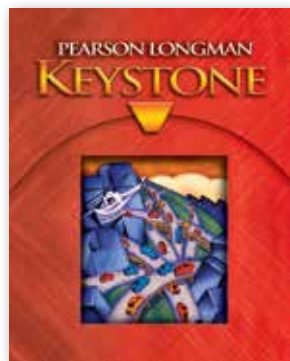
Students that to predict means to think about what will happen next in a story before they read. This strategy can help them better understand the sequence of events. Have students in the side column on p. 78. Use the reading strategy by reading the first two paragraphs. Do a think aloud to demonstrate the reading strategy.

Resources

Teacher's Resource Book, pp. 109–110
Workbook, pp. 44–46
Audio CD
For extra practice, use the DVD, CD-ROM, and worksheets on the Companion Website.

Common Core State Standards

The following standards apply to pages T104–T107.
Teaching the standards: RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, W.4.1, W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6, L.4.7, L.4.8, L.4.9, L.4.10, L.4.11, L.4.12, L.4.13, L.4.14, L.4.15, L.4.16, L.4.17, L.4.18, L.4.19, L.4.20, L.4.21, L.4.22, L.4.23, L.4.24, L.4.25, L.4.26, L.4.27, L.4.28, L.4.29, L.4.30, L.4.31, L.4.32, L.4.33, L.4.34, L.4.35, L.4.36, L.4.37, L.4.38, L.4.39, L.4.40, L.4.41, L.4.42, L.4.43, L.4.44, L.4.45, L.4.46, L.4.47, L.4.48, L.4.49, L.4.50, L.4.51, L.4.52, L.4.53, L.4.54, L.4.55, L.4.56, L.4.57, L.4.58, L.4.59, L.4.60, L.4.61, L.4.62, L.4.63, L.4.64, L.4.65, L.4.66, L.4.67, L.4.68, L.4.69, L.4.70, L.4.71, L.4.72, L.4.73, L.4.74, L.4.75, L.4.76, L.4.77, L.4.78, L.4.79, L.4.80, L.4.81, L.4.82, L.4.83, L.4.84, L.4.85, L.4.86, L.4.87, L.4.88, L.4.89, L.4.90, L.4.91, L.4.92, L.4.93, L.4.94, L.4.95, L.4.96, L.4.97, L.4.98, L.4.99, L.4.100, L.4.101, L.4.102, L.4.103, L.4.104, L.4.105, L.4.106, L.4.107, L.4.108, L.4.109, L.4.110, L.4.111, L.4.112, L.4.113, L.4.114, L.4.115, L.4.116, L.4.117, L.4.118, L.4.119, L.4.120, L.4.121, L.4.122, L.4.123, L.4.124, L.4.125, L.4.126, L.4.127, L.4.128, L.4.129, L.4.130, L.4.131, L.4.132, L.4.133, L.4.134, L.4.135, L.4.136, L.4.137, L.4.138, L.4.139, L.4.140, L.4.141, L.4.142, L.4.143, L.4.144, L.4.145, L.4.146, L.4.147, L.4.148, L.4.149, L.4.150, L.4.151, L.4.152, L.4.153, L.4.154, L.4.155, L.4.156, L.4.157, L.4.158, L.4.159, L.4.160, L.4.161, L.4.162, L.4.163, L.4.164, L.4.165, L.4.166, L.4.167, L.4.168, L.4.169, L.4.170, L.4.171, L.4.172, L.4.173, L.4.174, L.4.175, L.4.176, L.4.177, L.4.178, L.4.179, L.4.180, L.4.181, L.4.182, L.4.183, L.4.184, L.4.185, L.4.186, L.4.187, L.4.188, L.4.189, L.4.190, L.4.191, L.4.192, L.4.193, L.4.194, L.4.195, L.4.196, L.4.197, L.4.198, L.4.199, L.4.200, L.4.201, L.4.202, L.4.203, L.4.204, L.4.205, L.4.206, L.4.207, L.4.208, L.4.209, L.4.210, L.4.211, L.4.212, L.4.213, L.4.214, L.4.215, L.4.216, L.4.217, L.4.218, L.4.219, L.4.220, L.4.221, L.4.222, L.4.223, L.4.224, L.4.225, L.4.226, L.4.227, L.4.228, L.4.229, L.4.230, L.4.231, L.4.232, L.4.233, L.4.234, L.4.235, L.4.236, L.4.237, L.4.238, L.4.239, L.4.240, L.4.241, L.4.242, L.4.243, L.4.244, L.4.245, L.4.246, L.4.247, L.4.248, L.4.249, L.4.250, L.4.251, L.4.252, L.4.253, L.4.254, L.4.255, L.4.256, L.4.257, L.4.258, L.4.259, L.4.260, L.4.261, L.4.262, L.4.263, L.4.264, L.4.265, L.4.266, L.4.267, L.4.268, L.4.269, L.4.270, L.4.271, L.4.272, L.4.273, L.4.274, L.4.275, L.4.276, L.4.277, L.4.278, L.4.279, L.4.280, L.4.281, L.4.282, L.4.283, L.4.284, L.4.285, L.4.286, L.4.287, L.4.288, L.4.289, L.4.290, L.4.291, L.4.292, L.4.293, L.4.294, L.4.295, L.4.296, L.4.297, L.4.298, L.4.299, L.4.300, L.4.301, L.4.302, L.4.303, L.4.304, L.4.305, L.4.306, L.4.307, L.4.308, L.4.309, L.4.310, L.4.311, L.4.312, L.4.313, L.4.314, L.4.315, L.4.316, L.4.317, L.4.318, L.4.319, L.4.320, L.4.321, L.4.322, L.4.323, L.4.324, L.4.325, L.4.326, L.4.327, L.4.328, L.4.329, L.4.330, L.4.331, L.4.332, L.4.333, L.4.334, L.4.335, L.4.336, L.4.337, L.4.338, L.4.339, L.4.340, L.4.341, L.4.342, L.4.343, L.4.344, L.4.345, L.4.346, L.4.347, L.4.348, L.4.349, L.4.350, L.4.351, L.4.352, L.4.353, L.4.354, L.4.355, L.4.356, L.4.357, L.4.358, L.4.359, L.4.360, L.4.361, L.4.362, L.4.363, L.4.364, L.4.365, L.4.366, L.4.367, L.4.368, L.4.369, L.4.370, L.4.371, L.4.372, L.4.373, L.4.374, L.4.375, L.4.376, L.4.377, L.4.378, L.4.379, L.4.380, L.4.381, L.4.382, L.4.383, L.4.384, L.4.385, L.4.386, L.4.387, L.4.388, L.4.389, L.4.390, L.4.391, L.4.392, L.4.393, L.4.394, L.4.395, L.4.396, L.4.397, L.4.398, L.4.399, L.4.400, L.4.401, L.4.402, L.4.403, L.4.404, L.4.405, L.4.406, L.4.407, L.4.408, L.4.409, L.4.410, L.4.411, L.4.412, L.4.413, L.4.414, L.4.415, L.4.416, L.4.417, L.4.418, L.4.419, L.4.420, L.4.421, L.4.422, L.4.423, L.4.424, L.4.425, L.4.426, L.4.427, L.4.428, L.4.429, L.4.430, L.4.431, L.4.432, L.4.433, L.4.434, L.4.435, L.4.436, L.4.437, L.4.438, L.4.439, L.4.440, L.4.441, L.4.442, L.4.443, L.4.444, L.4.445, L.4.446, L.4.447, L.4.448, L.4.449, L.4.450, L.4.451, L.4.452, L.4.453, L.4.454, L.4.455, L.4.456, L.4.457, L.4.458, L.4.459, L.4.460, L.4.461, L.4.462, L.4.463, L.4.464, L.4.465, L.4.466, L.4.467, L.4.468, L.4.469, L.4.470, L.4.471, L.4.472, L.4.473, L.4.474, L.4.475, L.4.476, L.4.477, L.4.478, L.4.479, L.4.480, L.4.481, L.4.482, L.4.483, L.4.484, L.4.485, L.4.486, L.4.487, L.4.488, L.4.489, L.4.490, L.4.491, L.4.492, L.4.493, L.4.494, L.4.495, L.4.496, L.4.497, L.4.498, L.4.499, L.4.500, L.4.501, L.4.502, L.4.503, L.4.504, L.4.505, L.4.506, L.4.507, L.4.508, L.4.509, L.4.510, L.4.511, L.4.512, L.4.513, L.4.514, L.4.515, L.4.516, L.4.517, L.4.518, L.4.519, L.4.520, L.4.521, L.4.522, L.4.523, L.4.524, L.4.525, L.4.526, L.4.527, L.4.528, L.4.529, L.4.530, L.4.531, L.4.532, L.4.533, L.4.534, L.4.535, L.4.536, L.4.537, L.4.538, L.4.539, L.4.540, L.4.541, L.4.542, L.4.543, L.4.544, L.4.545, L.4.546, L.4.547, 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L.4.659, L.4.660, L.4.661, L.4.662, L.4.663, L.4.664, L.4.665, L.4.666, L.4.667, L.4.668, L.4.669, L.4.670, L.4.671, L.4.672, L.4.673, L.4.674, L.4.675, L.4.676, L.4.677, L.4.678, L.4.679, L.4.680, L.4.681, L.4.682, L.4.683, L.4.684, L.4.685, L.4.686, L.4.687, L.4.688, L.4.689, L.4.690, L.4.691, L.4.692, L.4.693, L.4.694, L.4.695, L.4.696, L.4.697, L.4.698, L.4.699, L.4.700, L.4.701, L.4.702, L.4.703, L.4.704, L.4.705, L.4.706, L.4.707, L.4.708, L.4.709, L.4.710, L.4.711, L.4.712, L.4.713, L.4.714, L.4.715, L.4.716, L.4.717, L.4.718, L.4.719, L.4.720, L.4.721, L.4.722, L.4.723, L.4.724, L.4.725, L.4.726, L.4.727, L.4.728, L.4.729, L.4.730, L.4.731, L.4.732, L.4.733, L.4.734, L.4.735, L.4.736, L.4.737, L.4.738, L.4.739, L.4.740, L.4.741, L.4.742, L.4.743, L.4.744, L.4.745, L.4.746, L.4.747, L.4.748, L.4.749, L.4.750, L.4.751, L.4.752, L.4.753, L.4.754, L.4.755, L.4.756, L.4.757, L.4.758, L.4.759, L.4.760, L.4.761, L.4.762, L.4.763, L.4.764, L.4.765, L.4.766, L.4.767, L.4.768, L.4.769, 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L.4.881, L.4.882, L.4.883, L.4.884, L.4.885, L.4.886, L.4.887, L.4.888, L.4.889, L.4.890, L.4.891, L.4.892, L.4.893, L.4.894, L.4.895, L.4.896, L.4.897, L.4.898, L.4.899, L.4.900, L.4.901, L.4.902, L.4.903, L.4.904, L.4.905, L.4.906, L.4.907, L.4.908, L.4.909, L.4.910, L.4.911, L.4.912, L.4.913, L.4.914, L.4.915, L.4.916, L.4.917, L.4.918, L.4.919, L.4.920, L.4.921, L.4.922, L.4.923, L.4.924, L.4.925, L.4.926, L.4.927, L.4.928, L.4.929, L.4.930, L.4.931, L.4.932, L.4.933, L.4.934, L.4.935, L.4.936, L.4.937, L.4.938, L.4.939, L.4.940, L.4.941, L.4.942, L.4.943, L.4.944, L.4.945, L.4.946, L.4.947, L.4.948, L.4.949, L.4.950, L.4.951, L.4.952, L.4.953, L.4.954, L.4.955, L.4.956, L.4.957, L.4.958, L.4.959, L.4.960, L.4.961, L.4.962, L.4.963, L.4.964, L.4.965, L.4.966, L.4.967, L.4.968, L.4.969, L.4.970, L.4.971, L.4.972, L.4.973, L.4.974, L.4.975, L.4.976, L.4.977, L.4.978, L.4.979, L.4.980, L.4.981, L.4.982, L.4.983, L.4.984, L.4.985, L.4.986, L.4.987, L.4.988, L.4.989, L.4.990, L.4.991, L.4.992, L.4.993, L.4.994, L.4.995, L.4.996, L.4.997, L.4.998, L.4.999, L.5.000, L.5.001, L.5.002, L.5.003, L.5.004, L.5.005, L.5.006, L.5.007, L.5.008, L.5.009, L.5.010, L.5.011, L.5.012, L.5.013, L.5.014, L.5.015, L.5.016, L.5.017, L.5.018, L.5.019, L.5.020, L.5.021, L.5.022, L.5.023, L.5.024, L.5.025, L.5.026, L.5.027, L.5.028, L.5.029, L.5.030, L.5.031, L.5.032, L.5.033, L.5.034, L.5.035, L.5.036, L.5.037, L.5.038, L.5.039, L.5.040, L.5.041, L.5.042, L.5.043, L.5.044, L.5.045, L.5.046, L.5.047, L.5.048, L.5.049, L.5.050, L.5.051, L.5.052, L.5.053, L.5.054, L.5.055, L.5.056, L.5.057, L.5.058, L.5.059



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Pearson Longman Keystone is a multi-level four skills language development program that accelerates students' academic achievement through scaffolded, sustained instruction and learning and language development strategies.

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- Online SuccessTracker
- Companion Website
- Flashcard Apps for iOS

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Unit 1 Overview		Read more about pacing online at www.LongmanKeystone.com	
 The Big Question How does the natural world affect us?			
 Common Core State Standards			
PREPARE TO READ			
VOCABULARY			
READ			
REVIEW AND PRACTICE			
GRAMMAR AND WRITING			
 TECHNOLOGY			
Reading 1 From Project Mulberry by Linda Sue Park <i>Connection to the Big Question</i> <i>There are harsh trade-offs of raising silkworms for their silk.</i> Teaching Standards L.7.1, L.7.2, L.7.4.b, L.7.4.c, L.7.4.d, L.7.6, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10, SL.7.1, SL.7.6, W.7.2, W.7.2.a, W.7.4, W.7.5, W.7.10 Practicing Standards L.7.4.a, RL.7.5, RL.7.7, RL.7.10, SL.7.1.a, SL.7.2 <ul style="list-style-type: none"> The Big Question Students use a graphic and discuss how the natural world affects them. Build Background Students learn when and where caterpillar threads were first made into silk. Learn Key Words <i>imagery, sensory details</i> Learn Academic Words <i>cycle, dramatic, percent, project</i> Word Study <i>prefixes</i> Reading Strategy <i>Predict</i> Set a Purpose for Reading Students read to learn about the life cycle of silkworms and how to raise them for their silk. <ul style="list-style-type: none"> Comprehension • In Your Own Words Discussion • Response to Literature Learning Strategy Grammar <i>Adjective Order</i> Writing <i>Description of an Object.</i> Students use the website, CD-ROM/e-book, and iPad apps to reinforce skills in this reading.		Reading 2 "Ecosystems: The Systems of Nature" <i>Connection to the Big Question</i> <i>A science article about the relationship between living things and their environment.</i> Teaching Standards L.7.1, L.7.2, L.7.4.c, L.7.4.d, L.7.6, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RST.6-8.1, RST.6-8.4, RST.6-8.7, RST.6-8.10, SL.7.1, SL.7.1.a, SL.7.6, W.7.2, W.7.2.a, W.7.4, W.7.5, W.7.10 Practicing Standards L.7.4.a, RL.7.7, RL.7.10, RST.6-8.10, SL.7.1.a <ul style="list-style-type: none"> The Big Question Students use a graphic organizer and discuss their own experiences with nature. Build Background Students learn what an ecosystem is and what it comprises. Learn Key Words <i>nonliving, nutrients, organism, photosynthesis, reproduce, species</i> Learn Academic Words <i>consume, environment, interact, similar, survive</i> Word Study <i>Digraphs</i> Reading Strategy <i>Preview</i> Set a Purpose for Reading Students read to find out how living things are dependent on their environment. <ul style="list-style-type: none"> Comprehension • In Your Own Words Discussion • Read for Fluency Extension Grammar <i>Appositives and Comparatives</i> Writing <i>Description of a Place</i> Students use the website, CD-ROM/e-book, and iPad apps to reinforce skills in this reading.	
		Reading 3 "Ali, Child of the Desert" by Jonathan London <i>Connection to the Big Question</i> <i>People living in the desert face many challenges.</i> Teaching Standards L.7.1, L.7.2, L.7.4.c, L.7.4.d, L.7.6, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10, SL.7.1, SL.7.6, W.7.2, W.7.2.a, W.7.4, W.7.5, W.7.10 Practicing Standards L.7.4.a, RL.7.3, RL.7.5, RL.7.6, RL.7.7, RL.7.10, SL.7.1.a, SL.7.2 <ul style="list-style-type: none"> The Big Question Students discuss how the natural world affects them. Build Background Students learn about the Kingdom of Morocco. Learn Literary Words <i>figurative language, personification, setting</i> Learn Academic Words <i>adapt, capable, concluded, rely, route</i> Word Study <i>Compound Nouns</i> Reading Strategy <i>Visualize</i> Set a Purpose for Reading Students read to find out how people living in the desert are affected by the natural world. <ul style="list-style-type: none"> Comprehension • In Your Own Words Discussion • Response to Literature Extension Grammar <i>Simple Sentences</i> Writing <i>Description of a Person</i> Students use the website, CD-ROM/e-book, and iPad apps to reinforce skills in this reading.	
		Reading 4 "Blowing up a Storm" <i>Connection to the Big Question</i> <i>Weather is one natural element that affects people.</i> Teaching Standards L.7.1, L.7.2, L.7.4.c, L.7.4.d, L.7.6, RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RST.6-8.1, RST.6-8.4, RST.6-8.7, RST.6-8.10, SL.7.1, SL.7.1.a, SL.7.6, W.7.2, W.7.2.a, W.7.4, W.7.5, W.7.7, W.7.8, W.7.10, WHST.6-8.7, WHST.6-8.8 Practicing Standards L.7.4.a, RL.7.7, RL.7.10, RST.6-8.4, RST.6-8.10, SL.7.1.a, W.7.2.e <ul style="list-style-type: none"> The Big Question Students discuss how the natural world affects them. Build Background Students learn about hurricanes. Learn Key Words <i>evacuate, eye, head, hurricane, technology</i> Learn Academic Words <i>available, consist, create, process, reverse, source</i> Word Study <i>Spelling Long A</i> Reading Strategy <i>Identify Main Idea and Details</i> Set a Purpose for Reading Students read to find out how hurricanes form and what happens when they reach land. <ul style="list-style-type: none"> Comprehension • In Your Own Words Discussion • Read for Fluency Extension Grammar <i>Subject-Verb Agreement</i> Writing <i>Description of an Event</i> Students use the website, CD-ROM/e-book, and iPad apps to reinforce skills in this reading.	

PEARSON English Learning			
 SIOP® in Practice PROFESSIONAL DEVELOPMENT			
 A-RISE® Strategies PROFESSIONAL DEVELOPMENT			
 AIMSweb® PROGRESS MONITORING			
 SEL2P ASSESSMENT			
Reading 1 Lesson Preparation T19, Building Background T7, Interaction T9, Comprehensible Input T11, Review and Assessment T13 Vocabulary Card V10 T7, Writing Card W10 Oral Reading Checklist T9 Reading T11, Listening and Speaking T13, Writing Conventions T15, Writing T17		Reading 2 Lesson Preparation T19, Building Background T21, Review and Assessment T23 Vocabulary Card V9, Phonics Card P6 T21, Fluency Card F2 T29, Writing Card W2 T33 Oral Reading Checklist T24, Reading Curriculum-Based Measurement T25 Reading T21, Reading T29, Writing Conventions T31, Writing T33	
		Reading 3 Lesson Preparation T35, Building Background T37, Lesson Delivery T39, Strategies T43, Practice/Application T45, Review and Assessment T47 Vocabulary Card V10 T37, Writing Card W2 T51 Reading Curriculum-Based Measurement T43, Oral Reading Checklist T45 Reading T41, Listening and Speaking T47, Writing Conventions T49, Writing T51	
		Reading 4 Lesson Preparation T53, Building Background T55, Practice/Application T57, Interaction T59, Review and Assessment T61 Writing Card W10 T65 Oral Reading Checklist T58, Reading Curriculum-Based Measurement T63 Reading T58, Listening and Speaking T61, Writing Conventions T63, Writing T65	

T2A

T2B

Download a unit overview at:
www.pearsonglobalschools.com/keystone2013

How to use Pearson Longman Keystone ©2013

VISIT
www.pearsonglobalschools.com
for a full components listing.

Grades 6–12
(Ages 11–18)

NEW!

Teaching a unit

Put It All Together provides extension and assessment opportunities in multiple modalities.

Put It All Together

LISTENING & SPEAKING WORKSHOP

Presentation

You will give a presentation that explains a process.

- 1 THINK ABOUT IT** Look back over the readings in this unit. Talk in small groups about the natural world. Think of natural processes and nature-related activities that take time to complete. Write down your ideas.
Work together to develop a list of processes you know something about, for example:
 - how to make a birdhouse
 - how a seed becomes a flower
 - how caves are formed
- 2 GATHER AND ORGANIZE INFORMATION** Choose a process from your group's list. Write down the steps in the process. Also write any questions you have about it.
Research Go to the Internet or the library to get information. Take notes on what you find. Make sure you understand each step in your process.
Order Your Notes Make a numbered list of simple steps to explain the process you have researched.
Use Visuals Make a poster of drawings and diagrams that illustrate the steps in your process. Use numbers or arrows to show the order of your pictures.
- 3 PRACTICE AND PRESENT** Use your list of steps as the written outline for your presentation. Keep your outline nearby, but practice explaining the steps in your process without reading them word-for-word. You may want to look in a mirror as you talk. Then request assistance from a friend or family member. Ask him or her to listen to your presentation and give feedback. Ask if any steps are unclear. Change your outline and visuals as needed to clarify your process. Keep practicing until you know your presentation well.
Deliver Your Presentation Look at your audience as you speak. Emphasize key ideas by pointing to a graphic. Slow down when you come to the most important steps, or restate them at the end of your talk. If you explained how to make something, like a birdhouse, show an example of it to the class if possible.
- 4 EVALUATE THE PRESENTATION** You will improve your skills as a speaker and a listener by evaluating each presentation you give and hear. Use this checklist to help you judge your presentation and the presentations of your classmates.
 - ☒ Did the speaker clearly identify the steps in the process?
 - ☒ Were the steps in the process well explained and illustrated?
 - ☒ Could you understand the speaker's words?
 - ☒ Did the speaker know the process well?
 - ☒ What suggestions do you have for improving the presentation?

Speaking SKILLS

Learning Strategy: Request assistance. Ask a friend or classmate to listen and give feedback as your team practices. Or tape-record your rehearsal, if possible. Listen to the tape together, and find places where you can improve your presentation.


You may want to use words like *first*, *next*, *then*, and *last* to help your listeners follow the steps in the process.

Listening SKILLS

Take notes or make drawings as you listen. Think about what you are hearing. Does it make sense? If not, seek clarification. Ask questions at the end of the presentation. When responding give clear, thoughtful answers to show that you were listening carefully.

STRENGTHEN YOUR SOCIAL LANGUAGE

Describing a process means communicating well. Go to www.LongmanKeystone.com and do the activity for this unit. This activity will help you expand your vocabulary using high-frequency English words necessary for identifying and describing people, places, and objects.



A birdhouse

Link the Readings

Critical Thinking

Look back at the readings in this unit. Think about what they have in common. They all tell about nature. Yet they do not all have the same purpose. The purpose of one reading might be to inform, while the purpose of another might be to entertain or persuade. In addition, the content of each reading relates to nature differently. Now copy the chart below into your notebook and complete it.

Title of Reading	Purpose	Big Question Link
From Project Mulberry	to entertain	
"Ecosystems: The Systems of Nature"		
"All, Child of the Desert"		The setting is a desert, which is part of the natural world.
"Desert Women"		
"Blowing Up a Storm"		

Discussion

Discuss in pairs or small groups.

Q How does the natural world affect us? Think about the readings. How did learning about silkworms affect Julia? What parts of the natural world affect your life? How are the living and nonliving things in the desert affected by the desert environment?

Media Literacy & Projects

Work in pairs or small groups. Choose one of these projects:

- 1** Write a poem about a living or nonliving thing. Use personification. Then read your poem to the class.
- 2** List the living and nonliving things around you. Take photos or draw pictures. Make a poster to show how things interact. Then share your poster with the class.
- 3** Do you think Julia and Patrick will win the contest at the state fair? Write a detailed plan and make a drawing for a different project. Research ideas on the Internet. Then share your ideas with a classmate.
- 4** Write a diary excerpt from Ali's perspective about his journey in the desert. Include details about the desert and the people that he met. Then read it aloud to the class.

Further Reading

Choose from these reading suggestions. Practice reading silently with increased ease for longer and longer periods.

White Fang. Jack London
In this Penguin Reader® adaptation of the classic story, White Fang is a young wolf born in northwest Canada. One day, he is taken to an Indian camp. In his new life, he must learn the ways of men and dogs.

The Yearling. Marjorie Kinnan Rawlings
Jody Baxter lives on a lonely farm with his poor, hardworking family. When a young deer loses its mother, Jody takes it home. Set in Florida, this story has wonderful descriptions of the natural world.

Everglades Forever: Restoring America's Great Wetland. Trish Marx
Follow a group of friends from Homestead, Florida, as they explore the natural history and environment of the Everglades National Park and nearby Miccosukee Reservation.

Link the Readings provides assessment practice, *Big Question* wrap-up, and a fluency check.

Teaching a reading

Each reading includes background building, vocabulary building, a reading strategy, and activities for comprehension, grammar, and writing.

Grammar and writing concepts are taught with each reading. They incorporate extensive use of modelling and provide plenty of practice. Culminating in *Put It All Together* workshops at the end of each unit.

Grammar

Adjectival Phrases: Adjective Order

Adjectives describe nouns. More than one adjective to describe a noun is called an adjectival phrase. An adjective or adjectival phrase usually comes before the noun it describes. There are different kinds of adjectives. Some adjectives tell opinions, some describe size, some are colors, and some describe materials. When you use an adjectival phrase, place the adjectives in the order shown in the chart below.

	Adjectival Phrase				Noun
	Opinion	Size	Color	Material	
I put it into an	interesting	little		glass	jar.
I'll use a		narrow	blue	silk	ribbon.

Practice Work with a partner. Copy the dialogue below into your notebook, putting the adjectives in parentheses in the correct order. Then take turns role-playing the following conversation.

Example: Julia has a white, cotton (cotton, white) cloth.

Patrick: What are you doing with that _____ (white, large) cloth?

Julia: I'm going to embroider an egg and worm with _____ (cotton, regular) thread, and use _____ (beautiful, silk) thread for the cocoon.

Patrick: Great. Maybe I can bring my mom's _____ (silk, red, fancy) scarf, too.

Julia: Nice idea. Silk is amazing. It's hard to believe it comes from these _____ (white, little, odd) cocoons.

Apply Write five sentences using adjectival phrases about objects you see in your classroom. Then read your sentences to a partner.

Example: There is a large black bookcase in the corner.

GRAMMAR CHECK

Before a noun, what is the correct order for adjectives describing color, material, size, and opinion?

Writing

Write a Description of an Object

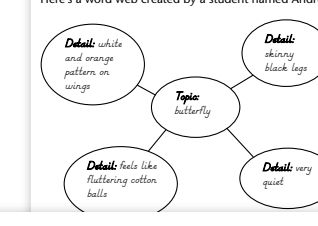
At the end of this unit, you will write a descriptive essay. To do this, you will need to learn some of the skills used in descriptive writing. When you describe something, you use sensory details that appeal to the reader's five senses. Sensory details help readers see, hear, smell, taste, or feel what you are describing. For example, the word *dark* appeals to the sense of sight, and *sticky* to the sense of touch.

Writing Prompt

Write a paragraph describing a living thing you have observed in nature, such as a beautiful flower, bird, or tree. Choose sensory details to help the reader see or experience this object or creature. Use content-based words and other newly acquired vocabulary that fit your topic. Place adjectives in the correct order.

- 1 PREWRITE** Begin by choosing a topic.
 - Think about a living thing you can describe clearly.
 - Ask yourself which sensory details best describe it.
 - List your ideas in a graphic organizer.

Here's a word web created by a student named Andrew:



Review and Practice

COMPREHENSION

Recall

1. What was the **source** of Hurricane Ike?
2. What is the "eye" of a hurricane?

Comprehend

3. What happens when a storm makes contact with a large body of warm water?
4. How are hurricanes categorized?

Analyze

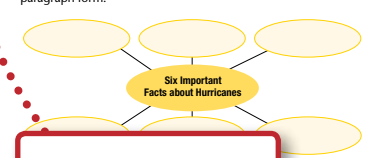
5. What do you think Hurricane Ike taught the people of Galveston?
6. What is one interesting fact you learned about hurricanes?

Connect

7. What dangerous weather conditions occur where you live?
8. If you were to **create** a hurricane emergency kit, what would you include?

IN YOUR OWN WORDS

Summarize the story "Blowing Up a Storm" for a classmate. Find six important facts to include in your summary. Use the following chart to help you organize your work. Use these facts to write a summary in paragraph form.



Before You Go On questions check comprehension.

DISCUSSION

Discuss in pairs or small groups.

1. Why do you think so many more people died during The Great Storm of 1900 than died during Hurricane Ike?
2. How do scientists use information to protect people?

Q How does the natural world affect us? Weather is a large part of how we experience the natural world. As you learned, some weather can be extremely dangerous. Do you think people should be forced to evacuate their homes during a hurricane? Explain.


READ FOR FLUENCY

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

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

EXTENSION

Now that you have read about Hurricane Ike, go online and research another major hurricane or natural disaster, such as Hurricane Katrina in New Orleans, or the earthquake in Haiti. Focus your research on how the event affected the people who live there, and how their lives changed. Collect photos and firsthand accounts, if possible. Present your findings to the class.



Hurricane Katrina hit southeast Louisiana in 2005.

Review and Practice pages let teachers monitor student progress in comprehension and fluency.

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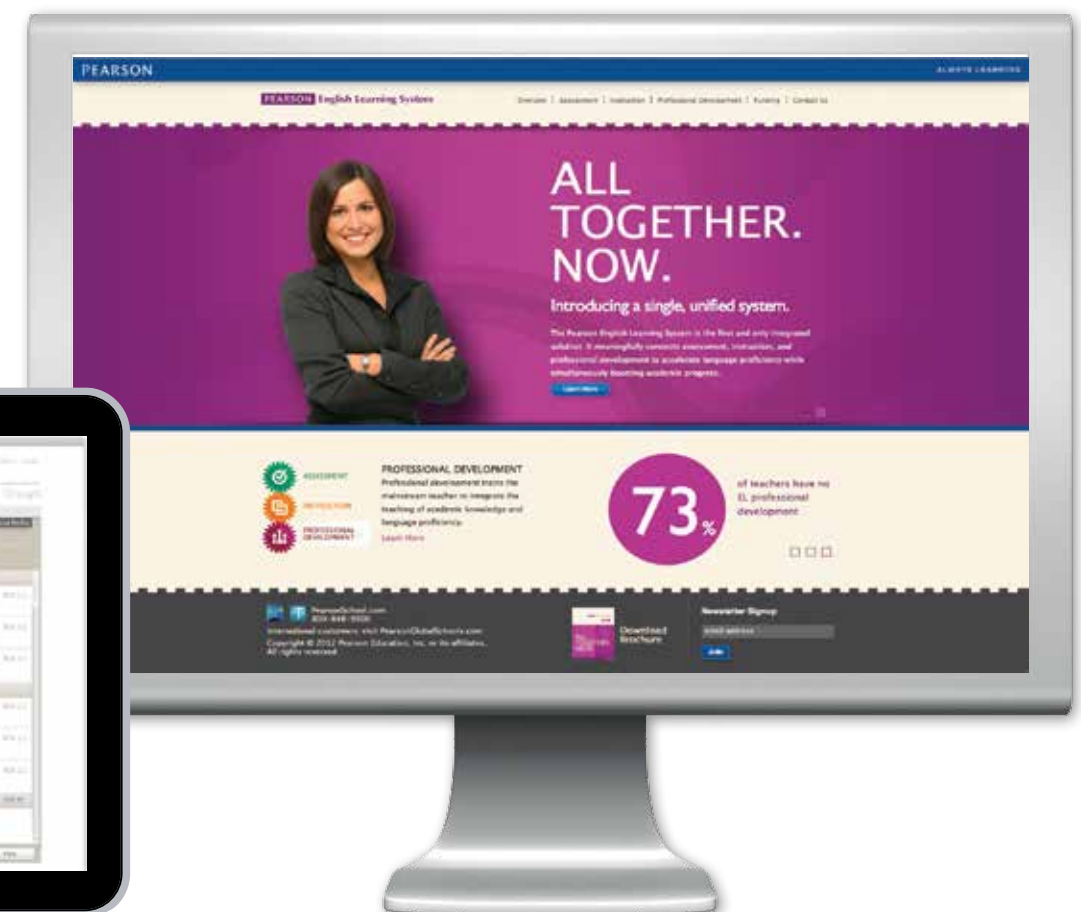
Reinforce vocabulary development by providing fun flash cards for vocabulary taught in the program, as well as new words that students choose.

Success Tracker

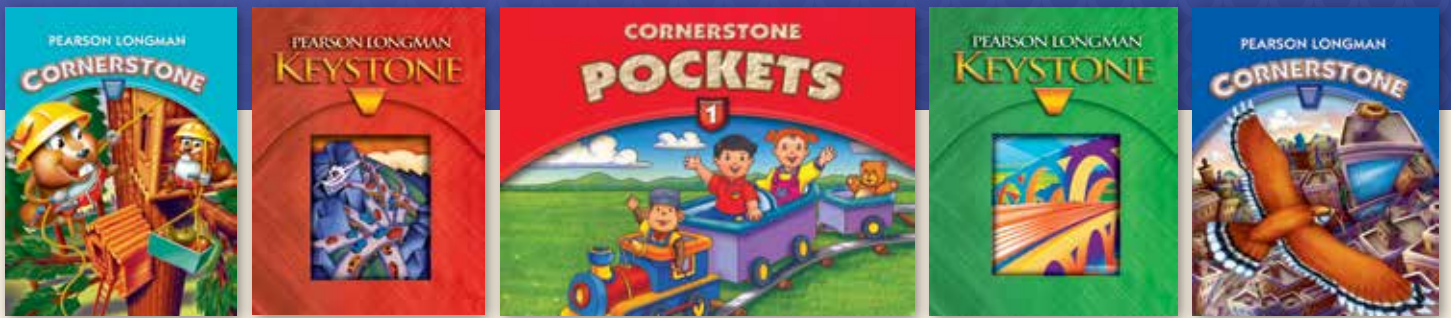
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