Student Literature: Green Level

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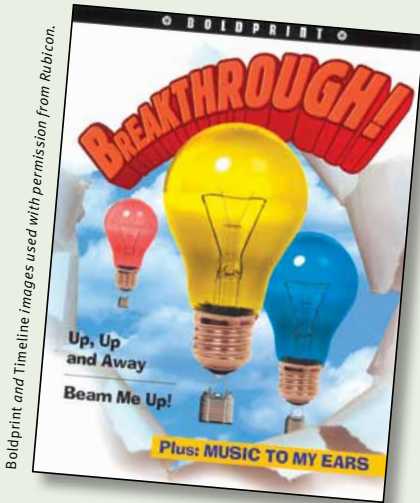
Interactive Magazine

Breakthrough! is a magazine-style collection of articles, fiction, cartoons, and poems about breakthroughs—in music, communication, medicine, space, and more.

Expository Chapter Book

Radical Radiation! Life in the Atomic Age informs readers about radiation and atomic theory and their positive and negative effects on society from medical x-rays to catastrophic bombs in World War II.

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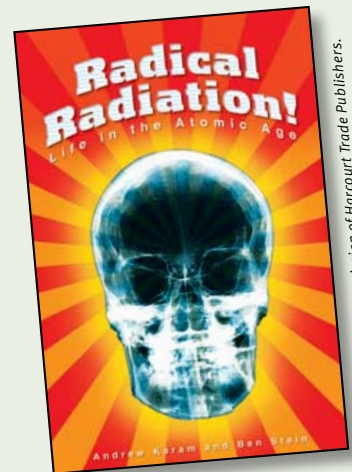
Graphic Novel

Mars Colony is a science fiction graphic novel that tells the story of the Changs, one of 128 families sent to Mars in the year 2130 to form the first human colony.

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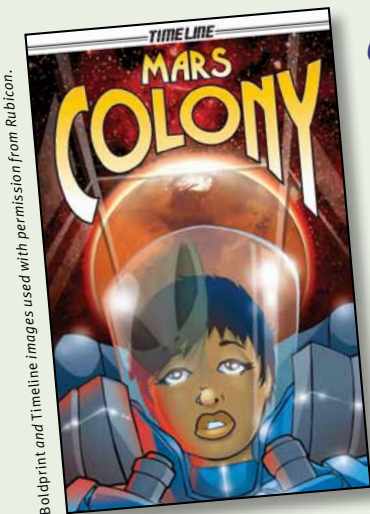
Award-Winning Novel

The Window, by Jeanette Ingold, is the story of a teenage girl who survives a car accident that kills her mother and leaves her blind and alone. Living with relatives she doesn't know and struggling to adjust to life without her sight are just some of her challenges.

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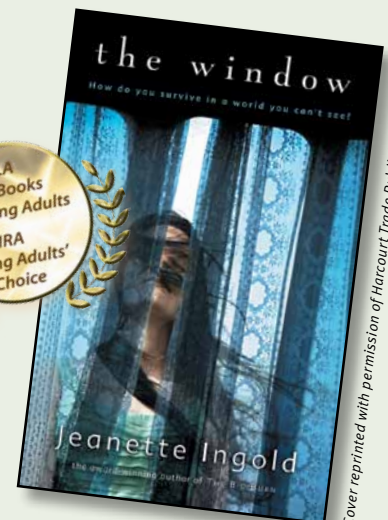
Typically for Grades 9–12
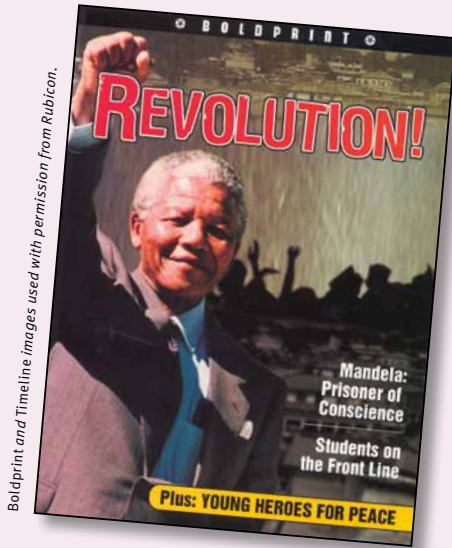
Interactive Magazine

Revolution! contains 12 interactive articles including examinations of the lives of noted individuals (Nelson Mandela, Elizabeth Eckford, Steve Biko, and others) who have fought for freedom and equality.

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Award-Winning Novel

Very Far Away From Anywhere Else, by celebrated author Ursula K. LeGuin, follows the course of two teenagers' friendship during their senior year of high school. This affecting novel is a coming-of-age portrayal of young adults struggling to be true to themselves and follow their dreams.

ALA Best Books for Young Adults
IRA Young Adults' Choice
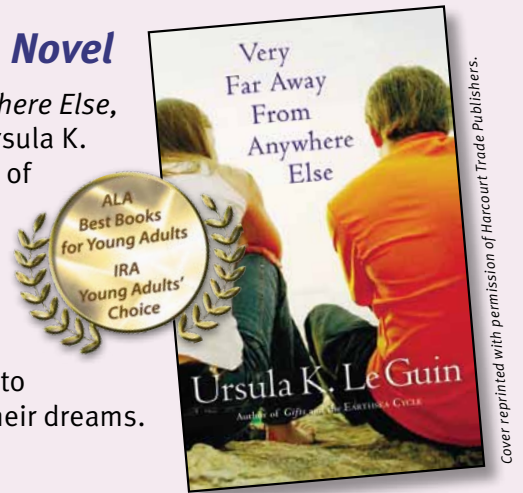
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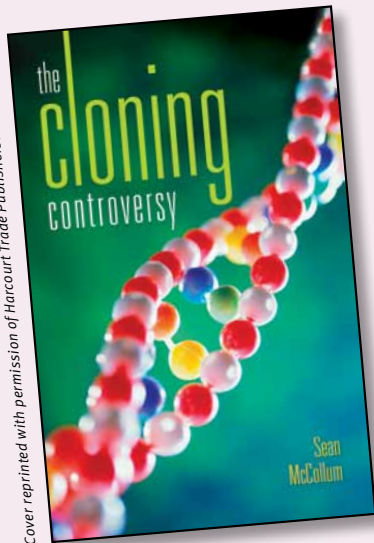
Expository Chapter Book

The Cloning Controversy provides a brief and accessible introduction to genetics, as it explores the controversy surrounding the possibility of human cloning.

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Graphic Novel

In a Class of Her Own is a historical fiction graphic novel that also features expository text about the true story of Ruby Bridges, the six-year-old girl who made civil rights history in 1960 as the first African American to attend an all-white school in New Orleans.
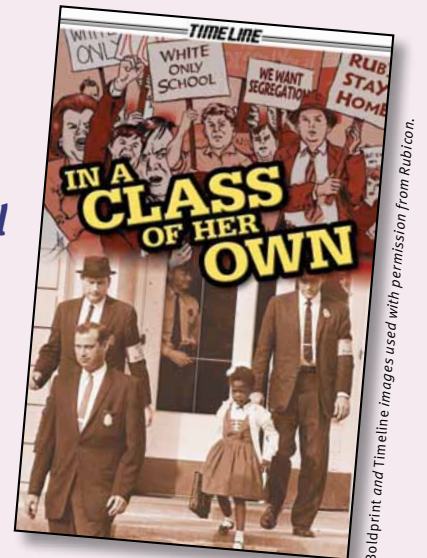
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Teacher Materials

Teacher Guide

- At-a-glance "big picture" planning
- Time-saving lessons, clearly stepped out
- Explicit, research-based instruction
- Built-in assessment guidelines and resources
- Reproducibles

"Bell-to-bell" support provides everything teachers need!
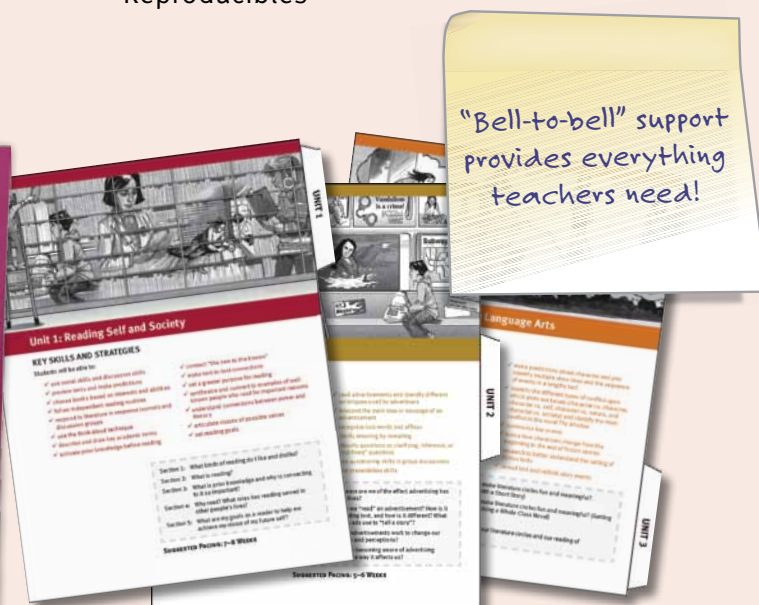
Additional Support

- Vocabulary Poster with academic terms needed for school success
- Talking About Text Poster with ways to discuss the author's craft
- Whole-class activities on CD-ROM for whiteboard projection (also available as transparencies for overhead projectors)

Vocabulary — Key Academic Terms You Need to Know

UNIT 1: READING SELF AND SOCIETY

think aloud
anticipate
visualize
statement
prior knowledge
predict

UNIT 2: READING MEDIA

advertisement
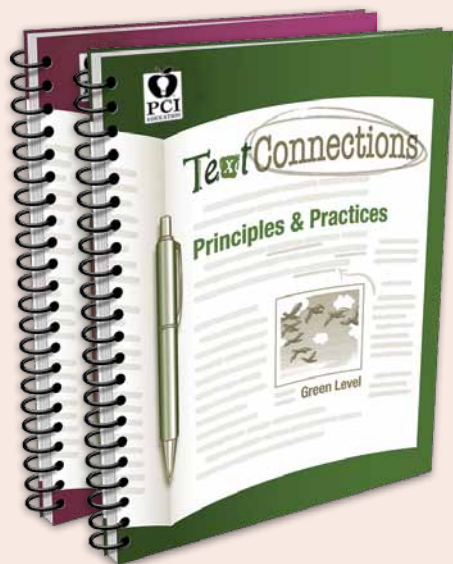inference question
root word
main idea
media
persuade
affix
reread
clarifying question
bandwagon
construct

UNIT 3: READING ENGLISH LANGUAGE ARTS

sensory language
plot
narrator
characterization
strong verb
plot conflict
script
character
setting
blocking

UNIT 4: READING SCIENCE

scientific method
science texts

Talking About Text — Ways to Discuss the Author's Craft

LANGUAGE

Negative

The language the author uses is dull and not very descriptive. For example...

The author uses a lot of weak, boring verbs, like...

This chapter is full of vague descriptions that are difficult to visualize, such as...

This chapter is boring and slow-moving, especially the part where...

This paragraph is full of clichés.

PLOT

The plot is predictable, like when...

The plot is dull. For instance...

The plot is not believable. For example...

The story has a cliché (character vs. character, character vs. self, character vs. nature, character vs. society) plot conflict.

The climax of the plot is disappointing because...

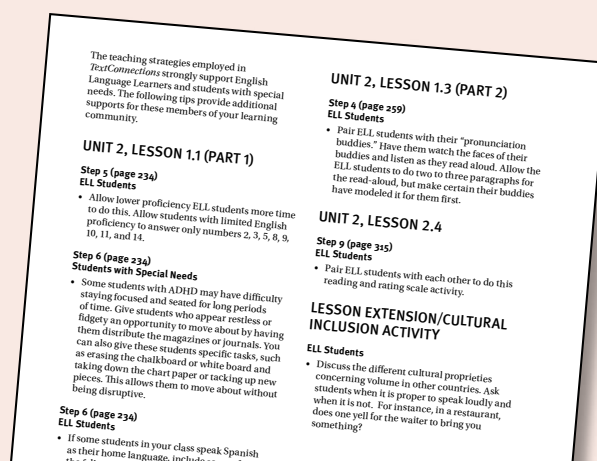The resolution is disappointing because...

Principles & Practices

- Overview of units, recommended reading lists, and instruction
- Professional resource for both the reading-trained and the non-reading trained teacher
- Suggestions for classroom management and implementation in multiple settings
- Assessment resources and guidelines
- Resources to diagnose student needs with guidelines for creating an instructional plan
- Additional activity ideas, prompts, and projects

Support for English Learners and Students with Special Needs

TextConnections supports a wide range of striving adolescent readers, including ELL students and students with special needs by providing:

- Lesson adaptations
- Spanish translations of vocabulary terms
- Word-recognition activities
- General tips for supporting ELL students
- Models for using reading strategies in different contexts
- Lesson extensions and activities for extra support and practice
- Graphic organizers, anticipation guides, and Likert scales
- Reading passages designed with striving readers in mind
- Glossaries of key reading terms

The teaching strategies employed in *TextConnections* strongly support English Language Learners and students with special needs. The following tips provide additional supports for these members of your learning community.

UNIT 2, LESSON 1.1 (PART 1)

Step 5 (page 234)
ELL Students
- Allow lower proficiency ELL students more time to do this. Allow students with limited English proficiency to answer only numbers 2, 3, 5, 8, 9, 10, 11, and 14.

Step 6 (page 234)
Students with Special Needs
- Some students with ADHD may have difficulty staying focused and seated for long periods of time. Give students who appear restless or fidgety an opportunity to move about by having them distribute the magazines or journals. You can also give these students specific tasks, such as erasing the chalkboard or white board and taking down the chart paper or tacking up new pieces. This allows them to move about without being disruptive.

Step 6 (page 234)
ELL Students
- If some students in your class speak Spanish as their home language, include some of the following...

UNIT 2, LESSON 1.3 (PART 2)

Step 4 (page 259)
ELL Students
- Pair ELL students with their "pronunciation buddies." Have them watch the faces of their buddies and listen as they read aloud. Allow the ELL students to do two to three paragraphs for the read-aloud, but make certain their buddies have modeled it for them first.

UNIT 2, LESSON 2.4

Step 9 (page 315)
ELL Students
- Pair ELL students with each other to do this reading and rating scale activity.

LESSON EXTENSION/CULTURAL INCLUSION ACTIVITY

ELL Students
- Discuss the different cultural proprieties concerning volume in other countries. Ask students when it is proper to speak loudly and when it is not. For instance, in a restaurant, does one yell for the waiter to bring you something?

VOCABULARY

Term	Spanish Translation (*Pronunciation*)
think aloud	*pensar en voz alta (pen-SAHR en vos AHL-tah)*
visualize	*visualizar (viz-ew-ahl-ee-SAHR)*
preview	*prever (pray-VAIR)*
predict	*predecir (preh-day-SEER)*
inference	*inferen...*

Academic vocabulary in TextConnections includes Spanish translations.

Assessment

TextConnections enables teachers to diagnose and monitor student achievement.

- **Comprehension Checks** quiz students on their understanding of reading passages and related vocabulary terms; they also allow students to write responses about the texts they have read.

- **Oral Reading Fluency Progress Monitoring Graphs** allow students to demonstrate their level of fluency by measuring volume, pace, intonation, word grouping, rate, and accuracy.

- **Quickwrites and Writing Projects** give students the opportunity to apply what they have learned through a range of writing tasks; teachers have various rubrics to evaluate performance.

- **Response and Vocabulary Journals** enable students to regularly document independent reading reflections as well as key vocabulary terms.

Comprehension Checks include multiple-choice and open-ended questions.

Students build academic vocabulary and reflect on what they have read using Vocabulary Journals.

Teachers and peers monitor fluency through oral-reading passages and fluency-skill rubrics.

Term: transcontinental   My Understanding: 1 ②3 4

Description: Trans means across and continental is like most of the US. We are reading about the railroad being built across the United States.

Drawing:

Sentence: In 1869, the transcontinental railroad was ... on transcontinental flights

---

Name _____   *Date* _____

Comprehension Check

After reading chapters 7–18 of *The Window*, answer questions 1–8. Circle the letter of the correct answer or write your answer on the lines provided.

1. What is the main idea of this story?
   _____
   _____

2. How does Mandy change by the end of the story?
   A. She no longer misses her mother.
   B. She decides she is no longer interested in Ted.
   C. She becomes more open to others, to her feelings, and to life.
   D. She quits regular high school and attends a school for the blind.

3. What happened to Mandy's grandfather, Paul?
   A. He died as a prisoner of war in Korea.
   B. He left Mandy's grandmother Gwen and divorced her.
   C. He joined the Air Force, then never contacted Gwen again.
   D. He was killed in an airplane crash during the Korean War.

4. Why does Mandy go to live with her great aunt and great uncles?
   A. Her mother abandoned her, and a state agency found her relatives.
   B. Her mother died from the injuries she received in a car crash.
   C. Her mother was not well enough to take care of her anymore.
   D. Her mother put her up for adoption, and her relatives found her.

5. What is a plot conflict?
   A. the turning point in the story
   B. the first important event in the story
   C. the central problem the main character faces
   D. the point at which the character solves her problem

UNIT 5: READING SOCIAL STUDIES

Name _____   *Date of Reading* _____
Name of Rater _____
Title of Passage _____

Student Rating Scale

	STRONG	IN-BETWEEN	WEAK
VOLUME	☺ Voice adjusts volume to match the text's meaning.	😐 Voice can be heard but does not always change to match the text's meaning.	☹ Voice is not lo... to be heard, ... be heard clear...
PACE	☺ Pace is smooth and changes to match the text's meaning.	😐 Pace is even but does not always change to match the text's meaning.	☹ Pace is too s... and does no... text's mea...

Name _____   *Date* _____

Oral Reading Fluency Assessment
Recording Form: Passage 1

Passage 1

Oprah Winfrey's early life was not easy. She was born into a poor family. Her parents separated soon after her birth.

There was hope for this little girl, though. Oprah's grandmother taught her how to read when she was three. Oprah did well in school. She even skipped two grades. By 13, she won a scholarship to attend a better high school.

Oprah almost threw away her future, though. As a teenager, she ... into trouble. Her mother sent her to live with her father. He pushed Oprah to put school first.

She became a good student. And she joined the speech team. H... speaking skills won her a college scholarship. At 17, she got her first... at a radio station.

The rest, as they say, is history. Oprah soon became a TV star. Today, she is one of the most powerful people on TV.

She's wealthy, too. She is the world's richest black person.

QUALITATIVE MEASURES			READING RATE AN...
Strong	In-Between	Weak	Total Words Read:
Strong	In-Between	Weak	Errors:
Strong	In-Between	Weak	Correct Words Per Minute:
Strong	In-Between	Weak	Accuracy Rate (Correct/Total):

...BLE

Name _____   *Date* _____

Oral Reading Fluency Assessment
Recording Form: Passage 4

Passage 4

Today, students often take reading and writing tests. These tests help teachers understand their students' strengths and how to help their students improve.	10 / 20 / 23
Not long ago, some Americans had to take a test before they were allowed to vote. These literacy tests were supposed to measure whether the person could read and write in English. They were really used, however, to keep minority citizens from voting. The tests were almost impossible to pass. Many Americans today would not be able to answer the types of questions on the tests. For instance, can you name a judge in your state? Do you know who is the head of the FBI? These tests were given only to minority voters. Such tests were also given to immigrants in an attempt to keep unskilled workers from entering the country.	36 / 47 / 59 / 70 / 82 / 96 / 112 / 124 / 135
In 1965, congress outlawed literacy tests for voting. Some states currently have many voters for whom English is not a first language. These states have helped such voters by printing ballots in languages other than English. Literacy tests are still, however, a part of the process of becoming a U.S. citizen.	145 / 157 / 168 / 180 / 186

QUALITATIVE MEASURES			READING RATE AND ACCURACY	
VOLUME	Strong	In-Between	Weak	Total Words Read:
PACE	Strong	In-Between	Weak	Errors:
INTONATION	Strong	In-Between	Weak	Correct Words Per Minute:
WORD GROUPING	Strong	In-Between	Weak	Accuracy Rate (Correct/Total):

REPRODUCIBLE   25