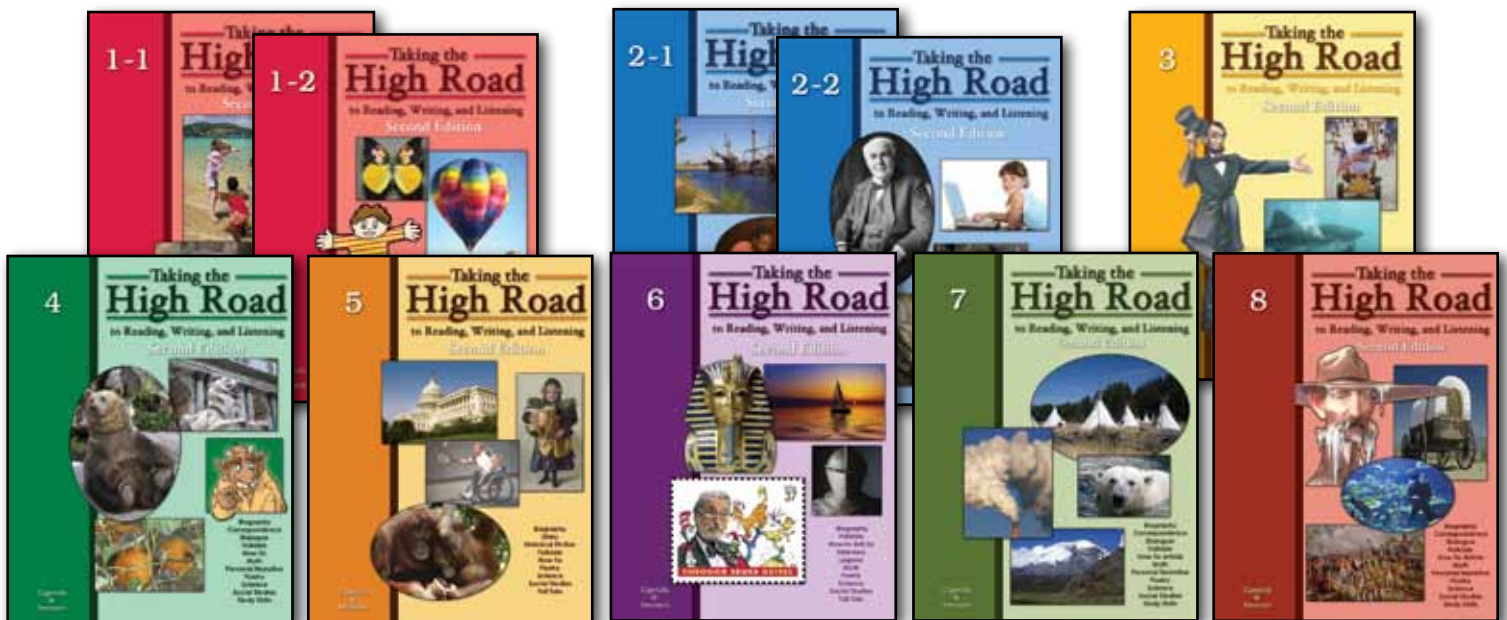


# Taking the **High Road** to Reading, Writing, and Listening

Using the **SQ3R Method**

(Survey – Question – Read – Recite – Review)

## **SAMPLER** Scope and Sequence and 3 Pacing Calendars



A Teacher Created Program that Prepares Students to **EXCEL** on all English Language Arts (ELA) Comprehensive Assessments

**INTERACTIVE WHITEBOARD**  
WITH STUDENT WORKBOOKS

see page 13 \_\_\_\_\_

	1st Grade	2nd Grade	3rd Grade
<b>Reading</b>	<p style="text-align: center;"><b>1-1</b></p> <p>KWL Strategy Biography Correspondence 2 Poems 2 Science Articles Study Skill Objective Questions</p> <p style="text-align: center;"><b>1-2</b></p> <p>KWL Strategy Biography Correspondence Fable 2 Poems Science Article Social Studies Article Study Skill Objective Questions</p>	<p style="text-align: center;"><b>2-1</b></p> <p>KWL Strategy Biography Fable Personal Narrative 2 Poems Science Article 2 Study Skills Objective Questions</p> <p style="text-align: center;"><b>2-2</b></p> <p>KWL Strategy Biography Correspondence Fable 2 Poems Science Article 2 Study Skills Objective Questions</p>	<p>KWL Strategy 2 Biographies Correspondence 2 Fables 2 Fiction Articles 2 Folktales How-to Article Personal Narrative 4 Poems 2 Science Articles 2 Social Studies Articles Sports Article Objective Questions</p>
<b>Writing</b>	<p style="text-align: center;"><b>1-1</b></p> <p>Prewriting Graphic Organizers: Diagram, Picture Plan Chart Writing: Descriptive Essay Friendly Letter Compare &amp; Contrast Problem &amp; Solution Short Narrative Answers</p> <p style="text-align: center;"><b>1-2</b></p> <p>Prewriting: Compare &amp; Contrast Picture Chart Writing: Compare &amp; Contrast Flow Chart Persuasive Essay Letter Writing Short Narrative Answers</p>	<p style="text-align: center;"><b>2-1</b></p> <p>Prewriting: 5 Ws Chart CharacterChart Graphic Organizers Writing: Flow Chart Problem and Solution Newspaper Article Cause &amp; Effect Drawing Conclusions Character Analysis Short Narrative Answers Editing Practice Editor's Page</p> <p style="text-align: center;"><b>2-2</b></p> <p>Prewriting: Using a Chart Venn Diagram Writing: Drawing Conclusions Problem and Solution Cause &amp; Effect Sequence of Events Making an Inference Compare &amp; Contrast Short Narrative Answers Editing Practice Editor's Page</p>	<p>Prewriting: Graphic Organizers Student's Choice Writing Essays: Character Development Newspaper Article Explaining the Lesson Character Analysis Note Taking Short Narrative Responses Editing Practice Editor's Page</p>
<b>Listening</b>	<p style="text-align: center;"><b>1-1</b></p> <p>2 Listening Selections Listening Directions</p> <p style="text-align: center;"><b>1-2</b></p> <p>2 Listening Selections Listening Directions</p>	<p style="text-align: center;"><b>2-1</b></p> <p>2 Listening Selections Listening Directions</p> <p style="text-align: center;"><b>2-2</b></p> <p>2 Listening Selections Listening Directions</p>	<p>4 Listening Selections 1 In-Book Test Listening Selection Listening Directions</p>

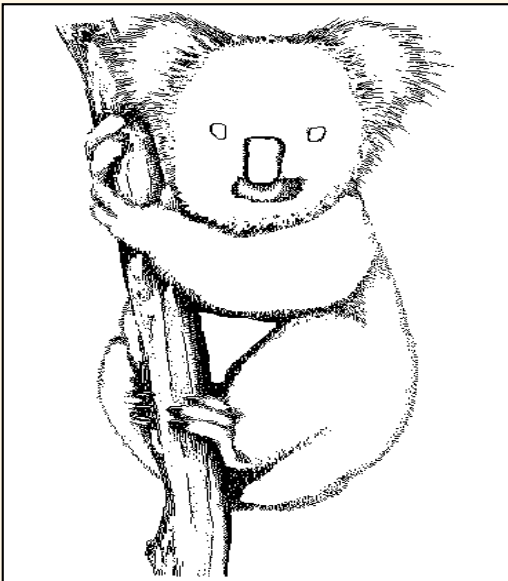
4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
<p>SQ3R Strategy Biography Correspondence Dialogue 2 Fiction Articles 3 Folktales Myth Nonfiction Article Personal Narrative 5 Poems Recipe 3 Science Articles Social Studies Objective Questions</p>	<p>SQ3R Strategy Biography Diary 2 Fiction Articles Folktale Historical Fiction How-to Article Nonfiction Article 5 Poems 3 Science Articles 3 Social Studies Articles Tall Tale Objective Questions</p>	<p>SQ3R Strategy Biography Diary 2 Fiction Articles 3 Folktales How-to Article Interview Legend Myth 2 Nonfiction Articles Personal Narrative 4 Poems 3 Science Articles 3 Social Studies Articles Objective Questions</p>	<p>SQ3R Strategy 2 Biographies Interview 2 Fiction Articles 2 Folktales How-to Article Legend 2 Myths 3 Nonfiction Articles 4 Personal Narratives 4 Poems 2 Science Articles Social Studies Article Objective Questions</p>	<p>SQ3R Strategy 5 Biographies 2 Biographical Sketches Fable 2 Historical Correspondences How-to Articles Legend Opera 2 Personal Narratives 4 Poems 2 Science Articles 2 Social Studies Articles Speech Objective Questions</p>
<p>Prewriting: Essay Organizer Note Taking Graphic Organizers Writing Essays: Problem &amp; Solution Compare &amp; Contrast Draw a Conclusion Character Analysis Explaining the Lesson Writing Combined Essay: Evaluation Essay Compare &amp; Contrast Expository Essay Short Narrative Responses Editing Practice Editor's Page</p>	<p>Prewriting: Essay Organizer Student's Choice Note Taking Graphic Organizers Writing Combined Essays: Character Study Drawing Conclusions Making an Inference Short Narrative Responses Editing Practice Editor's Page</p>	<p>Prewriting: Essay Organizer Note Taking Graphic Organizers Writing Essays: Character Analysis Defending a Position Inference Point of View Writing Combined Essays: Theme Comparison Drawing Conclusions Persuasive Argument Short Narrative Responses Editing Practice Editor's Page</p>	<p>Prewriting: Graphic Organizer Note Taking Writing Combined Essays: Comparison Defending a Position Compare and Contrast Drawing Conclusions Short Narrative Responses Editing Practice Editor's Page</p>	<p>Prewriting: Graphic Organizer Student's Choice Note Taking Writing Essays: Drawing a Conclusion Compare &amp; Contrast Inference Point of View Descriptive Letter Writing Combined Essays: Analysis Problem and Solution Defending a Position Character Analysis Short Narrative Responses Editing Practice Editor's Page</p>
<p>4 Listening Selections 1 In-Book Test Listening Selection Listening Directions</p>	<p>4 Listening Selections 1 In-Book Test Listening Selection Listening Directions</p>	<p>4 Listening Selections 1 In-Book Test Listening Selection Listening Directions</p>	<p>4 Listening Selections 1 In-Book Test Listening Selection Listening Directions</p>	<p>4 Listening Selections 1 In-Book Test Listening Selection Listening Directions</p>



**Prewriting**

Here is a picture of a koala bear.

- Make his belly white.
- Make the rest of him gray or brown.
- Make his eyes and nose black.
- Show him eating.



4

**Book 1-1 Table of Contents**

- Science:* The Koala
- Poetry:* The Robin
- Listening Selection:* My Birthday
- Correspondence:* My New Bike
- Study Skill:* Reading a Poster
- Science:* The Sun
- Poetry:* Dodge Ball
- Listening Selection:* The Boy and the Candy
- Biography:* Jackie Robinson

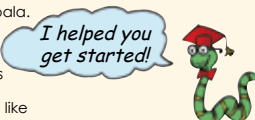
**Book 1-2 Table of Contents**

- Poetry:* The Playground
- Social Studies:* Up in a Balloon
- Biography:* Johnny Appleseed
- Listening Selection:* The Wind and the Sun
- Study Skill:* How to Make a Puzzle
- Science:* A Tall, Tall Plant
- Poetry:* Welcome Back
- Correspondence:* Flat Stanley
- Listening Selection:* A Flock of Birds

**Write a Story** Tell all about the koala.

Tell:

- where he lives
- what he looks like



The koala bear lives \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The koala bear is brown or gray. It \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

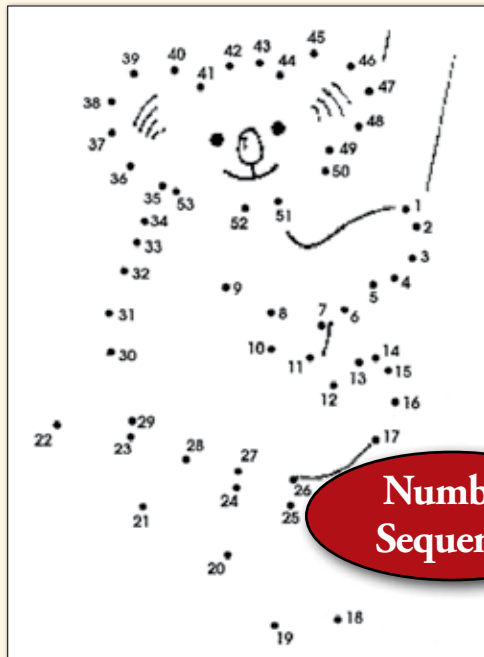
\_\_\_\_\_

**Descriptive Essay**

5

**Picture Comprehension** Follow the dots to make a picture.

I drew a \_\_\_\_\_.



**Number Sequence**

6

# Book 1-1 - Month 1

WEEK 1	DAY 1	DAY 2
<b>Science</b>	<p><u>Science</u>: “<b>The Koala</b>” pp. 1-6</p> <ul style="list-style-type: none"> <li>• Introduce KWL p. 1</li> <li>• Read Story p. 2</li> <li>• What I Learned (Objective Questions) p. 3</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p>“<b>The Koala</b>” continued</p> <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Prewriting p. 4</li> <li>• Write a Story (Essay) p. 5</li> <li>• Oral Reading and Discussion of Responses</li> <li>• Picture Comprehension p. 6</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>
<b>Poetry</b>	<p><u>Poem</u>: “<b>The Robin</b>” pp. 7-10</p> <ul style="list-style-type: none"> <li>• KWL p. 7</li> <li>• Read and Discuss Poem p. 8</li> <li>• What I Learned (Objective Questions) p. 9</li> </ul> <p>.....</p> <p>Review Poem Discuss/Justify Answers</p>	<p>“<b>The Robin</b>” continued</p> <ul style="list-style-type: none"> <li>• Reread Poem</li> <li>• Introduce Short Response Questions</li> <li>• Using the Information (Short Response Questions) p. 10</li> </ul> <p>.....</p> <p>Oral Reading and Discussion of Responses</p>
<b>Listening</b>	<p><u>Listening</u>: “<b>My Birthday</b>” pp. 11-14</p> <ul style="list-style-type: none"> <li>• Active Listening Skills p. 11</li> <li>• Teacher Reads Story TM p. 3</li> <li>• What I Learned (Objective Questions) p. 12</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p>“<b>My Birthday</b>” continued</p> <ul style="list-style-type: none"> <li>• Teacher Rereads TM p. 3</li> <li>• Using the Information (Short Response Questions) p. 13</li> <li>• Oral Reading and Discussion of Responses</li> <li>• Picture Comprehension p. 14</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>
<b>Correspondence</b>	<p><u>Correspondence</u>: “<b>My New Bike</b>” pp. 15-20</p> <ul style="list-style-type: none"> <li>• KWL p. 15</li> <li>• Read Story p. 16</li> <li>• What I Learned (Objective Questions) p. 17</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p>“<b>My New Bike</b>” continued</p> <ul style="list-style-type: none"> <li>• Review Correspondence</li> <li>• Prewriting p. 18</li> <li>• Write a Letter p. 19</li> <li>• Picture Comprehension p. 20</li> </ul> <p>.....</p> <p>Oral Reading and Discussion of Responses</p>

# Book 1-1 - Month 2

WEEK 1	DAY 1	DAY 2
<b>Science</b>	<p>Science: “<b>The Sun</b>” pp. 23-28</p> <ul style="list-style-type: none"> <li>• KWL p. 23</li> <li>• Read Story p. 24</li> <li>• What I Learned (Objective Questions) p. 25</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p>“<b>The Sun</b>” continued</p> <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Prewriting p. 26</li> <li>• Writing (Essay) p. 27</li> <li>• Picture Comprehension p. 28</li> </ul> <p>.....</p> <p>Discuss/Justify Answers</p>
<b>Poetry</b> <b>Study Skill</b>	<p>Poem: “<b>Dodge Ball</b>” pp. 29-32</p> <ul style="list-style-type: none"> <li>• KWL p. 29</li> <li>• Read and Discuss Poem p. 30</li> <li>• What I Learned (Objective Questions) p. 31</li> <li>• Using the Information (Short Response Questions) p. 32</li> </ul> <p>.....</p> <p>Review Poem Discuss/Justify Answers</p>	<p><u>Study Skill: Reading a Poster</u> pp. 21-22</p> <ul style="list-style-type: none"> <li>• Read Information p. 21</li> <li>• What I Learned (Fill-In Answers) p. 22</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>
<b>Listening Comprehension</b>	<p>Listening: “<b>The Boy and the Candy</b>” pp. 33-36</p> <ul style="list-style-type: none"> <li>• Active Listening Skills p. 33</li> <li>• Teacher Reads Story TM p. 4</li> <li>• What I Learned (Objective Questions) p. 34</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p>“<b>The Boy and the Candy</b>” continued</p> <ul style="list-style-type: none"> <li>• Teacher Rereads TM p. 4</li> <li>• Using the Information (Short Response Questions) p. 35</li> <li>• Picture Comprehension p. 36</li> </ul> <p>.....</p> <p>Oral Reading and Discussion of Responses</p>
<b>Biography</b>	<p><u>Biography: “Jackie Robinson”</u> pp. 37-42</p> <ul style="list-style-type: none"> <li>• KWL p. 37</li> <li>• Read Story p. 38</li> <li>• What I Learned (Objective Questions) p. 39</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p>“<b>Jackie Robinson</b>” continued</p> <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Prewriting p. 40</li> <li>• Writing (Essay) p. 41</li> <li>• Picture Comprehension p. 42</li> </ul> <p>.....</p> <p>Oral Reading and Discussion of Responses</p>

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 1-2 - Month 3

WEEK 1	DAY 1	DAY 2
<p><b>Poetry</b></p>	<p><u>Poem:</u> <b>“The Playground”</b> pp. 1-4</p> <ul style="list-style-type: none"> <li>• Introduce KWL p. 1</li> <li>• Read and Discuss Poem p. 2</li> <li>• What I Learned (Objective Questions) p. 3</li> </ul> <p>.....</p> <p>Review Poem Discuss/Justify Answers</p>	<p><b>“The Playground”</b> continued</p> <ul style="list-style-type: none"> <li>• Reread Poem</li> <li>• Introduce Short Response Questions</li> <li>• Using the Information (Short Response Questions) p. 4</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>
WEEK 2	DAY 1	DAY 2
<p><b>Social Studies</b></p>	<p><u>Social Studies:</u> <b>“Up in a Balloon”</b> pp. 5-12</p> <ul style="list-style-type: none"> <li>• KWL p. 5</li> <li>• Read Story pp. 6-7</li> <li>• What I Learned (Objective Questions) p. 8</li> <li>• Using the Information (Short Response Questions) p. 9</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p><b>“Up in a Balloon”</b> continued</p> <ul style="list-style-type: none"> <li>• Prewriting p. 10</li> <li>• Writing p. 11</li> <li>• Oral Reading and Discussion of Responses</li> <li>• Picture Comprehension p. 12</li> </ul> <p>.....</p> <p>Discuss/Justify Answers</p>
WEEK 3	DAY 1	DAY 2
<p><b>Biography</b></p>	<p><u>Biography:</u> <b>“Johnny Appleseed”</b> pp. 13-20</p> <ul style="list-style-type: none"> <li>• KWL p. 13</li> <li>• Read Story pp. 14-15</li> <li>• What I Learned (Objective Questions) p. 16</li> <li>• Using the Information (Short Response Questions) p. 17</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p><b>“Johnny Appleseed”</b> continued</p> <ul style="list-style-type: none"> <li>• Flow Chart pp. 18-19</li> <li>• Oral Reading and Discussion of Responses</li> <li>• Picture Comprehension p. 20</li> </ul> <p>.....</p> <p>Discuss/Justify Answers</p>
WEEK 4	DAY 1	DAY 2
<p><b>Listening Comprehension</b></p>	<p><u>Listening:</u> <b>“The Wind and the Sun”</b> pp. 21-24</p> <ul style="list-style-type: none"> <li>• Active Listening Skills p. 21</li> <li>• Teacher Reads Story TM p. 5</li> <li>• What I Learned (Objective Questions) p. 22</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p><b>“The Wind and the Sun”</b> continued</p> <ul style="list-style-type: none"> <li>• Teacher Rereads, TM p. 5</li> <li>• Using the Information (Short Response Questions) p. 23</li> <li>• Picture Comprehension p. 24</li> </ul> <p>.....</p> <p>Oral Reading and Discussion of Responses</p>



# Book 1-2 - Month 4

WEEK 1	DAY 1	DAY 2
<b>Science</b>	<p><u>Science: “A Tall, Tall Plant”</u> pp. 27-34</p> <ul style="list-style-type: none"> <li>• KWL p. 27</li> <li>• Read pp. 28-29</li> <li>• What I Learned (Objective Questions) p. 30</li> <li>• Using the Information (Short Response Questions) p. 31</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p>“A Tall, Tall Plant” continued</p> <ul style="list-style-type: none"> <li>• Prewriting p. 32</li> <li>• Writing p. 33</li> <li>• Picture Comprehension p. 34</li> </ul> <p>.....</p> <p>Oral Reading and Discussion of Responses</p>
<b>Poetry</b> <b>Study Skill</b>	<p><u>Poem: “Welcome Back”</u> pp. 35-38</p> <ul style="list-style-type: none"> <li>• KWL p. 35</li> <li>• Read Poem p. 36</li> <li>• What I Learned (Objective Questions) p. 37</li> <li>• Using the Information (Short Response Questions) p. 38</li> </ul> <p>.....</p> <p>Review Poem Discuss/Justify Answers</p>	<p><u>Study Skill: How to Make a Puzzle</u> pp. 25-26</p> <ul style="list-style-type: none"> <li>• Read Directions p. 25</li> <li>• What I Learned (Fill-In Answers) p. 26</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>
<b>Correspondence</b>	<p><u>Correspondence: “Flat Stanley”</u> pp. 39-46</p> <ul style="list-style-type: none"> <li>• KWL p. 39</li> <li>• Read Story pp. 40-41</li> <li>• What I Learned (Objective Questions) p. 42</li> <li>• Using the Information (Short Response Questions) p. 43</li> </ul> <p>.....</p> <p>Review Correspondence Discuss/Justify Answers</p>	<p>“Flat Stanley” continued</p> <ul style="list-style-type: none"> <li>• Prewriting p. 44</li> <li>• Writing (Letter) p. 45</li> <li>• Addressing the Envelope p. 46</li> </ul> <p>.....</p> <p>Oral Reading and Discussion of Responses</p>
<b>Listening Comprehension</b>	<p><u>Listening: “A Flock of Birds”</u> pp. 47-50</p> <ul style="list-style-type: none"> <li>• Active Listening Skills p. 47</li> <li>• Teacher Reads Story TM p. 6</li> <li>• What I Learned (Objective Questions) p. 48</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p>“A Flock of Birds” continued</p> <ul style="list-style-type: none"> <li>• Teacher Rereads, TM p. 6</li> <li>• Using the Information (Short Response Questions) p. 49</li> <li>• Picture Comprehension p. 50</li> </ul> <p>.....</p> <p>Oral Reading and Discussion of Responses</p>

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

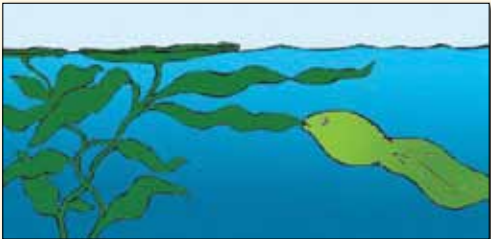
# Books 2-1 and 2-2

## The Bullfrog

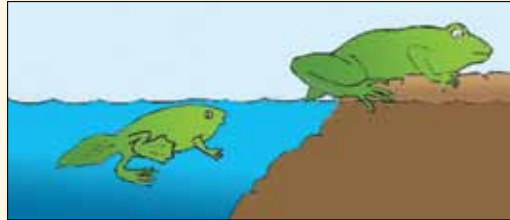
The bullfrog is a very large frog. Some can be as big as a football. It lives on the land. But the mother bullfrog lays her eggs in the water. She lays more than 100 eggs.



In two or three weeks the eggs hatch. The baby swims to a water plant nearby and holds on. Soon it begins to swim around. It eats very small plants. Now it looks like a fish. It is called a tadpole.



The tadpole gets bigger. It starts to grow legs. The tail begins to get smaller. Lungs grow inside its body. Now it can breathe the air. The tadpole comes out of the water. But it is no longer a tadpole. It has changed into a baby bullfrog.



The bullfrog is very good at jumping. It can get away fast when danger is near. It has webs between its toes, so it is a good swimmer, too. The bullfrog eats flies and bugs. It can even eat baby birds and turtles. The bullfrog is one of the biggest frogs around.

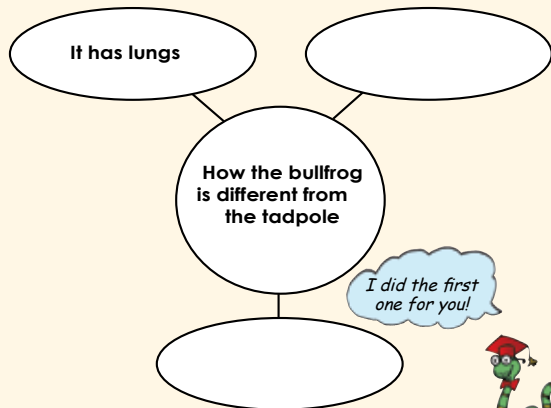


### Sample Lesson Book 2-1

#### Using the Information

Use the information from the story to answer each question.

- The bullfrog looks very different from the tadpole. Fill in the web below to show how.



*I did the first one for you!*

- Tell three things the bullfrog can do.

---



---



---

#### Reading Practice

Read the paragraphs in the boxes below. They have some mistakes in **capital letters** and **punctuation**. There are no mistakes in spelling.

- Find the mistakes.
- Draw a line through each mistake.
- Write the correction above it.

*Remember a period means stop. Telling sentences end with a period.*



My house is near a pond I go there often. Fish and Frogs live in the water. Ducks swim on top of the water. Sometimes I see mice. They live by the pond

I laugh when I see the pond skater It is a funny Bug. It runs across the top of the water. The hair on its belly is like a raincoat. Did you see the bug shake off the water.

**Writing**

The bullfrog changes in many ways as it grows up. Look at the pictures here. Then tell the story of the bullfrog in your own words.



The mother bullfrog \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



The tadpole \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Designing a Flow Chart**

The tadpole changes. It \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



The baby bullfrog \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



The big bullfrog \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Book 2-1 Table of Contents**

- Science:* The Bullfrog
- Poetry:* Lemonade Stand
- Listening Selection:* The Thirsty Crow
- Biography:* Christopher Columbus Was Wrong!
- Study Skill:* Reading a Poster
- Poetry:* Sick Days
- Listening Selection:* The Little Pine Tree
- Narrative:* A Scary Escape
- Fable:* Little Friends Can Be Great Friends
- Study Skills:* Reading a Table of Contents
- Editor's Page

**Book 2-2 Table of Contents**

- Correspondence:* Best Friends
- Listening Selection:* The Fox and the Crow
- Biography:* Thank You, Thomas Edison
- Poetry:* Snowball Wind
- Study Skill:* Make a Pinecone Bird Feeder
- Science:* Face to Face with Barn Owls
- Listening Selection:* The Three Fish
- Poetry:* Crocus
- Fable:* The Country Mouse and the City Mouse
- Study Skill:* The Picture Graph
- Editor's Page to Revise and Edit Student Writing

**Reading**

- KWL Strategy
- Passage dependent higher level objective questions
- Graphic organizers

**Writing**

- The student learns to:
- use the P. O. Q. strategy to answer short response questions.
  - use prewriting graphic organizers
  - respond to factual and open-ended essay questions

**Listening**

Two listening selections per book

# Book 2-1 - Month 1

WEEK 1	DAY 1	DAY 2
<p><b>Science</b></p>	<p><u>Science</u>: “<b>The Bullfrog</b>” pp. 1-8</p> <ul style="list-style-type: none"> <li>• Introduce KWL p. 1</li> <li>• Read Story pp. 2-3</li> <li>• What I Learned (Objective Questions) p. 4</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p>“<b>The Bullfrog</b>” continued</p> <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Using the Information (Short Response Questions) p. 5</li> <li>• Writing (Flow Chart) pp. 6-7</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>
WEEK 2	DAY 1	DAY 2
<p><b>Poetry</b></p>	<p><u>Poem</u>: “<b>Lemonade Stand</b>” pp. 9-14</p> <ul style="list-style-type: none"> <li>• KWL p. 9</li> <li>• Read and Discuss Poem pp. 10-11</li> <li>• What I Learned (Objective Questions) pp. 11-12</li> </ul> <p>.....</p> <p>Discuss/Justify Answers</p>	<p><u>Poem</u>: “<b>Lemonade Stand</b>” continued</p> <ul style="list-style-type: none"> <li>• Review Poem</li> <li>• Using the Information (Short Response Questions) p. 13</li> <li>• Introduce Editing Practice p. 14 Teacher Models Practice</li> <li>• Group Edit: “<b>The Bullfrog</b>” p. 8</li> <li>• Ind. Edit: “<b>Lemonade Stand</b>” p. 14</li> <li>• Discuss Editing Corrections</li> </ul>
WEEK 3	DAY 1	DAY 2
<p><b>Active Listening</b></p>	<p><u>Listening</u>: “<b>The Thirsty Crow</b>” pp. 15-18</p> <ul style="list-style-type: none"> <li>• Introduce Note taking p. 15</li> <li>• Teacher Reads Story TM p. 3</li> <li>• What I Learned (Objective Questions) p. 16</li> <li>• Using the Information (Short Response Questions) p. 17</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>	<p>“<b>The Thirsty Crow</b>” continued</p> <ul style="list-style-type: none"> <li>• Teacher Rereads, TM p. 3</li> <li>• Writing (Essay) p. 18</li> <li>• Introduce Editor’s Page pp. 58-59</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>
WEEK 4	DAY 1	DAY 2
<p><b>Study Skill</b></p>	<p><u>Study Skill</u>: <b>Reading Posters</b> pp. 27-28</p> <ul style="list-style-type: none"> <li>• Read and Discuss</li> <li>• What I Learned (Fill-In Answers) p. 28</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>	

# Book 2-1 - Month 2

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Biography</b>	<u>Biography</u> : “Christopher Columbus Was Wrong!” pp. 19-26 <ul style="list-style-type: none"> <li>• KWL p. 19</li> <li>• Read Story pp. 20-21</li> <li>• What I Learned (Objective Questions) p. 22</li> </ul> ..... Discuss/Evaluate Responses	<b>“Christopher Columbus Was Wrong!”</b> continued <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Using the Information (Short Response Questions) p. 23</li> </ul> ..... Discuss/Evaluate Responses
<b>Biography (continued)</b>	<b>“Christopher Columbus Was Wrong!”</b> continued <ul style="list-style-type: none"> <li>• Prewriting with Graphic Organizer p. 24</li> <li>• Writing (Essay) p. 25</li> </ul>	<b>“Christopher Columbus Was Wrong!”</b> continued <ul style="list-style-type: none"> <li>• Editing Practice p. 26</li> <li>• Discuss Editing Corrections</li> <li>• Introduce Editor’s Page pp. 58-59</li> <li>• Revise and Edit News Article p. 25</li> </ul> ..... Discuss/Evaluate Responses
<b>Poetry</b>	<u>Poem</u> : “Sick Days” pp. 29-34 <ul style="list-style-type: none"> <li>• KWL p. 29</li> <li>• Read and Discuss Poem p. 30</li> <li>• What I Learned (Objective Questions) pp. 31-32</li> </ul>	<u>Poem</u> : “Sick Days” pp. 29-34 <ul style="list-style-type: none"> <li>• Using the Information (Short Response Questions) p. 33</li> <li>• Editing Practice p. 34</li> </ul> ..... Discuss/Evaluate Responses Discuss Editing Corrections
<b>Study Skill</b>	<u>Study Skill</u> : Reading a Table of Contents pp. 55-57 <ul style="list-style-type: none"> <li>• Read and Discuss Table of Contents p. 55</li> <li>• What I Learned (Fill-In Answers) pp. 56-57</li> </ul> ..... Discuss/Evaluate Responses	

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 2-1 - Month 3

WEEK 1	DAY 1	DAY 2
<p><b>Listening</b></p>	<p><u>Listening</u>: “<b>The Little Pine Tree</b>” pp. 35-38</p> <ul style="list-style-type: none"> <li>• Teacher Reads Story, TM p. 4</li> <li>• Note taking p. 35</li> <li>• What I Learned (Objective Questions) p. 36</li> <li>• Using the Information (Short Response Questions) p. 37</li> </ul> <p>..... Discuss/Evaluate Responses</p>	<p>“<b>The Little Pine Tree</b>” continued</p> <ul style="list-style-type: none"> <li>• Teacher Rereads, TM p. 4</li> <li>• Writing (Essay) p. 38</li> <li>• Revise and Edit (Editor’s Page) pp. 58-59</li> </ul> <p>..... Discuss/Evaluate Responses</p>
WEEK 2	DAY 1	DAY 2
<p><b>Personal Narrative</b></p>	<p><u>Personal Narrative</u>: “<b>A Scary Escape</b>” pp. 39-46</p> <ul style="list-style-type: none"> <li>• KWL p. 39</li> <li>• Read Story pp. 40-41</li> <li>• What I Learned (Objective Questions) pp. 41-42</li> <li>• Using the Information (Short Response Questions) p. 43</li> </ul> <p>..... Discuss/Evaluate Responses</p>	<p>“<b>A Scary Escape</b>” continued</p> <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Prewriting with Graphic Organizer p. 44</li> <li>• Writing (Essay) p. 45</li> <li>• Revise and Edit (Editor’s Page) pp. 58-59</li> <li>• Discuss/Evaluate Responses</li> <li>• Editing Practice p. 46</li> <li>• Discuss/Evaluate Editing Corrections</li> </ul>
WEEK 3	DAY 1	DAY 2
<p><b>Fable</b></p>	<p><u>Fable</u>: “<b>Little Friends</b>” pp. 47-54</p> <ul style="list-style-type: none"> <li>• KWL p. 47</li> <li>• Read Story pp. 48-49</li> <li>• What I Learned (Objective Questions) p. 50</li> <li>• Using the Information (Short Response Questions) p. 51</li> </ul>	<p><u>Fable</u>: “<b>Little Friends</b>” continued</p> <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Prewriting with Graphic Organizer p. 52</li> <li>• Writing (Essay) p. 53</li> <li>• Revise and Edit (Editor’s Page) pp. 58-59</li> <li>• Discuss/Evaluate Responses</li> <li>• Editing Practice p. 54</li> <li>• Discuss/Evaluate Editing Corrections</li> </ul>
WEEK 4	DAY 1	DAY 2
<p><b>Study Skill</b></p>	<p><u>Study Skill</u>: <b>Pinecone Bird Feeder</b> pp. 27-28</p> <ul style="list-style-type: none"> <li>• Read Directions p. 27</li> <li>• What I Learned (Fill-In Answers) p. 28</li> </ul> <p>..... Discuss/Evaluate Responses</p>	

# Book 2-2 - Month 4

WEEK 1	DAY 1	DAY 2
<b>Correspondence</b>	<p><u>Correspondence: “Best Friends”</u> pp. 1-8</p> <ul style="list-style-type: none"> <li>• Introduce KWL p. 1</li> <li>• Read Story pp. 2-3</li> <li>• What I Learned (Objective Questions) p. 4</li> <li>• Using the Information (Short Response Questions) p. 5</li> </ul> <p>.....</p> <p>Review Story Discuss/Justify Answers</p>	<p><b>“Best Friends”</b> continued</p> <ul style="list-style-type: none"> <li>• Review Correspondence</li> <li>• Prewriting with Graphic Organizer p. 6</li> <li>• Writing (Essay) p. 7</li> <li>• Revise &amp; Edit (Editor’s Page) pp. 59-60</li> <li>• Discuss/Evaluate Responses</li> <li>• Editing Practice p. 8</li> <li>• Discuss Editing Corrections</li> </ul>
<b>Listening</b>	<p><u>Listening: “The Fox and the Crow”</u> pp. 9-12</p> <ul style="list-style-type: none"> <li>• Introduce: Note taking p. 9</li> <li>• Teacher Reads Story, TM p. 5</li> <li>• What I Learned (Objective Questions) p. 10</li> <li>• Using the Information (Short Response Questions) p. 11</li> </ul> <p>.....</p> <p>Discuss/Justify Answers</p>	<p><b>“The Fox and the Crow”</b> continued</p> <ul style="list-style-type: none"> <li>• Teacher Rereads, TM p. 5</li> <li>• Writing (Essay) p. 12</li> <li>• Revise and Edit (Editor’s Page) pp. 59-60</li> </ul> <p>.....</p> <p>Discuss/Justify Answers</p>
<b>Biography</b>	<p><u>Biography: “Thank You, Thomas Edison”</u> pp. 13-20</p> <ul style="list-style-type: none"> <li>• KWL p. 13</li> <li>• Read Story pp. 14-15</li> <li>• What I Learned (Objective Questions) p. 16</li> <li>• Using the Information (Short Response Questions) p. 17</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>	<p><b>“Thank You, Thomas Edison”</b> continued</p> <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Prewriting with Graphic Organizer p. 18</li> <li>• Writing (Essay) p. 19</li> <li>• Revise and Edit (Editor’s Page) pp. 59-60</li> <li>• Discuss/Evaluate Responses</li> <li>• Editing Practice p. 20</li> <li>• Discuss Editing Corrections</li> </ul>
<b>Study Skill</b>	<p><u>Study Skill: The Picture Graph</u> pp. 57-58</p> <ul style="list-style-type: none"> <li>• Read Directions p. 57</li> <li>• What I Learned (Fill-In Answers) p. 58</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>	

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 2-2 - Month 5

WEEK 1	DAY 1	DAY 2
<b>Poetry</b>	<p>Poem: <b>“Snowball Wind”</b> pp. 21-26</p> <ul style="list-style-type: none"> <li>• KWL p. 21</li> <li>• Read and Discuss Poem p. 22</li> <li>• What I Learned (Objective Questions) pp. 23-24</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>	<p><b>“Snowball Wind”</b> continued</p> <ul style="list-style-type: none"> <li>• Review Poem</li> <li>• Using the Information (Short Response Questions) p. 25</li> <li>• Editing Practice p. 26</li> </ul>
<b>Science</b>	<p>Biography: <b>“Face to Face”</b> pp. 29-36</p> <ul style="list-style-type: none"> <li>• KWL p. 29</li> <li>• Read Story pp. 30-31</li> <li>• What I Learned (Objective Questions) p. 32</li> <li>• Using the Information (Short Response Questions) p. 33</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>	<p><b>“Face to Face”</b> continued</p> <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Prewriting with Graphic Organizer p. 34</li> <li>• Writing (Essay) p. 35</li> <li>• Revise and Edit (Editor’s Page) pp. 59-60</li> <li>• Discuss/Evaluate Responses</li> <li>• Editing Practice p. 36</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>
<b>Listening</b>	<p>Listening: <b>“The Three Fish”</b> pp. 37-40</p> <ul style="list-style-type: none"> <li>• Teacher Reads Story, TM p. 6</li> <li>• Note taking p. 37</li> <li>• What I Learned (Objective Questions) p. 38</li> <li>• Using the Information (Short Response Questions) p. 39</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>	<p><b>“The Three Fish”</b> continued</p> <ul style="list-style-type: none"> <li>• Teacher Rereads, TM p. 6</li> <li>• Writing (Essay) p. 40</li> <li>• Revise and Edit (Editor’s Page) pp. 59-60</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>
<b>Poetry</b>	<p>Poem: <b>“Crocus”</b> pp. 41-46</p> <ul style="list-style-type: none"> <li>• KWL p. 41</li> <li>• Read and Discuss Poem p. 42</li> <li>• What I Learned (Objective Questions) pp. 43-44</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>	<p><b>“Crocus”</b> continued</p> <ul style="list-style-type: none"> <li>• Review Poem</li> <li>• Using the Information (Short Response Questions) p. 45</li> <li>• Editing Practice p. 46</li> </ul> <p>.....</p> <p>Discuss/Editing Corrections</p>



# Book 2-2 - Month 6

WEEK 1	DAY 1	DAY 2
<p><b>Fable</b></p>	<p>Fable: “The Country Mouse and the City Mouse” pp. 47-56</p> <ul style="list-style-type: none"> <li>• KWL p. 47</li> <li>• Read Story pp. 48-51</li> <li>• What I Learned (Objective Questions) p. 52</li> <li>• Using the Information (Short Response Questions) p. 53</li> </ul>	<p>“The Country Mouse and the City Mouse” continued</p> <ul style="list-style-type: none"> <li>• Review Story</li> <li>• Prewriting with Graphic Organizer p. 54</li> <li>• Writing (Essay) p. 55</li> <li>• Revise and Edit (Editor’s Page) pp. 59-60</li> <li>• Editing Practice p. 56</li> </ul> <p>.....</p> <p>Discuss/Evaluate Responses</p>

WEEK 2
<p style="text-align: center;"><b>Assess individual student strengths and weaknesses.</b></p> <p style="text-align: center;"><b>Remediate areas of difficulty using appropriate units in Taking the High Road to Reading, Writing, and Listening Level 1-2 Book.</b></p>

# Book 3

A Social Studies Article

## Laugh with Lincoln

### What I Know

Circle the correct answer.

- Abraham Lincoln was \_\_\_\_\_.
  - the 16<sup>th</sup> president of the U.S.
  - a famous inventor
- The Civil War was a fight in which \_\_\_\_\_.
  - Americans were fighting each other
  - the U.S. and England were at war
- A "prank" is \_\_\_\_\_.
  - a playful trick
  - a mean thing



### What I Want to Know

(✓ Check all that you want to know.)

- What did Abraham Lincoln do?
- What did Lincoln say that was funny?
- \_\_\_\_\_

1. Abraham Lincoln was the 16th president of the U.S.  
 2. The Civil War was a fight in which Americans were fighting each other.  
 3. A "prank" is a playful trick.

ANSWER BOX

## Laugh with Lincoln

by Gale Sypher Jacob

Did you know America had a president who was famous for playing pranks and making jokes? Abraham Lincoln—the 16th President—used his quick wit to make people laugh.

wit = sense of humor

Even as a boy, Abe thought about pranks and jokes. When he was about sixteen, he wrote:

*Abraham Lincoln  
 his hand and pen  
 he will be good but  
 God knows when*

A few years later, he played a practical joke at home. By that time, Abe was almost six feet, four inches tall. His stepmother teased him gently about his height. She told him he'd better keep his head clean or she'd have to scrub her whitewashed ceiling.

practical joke = trick or prank



whitewash = a watery mixture, like paint, used to make walls white

One day his stepmother was away. Abe spotted two barefoot boys playing near a mud puddle. He decided to play a joke. Abe asked the children to walk through the puddle, squishing the mud between their toes. Then Abe told them his plan. One by one, he picked up the boys and carried them into the house.

Abe turned them upside down. He told each child to press his muddy feet onto the whitewashed ceiling. They "walked" across the ceiling, leaving a trail of gooey brown footprints. When his stepmother returned, she laughed. Abe covered the ceiling with new whitewash that same day.

Once, while visiting someone's house, President Lincoln took off his high stovepipe hat. He left it on a chair. Later he returned to claim his hat. He discovered that a lady had sat on it. When she stood up, she saw that she had ruined the President's hat. Lincoln could have been angry. But he bowed to her. Then he picked up his squashed hat. He said, "Madam, I could have told you that my hat wouldn't fit you before you tried it on!"

stovepipe hat = a man's tall silk hat



Americans remember Abraham Lincoln for his wise leadership during the Civil War and for freeing the slaves. We also remember him for his humor.

### What I Learned

Circle the letter next to the correct answer.

- This story is MAINLY about:
  - Lincoln's wish to free the slaves
  - Abe Lincoln's childhood
  - how Lincoln tricked his stepmother
  - the funny side of a president
- This article probably came from a:
  - fiction book
  - book about presidents
  - news story
  - joke book
- Why did Abe paint the ceiling with new whitewash?
  - He didn't want the boys to be punished.
  - His stepmother made him do it.
  - He had caused the mess.
  - His father was too sick to do it.

Continue...

### What I Learned

- About how old was Lincoln when he played a trick on his stepmother?
  - 8 years old
  - 16 years old
  - 19 years old
  - 29 years old
- How do you think the lady felt when she first saw Lincoln's hat?
  - pleased
  - shy
  - angry
  - embarrassed
- How would his stepmother know that Abe had not "walked" across the ceiling?
  - People walk on the ground.
  - The footprints were not big enough.
  - Abe would never tell a lie.
  - She knew about the bad boys next door.
- Read these lines from the story.  
**Abraham Lincoln, his hand and pen,  
 he will be good but, God knows when**  
 These lines were written by Abe Lincoln. They show that:
  - people thought Lincoln was bad
  - he hoped to become a good person
  - he knew he did naughty things
  - he said his prayers each night
- What did Lincoln's stepmother mean when she told him to keep his head clean?
  - He was so tall that his head almost touched the ceiling.
  - She was teasing because he never liked to wash.
  - Abe hardly had any hair on his head.
  - She was afraid that he would get lice.

For Editing Practice, please go to page 92.

Critical Thinking Questions

**Editing Practice**

Practice your editing skills below after completing the lesson on pages 31 – 34.

**Laugh with Lincoln**

Here are two paragraphs a student wrote about Abraham Lincoln. They have some mistakes in **capital letters** and **punctuation**. Some sentences have no mistakes. There are no mistakes in spelling.

- Find the mistakes.
- Draw a line through each mistake.
- Write the correction above it.



Abraham Lincoln and his family moved across the ohio river to Indiana. He was eight years old. His father said, "help me build a log cabin." Many years later, he would become president Abraham Lincoln.

When he grew up, Lincoln became a lawyer. He practiced law in illinois. Do you think he needed a place to keep his papers handy. He surely did. He thought and thought about it. Then lincoln tucked them into his tall black hat.

**Book 3 Table of Contents**

**Unit 1: Reading**

**Test Taking Skills for Multiple Choice Questions**

*Poetry:* The Keeper of Dreams

*Biography:* Young Jimmy Carter

*Fable:* The Boy Who Cried Wolf

*Poetry:* The Sparrow

*Narrative:* Snakebite

*How-To Article:* Diwali Lights

*Social Studies:* Laugh with Lincoln

*Poetry:* Why Such a Hurry?

**Unit 2: Listening**

**How to Answer Short Response Questions**

**Listening Selections**

*Fiction:* The Little Boy's Secret

*Social Studies:* Mansaf and the Cranberry Sauce

*Folktale:* The Lazy Gardener

*Sports:* Peach Basketball

**Unit 3: Writing**

**Tips for Answering Essay Questions**

*Fiction:* A Good Sign

*Science:* The Emperor Penguin

*Fable:* The Trip to Town

**Unit 4: Editing Practice**

**Rules for Capitalization and Punctuation**

**Unit 5: End-of-Book Test**

*Correspondence:* Pen Pal Letters

*Poetry:* The Laundromat

*Science:* Sharks! Strange and Wonderful

*Folktale:* King Midas

*Biography:* Mary McLeod Bethune

**Editor's Page to Revise and Edit Student Writing**

**Reading**

KWL Strategy

Passage dependent higher level objective questions

Graphic organizers

Test taking strategies

**Writing**

Students:

- respond to selections from various genres
- use graphic organizers to plan essays
- use writing guides and strategies

**Listening**

Four listening selections

One End-of-Book Test Listening Selection

**Editing Practice**

- recognize capitalization and punctuation rules
- locate and correct errors in selections that correspond to Unit 1

**End-of-Book Test**

A comprehensive test assesses all skills covered within Book 3.

# Book 3 - Month 1

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
	Unit 1	Unit 1
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Introduce:</b> <b>KWL</b></p>	<p><u>Introduce:</u> KWL p. 3 Teacher Models Practice</p> <p><u>Read:</u> “<b>The Keeper of Dreams</b>” pp. 4-5 <u>Respond:</u> Objective Questions pp. 5-6</p>	<p>Review Story Discuss/Justify Answers</p>
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
	Unit 1	Unit 1
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Introduce:</b> <b>Test Taking</b> <b>Skills for</b> <b>Multiple Choice</b> <b>Questions</b></p>	<p><u>Introduce:</u> Test Taking Skills for Multiple Choice Questions p. 2 Teacher Models Practice</p> <p><u>Read:</u> “<b>Young Jimmy Carter</b>” pp. 7-9 <u>Respond:</u> Objective Questions pp. 9-10</p>	<p>Review Story Discuss/Justify Answers</p>
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
	Unit 4	Unit 4
<p><b>Unit 4</b> <b>EDITING</b></p> <p><b>Introduce:</b> <b>Rules for</b> <b>Capitalization</b> <b>and Punctuation</b></p>	<p><u>Introduce:</u> Rules for Capitalization and Punctuation pp. 84-85 <u>Group Edit:</u> “<b>The Keeper of Dreams</b>” p. 86</p>	<p><u>Independent Edit:</u> “<b>Young Jimmy</b> <b>Carter</b>” p. 87 ..... Discuss and Evaluate Editing Corrections</p>
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
	Unit 1	Unit 1
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Review:</b> <b>Test Taking</b> <b>Skills for</b> <b>Multiple Choice</b> <b>Questions</b></p>	<p><u>Review:</u> Test Taking Skills for Multiple Choice Questions, p. 2 <u>Read:</u> “<b>The Boy Who Cried Wolf</b>” pp. 11-15 <u>Respond:</u> Objective Questions pp. 15-16</p>	<p><u>Edit:</u> “<b>The Boy Who Cried Wolf</b>” p. 88 ..... Discuss/Justify Answers and Editing Corrections</p>

# Book 3 - Month 2

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2</b> <b>LISTENING</b>  <b>Introduce:</b> <b>Note taking</b> <b>with a Graphic</b> <b>Organizer</b>  <b>How to Answer</b> <b>Short Response</b> <b>Questions</b>	<b>Unit 2</b>  <u>Introduce:</u> Note taking, pp. 40-41 Teacher Models Practice <u>Teacher Reads:</u> “The Little Boy’s Secret” TM p. 3 <u>Respond:</u> Note taking pp. 40-41 Objective Questions p. 42 ..... Students Use Notes to Orally Retell Story Discuss/Evaluate Notes and Answers	<b>Unit 2</b>  <u>Introduce:</u> How to Answer Short Response Questions p. 39 Teacher Models Practice <u>Teacher Rereads:</u> “The Little Boy’s Secret” TM p. 3 <u>Respond:</u> Short Response Questions p. 43 <u>Edit:</u> “The Little Boy’s Secret” p. 94 ..... Discuss/Evaluate Responses and Editing Corrections
	<b>Unit 2</b> <b>LISTENING</b>  <b>Practice</b>	<b>Unit 2</b>  <u>Teacher Reads:</u> “Mansaf and the Cranberry Sauce” TM p. 4 <u>Respond:</u> Note taking pp. 44-45 Objective Questions p. 46 ..... Discuss/Evaluate Responses and Editing Corrections
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1</b> <b>READING</b>  <b>Review:</b> <b>Test Taking Skills</b> <b>for Multiple</b> <b>Choice Questions</b>	<b>Unit 1</b>  <u>Review:</u> Test Taking Skills for Multiple Choice Questions, p. 2 <u>Read:</u> “The Sparrow ” pp. 17-18 <u>Respond:</u> Objective Questions pp. 19-20	<b>Unit 1</b>  <u>Edit:</u> “The Sparrow” p. 89 ..... Discuss/Justify Answers and Editing Corrections
	<b>WEEK 4</b>  <p style="text-align: center;"><b>Assess individual student strengths and weaknesses.</b></p> <p style="text-align: center;"><b>Remediate areas of difficulty using similar activities in</b>  <b>Taking the High Road to Reading, Writing, and Listening</b>  <b>Level 2-2 Book.</b></p>	

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 3 - Month 3

WEEK 1	DAY 1	DAY 2
<p style="text-align: center;"><b>Unit 2</b> <b>LISTENING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric for</b> <b>Short Response</b> <b>Questions</b></p>	Unit 2	Unit 2
	<p><u>Teacher Reads:</u> “The Lazy Gardener” TM p. 5</p> <p><u>Respond:</u> Note taking pp. 48-49 Objective Questions p. 50 .....</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>	<p><u>Teacher Rereads:</u> “The Lazy Gardener” TM p. 5</p> <p><u>Respond:</u> Short Response Questions p. 51 <u>Edit:</u> “The Lazy Gardener” p. 96 .....</p> <p><u>Introduce:</u> Scoring Rubric for Short Response Question TM p. 8 Discuss/Evaluate Responses</p>
WEEK 2	DAY 1	DAY 2
<p style="text-align: center;"><b>Unit 1</b> <b>READING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric</b> <b>for Editing</b> <b>Paragraph</b></p>	Unit 1	Unit 1
	<p><u>Read:</u> “Snakebite,” pp. 21-24 <u>Respond:</u> Objective Questions pp. 25-26 <u>Edit:</u> “Snakebite” p. 90</p>	<p><u>Review:</u> “Snakebite,” pp. 21-24 .....</p> <p>Introduce Scoring Rubric for the Editing Paragraph TM p. 11 Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 3	DAY 1	DAY 2
<p style="text-align: center;"><b>Unit 1</b> <b>READING</b></p> <p><b>Practice</b></p>	Unit 1	Unit 1
	<p><u>Read:</u> “Diwali Lights” pp. 27-28 <u>Respond:</u> Objective Questions pp. 29-30 <u>Edit:</u> “Diwali Lights” p. 91</p>	<p><u>Review:</u> “Diwali Lights” pp. 27-28 .....</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 4		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using similar activities in</b> <b>Taking the High Road to Reading, Writing, and Listening</b> <b>Level 2-2 Book.</b></p>		

# Book 3 - Month 4

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Introduce:</b> <b>Tips for</b> <b>Answering</b> <b>Essay</b> <b>Questions</b>	Unit 3  <u>Read:</u> “A Good Sign” pp. 59-62 <u>Respond:</u> Short Response Questions p. 63 ..... <u>Review:</u> Scoring Rubric for Short Response Question TM p. 8 Discuss/Evaluate Responses	Unit 3  <u>Introduce:</u> Tips for Answering Essay Questions p. 58 Teacher Models Practice <u>Respond:</u> Prewriting and Essay pp. 64-66 Editor’s Page pp. 122-123 ..... Discuss/Evaluate Essays
	<b>WEEK 2</b>	<b>DAY 1</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Introduce:</b> <b>Rubric for</b> <b>Scoring Essay</b> <b>Reponses</b>	Unit 3  <u>Read:</u> “The Emperor Penguin” pp. 67-69 <u>Respond:</u> Short Response Questions pp. 70-71 ..... Discuss/Evaluate Short Responses	Unit 3  <u>Reread:</u> “The Emperor Penguin” pp. 67-69 <u>Respond:</u> Prewriting and Essay pp. 72-74 Editor’s Page pp. 122-123 ..... <u>Introduce:</u> Rubric for Scoring Essay Responses TM p. 10 Discuss/Evaluate Essays
	<b>WEEK 3</b>	<b>DAY 1</b>
<b>Unit 2</b> <b>READING</b>  <b>Practice</b>	Unit 1  <u>Read:</u> “Laugh with Lincoln” pp. 31-33 <u>Respond:</u> Objective Questions pp. 33-34 <u>Edit:</u> “Laugh with Lincoln” p. 92	Unit 1  <u>Review:</u> “Laugh with Lincoln” pp. 31-33 ..... Discuss/Evaluate Responses and Editing Corrections
	<b>WEEK 4</b>  <p style="text-align: center;"><b>Assess individual student strengths and weaknesses.</b></p> <p style="text-align: center;"><b>Remediate areas of difficulty using similar activities in Taking the High Road to Reading, Writing, and Listening Level 2-2 Book.</b></p>	

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 3 - Month 5

WEEK 1	DAY 1	DAY 2
<p><b>Unit 1 READING</b></p> <p><b>Review: Test Taking Skills for Multiple Choice Questions</b></p>	Unit 1	Unit 1
	<p><u>Review:</u> Test Taking Skills for Multiple Choice Questions p. 2</p> <p><u>Read:</u> “Why Such a Hurry” pp. 35-36</p> <p><u>Respond:</u> Objective Questions pp. 37-38</p> <p><u>Edit:</u> “Why Such a Hurry” p. 93</p>	<p><u>Review:</u> “Why Such a Hurry” pp. 35-36</p> <p style="text-align: center;">.....</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 2	DAY 1	DAY 2
<p><b>Unit 2 LISTENING</b></p> <p><b>Review: How to Answer Short Response Questions</b></p>	Unit 2	Unit 2
	<p><u>Review:</u> How to Answer Short Response Questions p. 39</p> <p><u>Teacher Reads:</u> “Peach Basketball” TM p. 6</p> <p><u>Respond:</u> Note taking pp. 52-53</p> <p>Objective Questions p. 54</p> <p>Short Response Questions pp. 55-56</p> <p><u>Edit:</u> “Peach Basketball” p. 97</p>	<p><u>Teacher Rereads:</u> “Peach Basketball” TM p. 6</p> <p style="text-align: center;">.....</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 3	DAY 1	DAY 2
<p><b>Unit 3 WRITING</b></p> <p><b>Review: Tips for Answering Essay Questions</b></p>	Unit 3	Unit 3
	<p><u>Review:</u> Tips for Answering Essay Questions p. 58</p> <p><u>Read:</u> “The Trip to Town” pp. 75-78</p> <p><u>Respond:</u> Short Response Questions p. 79</p> <p>Prewriting and Essay pp. 80-82</p> <p>Editor’s Page pp. 122-123</p>	<p><u>Review:</u> “The Trip to Town” pp. 75-78</p> <p style="text-align: center;">.....</p> <p>Discuss/Evaluate Responses</p>
WEEK 4		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using similar activities in Taking the High Road to Reading, Writing, and Listening Level 2-2 Book.</b></p>		



# Book 3 - Month 6

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<u>TEST:</u> Part I Reading and Objective Questions pp. 98-108 “Pen Pal Letters” “The Laundromat” “Sharks! Strange and Wonderful”	<u>Review:</u> All Part I Reading Responses
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<u>TEST:</u> Part II Listening, Objective Questions and Short Response Questions pp. 109-112 <u>Teacher Reads:</u> “King Midas” TM p. 7	<u>Review:</u> All Part II Listening Responses
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<u>TEST:</u> Part III Writing, Short Response Questions, and Essay pp. 113-119 “Mary McLeod Bethune”	<u>Review:</u> All Part III Writing Responses
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<u>TEST:</u> Part IV Editing pp. 120-121	<u>Review:</u> All Part IV Editing Responses

**Note: Teachers may wish to remediate areas of continuing difficulty with individual students using similar activities in Taking the High Road to Reading, Writing, and Listening Level 2-2 Book.**

TM = Teacher’s Manual Estimated length of class is 35-45 minutes



## Leaving the Library

by Audrey B. Baird

Supper time.

Deserted streets.

Stinging winds  
blow leaves  
into fence corners.

Water on the lake  
shivers.

A V of Canada geese  
flies overhead,  
squawking like  
a rusty door.

I pull up my collar,  
stick my book  
inside my windbreaker,  
and lower my head  
into the  
darkening day.

I think of the  
lights on

at home

and start to run,

sleet pushing  
hard  
at my back.

A winter  
jacket  
tomorrow.



RECITE

Recite the problem this poem discusses.

20

## Interpreting Poetry

### Objective Questions

Circle the letter next to the correct answer.

- What time of year does this poem describe?
  - the beginning of winter
  - the end of winter
  - the rainy season
  - Indian summer
- Where are the geese in this poem headed?
  - East, to hibernate
  - South, to a warm climate
  - West, to the ocean
  - North, back home
- Read these words from the poem.  
**Water on the lake shivers**  
What is probably happening?
  - The wind makes the water feel cold.
  - Small ripples cover the surface of the water.
  - Fish are near the top.
  - Boats are racing home.
- Why are the streets deserted?
  - It is late afternoon and cold out.
  - Everyone is working.
  - There is a tornado warning.
  - It is a ghost town.
- Why wasn't the poet wearing warm clothes?
  - It is never cold where she lives.
  - She doesn't have any.
  - She has grown out of them.
  - It is one of the first cold days.

Continue...

21

## Book 4 Table of Contents

### About SQ3R

#### Unit 1: Reading

#### Test Taking Skills for Multiple Choice Questions

*Myth:* Why Do We Call It Thursday?

*Science:* Spying on Snails

*Biography:* Sacajawea Leads the Way

*Poetry:* Leaving the Library

*Correspondence:* A Letter to Lincoln

*Nonfiction:* Amber and the Giant Pumpkin

*Poetry:* The Rose

#### Unit 2: Listening

#### How to Answer Short Response Questions

#### Listening Selections

*Science:* The Ridley Watch

*Narrative:* Stacey Visits an Offshore Oil Rig

*Folktale:* Troll Trouble

*Fiction:* In the Shadow of an Eagle

#### Unit 3: Writing

#### Tips for Answering Essay Questions

*Poetry:* Different & Differences

*Dialogue:* A Talk with Jane Yolen

*Science:* A Tale of Tails

*Folktale:* How the Bear Lost Its Tail

#### Unit 4: Editing Practice

#### Rules for Capitalization, Punctuation, and Usage

#### Unit 5: End-of-Book Test

*Fiction:* A Once-in-a-Lifetime Experience

*Social Studies:* The Boston Tea Party

*Recipe:* Special K Bars

*Folktale:* The Ungrateful Tiger

*Poetry:* The Bat

*Science:* Bats: Mysterious Creatures of the Night

#### Editor's Page to Revise and Edit Student Writing

# Book 4 - Month 1

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Introduce:</b> <b>SQ3R</b></p>	<p>Unit 1</p>	<p>Unit 1</p>
	<p><u>Introduce:</u> SQ3R, pp. vi-vii Teacher Models Practice <u>Practice:</u> SQ3R with “<b>Why Do We Call It Thursday?</b>” pp. 1-3</p>	<p><u>Read:</u> “<b>Why Do We Call It Thursday?</b>” pp. 1-3 <u>Respond:</u> Objective Questions pp. 4-6 ..... Review Story Discuss/Justify Answers</p>
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Introduce:</b> <b>Test Taking Skills for Multiple Choice Questions</b></p>	<p>Unit 1</p>	<p>Unit 1</p>
	<p><u>Introduce:</u> Test Taking Skills, p. x Teacher Models Practice <u>Read:</u> “<b>Spying on Snails</b>” pp. 7-9 ..... Summarize/Review Facts</p>	<p><u>Review:</u> “<b>Spying on Snails</b>” pp. 7-9 <u>Respond:</u> Objective Questions pp. 10-12 ..... Review Story Discuss/Justify Answers</p>
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 4</b> <b>EDITING</b></p> <p><b>Introduce:</b> <b>Rules for Editing</b></p>	<p>Unit 4</p>	<p>Unit 4</p>
	<p><u>Introduce:</u> Rules for Editing pp. 87-88 <u>Group Edit:</u> “<b>Why Do We Call It Thursday?</b>” p. 89</p>	<p><u>Independent Edit:</u> “<b>Spying On Snails</b>” p. 90 ..... Discuss/Evaluate Editing Corrections</p>
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Review:</b> <b>Test Taking Skills for Multiple Choice Questions</b></p>	<p>Unit 1</p>	<p>Unit 1</p>
	<p><u>Review:</u> Test Taking Skills p. x <u>Read:</u> “<b>Sacajawea Leads the Way</b>” pp. 13-15 <u>Respond:</u> Objective Questions pp. 16-18</p>	<p><u>Edit:</u> “<b>Sacajawea Leads the Way</b>” p. 91 ..... Discuss/Justify Answers Editing Corrections</p>

# Book 4 - Month 2

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2 LISTENING</b>  <b>Introduce: Note taking with a Graphic Organizer</b>  <b>How to Answer Short Response Questions</b>	Unit 2	Unit 2
	<u>Introduce:</u> Note taking, pp. 41-42 Teacher Models Practice <u>Teacher Reads:</u> “Ridley Watch” TM p. 3 <u>Respond:</u> Note taking pp. 41-42 Students use notes to retell story ..... Discuss/Evaluate Notes	<u>Introduce:</u> How to Answer Short Response Questions pp. 39-40 Teacher Models Practice <u>Teacher Rereads:</u> “Ridley Watch” TM p. 3 <u>Respond:</u> Short Response Questions pp. 43-44 ..... Discuss/Evaluate Responses
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2 LISTENING</b>  <b>Introduce: Tips for Answering Essay Questions</b>	Unit 2	Unit 2
	<u>Introduce:</u> Tips for Answering Essay Questions p. 66 Teacher Models Practice <u>Review:</u> Students’ Notes <u>Respond:</u> Essay pp. 45-46 Editor’s Page pp. 130-131	Discuss/Evaluate Responses
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1 READING</b>  <b>Review: SQ3R</b>	Unit 1	Unit 1
	<u>Review:</u> SQ3R, pp. vi-vii <u>Read:</u> “Leaving the Library” pp. 19-20 <u>Respond:</u> Objective Questions pp. 21-22	<u>Edit:</u> “Leaving the Library” p. 92 ..... Discuss/Justify Answers Editing Corrections
<b>WEEK 4</b>		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 3 Book.</b></p>		

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 4 - Month 3

WEEK 1	DAY 1	DAY 2
<p><b>Unit 2</b> <b>LISTENING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric for Short Response Questions</b></p> <p><b>Scoring Rubric for Essays</b></p>	Unit 2	Unit 2
	<p><u>Teacher Reads:</u> “Stacy Visits an Offshore Oil Rig” TM p. 4</p> <p><u>Respond:</u> Note taking p. 47-48 Short Response Questions pp. 49-50 .....</p> <p><u>Introduce:</u> Scoring Rubric for Short Response Questions TM p. 8 Discuss/Evaluate Responses</p>	<p><u>Review:</u> Tips for Answering Essay Questions, p. 66</p> <p><u>Teacher Rereads:</u> “Stacy Visits an Offshore Oil Rig” TM p. 4</p> <p><u>Respond:</u> Essay pp. 51-52 Editor’s Page pp. 130-131 .....</p> <p><u>Introduce:</u> Scoring Rubric for Essays TM p. 10 Discuss/Evaluate Responses</p>
WEEK 2	DAY 1	DAY 2
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric for Editing</b></p>	Unit 1	Unit 1
	<p><u>Review:</u> Test Taking Skills, p. x</p> <p><u>Read:</u> “Letter to Lincoln” pp. 23-25</p> <p><u>Respond:</u> Objective Questions pp. 26-28</p> <p><u>Edit:</u> “Letter to Lincoln” p. 93</p>	<p><u>Introduce:</u> Scoring Rubric for Editing Practice TM p. 12</p> <p>Discuss/Evaluate Responses</p> <p>Editing Corrections</p>
WEEK 3	DAY 1	DAY 2
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Practice</b></p>	Unit 1	Unit 1
	<p><u>Read:</u> “Amber and the Giant Pumpkin” pp. 29-31</p> <p><u>Respond:</u> Objective Questions pp. 32-34</p> <p><u>Edit:</u> “Amber and the Giant Pumpkin” p. 94</p>	<p>Discuss/Evaluate Responses</p> <p>Editing Corrections</p>
WEEK 4		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 3 Book.</b></p>		

# Book 4 - Month 4

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Review:</b> <b>How to Answer</b> <b>Short Response</b> <b>Questions</b>  <b>Scoring Rubric</b> <b>for the</b> <b>Short Response</b> <b>Questions</b>	<b>Unit 3</b>  <u>Review:</u> How to Answer Short Response Questions pp. 39-40 <u>Read:</u> “Different and Differences” pp. 67-69 “A Talk with Jane Yolen” pp. 71-72 <u>Respond:</u> Short Response Questions pp. 70, 73	<b>Unit 3</b>  <u>Review:</u> Scoring Rubric for the Short Response Question TM p. 8 Discuss/Evaluate Responses
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Review:</b> <b>Tips for</b> <b>Answering</b> <b>Essay</b> <b>Questions</b>	<b>Unit 3</b>  <u>Review:</u> Tips for Answering Essay Questions p. 66 <u>Respond:</u> Prewriting and Essay pp. 74-76 Editor’s Page pp. 130-131	<b>Unit 3</b>  <u>Review:</u> Rubric for Scoring Essay Responses TM p. 10 Discuss/Evaluate Essays
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2</b> <b>LISTENING</b>  <b>Practice</b>	<b>Unit 2</b>  <u>Teacher Reads:</u> “Troll Trouble” TM p. 5 <u>Respond:</u> Note taking pp. 53-54 Short Response Questions pp. 55-56	<b>Unit 2</b>  Review Notes Essay pp. 57-58 ..... Discuss/Evaluate Responses
<b>WEEK 4</b>		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 3 Book.</b></p>		

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 4 - Month 5

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Review:</b> <b>Test Taking</b> <b>Skills for Multiple</b> <b>Choice</b> <b>Questions</b></p>	<p>Unit 1</p>	<p>Unit 1</p>
	<p><u>Review:</u> Test Taking for Multiple Choice Questions p. x <u>Read:</u> “The Rose” pp. 35-36 <u>Respond:</u> Objective Questions pp. 37-38</p>	<p><u>Edit:</u> “The Rose” p. 95 Discuss/Evaluate Responses Editing Corrections</p>
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 2</b> <b>LISTENING</b></p> <p><b>Review:</b> <b>How to Answer</b> <b>Short Response</b> <b>Questions</b></p>	<p>Unit 2</p>	<p>Unit 2</p>
	<p><u>Review:</u> How to Answer Short Response Questions pp. 39-40 <u>Teacher Reads:</u> “In the Shadow of an Eagle” TM p. 6 <u>Respond:</u> Note taking pp. 59-60 Short Responses pp. 61-62 Essay pp. 63-64 Editor’s Page pp. 130-131</p>	<p>Discuss/Evaluate Responses</p>
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 3</b> <b>WRITING</b></p> <p><b>Review:</b> <b>Tips for</b> <b>Answering</b> <b>Essay</b> <b>Questions</b></p>	<p>Unit 3</p>	<p>Unit 3</p>
	<p><u>Read:</u> “A Tale of Tails” pp. 77-78 “How the Bear Lost Its Tail” pp. 80-81 <u>Respond:</u> Short Response Questions pp. 79, 82 Prewriting &amp; Essay pp. 83-85 Editor’s Page pp. 130-131 ..... Discuss/Evaluate Responses</p>	<p><u>Reread:</u> “A Tale of Tails” pp. 77-78 “How the Bear Lost Its Tail” pp. 80-81 ..... Discuss/Evaluate Responses and Essays</p>
<b>WEEK 4</b>		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 3 Book.</b></p>		



# Book 4 - Month 6

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST</u>: Part I Reading and Objective Questions pp. 97-108            “A Once in a Lifetime Experience”            “The Boston Tea Party”            “Special K Bars”</p>	<p><u>Review</u>: All Part I Reading Responses</p>
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST</u>: Part II Listening, Objective Questions, and Short Response Questions pp. 109-115  <u>Teacher Reads</u>: “The Ungrateful Tiger”            TM p. 7</p>	<p><u>Review</u>: All Part II Listening Responses</p>
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST</u>: Part III Writing, Short Response Questions, and Essay pp. 116-125            “The Bat”            “Bats: Mysterious Creatures of the Night”</p>	<p><u>Review</u>: All Part III Writing Responses</p>
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST</u>: Part IV Editing pp. 127-128</p>	<p><u>Review</u>: All Part IV Editing Responses</p>

**Note: Teachers may wish to remediate areas of continuing difficulty with individual students using parallel units in Taking the High Road to Reading, Writing, and Listening Level 3 Book.**

TM = Teacher’s Manual Estimated length of class is 35-45 minutes





# Book 5 - Month 1

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1 READING</b></p> <p><b>Introduce: SQ3R</b></p>	<p>Unit 1</p> <p><u>Introduce:</u> SQ3R pp. vi-vii Teacher Models Practice Practice SQ3R with “<b>Pedro’s Journal</b>” pp. 1-3 <u>Respond:</u> Objective Questions pp. 4-6</p>	<p>Unit 1</p> <p><u>Read:</u> “<b>Pedro’s Journal</b>” pp. 1-3 <u>Respond:</u> Objective Question pp. 4-6 ..... Review Story Discuss/Justify Answers</p>
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1 READING</b></p> <p><b>Introduce: Test Taking Skills for Multiple Choice Questions</b></p>	<p>Unit 1</p> <p><u>Introduce:</u> Test Taking Skills for Multiple Choice Questions. p. x Teacher Models Practice <u>Read:</u> “<b>Woodman, Spare that Tree</b>” pp. 7-9 <u>Respond:</u> Objective Questions pp. 10-12</p>	<p>Unit 1</p> <p>Review Story Discuss/Justify Answers</p>
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 4 EDITING</b></p> <p><b>Introduce: Editing Rules</b></p>	<p>Unit 4</p> <p><u>Introduce:</u> Editing Rules pp. 88-89 <u>Group Edit:</u> “<b>Pedro’s Journal</b>” p. 90</p>	<p>Unit 4</p> <p><u>Independent Edit:</u> “<b>Woodman Spare that Tree</b>” p. 91 ..... Discuss/Evaluate Editing Corrections</p>
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1 READING:</b></p> <p><b>Review: Test Taking Skills for Multiple Choice Questions</b></p>	<p>Unit 1</p> <p><u>Review:</u> Test Taking Skills p. x <u>Read:</u> “<b>Anastasia: A Memoir</b>” pp. 13-14 <u>Respond:</u> Objective Questions pp. 15-16</p>	<p>Unit 1</p> <p><u>Edit:</u> “<b>Anastasia: A Memoir</b>” p. 92 ..... Discuss/Justify Answers and Editing Corrections</p>

# Book 5 - Month 2

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2</b> <b>LISTENING</b>  <b>Introduce:</b> <b>Note taking</b> <b>with</b> <b>a Graphic</b> <b>Organizer</b>	Unit 2	Unit 2
	<u>Introduce:</u> Note taking pp. 44-45 Teacher Models Practice <u>Teacher Reads:</u> “Nothing Stops Paul Revere” TM p. 3 <u>Respond:</u> Note taking pp. 44-45 Objective Questions pp. 46-47	Discuss/Evaluate Notes Discuss/Justify Responses to Objective Questions
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2</b> <b>LISTENING</b>  <b>Introduce:</b> <b>How to Answer</b> <b>Short Response</b> <b>Questions</b>	Unit 2	Unit 2
	<u>Introduce:</u> How to Answer Short Response Questions pp. 42-43 <u>Teacher Rereads:</u> “Nothing Stops Paul Revere” TM p. 3 <u>Respond:</u> Short Response Questions pp. 48-49 <u>Edit:</u> “Nothing Stops Paul Revere” p. 97	Discuss/Justify Responses and Editing Corrections
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1</b> <b>READING</b>  <b>Review:</b> <b>SQ3R</b>	Unit 1	Unit 1
	<u>Review:</u> SQ3R, pp. vi-vii <u>Read:</u> “Backyard Bird Watching” pp. 17-20 <u>Respond:</u> Objective Questions pp. 20-22 <u>Edit:</u> “Backyard Bird Watching” p. 93	Discuss/Justify Answers and Editing Corrections
<b>WEEK 4</b>		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 4 Book.</b></p>		

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 5 - Month 3

WEEK 1	DAY 1	DAY 2
<p><b>Unit 2</b> <b>LISTENING</b></p> <p><b>Introduce:</b> <b>Note taking</b> <b>with</b> <b>a Graphic</b> <b>Organizer</b></p>	Unit 2	Unit 2
	<p><u>Teacher Reads:</u> “Cheetahs Are Fastest” TM p. 4</p> <p><u>Respond:</u> Note taking pp. 50-51 Objective Questions pp. 52-53 .....</p> <p>Discuss/Evaluate Responses</p>	<p><u>Teacher Rereads:</u> “Cheetahs Are Fastest” TM p. 4</p> <p><u>Respond:</u> Short Response Questions pp. 54-55</p> <p><u>Edit:</u> “Cheetahs Are Fastest” p. 98</p> <p><u>Introduce:</u> Scoring Rubric for the Short Response Questions TM p. 8 .....</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 2	DAY 1	DAY 2
<p><b>Unit 2</b> <b>LISTENING</b></p> <p><b>Introduce:</b> <b>How to Answer</b> <b>Short Response</b> <b>Questions</b></p>	Unit 2	Unit 2
	<p><u>Read:</u> “Hodja-din Visits a Friend” pp. 23-25</p> <p><u>Response:</u> Objective Questions pp. 26-28</p> <p><u>Edit:</u> “Hodja-din Visits a Friend” p. 94</p>	<p><u>Introduce:</u> Scoring Rubric for the Editing Paragraph TM p. 12 .....</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 3	DAY 1	DAY 2
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Review:</b> <b>SQ3R</b></p>	Unit 1	Unit 1
	<p><u>Read:</u> “The Wind” pp. 29-31</p> <p><u>Respond:</u> Objective Questions pp. 32-34</p> <p><u>Edit:</u> “The Wind” p. 95</p>	<p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 4		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in</b> <b>Taking the High Road to Reading, Writing, and Listening</b> <b>Level 4 Book.</b></p>		

# Book 5 - Month 4

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Review:</b> <b>How to Answer</b> <b>Short Response</b> <b>Questions</b>  <b>Scoring Rubric</b> <b>for the</b> <b>Short Response</b> <b>Questions</b>	<b>Unit 3</b>  <u>Review:</u> How to Answer Short Response Questions p. 42 <u>Read:</u> “Rosa Parks’ Famous Bus Ride” pp. 69-72 “The Diary of Rosa Parks” p. 74 <u>Respond:</u> Short Response Questions pp. 73, 75	<b>Unit 3</b>  <u>Review:</u> Scoring Rubric for Short Responses Questions TM p. 8 ..... Discuss/Evaluate Responses
	<b>Unit 3</b> <b>WRITING</b>  <b>Introduce:</b> <b>Tips for</b> <b>Answering Essay</b> <b>Questions</b>  <b>Scoring Rubric for</b> <b>Essay Responses</b>	<b>Unit 3</b>  <u>Introduce:</u> Tips for Answering Essay Questions p. 68 <u>Respond:</u> Prewriting and Essay pp. 76-78 <u>Editor’s Page:</u> pp. 132-133
<b>Unit 2</b> <b>LISTENING</b>  <b>Practice</b>	<b>Unit 2</b>  <u>Teacher Reads:</u> “The Day of the Great Wave” TM p. 5 <u>Response:</u> Note taking pp. 56-57 Objective Questions pp. 58-59 ..... Discuss/Evaluate Responses	<b>Unit 2</b>  <u>Teacher Rereads:</u> “The Day of the Great Wave” TM p. 5 <u>Respond:</u> Short Response Questions pp 60-61 <u>Edit:</u> “The Day of the Great Wave” p. 99 ..... Discuss/Evaluate Responses and Editing Corrections
	<b>WEEK 4</b>  <p style="text-align: center;"><b>Assess individual student strengths and weaknesses.</b></p> <p style="text-align: center;"><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 4 Book.</b></p>	

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 5 - Month 5

WEEK 1	DAY 1	DAY 2
<p style="text-align: center;"><b>Unit 1 READING</b></p> <p><b>Review: Test Taking Skills for Multiple Choice Questions</b></p>	Unit 1	Unit 1
	<p><u>Review:</u> Test Taking Skills for Multiple Choice Questions p. x</p> <p><u>Read:</u> “The Orangutan: Man of the Woods” pp. 35-38</p> <p><u>Respond:</u> Objective Questions pp. 39-40</p> <p><u>Edit:</u> “The Orangutan: Man of the Woods” p. 96</p>	<p><u>Review Story:</u> “The Orangutan: Man of the Woods” pp. 35-38</p> <p style="text-align: center;">.....</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 2	DAY 1	DAY 2
<p style="text-align: center;"><b>Unit 2 LISTENING</b></p> <p><b>Review: How to Answer Short Response Questions</b></p>	Unit 2	Unit 2
	<p><u>Review:</u> How to Answer Short Response Questions p. 42</p> <p><u>Teacher Reads:</u> “Davy Crockett” TM p. 6</p> <p><u>Respond:</u> Note taking pp. 62- 63</p> <p>Objective Questions p. 64</p> <p>Short Response Questions pp. 65-66</p> <p><u>Edit:</u> “Davy Crockett” p. 100</p>	<p><u>Review Story:</u> “Davy Crockett” TM p. 6</p> <p style="text-align: center;">.....</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 3	DAY 1	DAY 2
<p style="text-align: center;"><b>Unit 3 WRITING</b></p> <p><b>Review: Tips for Answering Essay Questions</b></p>	Unit 3	Unit 3
	<p><u>Review:</u> Tips for Answering Essay Questions p. 68</p> <p><u>Read:</u> “Thinking” pp. 79-80</p> <p>“Brad Parks: A Man with Dreams” pp. 82-83</p> <p><u>Respond:</u> Short Response Questions pp. 81, 83</p>	<p><u>Respond:</u> Prewriting and Essay pp. 84-86</p> <p>Editor’s Page pp. 132-133</p> <p style="text-align: center;">.....</p> <p>Discuss/Evaluate Short Response and Essay Responses</p>
WEEK 4		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 4 Book.</b></p>		



# Book 5 - Month 6

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST</u>: Part I Reading and Objective Questions pp. 101-113            “Distant Lights”            “I Wandered Lonely as a Cloud”            “The Legislative Branch: Making the Laws”</p>	<p><u>Review</u>: All Part I Reading Responses</p>
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST</u>: Part II Listening, Objective Questions, and Short Response Questions pp. 115-120  <u>Teacher Reads</u>: “The Secret of the Beautiful Butterflies” TM p. 7</p>	<p><u>Review</u>: All Part II Listening Responses</p>
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST</u>: Part III Writing, Short Response Questions, and Essay pp. 121-129            “The Underground Railroad”            “The Runaway Slave”</p>	<p><u>Review</u>: All Part III Writing Responses</p>
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST</u>: Part IV Editing pp. 130-131</p>	<p><u>Review</u>: All Part IV Editing Responses</p>

**Note: Teachers may wish to remediate areas of continuing difficulty with individual students using parallel units in Taking the High Road to Reading, Writing, and Listening Level 4 Book.**

TM = Teacher’s Manual Estimated length of class is 35-45 minutes





# Book 6 - Month 1

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1 READING</b></p> <p><b>Introduce: SQ3R</b></p>	<p>Unit 1</p>	<p>Unit 1</p>
	<p><u>Introduce:</u> SQ3R, pp. vi-vii Teacher Models Practice <u>Read:</u> “The Young Man and the Sea” pp. 1-3 <u>Respond:</u> Objective Questions pp. 3-4</p>	<p>Review Story Discuss/Justify Answers</p>
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1 READING</b></p> <p><b>Introduce: Test Taking Skills for Multiple Choice Questions</b></p>	<p>Unit 1</p>	<p>Unit 1</p>
	<p><u>Introduce:</u> Test Taking Skills for Multiple Choice Questions p. x Teacher Models Practice <u>Read:</u> “I Never Said I Wasn’t Difficult” pp. 5-6 <u>Respond:</u> Objective Questions pp. 7-8</p>	<p>Review Story Discuss/Justify Answers</p>
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 4 EDITING</b></p> <p><b>Introduce: Rules for Editing</b></p>	<p>Unit 4</p>	<p>Unit 4</p>
	<p><u>Introduce:</u> Rules for Editing pp. 93-95 <u>Group Edit:</u> “The Young Man and the Sea” p. 96</p>	<p><u>Independent Edit:</u> “I Never Said I Wasn’t Difficult” p. 97 ..... Discuss/Evaluate Editing Corrections</p>
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<p><b>Unit 1 READING</b></p> <p><b>Review: Test Taking Skills for Multiple Choice Questions</b></p>	<p>Unit 1</p>	<p>Unit 1</p>
	<p><u>Review:</u> Test Taking Skills for Multiple Choice Questions p. x <u>Read:</u> “The Path to Knighthood” pp. 9-12 <u>Respond:</u> Objective Questions pp. 13-14 <u>Edit:</u> “The Path to Knighthood” p. 98</p>	<p><u>Review Story:</u> “The Path to Knighthood” pp. 9-12 ..... Discuss/Justify Answers and Editing Corrections</p>

# Book 6 - Month 2

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2</b> <b>LISTENING</b> <b>Introduce:</b> <b>Note taking with</b> <b>a Graphic</b> <b>Organizer</b> <b>How to Answer Short</b> <b>Response Questions</b> <b>Tips for Answering</b> <b>Essay Questions</b>	<b>Unit 2</b> <u>Introduce:</u> Note taking, pp. 37-38 How to Answer Short Response Questions p. 36 Teacher Models Practice <u>Teacher Reads:</u> “The Smell of Money” TM p. 3 <u>Respond:</u> Note taking pp. 37-38 Short Responses Questions pp. 39-40 ..... Discuss/Evaluate Responses	<b>Unit 2</b> <u>Introduce:</u> Tips for Answering Essay Questions p. 60 Teacher Models Practice <u>Teacher Rereads:</u> “The Smell of <b>Money”</b> TM p. 3 <u>Respond:</u> Essay pp. 41-42 Editor’s Page pp. 134-135 ..... Discuss/Evaluate Essays
	<b>WEEK 2</b>	<b>DAY 1</b> <b>Unit 2</b>
<b>Unit 2</b> <b>LISTENING</b> <b>Practice</b>	<u>Teacher Reads:</u> “Jumping Over <b>Boundaries”</b> TM p. 4 <u>Respond:</u> Note taking pp. 43-44 Short Response Questions pp. 45-46 ..... Discuss/Evaluate Responses	<u>Teacher Rereads:</u> “Jumping Over <b>Boundaries”</b> TM p. 4 <u>Respond:</u> Essay pp. 47-48 Editor’s Page pp. 134-135 ..... Discuss/Evaluate Essay Responses
	<b>WEEK 3</b>	<b>DAY 1</b> <b>Unit 1</b>
<b>Unit 1</b> <b>READING</b> <b>Review:</b> <b>SQ3R</b>	<u>Review:</u> SQ3R, pp. vi-vii <u>Read:</u> “Keeping a Journal” pp. 15-18 <u>Respond:</u> Objective Questions pp. 19-20 <u>Edit:</u> “Keeping a Journal” p. 99	<u>Review Story:</u> “Keeping a Journal” pp. 15-18 ..... Discuss/Evaluate Responses
	<b>WEEK 4</b>	
<p style="text-align: center;"><b>Assess individual student strengths and weaknesses.</b></p> <p style="text-align: center;"><b>Remediate areas of difficulty using parallel units in</b>  <b>Taking the High Road to Reading, Writing, and Listening</b>  <b>Level 5 Book.</b></p>		

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 6 - Month 3

WEEK 1	DAY 1	DAY 2
<p><b>Unit 2</b> <b>LISTENING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric for Short Response Questions</b></p> <p><b>Scoring Rubric for Essay Responses</b></p>	Unit 2	Unit 2
	<p><u>Teacher Reads:</u> “The Harvest That Never Came” TM p. 5</p> <p><u>Respond:</u> Note taking pp. 49-50 Short Response Questions pp. 51-52</p> <p style="text-align: center;">.....</p> <p><u>Introduce:</u> Scoring Rubric for Short Response Questions TM p. 8 Discuss/Evaluate Responses</p>	<p><u>Teacher Rereads:</u> “The Harvest That Never Came” TM p. 5</p> <p><u>Respond:</u> Essay pp. 53-54 Editor’s Page pp. 134-135</p> <p style="text-align: center;">.....</p> <p><u>Introduce:</u> Scoring Rubric for Essay Responses TM p. 10 Discuss/Evaluate Essays</p>
WEEK 2	DAY 1	DAY 2
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric for Editing Paragraph</b></p>	Unit 1	Unit 1
	<p><u>Read:</u> “The Cave” pp. 21-22</p> <p><u>Respond:</u> Objective Questions pp. 23-24</p> <p><u>Edit:</u> “The Cave” p. 100</p>	<p><u>Introduce:</u> Scoring Rubric for Editing Paragraph TM p. 12 Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 3	DAY 1	DAY 2
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Practice</b></p>	Unit 1	Unit 1
	<p><u>Read:</u> “The Earth Is Really Moving” pp. 25-26</p> <p><u>Respond:</u> Objective Questions pp. 27-28</p> <p><u>Edit:</u> “The Earth Is Really Moving” p. 101</p>	<p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 4		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 5 Book.</b></p>		

# Book 6 - Month 4

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Review:</b> <b>How to Answer</b> <b>Short Response</b> <b>Questions</b>  <b>Scoring Rubric</b> <b>for the</b> <b>Short Response</b> <b>Questions</b>	<b>Unit 3</b>  <u>Review:</u> How to Answer Short Response Questions p. 36 <u>Read:</u> “In the Days of King Adobe” pp. 61-64 “The Lion and the Hare” pp. 66-67 <u>Respond:</u> Short Response Questions pp. 65, 68	<b>Unit 3</b>  <u>Review:</u> Scoring Rubric for Short Responses TM p. 8 Discuss/Evaluate Responses
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Review:</b> <b>Tips for</b> <b>Answering</b> <b>Essay Questions</b>  <b>Scoring Rubric for</b> <b>Essay Responses</b>	<b>Unit 3</b>  <u>Review:</u> Tips for Answering Essay Questions p. 60 <u>Respond:</u> Prewriting and Essay pp. 69-72 Editor’s Page pp. 134-135	<b>Unit 3</b>  <u>Review:</u> Scoring Rubric for Essay Responses TM p. 10 ..... Discuss/Evaluate Essays
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Practice</b>	<b>Unit 2</b>  <u>Read:</u> “Frosted Fire” pp. 73-75 “Speak to Your Class ” pp. 77-78 <u>Respond:</u> Short Response Questions pp. 76, 78	<b>Unit 2</b>  <u>Respond:</u> Prewriting and Essay pp. 79-82 Editor’s Page pp. 134-135 ..... Discuss/Evaluate Short Responses and Essay Responses
<b>WEEK 4</b>		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 5 Book.</b></p>		

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 6 - Month 5

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1</b> <b>READING</b>  <b>Review:</b> <b>Test Taking</b> <b>Skills for Multiple</b> <b>Choice</b> <b>Questions</b>	<b>Unit 1</b>  <u>Review:</u> Test Taking Skills for Multiple Choice Questions p. x <u>Read:</u> “It All Depends on How You Look At It” pp. 29-32 <u>Respond:</u> Objective Questions pp. 33-34 <u>Edit:</u> p. 102	<b>Unit 1</b>  Discuss/Evaluate Responses and Editing Corrections
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2</b> <b>LISTENING</b>  <b>Review:</b> <b>How to Answer</b> <b>Short Response</b> <b>Questions</b>	<b>Unit 2</b>  <u>Review:</u> How to Answer Short Response Questions p. 36 <u>Teacher Reads:</u> “Emme Loves Bees” TM p. 6 <u>Respond:</u> Note taking pp. 55-56 Short Response Questions p. 57 Essay pp. 58-59 Editor’s Page pp. 134-135	<b>Unit 2</b>  Discuss/Evaluate Responses
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Review:</b> <b>Tips for</b> <b>Answering Essay</b> <b>Questions</b>	<b>Unit 3</b>  <u>Review:</u> Tips for Answering Essay Questions p. 60 <u>Read:</u> “King Tutankhamen’s Tomb” pp. 83-85 “Secrets of the Underworld” pp. 87-88 <u>Respond:</u> Short Response Questions pp. 86, 88 Prewriting & Essay pp. 89-92 Editor’s Page pp. 134-135	<b>Unit 3</b>  Discuss/Evaluate Short Responses and Essay Responses
<b>WEEK 4</b>		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 5 Book.</b></p>		



# Book 6 - Month 6

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<u>TEST:</u> Part I Reading and Objective Questions pp. 103-115 “Cooking with the Sun” “Five Little Foxes” “The Outcast”	<u>Review:</u> All Part I Reading Responses
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<u>TEST:</u> Part II Listening, Objective Questions, and Short Response Questions pp. 116-122 <u>Teacher Reads:</u> “The Trojan Horse” TM p. 7	<u>Review:</u> All Part II Listening Responses
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<u>TEST:</u> Part III Writing, Short Response Questions, and Essay pp. 123-132 “Whale Watching in Hawaii”	<u>Review:</u> All Part III Writing Responses
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<u>TEST:</u> Part IV Editing p. 133	<u>Review:</u> All Part IV Editing Responses

**Note: Teachers may wish to remediate areas of continuing difficulty with individual students using parallel units in Taking the High Road to Reading, Writing, and Listening Level 5 Book.**

# Book 7

A Science Article

## Finding Polar Bear Dens

SURVEY

After surveying this article, I can tell that:

- The setting for this article is the polar bear's \_\_\_\_\_.  
a. natural habitat                      b. home in an American zoo

QUESTION

After looking at the questions at the end of the story, I can tell that:

- Scientists want to locate polar bear dens in order to \_\_\_\_\_.  
a. protect them                      b. learn their survival skills
- Polar bear dens are located \_\_\_\_\_.  
a. on top of snow banks              b. under the snow

READ

ANSWER BOX  
1. The setting for this article is the polar bear's natural habitat.  
2. Scientists want to locate polar bear dens in order to protect them.  
3. Polar bear dens are located under the snow.

Read the next article carefully. If what you read does not make sense, reread!

## Finding Polar Bear Dens

by Jack Myers Ph.D.

Mother polar bears give birth to their cubs in dens that they have made by scooping out hollow spaces in snowbanks.

As people search for oil in Alaska, scientists have a problem. They must find the dens so polar bears can be protected from road building and oil drilling. Solving that problem is a new story on how discoveries in one part of science help progress in another part.

### Mothers and Cubs

A denning polar bear puts out about as much heat as a 200-watt light bulb. That's enough to protect against the extreme cold outside the den. But it is not enough to melt it toasty warm inside. It does not even melt the snow blanket over the den.

Inside, the cubs begin their lives in temperatures just above freezing. Even so, that little extra heat from the mother can show as a slightly warmer spot in the snow above the den.

There is a neat way to tell the temperature of any object from the amount and "color" of the radiation it gives off. The sun is an extreme example. Because it is so hot at thousands of degrees, we can see and feel its radiation as sunlight.

Every object gives off radiation, depending on its temperature. For most objects, this radiation is such a dull "red" that our eyes can't see it. We call it infrared radiation.

Scientists have gotten better and better at making detectors that can "see" infrared radiation. Some detectors can even make an infrared video.

### "Bear Light"

A team of scientists led by Dr. Steven Amstrup tested the idea of using a warmer spot in a snowbank to tell about a polar-bear den underneath.

Their infrared video camera was mounted on the underside of a helicopter. The scientists rode in the cabin of the helicopter, watching the video screen. The screen showed the snowbank below as a gray smear. Any place warmer, like the snow above a polar-bear den, appeared as a bright spot.



### Bright Spots

The team knew about 15 dens with bears that had been fitted with radio collars. While checking these from the air, the research team found 11 other "warm spots" that showed up on their infrared video screens.

When the scientists checked those locations, all but three were found to be actual dens. The three "false positives" were caused by unexpected heat sources. For example,

one was a big steel barrel. Another was a boulder that had held a little heat from the previous summer. The 23 polar-bear dens were found over and over again.

The scientists concluded that infrared video gives a practical way to find and avoid the dens and help polar bears live with people.

Recite

Describe the benefit infrared radiation holds for polar bears.

### Objective Questions

Circle the letter next to the correct answer.

- According to this article, what is the greatest danger to denning polar bears?  
a. natural enemies  
b. weather  
c. man  
d. starvation
- The author MOST LIKELY wrote this article to:  
a. persuade others to take action against oil drilling in the Arctic  
b. entertain the reader with unusual facts about radiation  
c. warn people about the possible extinction of polar bears  
d. inform the reader about the role of science in animal preservation
- Read this sentence from the story.  
**The three "false positives" were caused by unexpected heat sources.**  
In the context of this article, what does "false positives" mean?  
a. Bear dens were indicated, but they weren't there.  
b. Clear snow was indicated where there were bear dens.  
c. Bear dens deep under the snow were safe.  
d. The existence of other living animals was indicated.
- Based on this article, the reader can conclude that infrared detectors:  
a. were invented to detect polar bears  
b. depend on solar energy for power  
c. are now very useful in the Arctic  
d. had been designed for other purposes
- Which word BEST describes the scientists portrayed in this article?  
a. eager  
b. responsible  
c. determined  
d. persistent

Continue...

Critical Thinking

A Poem

## I, Too

SURVEY

After surveying this poem, I can tell that:

- This poem probably deals with \_\_\_\_\_.  
a. an African American              b. a Native American

QUESTION

After looking at the questions at the end of the poem, I can tell that:

- The poet says that white Americans will feel \_\_\_\_\_.  
a. ashamed                      b. better
- One poetic device used in the poem is \_\_\_\_\_.  
a. an allegory                      b. a metaphor

READ

ANSWER BOX  
1. The poem probably deals with an African American.  
2. The poet says that white Americans will feel ashamed.  
3. One poetic device used in the poem is a metaphor.

Read the poem that follows at least two times. If what you read does not make sense, reread!

**I, Too**

by Langston Hughes

This poem was first published in 1925, when Langston Hughes was twenty-three. In New York City's Harlem where young Hughes had lived, a mood of defiance and impatience had taken hold. The great gap between the American creed and American practice was denounced by many black writers.



Langston Hughes

**I, TOO**

I, too, sing America.  
 I am the darker brother.  
 They send me to eat in the kitchen  
 When company comes,  
 But I laugh, 5  
 And eat well,  
 And grow strong.  
 Tomorrow,  
 I'll be at the table  
 When company comes. 10  
 Nobody'll dare  
 Say to me,  
 "Eat in the kitchen,"  
 Then.  
 Besides, 15  
 They'll see how beautiful I am  
 And be ashamed—  
 I, too, am America.



**Recite**

Recite the message this poem sends.

**Objective Questions**

Circle the letter next to the correct answer.

- The theme of this poem is:
  - mental cruelty
  - physical abuse
  - disloyalty
  - discrimination
- What device does the poet use to connect the beginning of the poem to the end?
  - rhyme
  - metaphor
  - symbolism
  - repetition
- This poem speaks to the reader's:
  - sense of duty
  - conscience
  - patriotism
  - bias
- This poem is written from the point of view of:
  - a third party narrator
  - an escaped slave
  - an African American
  - a family member
- Reread lines 8 through 14. The tone of the words is:
  - hopeless
  - threatening
  - encouraging
  - mournful

Continue...



**Book 7 Table of Contents**

**About SQ3R**

**Unit 1: Reading**

**Test Taking Skills for Multiple Choice Questions**

*Narrative:* High in the Mountains of Ecuador

*Science:* Finding Polar Bear Dens

*Poetry:* Nothing's the End of the World

*Nonfiction:* He Even Kissed a Pig

*Folktale:* The Sioux Who Married the

Crow Chief's Daughter

*How-To-Article:* Popping In with Robert Sabuda

**Unit 2: Listening**

**How to Answer Short Response Questions**

Listening Selections:

*Biography:* Bidley Mason

*Legend:* Robin Hood Meets Little John

*Folktale:* If You Follow Trouble, Trouble Follow You

*Narrative:* Baseball Now and Then

**Unit 3: Writing**

**Tips for Answering Essay Questions**

*Greek Myth:* Prometheus: How the Friend of Man Was Punished

*Norse Myth:* Loki the Giant

*Nonfiction:* Coyotes and the Farmer

*Nonfiction:* Brave Dogs, Gentle Dogs

*Biography:* Ben Franklin: Fit for Life

*Correspondence:* A Letter to His Son

**Unit 4: Editing Practice**

**Editing Rules**

**Unit 5: End-of-Book Test**

*Social Studies:* The Witches of Salem

*Poetry:* The House with Nobody in It

*Interview:* Inspiring the Future: An Interview with Astronaut Eileen Collins

*Narrative:* Dan Jansen: In Quest of Gold

*Science:* Silent Spring

*Poetry:* Requiem for a River

**Editor's Page to Revise and Edit Student Writing**

# Book 7 - Month 1

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1 READING</b>  <b>Introduce: SQ3R</b>	Unit 1	Unit 1
	<u>Introduce:</u> SQ3R, pp. vi-vii Teacher Models Practice <u>Read:</u> “ <b>High in the Mountains of Ecuador</b> ” pp. 1-4 <u>Respond:</u> Objective Questions pp. 5-6	Review Story Discuss/Justify Answers
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1 READING</b>  <b>Introduce: Test Taking Skills for Multiple Choice Questions</b>	Unit 1	Unit 1
	<u>Introduce:</u> Test Taking Skills for Multiple Choice Questions, p. x Teacher Models Practice <u>Read:</u> “ <b>Finding Polar Bear Dens</b> ” pp. 7-9 <u>Respond:</u> Objective Questions pp. 9-10	Review Story Discuss/Justify Answers
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 4 EDITING</b>  <b>Introduce: Editing Rules</b>	Unit 4	Unit 4
	<u>Introduce:</u> Editing Rules pp. 87-89 <u>Group Edit:</u> “ <b>High in the Mountains of Ecuador</b> ” p. 90 <u>Independent Edit:</u> “ <b>Finding Polar Bear Dens</b> ” p. 91	Discuss/Evaluate Editing Corrections
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1 READING</b>  <b>Review: Test Taking Skills for Multiple Choice Questions</b>	Unit 1	Unit 1
	<u>Review:</u> Test Taking Skills p. x <u>Read:</u> “ <b>Nothing’s the End of the World</b> ” pp. 11-12 <u>Respond:</u> Objective Questions pp. 13-14 <u>Edit:</u> “ <b>Nothing’s the End of the World</b> ” p. 92	Discuss/Justify Answers and Editing Corrections

# Book 7 - Month 2

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2</b> <b>LISTENING</b>  <b>Introduce:</b> <b>Note taking</b> <b>with</b> <b>a Graphic</b> <b>Organizer</b>  <b>How to Answer</b> <b>Short Response</b> <b>Questions</b>	<b>Unit 2</b>  <u>Introduce:</u> Note taking pp. 39-40 Teacher Models Practice <u>Teacher Reads:</u> “ <b>Biddy Mason</b> ” TM p. 3 <u>Respond:</u> Note taking pp. 39-40 Objective Questions p. 41 ..... Discuss/Evaluate Notes and Answers	<b>Unit 2</b>  <u>Introduce:</u> How to Answer Short Response Questions p. 38 Teacher Models Practice <u>Teacher Rereads:</u> “ <b>Biddy Mason</b> ” TM p. 3 <u>Respond:</u> Short Response Questions p. 42 <u>Edit:</u> “ <b>Biddy Mason</b> ” p. 97 ..... Discuss/Evaluate Responses and Editing Corrections
	<b>Unit 2</b> <b>LISTENING</b>  <b>Practice</b>	<b>Unit 2</b>  <u>Teacher Reads:</u> “ <b>Robin Hood Meets Little John</b> ” TM p. 4 <u>Respond:</u> Note taking pp. 43-44 Objective Questions p. 45 ..... Discuss/Evaluate Responses
<b>Unit 1</b> <b>READING</b>  <b>Review:</b> <b>SQ3R</b>	<b>Unit 1</b>  <u>Review:</u> SQ3R, pp. vi-vii <u>Read:</u> “ <b>He Even Kissed A Pig</b> ” pp. 15-18 <u>Respond:</u> Objective Questions pp. 19-20 <u>Edit:</u> “ <b>He Even Kissed A Pig</b> ” p. 93	<b>Unit 1</b>  Discuss/Justify Answers and Editing Corrections
	<b>WEEK 4</b>  <p style="text-align: center;"><b>Assess individual student strengths and weaknesses.</b></p> <p style="text-align: center;"><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 6 Book.</b></p>	

TM = Teacher's Manual Estimated length of class is 35-45 minutes

# Book 7 - Month 3

WEEK 1	DAY 1	DAY 2
<p><b>Unit 2</b> <b>LISTENING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric for Short Response Questions</b></p>	Unit 2	Unit 2
	<p><u>Teacher Reads:</u> “If Yu Follow Trouble, Trouble Follow Yu” TM p. 5</p> <p><u>Respond:</u> Note taking pp. 47-48</p> <p>Objective Questions p. 49</p> <p>.....</p> <p>Discuss/Evaluate Responses</p>	<p><u>Teacher Rereads:</u> “If Yu Follow Trouble, Trouble Follow Yu” TM p. 5</p> <p><u>Respond:</u> Short Response Questions p. 50</p> <p><u>Edit:</u> “If Yu Follow Trouble, ...” p. 99</p> <p>.....</p> <p><u>Introduce:</u> Scoring Rubric for Short Response Questions TM p. 8</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 2	DAY 1	DAY 2
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric for Editing Paragraph</b></p>	Unit 1	Unit 1
	<p><u>Read:</u> “The Sioux Who Married the Crow Chief’s Daughter” pp. 21-24</p> <p><u>Respond:</u> Objective Questions pp. 25-26</p> <p><u>Edit:</u> “The Sioux Who Married the Crow Chief’s Daughter” p. 94</p>	<p><u>Introduce:</u> Scoring Rubric for the Editing Paragraph TM p. 12</p> <p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 3	DAY 1	DAY 2
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Practice</b></p>	Unit 1	Unit 1
	<p><u>Read:</u> “Popping In with Robert Sabuda” pp. 27-30</p> <p><u>Respond:</u> Objective Questions pp. 31-32</p> <p><u>Edit:</u> “Popping In with Robert Sabuda” p. 95</p>	<p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 4		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 6 Book.</b></p>		

# Book 7 - Month 4

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING:</b> <b>How to Answer Short Response Questions</b> <b>Scoring Rubric for the Short Response Questions</b>	Unit 3  <u>Review:</u> How to Answer Short Response Questions p. 38 <u>Read:</u> “Prometheus: How the Friend of Man Was Punished” pp. 57-59 “Loki, the Giant” pp. 61-62 <u>Respond:</u> Short Response Questions pp. 60, 62	Unit 3  <u>Review:</u> Scoring Rubric for the Short Response Question TM p. 8 Discuss/Evaluate Responses
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING:</b> <b>Introduce: Tips for Answering Essay Questions</b> <b>Scoring Rubric for Essay Responses</b>	Unit 3  <u>Introduce:</u> Tips for Answering Essay Questions p. 56 <u>Respond:</u> Prewriting and Essay pp. 63-66 Editor’s Page pp. 133-134	Unit 3  <u>Introduce:</u> Scoring Rubric for Essay Responses, TM p. 10 Discuss/Evaluate Essays
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>READING</b> <b>Practice</b>	Unit 2  <u>Read:</u> “Coyotes and the Farmer” pp. 67-69 “Brave Dogs, Gentle Dogs” pp. 70-71 <u>Respond:</u> Short Response Questions pp. 69, 72	Unit 2  <u>Respond:</u> Prewriting and Essay pp. 73-76 Editor’s Page pp. 133-134 ..... Discuss/Evaluate Short Responses
<b>WEEK 4</b>		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 6 Book.</b></p>		

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 7 - Month 5

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1 READING</b>  <b>Review: Test Taking Skills for Multiple Choice Questions</b>	<b>Unit 1</b>  <u>Review:</u> Test Taking Skills for Multiple Choice Questions p. x <u>Read:</u> “I, Too” pp. 33-34 <u>Respond:</u> Objective Questions pp. 35-36 <u>Edit:</u> “I, Too” p. 96	<b>Unit 1</b>  Discuss/Evaluate Responses and Editing Corrections
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2 LISTENING</b>  <b>Review: How to Answer Short Response Questions</b>	<b>Unit 2</b>  <u>Review:</u> How to Answer Short Response Questions p. 38 <u>Teacher Reads:</u> “Baseball...” TM p. 6 <u>Respond:</u> Note taking pp. 51-52 Objective Questions p. 53 Short Response Questions p. 54 <u>Edit:</u> “Baseball...” p. 100	<b>Unit 2</b>  Discuss/Evaluate Responses and Editing Corrections
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3 WRITING</b>  <b>Review: Tips for Answering Essay Questions</b>	<b>Unit 3</b>  <u>Review:</u> Tips for Answering Essay Questions p. 56 <u>Read:</u> “Ben Franklin: Fit for Life” pp. 77-79 “A Letter to His Son” pp. 81-82 <u>Respond:</u> Short Response Questions pp. 80, 82 Prewriting and Essay pp. 83-86	<b>Unit 3</b>  Discuss/Evaluate Responses
<b>WEEK 4</b>		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 6 Book.</b></p>		



# Book 7 - Month 6

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST:</u> Part I Reading and Objective Questions pp. 101-114  <b>“The Witches of Salem”</b>  <b>“The House with Nobody in It”</b>  <b>“An Interview with Eileen Collins”</b></p>	<p><u>Review:</u> All Part I Reading Responses</p>
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST:</u> Part II Listening, Objective Questions, and Short Response Questions pp. 115-119  <u>Teacher Reads:</u> <b>“Dan Jansen: In Quest of Gold”</b> TM p. 7</p>	<p><u>Review:</u> All Part II Listening Responses</p>
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST:</u> Part III Writing, Short Response Questions, and Essay pp. 120-128  <b>“The Silent Spring”</b>  <b>“Requiem for a River”</b></p>	<p><u>Review:</u> All Part III Writing Responses</p>
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST:</u> Part IV Editing pp. 129-130</p>	<p><u>Review:</u> All Part IV Editing Responses</p>

**Note: Teachers may wish to remediate areas of continuing difficulty with individual students using parallel units in Taking the High Road to Reading, Writing, and Listening Level 6 Book.**

TM = Teacher's Manual Estimated length of class is 35-45 minutes





# Book 8 - Month 1

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1 READING</b>  <b>Introduce: SQ3R</b>	Unit 1	Unit 1
	<u>Introduce:</u> SQ3R, pp. vi-vii Teacher Models Practice <u>Read:</u> “1861: Letter from Vinnie” pp. 1-3 <u>Respond:</u> Objective Questions pp. 3-4	Review Story Discuss/Justify Answers
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1 READING</b>  <b>Introduce: Test Taking Skills for Multiple Choice Questions</b>	Unit 1	Unit 1
	<u>Introduce:</u> Test Taking Skills for Multiple Choice Questions p. x Teacher Models Practice <u>Read:</u> “Western Wagons” pp. 5-6 <u>Respond:</u> Objective Questions pp. 7-8	Review Story Discuss/Justify Answers
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 4 EDITING</b>  <b>Introduce: Rules for Editing</b>	Unit 4	Unit 4
	<u>Introduce:</u> Editing Rules pp. 91-93 <u>Group Edit:</u> “1861: Letter from Vinnie” p. 94 <u>Independent Edit:</u> “Western Wagons” p. 95	Discuss/Evaluate Editing Corrections
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1 READING</b>  <b>Review: Test Taking Skills for Multiple Choice Questions</b>	Unit 1	Unit 1
	<u>Review:</u> Test Taking Skills p. x <u>Read:</u> “Jacques Cousteau: Master of the Deep” pp. 9-12 <u>Respond:</u> Objective Questions pp. 13-14 <u>Edit:</u> “Jacques Cousteau: Master of the Deep” p. 96	Discuss/Justify Answers and Editing Corrections

# Book 8 - Month 2

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2 LISTENING</b>  <b>Introduce: Note taking with a Graphic Organizer</b>  <b>How to Answer Short Response Questions</b>  <b>Tips for Answering Essay Questions</b>	<b>Unit 2</b>  <u>Introduce:</u> Note taking, pp. 35-36 How to Answer Short Response Questions p. 34 Teacher Models Practice <u>Teacher Reads:</u> “The Christmas ...” TM p. 3 <u>Respond:</u> Note taking pp. 35- 36 Short Response Questions pp. 37-38 ..... Discuss/Evaluate Notes and Responses	<b>Unit 2</b>  <u>Introduce:</u> Tips for Answering Essay Questions, p. 60 <u>Teacher Rereads:</u> “The Christmas Truce” TM p. 3 <u>Respond:</u> Essay pp. 39-40 Editor’s Page pp. 134-135 ..... Discuss/Evaluate Responses
	<b>Unit 2 LISTENING</b>  <b>Practice</b>	<b>Unit 2</b>  <u>Teacher Reads:</u> “This Is Now; That Was Then” TM p. 4 <u>Respond:</u> Note taking pp. 41-42 Short Response Questions pp. 43-44 Essay pp. 45-46 Editor’s Page pp. 134-135 ..... Discuss/Evaluate Responses
<b>Unit 1 READING</b>  <b>Review: SQ3R</b>	<b>Unit 1</b>  <u>Review:</u> SQ3R, pp. vi-vii <u>Read:</u> “The Goatherd” pp. 15-16 <u>Respond:</u> Objective Questions pp. 17-18 <u>Edit:</u> “The Goatherd” p. 97	<b>Unit 1</b>  Discuss/Justify Answers and Editing Corrections
	<b>WEEK 4</b>  <p style="text-align: center;"><b>Assess individual student strengths and weaknesses.</b></p> <p style="text-align: center;"><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 7 Book.</b></p>	

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 8 - Month 3

WEEK 1	DAY 1	DAY 2
<p><b>Unit 2</b> <b>LISTENING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric for Short Response Questions</b></p> <p><b>Scoring Rubric for Essay Responses</b></p>	Unit 2	Unit 2
	<p><u>Teacher Reads:</u> “Carmen” TM p. 5 <u>Respond:</u> Note taking pp. 47-48 Short Response Questions pp. 49-50 ..... <u>Introduce:</u> Scoring Rubric for the Short Response Question TM p. 8 Discuss/Evaluate Responses</p>	<p><u>Teacher Rereads:</u> “Carmen” TM p. 5 <u>Respond:</u> Essay pp. 51-52 Editor’s Page pp. 134-135 ..... <u>Introduce:</u> Scoring Rubric for Essay Responses TM p. 10 Discuss/Evaluate Essays</p>
WEEK 2	DAY 1	DAY 2
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Introduce:</b> <b>Scoring Rubric for Editing Paragraph</b></p>	Unit 1	Unit 1
	<p><u>Introduce:</u> Scoring Rubric for Editing Paragraph TM p. 12 <u>Read:</u> “Writer in the Kitchen” pp. 19-20 <u>Respond:</u> Objective Questions pp. 21-22 <u>Edit:</u> “Writer in the Kitchen” p. 98</p>	<p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 3	DAY 1	DAY 2
<p><b>Unit 1</b> <b>READING</b></p> <p><b>Practice</b></p>	Unit 1	Unit 1
	<p><u>Read:</u> “Major Differences” pp. 23-24 <u>Respond:</u> Objective Questions pp. 25-26 <u>Edit:</u> “Major Differences” p. 99</p>	<p>Discuss/Evaluate Responses and Editing Corrections</p>
WEEK 4		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 7 Book.</b></p>		

# Book 8 - Month 4

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Review:</b> <b>How to Answer</b> <b>Short Response</b> <b>Questions</b>  <b>Scoring Rubric</b> <b>for the</b> <b>Short Response</b> <b>Questions</b>	<b>Unit 3</b>  <u>Read:</u> “Mary Cassatt” pp. 61-62 “American Artist Winslow Homer” pp. 64-65 <u>Respond:</u> Short Response Questions pp. 63, 66	<b>Unit 3</b>  <u>Review:</u> Scoring Rubric for the Short Response Question TM p. 8 Discuss/Evaluate Responses
	<b>Unit 3</b> <b>WRITING</b>  <b>Review:</b> <b>Tips for</b> <b>Answering</b> <b>Essay</b> <b>Questions</b>  <b>Scoring Rubric for</b> <b>Essay Responses</b>	<b>Unit 3</b>  <u>Review:</u> Tips for Answering Essay Questions p. 60 <u>Respond:</u> Prewriting and Essay pp. 67-70 Editor’s Page pp. 134-135
<b>Unit 3</b> <b>WRITING</b>  <b>Practice</b>	<b>Unit 2</b>  <u>Read:</u> “How Daniel Morgan Won the Battle of Saratoga” pp. 71-73 “ <u>It Couldn’t Be Done</u> ” p. 75 <u>Respond:</u> Short Response Questions pp. 74, 76 ..... Discuss/Evaluate Short Responses	<b>Unit 2</b>  <u>Respond:</u> Prewriting and Essay pp. 77-80 Editor’s Page pp. 134-135 ..... Discuss/Evaluate Essays
	<b>WEEK 4</b>  <p style="text-align: center;"><b>Assess individual student strengths and weaknesses.</b></p> <p style="text-align: center;"><b>Remediate areas of difficulty using parallel units in</b>  <b>Taking the High Road to Reading, Writing, and Listening</b>  <b>Level 7 Book.</b></p>	

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

# Book 8 - Month 5

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 1</b> <b>READING</b>  <b>Review:</b> <b>Test Taking</b> <b>Skills for Multiple</b> <b>Choice</b> <b>Questions</b>	<b>Unit 1</b>  <u>Review:</u> Test Taking Skills for Multiple Choice Questions p. x <u>Read:</u> “Seeing Through Dorothea’s Eyes” pp. 27-30 <u>Respond:</u> Objective Questions pp. 31-32 <u>Edit:</u> “Seeing Through Dorothea’s Eyes” p. 100	<b>Unit 1</b>  Discuss/Evaluate Responses and Editing Corrections
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 2</b> <b>LISTENING</b>  <b>Review:</b> <b>How to Answer</b> <b>Short Response</b> <b>Questions</b>	<b>Unit 2</b>  <u>Review:</u> How to Answer Short Response Questions p. 34 <u>Teacher Reads:</u> “King Arthur and the Round Table” TM p. 6 <u>Respond:</u> Note taking pp. 53-54 Short Response Questions pp. 55-56 Essay pp. 57-58 Editor’s Page pp. 134-135	<b>Unit 2</b>  Discuss/Evaluate Responses
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 3</b> <b>WRITING</b>  <b>Review:</b> <b>Tips for</b> <b>Answering</b> <b>Essay</b> <b>Questions</b>	<b>Unit 3</b>  <u>Review:</u> Tips for Answering Essay Questions p. 60 <u>Read:</u> “Louisa May Alcott: All-Time Favorite Author” pp. 81-83 “Little Women” pp. 84-85 <u>Respond:</u> Short Response Questions pp. 83, 86 Prewriting and Essay pp. 87-90 Editor’s Page pp. 134-135	<b>Unit 3</b>  Discuss/Evaluate Responses
<b>WEEK 4</b>		
<p><b>Assess individual student strengths and weaknesses.</b></p> <p><b>Remediate areas of difficulty using parallel units in Taking the High Road to Reading, Writing, and Listening Level 7 Book.</b></p>		



# Book 8 - Month 6

<b>WEEK 1</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST:</u> Part I Reading and Objective Questions pp. 101-114</p> <p>“Initiation to America”</p> <p>“The Tuft of Flowers”</p> <p>“Midnight Forest”</p>	<p><u>Review:</u> All Part I Reading Responses</p>
<b>WEEK 2</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST:</u> Part II Listening, Objective Questions, and Short Response Questions pp. 115-120</p> <p><u>Teacher Reads:</u> “The Civil War on the Sea” TM p. 7</p>	<p><u>Review:</u> All Part II Listening Responses</p>
<b>WEEK 3</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST:</u> Part III Writing, Short Response Questions, and Essay pp. 121-131</p> <p>“Susan B. Anthony: On Trial”</p> <p>“Eleanor Roosevelt: Friend of the People”</p>	<p><u>Review:</u> All Part III Writing Responses</p>
<b>WEEK 4</b>	<b>DAY 1</b>	<b>DAY 2</b>
<b>Unit 5 Assessment</b>	Unit 5	Unit 5
	<p><u>TEST:</u> Part IV Editing pp. 132-133</p>	<p><u>Review:</u> All Part IV Editing Responses</p>

**Note: Teachers may wish to remediate areas of continuing difficulty with individual students using parallel units in *Taking the High Road to Reading, Writing, and Listening Level 7 Book*.**

TM = Teacher’s Manual Estimated length of class is 35-45 minutes

## Graphic Organizers – Grades 1-8

Graphic organizers are presented to students throughout the series for effective note taking and essay writing. Teacher Editions provide blackline master graphic organizers enabling students to write the entire year.

## Test Preparation and End-of-Book Test – Grades 3-8

- ✓ Test Taking Skills for Multiple Choice Questions
- ✓ How to Answer Short Response Questions
- ✓ Tips for Answering Essay Questions
- ✓ The End-of-Book Test assesses all reading, listening, writing, and editing skills taught within each text.

# Workbook Ordering Information

Description	Item #	Unit Price
Book K (64 pages)	6899	\$14.95
Book 1-1 (48 pages)	6900	\$13.95
Book 1-2 (56 pages)	6901	\$13.95
Book 2-1 (64 pages)	6902	\$14.95
Book 2-2 (64 pages)	6903	\$14.95
Book 3 (128 pages)	6904	\$18.95
Book 4 (144 pages)	6905	\$19.95
Book 5 (144 pages)	6906	\$19.95
Book 6 (144 pages)	6907	\$19.95
Book 7 (144 pages)	6908	\$19.95
Book 8 (144 pages)	6909	\$19.95
Book 1 Teacher's Manual	6910	\$12.95
Book 2 Teacher's Manual	6911	\$12.95
Book 3 Teacher's Manual	6912	\$12.95
Book 4 Teacher's Manual	6913	\$12.95
Book 5 Teacher's Manual	6914	\$12.95
Book 6 Teacher's Manual	6915	\$12.95
Book 7 Teacher's Manual	6916	\$12.95
Book 8 Teacher's Manual	6917	\$12.95

# Interactive Whiteboard

for Taking the High Road to Reading, Writing, and Listening

The Interactive Whiteboard lessons match the Student Workbook, allowing students to follow along, while answering questions, reading stories or writing essays. Workbook lessons can also be used as a homework assignment, that can be reviewed the next day in class using your interactive whiteboard.



**Works with ALL Interactive Whiteboards**



Description	Item #	Contents	Unit Price
Book 1-1 (48 pages)	2053	9 ActivInspire Lessons on DVD, Pacing Calendars 20 Student Books and Free Teacher Manual	\$228.00
Book 1-2 (56 pages)	2054	9 ActivInspire Lessons on DVD, Pacing Calendars 20 Student Books and Free Teacher Manual	\$228.00
Book 2-1 (64 pages)	2055	10 ActivInspire Lessons on DVD, Pacing Calendars 20 Student Books and Free Teacher Manual	\$253.00
Book 2-2 (64 pages)	2056	10 ActivInspire Lessons on DVD, Pacing Calendars 20 Student Books and Free Teacher Manual	\$253.00
Book 3 (128 pages)	2057	21 ActivInspire Lessons on DVD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$432.75
Book 4 (144 pages)	2058	22 ActivInspire Lessons on DVD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$462.75
Book 5 (144 pages)	2059	23 ActivInspire Lessons on CD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$467.75
Book 6 (144 pages)	2060	24 ActivInspire Lessons on CD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$472.75
Book 7 (144 pages)	2061	24 ActivInspire Lessons on CD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$472.75
Book 8 (144 pages)	2062	24 ActivInspire Lessons on CD, Pacing Calendars 25 Student Books and Free Teacher Manual	\$472.75

