

Macmillan/McGraw-Hill



ALIGNING READING/LITERATURE PROGRAMS FOR STUDENT SUCCESS

***McGraw-Hill helps insure
your students' literacy success from PreK
through high school graduation!***



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Glencoe**

Carefully sequenced skill/strategy instruction to build success ... in every program from grade to grade

Support for differentiated instruction ... in every program from grade to grade

Read
Main Selection

Develop Comprehension

4 MAKE INFERENCES
What **inference** can you make about how Jackie felt when she heard boys insult each other by saying, "You throw like a girl"? (Jackie knew she could throw well. She was also encouraged by her father and Dazzy Vance. When the boys made their comment, Jackie might have been able to ignore it because she knew it was not true. On the other hand, since it wasn't true, it might have bothered her more. It is also possible that Jackie worked extra hard to prove them wrong.)

5 COMPARE AND CONTRAST
Compare and contrast the reactions of the neighborhood kids, Jackie's father, and Dazzy Vance, to Jackie playing baseball. (The neighborhood kids told Jackie she could not play baseball because she was a girl. Jackie's father and Dazzy Vance told Jackie that she could play baseball and that she was good at it.)

Literary Dev
Explain: Authors sometimes insert events in a story to take the reader through a flashback, show current situation and thus contribute to the story. Occasionally authors also keep the story in the present. How does the author use flashbacks in this story? (The author uses flashbacks to show Jackie's father and Dazzy Vance start to coach Jackie. How do you know? (1932 she was 17 years old in 1931, so 17 years old - 8 years old = 9 years, and 1931 - 8 years = 1923.)

Apply Have students use clues in the story to answer the question: How do you know Jackie's father and Dazzy Vance start to coach Jackie? (1932 she was 17 years old in 1931, so 17 years old - 8 years old = 9 years, and 1931 - 8 years = 1923.)

170 Unit 2 Week 2

Elementary

4 MAKE INFERENCES

What **inference** can you make about how Jackie felt when she heard boys insult each other by saying, "You throw like a girl"? (Jackie knew she could throw well. She was also encouraged by her father and Dazzy Vance. When the boys made their comment, Jackie might have been able to ignore it because she knew it was not true. On the other hand, since it wasn't true, it might have bothered her more. It is also possible that Jackie worked extra hard to prove them wrong.)

After You Read

Respond and Think Critically

1. Why does Mrs. Pickens begin telling a story to her great-granddaughter? (Recall)
2. How does Elsie meet Mr. Pickens at the circus? Give details from the story. (Summarize)
3. Why does Mr. Pickens follow Elsie and Ovella home? Support your answer with details from the story. (Interpret)
4. Mrs. Pickens smiles as she describes Mr. Pickens following her home. What does her smile say about her feelings about Mr. Pickens? Explain. (Interpret)
5. Why does Tee at first think the stone is unlucky? How does her great-grandmother feel about the stone? Explain. (Compare)
6. **SO BIG Question** How do you show your affection for close friends and family members? How do your experiences help you understand the characters in the story? Explain. (Connect)

Academic Vocabulary

For Elsie and Ovella, the cute dancing dog was the black and white dog. In the preceding sentence, highlight of special significance or interest. Highlight meanings. For example: Jody's beautiful scar her talent as an artist. What do you think his preceding sentence? What is the difference two meanings?

TIP

Inferring
To answer question 3, think about Mr. Pickens actions in the story. Also, think about your own knowledge of people.

- Start by recalling what Mr. Pickens does in the story: are his actions kind, selfish, or mean?
- Think about how Mr. Pickens's actions might show his feelings toward Elsie.

Remember Keep track of your ideas about the **SO BIG Question** in your unit Foldable.

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Inferring

To answer question 3, think about Mr. Pickens actions in the story. Also, think about your own knowledge of people.

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- Think about how Mr. Pickens's actions might show his feelings toward Elsie.

Middle School

High School

Differentiated Instruction

What do I do in small groups?

Teacher-Led Small Groups
Independent Activities

Focus on Skills
IF... students need additional instruction, practice, or extension based on your **Check** observations for the following priority skills:
• Phonics/Word Study
• Vocabulary Words
• Comprehension
• Fluency
THEN...
• Phonics and Word Study Skills Practice
• Enrich and Accelerate Learning

Focus on Leveled Readers
Leveled Reader Database
Search by:
• Comprehension Skill
• Guided Reading Level
• Content Area
• Genre
• Text Feature
• Benchmark Level
Subscription also available.

Manipulatives
Sound-Spelling Workboards
Sound-Spelling Cards
High-Frequency Word Cards
Visual Vocabulary Resources

Suggested Small Group Lesson Plan

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Approaching Level • Prepare to Read, 338 • Academic Language, 338 • Preteach Vocabulary, 338	Approaching Level • Comprehension, 338 • Summarize/Main Idea and Details, 338 • Leveled Reader Lesson 1, 339	Approaching Level • Phonics Maintenance, 339 • Closed Syllables, 339 • Leveled Reader Lesson 2, 339	Approaching Level • Phonics, 339 • Closed Syllables, 339 • Read a non-fiction article • Fluency, 339	Approaching Level • High-Frequency Words, 339 • Fluency, 339 • Self-Selected Independent Reading, 339 • Book Talk, 339
Tier 2 Instruction • Practice • Extend/Accelerate • Gifted and Talented	Tier 2 Instruction • Leveled Reader Lesson 1, 339 • Analyze Information • Prepare to Read, 339A • Academic Language, 339A • Preteach Vocabulary, 339A	Tier 2 Instruction • Leveled Reader Lesson 2, 339 • Synthesize Information • Vocabulary, 339B • Academic Language, 339B • Preteach Main Selection, 339C	Tier 2 Instruction • Phonics, 339B • Closed Syllables, 339B • Read a non-fiction article • Fluency, 339B	Tier 2 Instruction • High-Frequency Words, 339B • Fluency, 339B • Self-Selected Independent Reading, 339B • Book Talk, 339B
Build English Language Proficiency • See in other levels.	Build English Language Proficiency • Prepare to Read, 339A • Academic Language, 339A • Preteach Vocabulary, 339A	Build English Language Proficiency • Vocabulary, 339B • Academic Language, 339B • Preteach Main Selection, 339C	Build English Language Proficiency • Phonics, 339B • Closed Syllables, 339B • Read a non-fiction article • Fluency, 339B	Build English Language Proficiency • High-Frequency Words, 339B • Fluency, 339B • Self-Selected Independent Reading, 339B • Book Talk, 339B

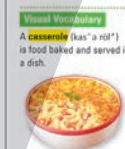
6G Unit 1 Week 1

Elementary
Small group lessons

Middle School
and High School
Targeted focus questions

In English they reviewed the parts of speech. Mr. Lucas, a portly man, waddled down the aisle, asking, "What is with Michael, who practiced scowling between bites. Girls walked by and looked at him. "See what I mean, Vic?" Michael scowled. "They love it." "Yeah, I guess so."

"Correct," Mr. Lucas said. "Now provide me with a place."
Mr. Lucas called on a freckled kid who answered, "Teresa's house with a kitchen full of big brothers."
After English, Victor had math, his weakest subject. He sat in the back by the window, hoping that he would not be called on. Victor understood most of the problems, but some of the stuff looked like the teacher made it up as she went along. It was confusing, like the inside of a watch.
After math he had a fifteen-minute break, then social studies, and, finally, lunch. He bought a tuna **casserole** with buttered rolls, some fruit cocktail, and milk. He sat with Michael, who practiced scowling between bites. Girls walked by and looked at him.
"See what I mean, Vic?" Michael scowled. "They love it." "Yeah, I guess so."



Visual Vocabulary
A **casserole** (has "a rol") is food baked and served in a dish.

Make Inferences About Characters
Why do you think the girls look at Michael? What might you infer about Michael based on what he says?

Make Inferences About Characters
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develop the mental energies of the people. This vast amphitheater, with its encircling galleries, its mysterious vaults, and its unseen passages, was an agent of poetic justice, in which crime was punished, or virtue rewarded, by the decrees of an impartial and incorruptible chance. When a subject was accused of a crime of sufficient importance to interest the king, door he pleased: he was subject to no guidance or influence but that of the aforementioned impartial and incorruptible chance. If he opened the one, there came out of it a hungry tiger, the fiercest and most cruel that could be procured, which immediately sprang upon him, and tore him to pieces, as a punishment for his guilt. The moment that the case of the criminal was thus

other side of the enclosed space, were two doors, exactly alike and side by side. It was the duty and the privilege of the person on trial, to walk directly to these doors and open one of them. He could open either

Conflict Based on this passage, what do you think the main conflict will be?

signal, a door beneath him opened, and the accused subject stepped out into the amphitheater. Directly opposite him, on the other side of the enclosed space, were two doors, exactly alike and side by side. It was the duty and the privilege of the person on trial, to walk directly to these doors and open one of them. He could open either

6. An amphitheater is a circular structure with rising tiers of seats around a central open space.
7. The borkycom is an old unit of measure equal to the width of one grain of barley—about a third of an inch. This phrase is similar to "every inch a king" and means that he was kindly in every way and in every part, top to bottom.

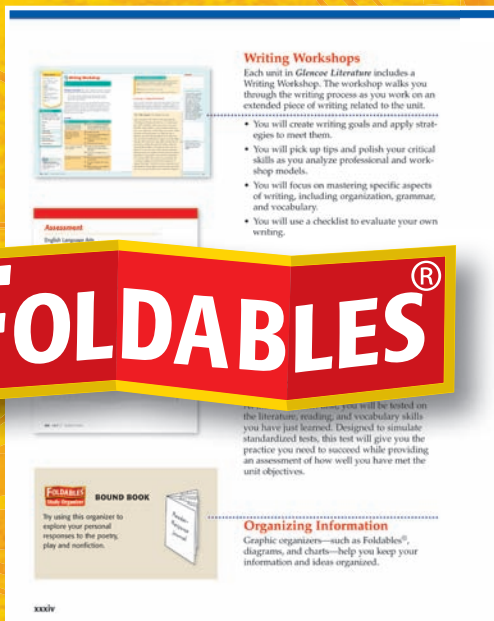
Conflict Based on this passage, what do you think the main conflict will be?

Vocabulary
impartial (im-pair'-shul) adj. not favoring one side more than another; fair
emanate (em'-a-nay') v. to come forth

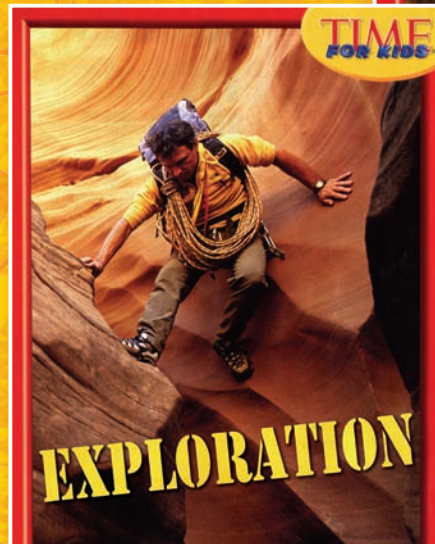
Consistent instructional strategies and features ...

in every program from grade to grade

- Digital content
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