

Florida LANGUAGE! Live®

TEACHER EDITION

Louisa Moats, Ed.D., Author

SAMPLE Unit Unit 7: Wolves



STEM: Women
Who Discovered

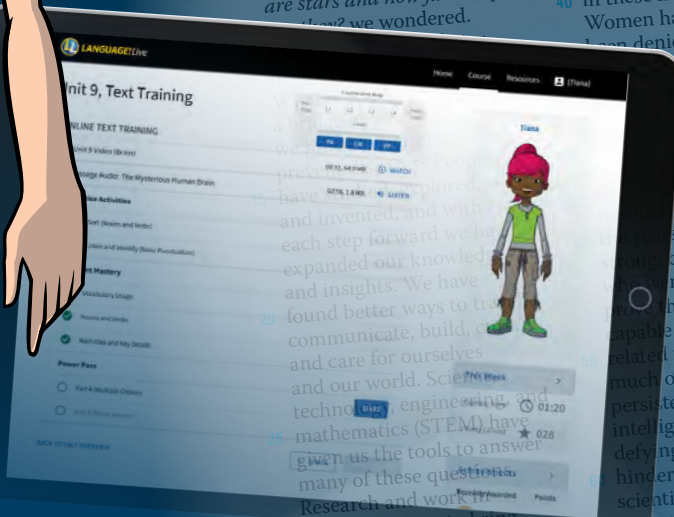
Introduction

Ever since humans have walked the Earth, we have worked to understand the world, the way things work in the world, and things beyond the world. *What are stars and how far away are they?* we wondered.

However, for centuries, cultural and gender expectations have often kept women from working in these fields. Women have

“We will always have STEM with us. Some things will drop out of the public eye and will go away, but there will always be science, engineering, and technology. And there will always, always be mathematics.”

– Katherine Johnson



standard
something used to judge, measure, or define something else

1 How has science, technology, engineering, and mathematics helped us better understand the world?

2 What has kept women from working in STEM fields?

Unit Big Ideas

- Can good and evil be conditioned, or are people born that way?
- Can love and support tame an aggressive beast?
- How do stereotypes of wolves affect their image and perhaps even their existence?
- Should humans interfere with nature?

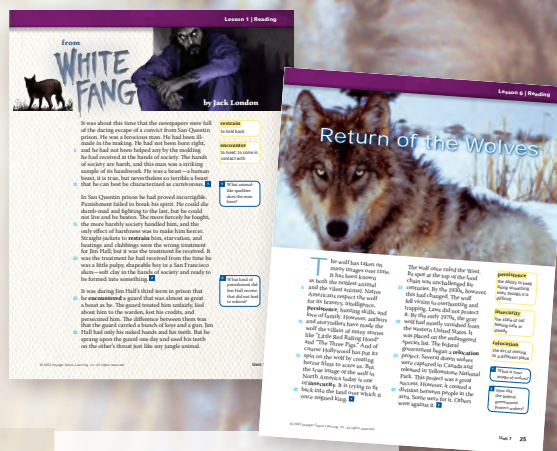
Instructional Texts

Excerpt from *White Fang* by Jack London

Text type: literature—novel

“Return of the Wolves”

Text type: informational



Materials

- Unit 7 video (*Wolves Part 1*)
- Six Traits of Writing Scoring Rubric: Argument (print as needed)
- Unit 7 Background Information
- Progress Monitoring Across the Six Traits scales

Optional

Classroom Materials

- Highlighters or colored pencils
- Dictionaries
- Notebook paper



Instructional Resources

- Unit 7 Reteach
- Handwriting Lessons
- Unit 8 Background Information (assign as homework at the end of the unit)

Instructional Texts:
Excerpt from *White Fang*
by Jack London

Text type: literature—novel

“Return of the Wolves”

Text type: informational

LANGUAGE! Live Online



See additional practice activities online.

If necessary, provide additional background information, prompts, or questions that your students may need addressed to understand the concept of nature versus nurture. Post any additions to the Class Wall for students to reference.

| Lesson 1 | Lesson 2 |
|---|--|
| <p>Reading</p> <ul style="list-style-type: none"> Determine and discuss the topic of a text. Determine and discuss the author’s purpose. Use text features to preview text. <p>Vocabulary</p> <ul style="list-style-type: none"> Evaluate word knowledge. Determine the meaning of key passage vocabulary. <p>Reading</p> <ul style="list-style-type: none"> Read an excerpt from a novel. Monitor comprehension during text reading. Retell part of a story. Identify the plot of a story. Identify shifts in point of view from third-person omniscient to third-person limited. Analyze how parts of a story contribute to the plot. | <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. <p>Grammar</p> <ul style="list-style-type: none"> Distinguish between a phrase and a clause. Identify subordinating conjunctions and dependent clauses in sentences. Demonstrate understanding of the function of subordinate clauses. <p>Writing</p> <ul style="list-style-type: none"> Demonstrate understanding of complex sentence structure through manipulation of dependent and independent clauses. Use subordinating conjunctions correctly. |

| Lesson 6 | Lesson 7 |
|--|--|
| <p>Reading</p> <ul style="list-style-type: none"> Determine and discuss the topic of a text. Determine and discuss the author’s purpose. Use text features to preview text. <p>Vocabulary</p> <ul style="list-style-type: none"> Evaluate word knowledge. Determine the meaning of key passage vocabulary. <p>Reading</p> <ul style="list-style-type: none"> Read informational text. Monitor comprehension during text reading. | <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. Distinguish among the connotations of words with similar denotations. Verify word knowledge using a dictionary. <p>Reading</p> <ul style="list-style-type: none"> Determine how to respond to prompts. Use critical thinking skills to write responses to prompts about text. Support written answers with text evidence. Use context to determine the meaning of words and phrases. Interpret information presented visually. |

| | Lesson 3 | Lesson 4 | Lesson 5 |
|--|---|--|---|
| | <p>Reading</p> <ul style="list-style-type: none"> Establish a purpose for rereading literary text. Use critical thinking skills to write responses to prompts about text. Support written answers with text evidence. Objectively summarize literary text. Identify the purpose and impact of a literary flashback. Determine the plot of a story. Identify the protagonist and antagonist of a story. | <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. <p>Reading</p> <ul style="list-style-type: none"> Read literature with purpose and understanding. Answer questions to demonstrate comprehension of text. Determine the meaning of personification, hyperboles, exaggerations, metaphors, similes, and idioms in text. Determine the impact of the author’s word choice on meaning, tone, and mood. Monitor comprehension of text during reading. Identify text evidence that supports inferences. Analyze an author’s word choice used to create suspense. Determine the meaning and purpose of conjunctive adverbs. | <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. <p>Writing</p> <ul style="list-style-type: none"> Describe how a character changes in response to plot events. Write a narrative from a character’s point of view. <p>Reading</p> <ul style="list-style-type: none"> Self-correct as comprehension of text deepens. Answer questions to demonstrate comprehension of text. Engage in class discussion. Identify the enduring understandings from a piece of text. |
| | <p>Lesson 8</p> <p>Reading</p> <ul style="list-style-type: none"> Establish a purpose for rereading informational text. Monitor comprehension during text reading. Use critical thinking skills to write responses to prompts about text. Support written answers with text evidence. Interpret information from graphics to answer questions about text. Identify evidence used by an author to support claims. Objectively summarize informational text. Analyze claims and counterclaims made in text. | <p>Lesson 9</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. <p>Reading</p> <ul style="list-style-type: none"> Read informational text with purpose and understanding. Answer questions to demonstrate comprehension of text. Distinguish between text written from a subjective point of view and text written from an objective point of view. Identify how an author distinguishes his or her positions on a topic from that of others. Monitor comprehension of text during reading. Connect pronouns to their antecedents. Strengthen word knowledge through use of synonyms and antonyms. Determine the meaning of words with prefixes and suffixes. Determine the meaning of figurative language. | <p>Lesson 10</p> <p>Vocabulary</p> <ul style="list-style-type: none"> Review key passage vocabulary. <p>Writing</p> <ul style="list-style-type: none"> Cite text in writing. Use a process to write. Write a persuasive argument. Use a rubric to guide and evaluate writing. <p>Reading</p> <ul style="list-style-type: none"> Self-correct as comprehension of text deepens. Answer questions to demonstrate comprehension of text. Engage in class discussion. Identify the enduring understandings from a piece of text. |

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online. If necessary, provide additional background information, prompts, or questions that your students may need addressed to understand the unit. Post any additions to the Class Wall for students to reference.

- Describe a time when you experienced bad luck.
- Write three sentences about being alone. Use a direct object in one, an object of the preposition in one, and a predicate noun in the last one.
- Write two sentences about your feelings toward a particular animal. Combine the sentences using a conjunction.

Reading

Objectives

- Determine and discuss the topic of a text.
- Determine and discuss the author's purpose.
- Use text features to preview text.

Passage Introduction

Direct students to page 1 in their Student Books. Discuss the content focus.

Content Focus

survival; conditioning

What do you think you will read about? (Answers will vary.) What is the difference between a wolf and a dog? Have partners discuss.

Type of Text

literature—fiction

Literature can be divided into two categories. What are they? (fiction and nonfiction) Tell your partner the difference between fiction and nonfiction. Provide sharing time. Which one tells a story that isn't real? (fiction) What does *nonfiction* mean? (not fiction, not fake, true) We are going to read another piece of fiction; this one is written in third person. What do we know about the narrator in a story written in third person? (The narrator telling the story is not a character in the story.)

Unit
7

Lesson 1 | Reading

Let's Focus: Excerpt from *White Fang*

| | |
|---|---|
| Content Focus survival; conditioning | Type of Text literature—novel |
| Author's Name Jack London | |
| Author's Purpose to entertain, teach how environment influences behavior | |

Big Ideas
Consider the following Big Idea questions. Write your answer for each question.

Can good and evil be conditioned, or are people born that way?

Can love and support tame an aggressive beast?

Narrative Preview Checklist: The excerpt from *White Fang* on pages 5–9.

Title: What clue does it provide about the passage?

Pictures: What additional information is added here?

Margin Information: What vocabulary is important to understand this story?

Enduring Understandings
After reading the text . . .

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Author's Purpose

Have students glance at the text. **Who is the author of the text?** (Jack London) **The author's purpose is the reason that he or she wrote the text.** Authors write for different purposes. Most fiction pieces are written to entertain. *White Fang* is no different. In addition to entertaining you, the author wanted his readers to ponder how the environment influences behavior of humans and animals. Have students write the answers on the page.

Play the Unit 7 Text Training video found online.

Before we read the excerpt from *White Fang*, we will watch a short video to help build our background knowledge. Play the Unit 7 Text Training video. Have partners discuss the main idea and key details of the video. Have them explain how the video will prepare them for the upcoming unit of study.

Note: Additional Background Information can be found in the Unit 7 online materials.

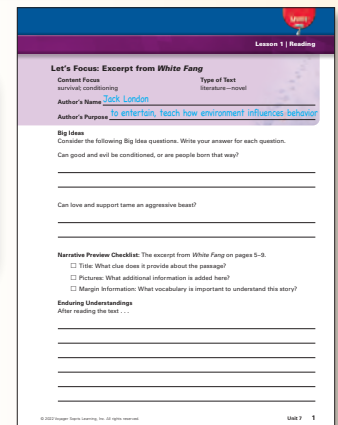
Note: Throughout the unit, be mindful of and sensitive to students who might have experienced or witnessed abuse by authority figures or have family members or friends in the criminal justice system.

Read the Big Idea questions aloud.

Big Ideas

Can good and evil be conditioned, or are people born that way?

Can love and support tame an aggressive beast?



Collegial Discussion poster

Class Discussion Rules poster

As a class, consider the two Big Idea questions.

- Have students reflect on the Background Information for the unit and ask clarifying questions when needed.
- Provide opportunities for students to explain their ideas and answers to the Big Idea questions in light of the discussion by ensuring students follow the rules for class discussion, which can be printed in poster form.
- Suggest students refer to the Collegial Discussion sentence frames in the back of their books.
- Encourage speakers to link comments to the remarks of others to keep the focus of the discussion and create cohesion, even when their comments are in disagreement.

After discussing each question, have students write an answer. **We'll come back to these questions after we finish reading the text.** You can add to your answers as you gain information and perspective.

Note: For students who are not familiar with the concept of nature versus nurture, provide a limited amount of time to research and discuss as a class both sides of the debate. How might life experiences affect behavior and personal choices?

Preview

Read the Preview Checklist on page 1. Follow the Preview Procedure outlined below.

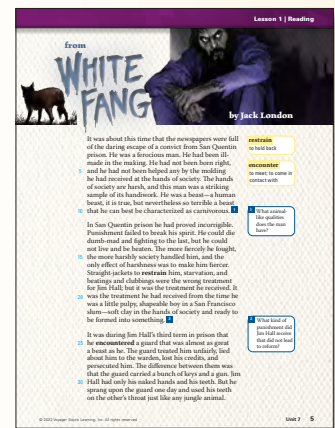
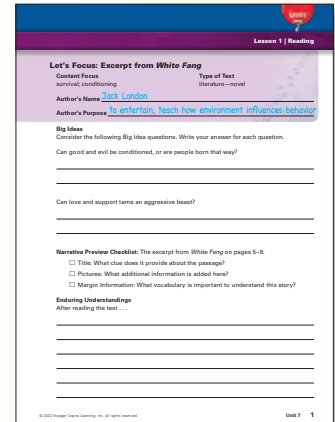
Preview Procedure

- Group students with partners or in triads.
- Have students count off as 1s or 2s. The 1s will become the student leaders. If working with triads, the third students become 3s.
- The student leaders will preview the text in addition to managing the checklist and pacing.
- The 2s and 3s will preview the text with 1s.
- Direct 1s to open their Student Books to page 1 and 2s and 3s to open their Student Books to page 5. This allows students to look at a few different pages at one time without turning back and forth.

Direct students to page 5. Have students preview the text.

If it is necessary, guide students in a short preview using the following talking points.

What is the title? (*White Fang*) **What clue does the title provide about the passage?** (Answers will vary.) **Describe the graphic on the first page.** (a man sitting; a wolf) **I wonder what the man will have to do with the story. Let's look at the next picture. What do you see?** (a dead guard and a man running up the steps) **Let's look at the next picture. What do you see?** (a wolf chasing the man) **What assumptions can you make based on the pictures?** (Answers will vary.) **Now, look at the images as a whole. Are they dark or light?** (dark) **What kind of mood is the illustrator trying to set?** (grave) **Illustrations are used to convey the mood of the text. It is important to look at the illustrations before reading so you can get a feel for what kind of story you will be reading. Will this be a triumphant, happy text?** (no) **Provide sharing time.**



Vocabulary

Objectives

- Evaluate word knowledge.
- Determine the meaning of key passage vocabulary.

Rate Vocabulary Knowledge

Direct students to page 4 in their Student Books. Let's take a look at the vocabulary words from the excerpt from *White Fang*. I will say each word aloud. You will repeat the word and write it in the third column. Then, you will rate your knowledge of the word. Display the Vocabulary Rating Scale poster or write the information on the board. Review the meaning of each rating.

Vocabulary Rating Scale

0—I have never heard the word before.

1—I have heard the word, but I'm not sure how to use it.

2—I am familiar with the word, but I'm not sure if I know the correct meaning.

3—I know the meaning of the word and can use it correctly in a sentence.

Lesson 1 | Vocabulary

Key Passage Vocabulary: Excerpt from *White Fang*

Read each word. Write the word in column 3. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|------------|----------------|----------------|------------------|
| restrain | (v) | restrain | 0 1 2 3 |
| encounter | (v) | encounter | 0 1 2 3 |
| pursue | (v) | pursue | 0 1 2 3 |
| vainly | (adv) | vainly | 0 1 2 3 |
| compel | (v) | compel | 0 1 2 3 |
| vengeance | (n) | vengeance | 0 1 2 3 |
| ignorant | (adj) | ignorant | 0 1 2 3 |
| promotion | (n) | promotion | 0 1 2 3 |
| advantage | (n) | advantage | 0 1 2 3 |
| ascent | (n) | ascent | 0 1 2 3 |

4 Unit 7

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Remember, the points are there to help you know which words you need to focus on. By the end of this unit, you should be able to change all your ratings to a 3. That's the goal.

Read each word aloud and have students repeat it, write it, and rate it. Then, have volunteers who rated a word 2 or 3 use the word in an oral sentence.

Preteach Vocabulary

Note: Gauge self-reported student knowledge of vocabulary words on the Key Passage Vocabulary activity. While students will be tested on all vocabulary words in the unit, focus intensive vocabulary instruction on four to five words that most students do not understand. Use time during passage reading to emphasize meaning of all unit vocabulary words in context.

Explain that you will now take a closer look at the words. Follow the Preteach Procedure outlined below.

Preteach Procedure

This activity is intended to take only a short amount of time, so make it an oral exercise.

- Introduce each word as indicated on the word card.
- Read the definition and example sentences.
- Ask questions to clarify and deepen understanding.
- If time permits, allow students to share.

* If your students would benefit from copying the definitions, please have them do so in the vocabulary log in the back of the Student Books using the margin definitions in the passage selections. This should be done outside of instruction time.

restrain (v)

Let's read the first word together. *Restrain*.

Definition: *Restrain* means "to hold back." What means "to hold back"? (restrain)

Example 1: It is hard for me to *restrain* myself around ice cream; it's too tempting.

Example 2: When referees break up a fight during a game, they sometimes have to *restrain* the players involved.

Example 3: Dog owners should use leashes to *restrain* their dogs in public places.

Question 1: Could a mousetrap *restrain* a wolf? Yes or no? (no)

Question 2: Could a cage *restrain* a bird? Yes or no? (yes)

Pair Share: Turn to your partner and tell about a character in a movie or TV show that had to be *restrained*.

1

encounter (v)

Let's read the next word together. *Encounter*.

Definition: *Encounter* means "to meet; to come in contact with." What means "to meet; to come in contact with"? (encounter)

Example 1: You might *encounter* a snake in a grassy area near a lake or stream.

Example 2: I do not *encounter* many people on my early-morning walks.

Example 3: If you drive across Colorado in January, you are likely to *encounter* a snowstorm.

Question 1: You and a friend learn that you saw the same movie at the same theater but at different times. Did you *encounter* each other? Yes or no? (no)

Question 2: Would you be surprised to *encounter* a zebra at a bus stop? Yes or no? (yes)

Pair Share: Turn to your partner and tell about a time you *encountered* an animal or an insect that scared you.

2

pursue (v)

Let's read the next word together. *Pursue*.

Definition: *Pursue* means "to chase; to go after." What word means "to chase; to go after"? (pursue)

Example 1: In action movies, the "good guys" often *pursue* the "bad guys."

Example 2: Wolves and other predators *pursue* small animals in the hopes of catching a good meal.

Example 3: People who don't succeed at one career sometimes decide to *pursue* a different one.

Question 1: In the game of tag, does one person *pursue* the others? Yes or no? (yes)

Question 2: Someone drops a five-dollar bill on a crowded street and keeps walking. You pick it up and want to give it back. Do you *pursue* the person? Yes or no? (yes)

Pair Share: Turn to your partner and tell about a time someone you know forgot something and had to be *pursued*.

3

vainly (adv)

Let's read the next word together. *Vainly*.

Definition: If you do something *vainly*, you do it without success; you fail to achieve what you hoped to achieve. What word means "without success; not achieving what one hoped to"? (vainly)

Example 1: I often hunt *vainly* for a piece of chocolate in my desk.

Example 2: If your team is losing 49 to 0 in the third quarter, you might try *vainly* to come back and win.

Example 3: For years, scientists have been searching *vainly* for signs of intelligent life in outer space.

Question 1: You are locked out. You jiggle the doorknob, but it doesn't open. Are you *vainly* trying to open the door? Yes or no? (yes)

Question 2: You spend an hour looking for a lost bracelet and then find it in an unexpected place. Have you searched *vainly* for the bracelet? Yes or no? (no)

Pair Share: Turn to your partner and swap stories about something you *vainly* tried to do when you were younger.

4

compel (v)

Let's read the next word together. *Compel*.

Definition: *Compel* means "to make someone take a certain action." What word means "to make someone take a certain action"? (compel)

Example 1: The fear of accidents can *compel* cyclists to wear helmets.

Example 2: When a street is closed for repairs, drivers are *compelled* to take a detour.

Example 3: Freezing temperatures *compel* children to play indoors.

Question 1: The elevator is broken. You live on the fourth floor. Does this situation *compel* you to climb the stairs? Yes or no? (yes)

Question 2: The police arrested the suspects, handcuffed them, and took them to the police station. Did the police *compel* the suspects to go with them? Yes or no? (yes)

Pair Share: Turn to your partner and tell about a time when an injury or illness *compelled* you to miss out on something fun.

5

vengeance (n)

Let's read the next word together. *Vengeance*.

Definition: *Vengeance* is the act of repaying one hurtful deed with another. What means "the act of repaying one hurtful deed with another"? (vengeance)

Example 1: If you get hurt, you might feel like seeking *vengeance*, but acting on this feeling will only lead to trouble.

Example 2: If someone tickles me, I might take *vengeance* by tickling him or her back.

Example 3: Many of Shakespeare's plays involve people who seek *vengeance* on an enemy.

Question 1: You hear a strange noise outside and lock your window. Is this an act of *vengeance*? Yes or no? (no)

Question 2: Your brother always wins when playing cards. You have spent hours improving your game. Are you aiming for *vengeance* by asking him for a rematch? Yes or no? (yes)

Pair Share: Turn to your partner and tell why an act of *vengeance* can leave a person feeling worse than ever.

6

ignorant (adj)

Let's read the next word together. *Ignorant*.

Definition: *Ignorant* means "not knowing or having important information." What means "not knowing or having important information"? (ignorant)

Example 1: When someone is rude, I tell myself he or she may be having problems I am *ignorant* of.

Example 2: The fear of seeming *ignorant* can keep people from asking questions.

Example 3: Being *ignorant* of the rules does not give you an excuse to break them.

Question 1: You sign up for cross-country track even though you know workouts start at 5:00 a.m. Are you *ignorant* of the practice schedule? Yes or no? (no)

Question 2: You are planning a surprise party for a friend. The friend knows but hasn't let on. Are you *ignorant* of your friend's knowledge? Yes or no? (yes)

Pair Share: Turn to your partner and tell about a time you felt *ignorant* about something and asked questions to learn more.

7

promotion (n)

Let's read the next word together. *Promotion*.

Definition: The *promotion* of something is an attempt to convince others that they should do, believe, or buy something. What word means "an attempt to convince others that they should do, believe, or buy something"? (promotion)

Example 1: In group work, the endless *promotion* of one's own ideas and opinions can be tiresome for the other members.

Example 2: On TV and in the media, the *promotion* of a product or service is called an ad.

Example 3: The *promotion* of a healthy lifestyle is best done through example; if people see you forming good habits, they will too.

Question 1: Everyone else wants to go swimming, but you argue that playing games would be more fun. Is this a *promotion* of your own opinion? Yes or no? (yes)

Question 2: You are running for class president. You hang posters of yourself all over the school. Is this an act of self-*promotion*? Yes or no? (yes)

Pair Share: Turn to your partner and name something you could devote your life to the *promotion* of.

8

advantage (n)

Let's read the next word together. *Advantage*.

Definition: An *advantage* is something that puts you in a better position than others. What means "something that puts you in a better position than others"? (advantage)

Example 1: If you are a basketball player, being tall is an *advantage*.

Example 2: On sale day, getting to a store early can be an *advantage*.

Example 3: One *advantage* of living on the top floor is that nobody makes noise above you.

Question 1: In a race, is getting a head start an *advantage*? Yes or no? (yes)

Question 2: You are on a walking tour of a big city, but you wore flip-flops and your feet hurt. Are your shoes an *advantage*? Yes or no? (no)

Pair Share: Turn to your partner and name a good habit of yours. Then tell why the habit is an *advantage*.

9

ascent (n)

Let's read the last word together. *Ascent*.

Definition: An *ascent* is an upward journey. What word means "an upward journey"? (ascent)

Example 1: A steep *ascent* on a bicycle can be challenging if you are not in shape.

Example 2: A rock climber uses special equipment to make his or her *ascent* safe.

Example 3: Airplane passengers prepare for *ascent* by buckling their seatbelts.

Question 1: A stream flows downhill. Does it make an *ascent*? Yes or no? (no)

Question 2: You hit a volleyball and it flies toward the rafters. Is it making an *ascent*? Yes or no? (yes)

Pair Share: Turn to your partner and tell about an *ascent* you have made or would like to make.

10

Reading

Objectives

- Read an excerpt from a novel.
- Monitor comprehension during text reading.
- Retell part of a story.
- Identify the plot of a story.
- Identify shifts in point of view from third-person omniscient to third-person limited.
- Analyze how chapters of a story contribute to the plot.
- Refer to parts of stories when writing or speaking about a text.

Excerpt from *White Fang*

Direct students to pages 2 and 3 in their Student Books.

Lesson 1 | Reading

Plot Summary Outline

Story Title: White Fang

Part 2—Born of the Wild

1. Kiche, a tame wolf, mates with a wild wolf and gives birth to five pups.
2. All pups die of famine except one.
3. Surviving pup more closely resembles a wild wolf than a tame wolf.
4. Kiche's pup learns the law of the wild: EAT OR BE EATEN.

Part 3—The Gods of the Wild

1. Kiche and her pup learn to live in civilization at an Indian camp with Gray Beaver as their master.
2. Pup is named White Fang due to his extremely white fangs.
3. Gray Beaver trades Kiche (the mom) to settle a debt.
4. White Fang is mistreated by other dogs. Because he fights back, he is hated by all people but Gray Beaver.
5. White Fang learns to become a ferocious fighter because of his environment.
6. White Fang becomes dog-like when he escapes but realizes that he prefers the camp to the wild and returns.
7. White Fang has loyalty and respect for Gray Beaver, but no love.

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Lesson 1 | Reading

Plot Summary Outline (cont.)

Part 4—The Superior Gods

1. White Fang becomes violent toward all other dogs.
2. Gray Beaver settles a debt by giving White Fang to Beauty Smith, a cruel, evil, and ugly man.
3. Beauty Smith attempts to tame White Fang with beatings and force.
4. White Fang learns to take out his hostility and hatred for Smith on other dogs when he is entered in dogfights. He becomes known as "The Fighting Wolf."
5. Weedon Scott saves White Fang from near death during a fight with a dog.
6. Weedon Scott becomes White Fang's new master and tries to teach White Fang how to experience love.

Part 5—The Tame

1. Weedon Scott returns to California with White Fang to live on his ranch with his family (wife: Alice, mom, and dad: Judge Scott).
2. Jim Hall, described as a human beast, killed a guard with his own teeth.
3. Jim Hall escaped from prison after killing two more guards with his own hands.
4. Jim Hall wanted revenge against Judge Scott, Weedon's dad, for sending him to jail for a crime that he did not commit.
5. Hearing of Hall's escape, Weedon's wife brought White Fang to sleep in the house at night.
6. Jim Hall entered the Scott home while the family was asleep. White Fang used his skills from the wild to make a surprise attack on this strange god.

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Before reading the excerpt from *White Fang*, let's look at a plot summary outline of what has happened so far in the book. Read and discuss the plot summary outline. Retelling the story by using a plot summary outline will help build prior knowledge and enhance your ability to see how the chapters fit together as the plot unfolds. Have students use the plot summary outline to retell the story with a partner. Have students take turns retelling parts 2–4. Now, let's read *White Fang, The Tame*.

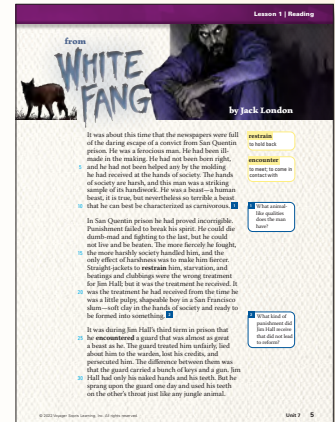
Direct students to page 5 in their Student Books.

Guiding Students Toward Independent Reading

It is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations and data. This is a good opportunity to stretch your students. If students become frustrated, scaffold the reading with paired reading, choral reading, or a read-aloud.

Options for reading text:

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read



Choose an option for reading the text. Have students read according to the option that you chose.

Remind students to pause at the numbers and consider the questions.

If you choose to read the text aloud or chorally, use the following text boxes and stop to ask questions and have students answer them.

SE p. 5, paragraph 1

It was about this time that the newspapers were full of the daring escape of a convict from San Quentin prison. He was a ferocious man. He had been ill-made in the making. He had not been born right, and he had not been helped any by the molding he had received at the hands of society. The hands of society are harsh, and this man was a striking sample of its handiwork. He was a beast—a human beast, it is true, but nevertheless so terrible a beast that he can best be characterized as carnivorous.

1. What animal-like qualities does the man have?

SE p. 5, paragraph 2

In San Quentin prison he had proved incorrigible. Punishment failed to break his spirit. He could die dumb-mad and fighting to the last, but he could not live and be beaten. The more fiercely he fought, the more harshly society handled him, and the only effect of harshness was to make him fiercer. Straight-jackets to **restrain** him, starvation, and beatings and clubbings were the wrong treatment for Jim Hall; but it was the treatment he received. It was the treatment he had received from the time he was a little pulpy, shapeable boy in a San Francisco slum—soft clay in the hands of society and ready to be formed into something.

2. What kind of punishment did Jim Hall receive that did not lead to reform?

Note: Be aware that the discussion of violent punishment may bring up trauma for students who have been victims of abuse.

SE p. 5, paragraph 3

It was during Jim Hall's third term in prison that he **encountered** a guard that was almost as great a beast as he. The guard treated him unfairly, lied about him to the warden, lost his credits, and persecuted him. The difference between them was that the guard carried a bunch of keys and a gun. Jim Hall had only his naked hands and his teeth. But he sprang upon the guard one day and used his teeth on the other's throat just like any jungle animal.

SE p. 6, paragraph 1

After this, Jim Hall went to live in the incorrigible cell. He lived there three years. The cell was of iron, the floor, the walls, the roof. He never left this cell. He never saw the sky nor the sunshine. Day was a barely noticeable twilight and night was a black silence. He was in an iron tomb, buried alive. He saw no human face, spoke to no human thing. When his food was shoved in to him, he growled like a wild animal. He hated all things. For days and nights he bellowed his rage loudly at the universe. Then, for weeks and months he never made a sound, in the black silence eating his very soul. He was a man and a monstrosity, as fearful a thing of fear as ever imagined in the visions of a maddened brain.

3. What was life like for Jim Hall before his attack on the prison guard and after his attack on the prison guard?

SE p. 6,
paragraphs 2-3

And then, one night, he escaped. The warders said it was impossible, but nevertheless the cell was empty, and half in half out of it lay the body of a slain guard. Two other dead guards marked his trail through the prison to the outer walls, and he had killed with his hands to avoid noise.

He was armed with the weapons of the slain guards—a live arsenal that fled through the hills **pursued** by the organized might of society. A heavy price of gold was upon his head. Greedy farmers hunted him with shotguns. His blood might pay off a loan or send a son to college. Public-spirited citizens took down their rifles and went out after him. A pack of bloodhounds followed the way of his bleeding feet. And the sleuth-hounds of the law, the paid fighting animals of society, with telephone, and telegraph, and special train, clung to his trail night and day.

4. Where did Jim Hall get his weapons?

SE p. 6, paragraph 4

Sometimes they came upon him, and men faced him like heroes, or stampeded through barbed-wire fences to the delight of the people reading the account at the breakfast table. It was after such encounters that the dead and wounded were carted back to the towns, and their places filled by men eager for the manhunt.

SE p. 7, paragraph 1

And then Jim Hall disappeared. The bloodhounds **vainly** quested for him on the lost trail. Inoffensive, ordinary ranchers in remote valleys were held up by armed men and **compelled** to identify themselves. While the remains of Jim Hall were discovered on a dozen mountainsides by greedy claimants for blood-money.

5. Why did so many men want to find Jim Hall?

SE p. 7,
paragraphs 2–3

In the meantime the newspapers were read at Sierra Vista, not so much with interest as with anxiety, or worry. The women were afraid. Judge Scott pooh-poohed and laughed, but not with reason, for it was in his last days on the bench that Jim Hall had stood before him and received sentence. And in open courtroom, before all men, Jim Hall had proclaimed that the day would come when he would wreak **vengeance** on the Judge that sentenced him.

For once, Jim Hall was right. He was innocent of the crime for which he was sentenced. It was a case, in the language of thieves and police, of “railroading.” Jim Hall was being “railroaded” to prison for a crime he had not committed. Because of the two prior convictions against him, Judge Scott imposed upon him a sentence of fifty years.

6. What is Jim Hall’s connection to Judge Scott?

SE p. 7, paragraph 4

Judge Scott did not know all things, and he did not know that he was party to a police conspiracy, that the evidence was hatched and falsified, that Jim Hall was guiltless of the crime charged. And Jim Hall, on the other hand, did not know that Judge Scott was merely **ignorant**. Jim Hall believed that the judge knew all about it and was hand in glove with the police in the **promotion** of the monstrous injustice. So it was, when the doom of fifty years of living death was uttered by Judge Scott, that Jim Hall, hating all things in the society that misused him, rose up and raged in the courtroom until dragged down by half a dozen of his blue-coated enemies. To him, Judge Scott was the keystone in the arch of injustice, and upon Judge Scott he emptied the vials of his wrath and hurled the angry threats of his revenge yet to come. Then Jim Hall went to his living death . . . and escaped.

7. In what ways are Jim Hall and Judge Scott both “falsely accused”?

SE p. 8, paragraph 1

Of all this White Fang knew nothing. But between him and Alice, the master's wife, there existed a secret. Each night, after Sierra Vista had gone to bed, she rose and let in White Fang to sleep in the big hall. Now White Fang was not a house dog, nor was he permitted to sleep in the house; so each morning, early, she slipped down and let him out before the family was awake.

8. Why do you think White Fang is introduced at this time?

SE p. 8,
paragraphs 2-3

On one such night, while all the house slept, White Fang awoke and lay very quietly. And very quietly he smelled the air and read the message it bore of a strange god's presence. And to his ears came sounds of the strange god's movements. White Fang burst into no furious outcry. It was not his way. The strange god walked softly, but more softly walked White Fang, for he had no clothes to rub against the flesh of his body. He followed silently. In the Wild he had hunted live meat that was infinitely timid, and he knew the **advantage** of surprise.

The strange god paused at the foot of the great staircase and listened, and White Fang was as dead, so without movement was he as he watched and waited. Up that staircase the way led to the lovemaster and to the lovemaster's dearest possessions. White Fang bristled, but waited. The strange god's foot lifted. He was beginning the **ascent**.

9. Who are the strange god and the lovemaster?

SE p. 9, paragraph 1

Then it was that White Fang struck. He gave no warning, with no snarl anticipated his own action. Into the air he lifted his body in the spring that landed him on the strange god's back. White Fang clung with his forepaws to the man's shoulders, at the same time burying his fangs into the back of the man's neck. He clung on for a moment, long enough to drag the god over backward. Together they crashed to the floor. White Fang leaped clear, and, as the man struggled to rise, was in again with the slashing fangs.

10. How did White Fang fulfill his duty Alice had given him?

For confirmation of engagement, have partners share what they think will happen to Jim Hall and White Fang. Have volunteers share predictions with the class.

Point of View

Point of view has a major impact on text. Text can be written from the first-person point of view or the third-person point of view. If it is written by a character in the text, that is called first person. If it is written by a character outside the text, that is called third person.

Have volunteers share the pronouns typically seen in first-person text. (*I, me, my, we, us, our*).

Sometimes, an author writing in third-person point of view seems to know the thoughts and feelings of all the characters. This is called *omniscient*. Other times, the author seems to only know the thoughts and feelings of one character and the story is told from his or her perspective.

This text is unique because both points of view are used.

Challenge students to find the place in the text when the story seems to be told from White Fang's point of view only. (*Of all this White Fang knew nothing.*)

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Describe a relationship you have had with a pet. How did that pet impact your life?
- Describe a time when you were wrongly accused of something. How did you feel? Underline the adjectives in your sentences.
- Write two compound sentences about wolves. Use a conjunction in each sentence, and don't forget the commas.

Vocabulary

Objective

- Review key passage vocabulary.

Review Passage Vocabulary

Direct students to page 4 in their Student Books. Use the following questions to review the vocabulary words in the excerpt from *White Fang*. Have students answer each question using the vocabulary word or indicating its meaning in a complete sentence.

- What was used in prison to *restrain* Jim Hall? (Straight-jackets were used to restrain him.) Think about the effect of *restraining* him in this way. Did it make him less violent? (No, restraining him in this way did not make him less violent; it only made him more ferocious.)
- One day, Jim *encountered* a guard who treated him cruelly. What happened? (When Jim encountered the guard, he attacked him and sank his teeth into his throat like a wild animal.) For this offense, Jim was put in solitary confinement for three years. Did Jim *encounter* anybody during that time? (No, he didn't encounter anyone because he was alone.)
- Who *pursued* Jim after he escaped from prison? (Farmers, ordinary citizens, bloodhounds, and officers of the law all pursued him.) What else were many people *pursuing* in the race to catch Jim Hall? (They were pursuing the gold offered as a reward.)
- The bloodhounds *vainly* searched for him. Did they successfully search for him? (No; because they searched vainly, they searched without success.) Had Jim Hall *vainly* tried to escape from prison? (No, Jim Hall hadn't vainly tried to escape; he had successfully escaped.)

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|------------|----------------|----------------|------------------|
| restrain | (v) | restrain | 0 1 2 3 |
| encounter | (v) | encounter | 0 1 2 3 |
| pursue | (v) | pursue | 0 1 2 3 |
| vainly | (adv) | vainly | 0 1 2 3 |
| compel | (v) | compel | 0 1 2 3 |
| vengeance | (n) | vengeance | 0 1 2 3 |
| ignorant | (adj) | ignorant | 0 1 2 3 |
| promotion | (n) | promotion | 0 1 2 3 |
| advantage | (n) | advantage | 0 1 2 3 |
| ascend | (v) | ascend | 0 1 2 3 |

- After Jim Hall disappeared, ordinary ranchers were *compelled* to identify themselves.

Vocabulary Review Note: Remember, *identify* means “to say who or what something is.”

Were the ranchers politely asked to identify themselves? (No; if the ranchers were compelled to identify themselves, they were forced to do so.) What would those who were searching for Jim finally be *compelled* to admit? (They would be compelled to admit that they couldn’t find him.)

- On whom had Jim Hall sworn *vengeance* years ago, when he received a “guilty” sentence? (He had sworn vengeance on the judge.) Based on Jim Hall’s behavior in prison, what kind of *vengeance* can readers guess he will take? (Readers can guess that Jim will take violent vengeance and kill the judge.)
- Of what had the judge been *ignorant*? (He had been ignorant of Jim’s innocence.) Had the police been *ignorant* of the same thing? (No, the police had known Jim was innocent but conspired against him by creating false evidence.) Was Jim *ignorant* of the judge’s *ignorance*? (*Ignorance* is the noun form of *ignorant*.) (Yes; Jim believed the judge knew all about the conspiracy. He was ignorant of the fact that the judge knew nothing.)
- The entire trial was a *promotion* of injustice, or unfairness. What does this mean? (If the trial was a promotion of injustice, it was set up to make an unfair ruling happen.) You might say that the trial *promoted* a reaction that could be violent. How so? (Jim felt the ruling was so unjust that his rage might result in a violent outburst.)
- When Jim enters the judge’s house, White Fang is at an *advantage*. Name at least two ways this is true. (White Fang is at an advantage because he has keen hearing, makes no noise as he moves, and knows how to surprise his victims.) Is Jim Hall’s beastly strength an *advantage* against White Fang? (No, it isn’t an advantage; White Fang acts so quickly, Jim doesn’t have a chance to respond.)
- White Fang attacks Jim as he begins his *ascent*. Where does Jim intend for his *ascent* to take him? (He intends for his ascent to take him upstairs to the judge’s bedroom.) Does he complete his *ascent*? Why or why not? (No, he doesn’t complete his ascent because White Fang attacks him, pulls him to the floor, and slashes him with his fangs.)

Grammar

Objectives

- Distinguish between a phrase and a clause.
- Identify subordinating conjunctions and dependent clauses in sentences.
- Demonstrate understanding of the function of subordinating conjunctions.

Phrase vs. Clause

We've been working with several different kinds of phrases. A phrase is a group of words, but it is not a complete thought. It will not answer both the *who did it* and *did what* questions—it will not have a subject and a predicate.

A verb phrase is a helping verb plus the main verb: *is standing, was playing*. Although a verb phrase may answer the *did what* question, it doesn't answer the *who did it* question. Turn to your partner and share an example of a verb phrase. Provide sharing time. A prepositional phrase is another type of phrase. A prepositional phrase always begins with a preposition and contains a noun or a pronoun. The prepositional phrase *in the morning* answers what question? (when) You have generated prepositional phrases that answer a variety of questions. Turn to your partner and share an example of a prepositional phrase. Provide sharing time.

A clause, on the other hand, will answer both key questions, *who or what did it* and *did what*. A clause has both a subject and a predicate. Listen to this group of words and decide if it's a phrase or a clause: *on one such night*. What is it? (a phrase) It is only a phrase. What question does it answer? (when) Listen to this group of words: *He hated all things*. What is it? (a clause) Who did it? (He) Did what? (hated) Because you can answer both questions, it is a clause.

Direct students to page 10 in their Student Books and read the instructions aloud.

Model

Model the first two examples. Listen: *of the daring escape*. Is that a phrase or a clause? I have to ask myself if I can answer the *who did it* and *did what* question. I cannot answer either question, and it begins with the preposition *of*. I'm sure it's a phrase, so I put an X in the phrase column. Listen: *he was a ferocious man*. It doesn't begin with a preposition, and I can answer the *who did it* question. There isn't an action verb, but the linking verb *was* connects *he* with *ferocious man*. This group of words is a complete thought, so I put an X in the clause column.

Lesson 2 | Grammar

Phrase vs. Clause

Read the following groups of words and place an X in the proper column to identify each one as a phrase or a clause.

| | Phrase | Clause |
|---|--------|--------|
| Ex: of the daring escape | X | |
| Ex: he was a ferocious man | | X |
| 1. had been helped | X | |
| 2. punishment failed to break his spirit | | X |
| 3. in the hands of society | X | |
| 4. during Jim Hall's third term in prison | X | |
| 5. the cell was of iron | | X |
| 6. he saw no human face | | X |
| 7. for weeks and months | X | |
| 8. in the visions of a maddened brain | X | |
| 9. he escaped | | X |
| 10. Jim Hall disappeared | | X |

Guided Practice

Look at #1: *had been helped*. What question does this group of words answer? (did what) Can we answer the *who did it* question? (no) What is it? (a phrase) It is a verb phrase, so put an X in the phrase column.

Look at #2: *punishment failed to break his spirit*. Think about the questions you can answer and then decide whether it's a phrase or a clause. Have students mark their responses and then orally review. What did it? (punishment) Did what? (failed) Because I can answer both questions, what is it? (a clause)

Independent Practice

Have students complete the activity. Review the answers as a class.

Subordinating Conjunctions

Write *conjunction* on the board and underline *junction*.

Conjunctions are words that join. The word *junction* helps us remember its function because a junction is where two things meet or come together.

Write *and*, *or*, and *but* on the board.

Let's review the meaning of these three conjunctions. What are they? (conjunctions) What do they do? (join words) Which conjunction would I use if I wanted to connect two similar ideas? (and) Which conjunction would I use if I need to signal a contrasting idea? (but) Which conjunction would I use to signal an alternative or a choice? (or) In each instance, the words that are joined are of equal value in the sentence. One is not dependent or more important than the other. This is not always the case.

Write the words *coordinating* and *subordinating* on the board.

The conjunctions we just reviewed are classified as coordinating conjunctions because they join two or more words, phrases, or clauses of equal weight or value. Have volunteers write sentences about the class on the board with compound subjects, compound objects, and compound predicates. Then, have volunteers write compound sentences on the board.

Examples of sentences:

Compound subject: Jim Hall and Judge Scott became enemies.

Compound predicate: Jim Hall could stay in prison or escape to find Judge Scott.

Compound object: Jim Hall hated people and animals.

Compound sentences: Jim Hall attempted to climb the stairs, but White Fang attacked.

Jim Hall entered the house, and White Fang detected an intruder.

Judge Scott would be killed, or White Fang would die to protect him.

Sometimes, one idea is dependent on another, and even though it contains the answer to subject and predicate questions, it cannot stand alone. It depends on another clause to complete its meaning. Listen: *We stood in the rain*. Is that a complete thought or an independent clause? Is its meaning complete? (yes) Listen to how one word changes its meaning: *While we stood in the rain*. It still answers *who* and *what did we do* questions, but something happened while we stood in the rain. It is a clause, but it cannot stand alone. As readers, we need more information. Listen: *While we stood in the rain, others ran for cover*. *Others ran for cover* is a complete thought, so it can

stand alone. Conjunctions that join a dependent clause to an independent clause are called *subordinating conjunctions*. When you hear the word *sub*, what do you think of? Encourage students to respond and make the connection to *under*. The clause that begins with one of these conjunctions is dependent on the rest of the sentence to complete it. It is *under* the independent clause.

Direct students to page 11 in their Student Books and read the chart of common subordinating conjunctions. Review the two jobs of subordinating conjunctions, and generate examples of dependent clauses that begin with a variety of subordinating conjunctions. Possible examples: *although I studied for the test; because we needed more time; before I came down for breakfast; since we had exhausted all of our options.*

Read the instructions for the activity.

Model

Listen as I read the first example: *As the stranger crept through the house, White Fang watched his every move.* The first thing I have to look for is a subordinating conjunction. If I can't remember them, I can look at the chart. The sentence begins with *as*, and I see *as* in the chart. I need to see if it begins a clause. *As* what? *As* the stranger crept through the house. That is a clause, but because it begins with a conjunction from the chart, it can't stand alone. It depends on the other clause to make it make sense. So, I circle *As* and underline *As the stranger crept through the house.*

Listen to the next example: *The guards patrolled the area carefully because Jim Hall threatened to escape.* I know the subject is *guards*. I know what the guards did—they patrolled. As I read further into the sentence, I see the conjunction *because*. It's a conjunction in the chart, and it is followed by a *who*—Jim Hall—and a *did what*—threatened. Why did they patrol the area? *because Jim Hall threatened to escape.* I circle *because* and underline *because Jim Hall threatened to escape.* As you can see, dependent clauses can be in a variety of positions within a sentence.

Lesson 2 | Grammar

Subordinating Conjunctions and Dependent Clauses

| Subordinating Conjunctions | | | | |
|----------------------------|--------------|-----------|---------|----------|
| • although | • as | • because | • how | • if |
| • since | • unless | • until | • while | • after |
| • when | • where | • why | • as if | • before |
| • than | • regardless | | | |

Two jobs of a subordinating conjunction:

- Joins a dependent clause to a main clause
- Establishes a relationship between the two clauses

Read the sentences below. Circle the subordinating conjunctions and underline the dependent clauses.

Examples:

As the stranger crept through the house, White Fang watched his every move.

The guards patrolled the area carefully because Jim Hall threatened to escape.

1. When his food was shoved in to him, he growled like a wild animal.
2. Each night after Sierra Vista had gone to bed, she rose and let in White Fang to sleep in the big hall.
3. She slipped down and let him out before the family was awake.
4. On one such night, while all the house slept, White Fang awoke and lay very quietly.
5. White Fang leaped clear, and as the man struggled to rise, was in again with the slashing fangs.

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Guided Practice

Let's look at #1: *When his food was shoved in to him, he growled like a wild animal.* Do you see a subordinating conjunction in this sentence? (when) Now, we have to determine if the group of words that follows contains a *who* or *what* and *did what*. Who or what? (food) Did what? (was shoved) What happened when his food was shoved in to him? (He growled like a wild animal.) Is that an independent clause? Can it stand alone? (yes) So, what word should be circled? (when) And what words should be underlined? (when his food was shoved in to him)

Listen as I read #2: *Each night, after Sierra Vista had gone to bed, she rose and let in White Fang to sleep in the big hall.* Identify the subordinate conjunction and dependent clause. Remember to make sure the words following the subordinate conjunction are a clause—that they contain a *who* or *what* and *did what*. Pause and give students time to mark their responses. Have volunteers share the conjunction and clause. Check to make sure students marked their sentence correctly, and clarify any misunderstandings.

Independent Practice

Read the remaining sentences, and have students mark their answers on each sentence. Review the answers as a class. Continue to help students focus on the idea that even though the clauses contain a subject noun and a verb, the conjunction makes them dependent clauses. They express an incomplete thought and are dependent on the rest of the sentence to complete their meaning.

For review, have students identify the phrases in numbers 2, 4, and 5.

Writing

Objectives

- Demonstrate understanding of complex sentence structure through manipulation of dependent and independent clauses.
- Use subordinating conjunctions correctly.

Sentences with Subordinating Conjunctions

Now that you have practiced recognizing subordinate conjunctions and identifying dependent clauses, I want you to write your own dependent clauses. Write the following sentence frame on the board:

White Fang attacked Jim Hall because _____.

What words would complete the thought? Finish the sentence on the board with *he started to go up the stairs*. Read the entire sentence, and then ask students for other ways to finish the sentence. Make sure their responses are clauses.

Direct students to page 12 in their Student Books and read the instructions aloud. Each sentence frame contains a subordinating conjunction. Your job is to finish the dependent clause and make sure it makes sense in the sentence.

Model

Look at the example: *While _____, Jim Hall spoke to no human being.* To complete this sentence, think about when Jim Hall would have been isolated from all of the other inmates. It was when he was in the special cell, the incorrigible cell. This clause makes sense: *While he was held in the incorrigible cell.* Another clause that would make sense would be: *While he was in solitary confinement.*

Guided Practice

Let's look at #1: *Jim Hall was considered incorrigible because . . .* *Incorrigible* means he was beyond correcting or incapable of being reformed. How could you finish this sentence? Turn to your partner and share your thoughts. After a few minutes, call on several students to share their responses. If students need a model, consider finishing the sentence with *even the most unacceptably violent punishment did not alter his actions.*

Independent Practice

Have partners complete the activity. Review the answers as a class.

Direct students to Part B. Punctuation impacts meaning. It helps us locate dependent clauses in written text. When you write sentences that contain dependent clauses, it is important that you use the proper punctuation. Have partners reread the sentences from Part A and circle all of the commas. Once you have circled the commas, analyze the pattern to determine the rule for punctuating dependent clauses.

Reinforce the idea that commas are needed after the clause when it begins the sentence, but not when it ends the sentence. While not illustrated in these sentences, commas are required before and after the clause when it lands within the sentence. An example can be found on page 11, numbers 2, 4, and 5.

Lesson 2 | Writing

Sentences with Subordinating Conjunctions

Part A Answers will vary.
Finish each sentence by completing the dependent clause.

Example:
While he was held in the incorrigible cell,
Jim Hall spoke to no human being.

1. Jim Hall was considered incorrigible because even the most unacceptably violent punishment did not alter his actions.
2. Until he escaped from prison,
Jim Hall lived in darkness.
3. Since the judge had sentenced him to prison,
the judge's wife was frightened by Jim Hall's escape.
4. Although he had previously committed many crimes,
Jim Hall was imprisoned for a crime he did not commit.
5. White Fang attacked the stranger when he started to climb the stairs.

Part B Answers will vary.
Reread the sentences above. Circle the commas and deduce the rule for when commas are needed with dependent clauses.
Commas are needed when the sentence begins with a dependent clause.

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Combining Dependent and Independent Clauses

Direct students to page 13 in their Student Books and read the instructions aloud. Let's look at the first two clauses to make sure you understand the instructions.

Listen: *while she waits for the bus*. What kind of clause is that? (dependent) Yes, it's dependent because the conjunction *while* cues that something else needs to follow the clause to finish the thought. Write it under Dependent Clauses. Listen: *she has not exercised regularly*. What kind of clause is that? (independent) Yes, you have a *who did it* and *did what*, and the clause does not begin with a subordinate conjunction. It can stand alone.

Read the remaining clauses and have students sort them. Review the answers as a class.

Now that you have sorted the clauses, what is your next step? (to combine each dependent clause with an independent clause to create sentences) Look for meaning clues to help you create complex sentences that make sense. Remember, dependent clauses do not always have to begin the sentence, but if they do begin the sentence, remember how they should be punctuated.

Model the first sentence by reading the first dependent clause, *while she waits for the bus*, and then read each of the independent clauses. Ask students which combination makes sense. Model the process by reading the subordinate clause at the beginning of the sentence and then at the end of the sentence: *While she waits for the bus, she does yoga. She does yoga while she waits for the bus*. Allow students to decide which one they like the best, then write it for #1. Ask them if they used a comma, and if so, where they placed it. Have students work with a partner to complete the remaining sentences. Remind them to include correct punctuation for dependent clauses that begin a sentence. Have volunteers share their sentences. Prompt students to also share how they punctuated their sentences.

We know a complex sentence contains a dependent clause and an independent clause. We know a compound sentence contains two complete thoughts that can stand alone, joined by a conjunction or semicolon. What do you think a compound-complex sentence is? (a compound sentence with a complex sentence on either side of the joiner) Find two of the sentences you wrote that have a shared topic, but have contrasting ideas about it. Create a compound-complex sentence using the conjunction *but* and write it at the bottom of the page. (She has not exercised daily since the gym closed, but she does yoga while she waits for the bus.)

Combining Dependent and Independent Clauses

Read the clauses and determine if they are dependent or independent clauses. Write them in the proper column in the chart. Then, create sentences by combining a dependent clause with an independent clause from the chart. Write the sentences on the lines below and remember to add commas when needed.

- | | | |
|--|--|---------------------------------------|
| • while she waits for the bus | • she has not exercised regularly | • she does yoga |
| • when wolves returned to Yellowstone Park | • because the storm brought heavy rains | • birds darted up and down the beach |
| • ranchers began to worry about their cattle and sheep | • the roads in the neighborhood were flooded | • as the young boy played in the sand |
| | | • since the gym closed |

| Dependent Clauses | Independent Clauses |
|--|--|
| while she waits for the bus | ranchers began to worry about their cattle and sheep |
| when wolves returned to Yellowstone Park | she has not exercised regularly |
| because the storm brought heavy rains | the roads in the neighborhood were flooded |
| as the young boy played in the sand | she does yoga |
| since the gym closed | birds darted up and down the beach |

Answers will vary.

1. She does yoga while she waits for the bus.
2. She has not exercised regularly since the gym closed.
3. Because the storm brought heavy rains, the roads in the neighborhood were flooded.
4. As the young boy played in the sand, birds darted up and down the beach.
5. When wolves returned to Yellowstone Park, ranchers began to worry about their cattle and sheep.



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- *What would you have done if you were Jim Hall and were treated unfairly by a guard?*
- *Write four sentences about a situation of injustice that you witnessed. Use a compound subject in two sentences and a compound predicate in two sentences.*
- *Write five sentences about the perfect pet for you. Use the future progressive tense in your sentences.*

Reading

Objectives

- Establish a purpose for rereading literary text.
- Use critical thinking skills to write responses to prompts about text.
- Support written answers with text evidence.
- Identify the purpose and impact of a literary flashback.
- Determine the plot of a story.
- Identify the protagonist and antagonist of a story.

Reading for a Purpose: Excerpt from *White Fang*

This time, we will be reading for a specific purpose, which will help us pay attention to details that we may have missed the first time around. Let's read some questions about the text to provide a purpose for rereading.

Direct students to pages 16 and 17 in their Student Books. Have students read the prompts aloud with you.

1. Distinguish between the story's primary sequence of events and its flashback.
2. Assess society's treatment of Hall from childhood to adulthood.
3. Evaluate Hall's reaction to the harsh hands of society. Provide text evidence.
4. Distinguish between Judge Scott's and Jim Hall's missing information and explain how it led to the prisoner's revenge, drawing on specific details in the text.
5. Use your summary plot outline to evaluate *White Fang*'s perception of Weedon Scott.
6. Analyze Alice Scott's nightly routine.

Lesson 3 | Reading

Passage Comprehension
Reread the excerpt from *White Fang*. Respond to each prompt using complete sentences. Refer to the chart on pages 16 and 17 to determine how to respond to each prompt. Provide text evidence when requested.

1. Distinguish between the story's primary sequence of events and its flashback. The story's primary sequence of events starts with a newspaper announcement of an escaped convict. The flashback tells about Hall's time in prison as well as his escape from prison.
2. Assess society's treatment of Hall from childhood to adulthood. As a child, Jim Hall was restrained, beaten, and starved. As an adult, he was also restrained, beaten, and starved after being wrongly imprisoned for a crime that he did not commit. This treatment caused Hall to become a ferocious beast with little respect for human life.
3. Evaluate Hall's reaction to the harsh hands of society. Provide text evidence. Hall's reaction was justified. He reacted aggressively and in a beastly way because that was the way society had treated him. Kindness begets kindness, and meanness leads to more meanness.

Text Evidence: . . . only effect of harshness was to make him fiercer. Straight-jackets to restrain him, starvation, and beatings and clubbings were the wrong treatment for Jim Hall; but it was the treatment he received. It was the treatment he had received from the time he was a little puppy, shapable boy . . .

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Direct students to page 5 in their Student Books or have them tear out the extra copy of the excerpt from the back of their book.

Note: To minimize flipping back and forth between the pages, a copy of each text has been included in the back of the Student Books. Encourage students to tear this out and use it when working on activities that require the use of the text.

Pay attention to the flashback in the text. Remember that a flashback is used to insert an earlier event into the chronological order of a narrative. Flashbacks are used to provide a crucial back story necessary to understand the primary sequence of events.

Choose an option for reading text. Have students read the text according to the option that you chose.

Options for reading text:

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read with bold vocabulary words read aloud

Passage Comprehension

Write the words *analyze*, *assess*, *distinguish*, and *evaluate* on the board. Have students read the words aloud with you.

Direct students to pages 14 and 15 in their Student Books. It is critical to understand what the question is asking and how to answer it. Today, we will review four direction words used in prompts.

Have students review the words on the board in the chart on pages 14 and 15. Check for understanding by requesting an oral response to the following questions.

- If the prompt asks you to *analyze*, the response requires you to . . . (break down and evaluate or draw conclusions about the information).
- If the prompt asks you to *assess*, the response requires you to . . . (decide on the value, impact, or accuracy).
- If the prompt asks you to *distinguish*, the response requires you to . . . (recognize or explain the difference).
- If the prompt asks you to *evaluate*, the response requires you to . . . (think carefully to make a judgment; form a critical opinion of).



| Prompt | How to Respond | Model |
|--|--|---|
| Analyze Analyze the development of the text's central idea. | break down and evaluate or draw conclusions about the information | Analyze the development of the text's central idea. |
| Assess Assess how the author's point of view affects the story. | decide on the value, impact, or accuracy | Assess how the author's point of view affects the story. |
| Cite Evidence Cite evidence that supports your argument. | support your answer by paraphrasing or using a direct quote | Cite evidence that supports your argument. |
| Clarify Clarify the events leading up to the marriage. | explain to us that it is easy to understand | Clarify the events leading up to the marriage. |
| Compare Compare Indian and Chinese marriage arrangements. | state the similarities between two or more things | Compare Indian and Chinese marriage arrangements. |
| Connect Connect each storm with its earlier plot. | tie ideas together, relate | Comment each storm with its earlier plot. |
| Contrast Contrast Indian and Chinese marriage arrangements. | state the differences between two or more things | Contrast Indian and Chinese marriage arrangements. |
| Demonstrate Demonstrate your knowledge of wolves through poetry. | show how to do it | Demonstrate your knowledge of wolves through poetry. |
| Develop an Argument The evidence from both stories to develop an argument about animal marriage. | work on a case over a period of time, during which it grows or changes | The evidence from both stories to develop an argument about animal marriage. |
| Differentiate Differentiate between the perceptual and the objective. | tell apart or tell the difference between | Differentiate between the perceptual and the objective. |
| Distinguish Distinguish your claim from the opposing view by telling how it is different. | recognize something or explain the difference | Distinguish your claim from the opposing view by telling how it is different. |

Direct students to pages 16 and 17 in their Student Books.

Lesson 3 | Reading

Passage Comprehension

Reread the excerpt from *White Fang*. Respond to each prompt using complete sentences. Refer to the chart on pages 14 and 15 to determine how to respond to each prompt. Provide text evidence when requested.

1. Distinguish between the story's primary sequence of events and its flashback.
The story's primary sequence of events starts with a newspaper announcement of an escaped convict. The flashback tells about Hall's time in prison as well as his escape from prison.
2. Assess society's treatment of Hall from childhood to adulthood.
As a child, Jim Hall was restrained, beaten, and starved. As an adult, he was also restrained, beaten, and starved after being wrongly imprisoned for a crime that he did not commit. This treatment caused Hall to become a ferocious beast with little respect for human life.
3. Evaluate Hall's reaction to the harsh hands of society. Provide text evidence.
Hall's reaction was justified. He reacted aggressively and in a beastly way because that was the way society had treated him. Kindness begets kindness, and meanness leads to more meanness.

Text Evidence: . . . only effect of harshness was to make him fiercer. Straight-jackets to restrain him, starvation, and beatings and clubbings were the wrong treatment for Jim Hall; but it was the treatment he received. It was the treatment he had received from the time he was a little pulpy, shapeable boy . . .

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Lesson 3 | Reading

Passage Comprehension (cont.)

4. Distinguish between Judge Scott's and Jim Hall's missing information and explain how it led to the prisoner's revenge, drawing on specific details in the text.
Judge Scott did not know that Jim Hall was a victim of false evidence and innocent of the crime, so he sentenced him to prison. Jim Hall did not know that Judge Scott was not part of the dishonest police work and was merely doing his job. Because Jim Hall thought that Judge Scott knowingly sentenced an innocent man, he planned his revenge.
5. Use your summary plot outline to evaluate White Fang's perception of Weedon Scott.
White Fang perceived Weedon Scott as a savior. White Fang's life had been hard because he had been treated unkindly by humans. Weedon Scott not only saved his life, but also freed him from the vicious cycle of neglect and abuse.
6. Analyze Alice Scott's nightly routine.
Each night, Alice Scott sneaked White Fang in to sleep in the hall and woke up early to sneak him outside. This routine is proof that she believed there were reasons to feel threatened and afraid that Jim Hall would come for revenge on Judge Scott as he had promised. She trusted White Fang to protect them and keep them safe.

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Let's practice answering questions that are written as prompts that require critical thinking.

Model

Listen as I model the first one for you.

1. Distinguish between the story's primary sequence of events and its flashback.

According to the chart, if the prompt asks me to *distinguish*, I need to recognize or explain the difference. In this case, I need to recognize the flashback so that I can comprehend the story better.

Now, I need to turn the prompt into a question to confirm my understanding.

What is the difference between the story's primary sequence of events and its flashback?

Remember that a flashback is like the backstory. First, I'll skim the first paragraph of text to remind myself that the story opens up by talking about a newspaper headline regarding an escaped convict. The next paragraph starts with a transition that answers *where*: *In San Quentin prison*. It sounds like the author is providing background on the escaped convict. The next two paragraphs tell about his time in prison, followed by four paragraphs about his escape. By the time I get to line 79, I'm back to the newspaper headlines. I think that the author is using the headline as an indicator that

I'm back to the main story. The backstory is all about Jim Hall's time in prison and his initial escape from prison.

With that said, let's see if I can write an answer to question 1.

The story's primary sequence of events starts with a newspaper announcement of an escaped convict. The flashback tells about Hall's time in prison as well as his escape from prison.

Guided Practice

2. Assess society's treatment of Hall from childhood to adulthood.

How should we respond according to the chart? (If the prompt asks you to *assess*, the response requires you to decide on its value, impact, or accuracy.) **Now, turn the prompt into a question to confirm your understanding. Tell your partner the question.** (What was the impact of society's treatment of Hall from childhood to adulthood?)

Where was Jim Hall raised? (Jim Hall was raised in the slums of San Francisco.) **How was Jim treated as a child?** (As a child, he was restrained, beaten, and starved.) **How was he treated as an adult?** (As an adult, he was also restrained, beaten, and starved after being wrongly imprisoned for a crime that he did not commit.)

While providing partner time, write the sentence starters on the board.

As a child, Jim Hall was _____.

As an adult, he was also _____.

This treatment caused _____.

Have partners answer the question.

Independent Practice

Have students respond to the remaining questions.

For students who need more assistance, provide the following alternative questions and sentence starters.

Alternative questions and sentence starters:

3. What is your opinion of Hall's reaction to mistreatment?

Hall's reaction was _____.

He reacted _____ *because* _____.

4. What was the difference between Judge Scott's missing information and Jim Hall's missing information?

Judge Scott did not know _____.

Jim Hall did not know _____.

5. What was White Fang's perception of Weedon Scott? Why?

White Fang perceived Weedon Scott as _____.

White Fang's life _____.

Weedon Scott _____.

6. What was Alice Scott's nightly routine? Why did she do this?

Each night, Alice Scott _____.

This routine is proof that _____.

Story Elements

Direct students back to the Plot Summary Outline on page 3 in their Student Books. Have partners complete the outline for Part 5.

When students have finished, review the common elements of a story. **This story has many elements that make it a good tale. There is a protagonist and an antagonist, but these change as the point of view and time changes.**

There are the conflicts of man vs. animal, man vs. man, and man vs. himself.

Have individual students identify each of the elements above.

Foreshadowing: Antagonist—Society/

Judge Scott; Protagonist—Jim Hall

Other: Antagonist—Jim Hall;

Protagonist—White Fang

Man vs. Animal: Jim Hall vs. White Fang

Man vs. Man: Jim Hall vs. Judge Scott

Man vs. Himself: Jim Hall vs. his thoughts in solitary confinement

Plot Summary Outline (cont.)

Part 4—The Superior Gods

1. White Fang becomes violent toward all other dogs.
2. Gray Beaver settles a debt by giving White Fang to Beauty Smith, a cruel, evil, and ugly man.
3. Beauty Smith attempts to tame White Fang with beatings and force.
4. White Fang learns to take out his hostility and hatred for Smith on other dogs when he is entered in dogfights. He becomes known as "The Fighting Wolf."
5. Weedon Scott saves White Fang from near death during a fight with a dog.
6. Weedon Scott becomes White Fang's new master and tries to teach White Fang how to experience love.

Part 5—The Tame

1. Weedon Scott returns to California with White Fang to live on his ranch with his family (wife: Alice, mom, and dad: Judge Scott).
2. Jim Hall, described as a human beast, killed a guard with his own teeth.
3. Jim Hall escaped from prison after killing two more guards with his own hands.
4. Jim Hall wanted revenge against Judge Scott, Weedon's dad, for sending him to jail for a crime that he did not commit.
5. Hearing of Hall's escape, Weedon's wife brought White Fang to sleep in the house at night.
6. Jim Hall entered the Scott home while the family was asleep. White Fang used his skills from the wild to make a surprise attack on this strange god.



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Dress your avatar as though you are going to volunteer at an animal shelter.
- Use the future tense to write five sentences about what happens after *White Fang* attacks Jim Hall.
- Make a list of adjectives describing Jim Hall. Make another list of adjectives describing Judge Scott.

Reading

Objectives

- Read literature with purpose and understanding.
- Answer questions to demonstrate comprehension of text.
- Determine the meaning of personification, hyperboles, exaggerations, metaphors, similes, and idioms in text.
- Determine the impact of the author's word choice on meaning, tone, and mood.
- Monitor comprehension of text during reading.
- Identify text evidence that supports inferences.
- Analyze an author's word choice used to create suspense.
- Determine the meaning and purpose of conjunctive adverbs.

Close Reading of the Excerpt from *White Fang*

Let's reread the excerpt from *White Fang*. I will provide specific instructions on how to mark the text that will help with comprehension.

Have students get out a highlighter or colored pencil.

Direct students to pages 18–21 in their Student Books.

Draw a rectangle around the title, *White Fang*.

Circle the word that is an indication that this isn't the whole text. (from)

Now, let's read the vocabulary words aloud.

- What's the first bold vocabulary word? (restrain) *Restrain* means "to hold back." Seatbelts are used to *restrain* people in cars. Have partners use the word in a sentence.
- What's the next vocabulary word? (encountered) *Encountered* means "met; came in contact with." She *encountered* the attendance officer because she was tardy. Have partners use the word in a sentence.
- Next word? (pursued) *Pursued* means "chased; went after." My dad *pursued* his childhood sweetheart after college and married her. Have partners use the word in a sentence.
- Let's continue. (vainly) *Vainly* means "without success; not achieving what one hoped to." Though she had never won, she *vainly* played the lottery one more time. Have partners use the word in a sentence.

Highlighters or
colored pencils

- Next word? (compelled) *Compelled* means “made someone take a certain action.” The officers *compelled* them to tell the truth. Have partners use the word in a sentence.
- Let’s continue. (vengeance) *Vengeance* means “the act of repaying one hurtful deed with another.” It is tempting to bring *vengeance* on someone who caused you harm. Have partners use the word in a sentence.
- Next word? (ignorant) *Ignorant* means “not knowing or having important information.” The pet owner was *ignorant* about the difference between a dog and a wolf. Have partners use the word in a sentence.
- Let’s continue. (promotion) *Promotion* means “an attempt to convince others that they should do, believe, or buy something.” Teachers were not pleased with the *promotion* of cell phone use on the campus. Have partners use the word in a sentence.
- Next word? (advantage) *Advantage* means “something that puts you in a better position than others.” Studying for a test gives you an *advantage* over those who don’t study. Have partners use the word in a sentence.
- What is the last word? (ascent) *Ascent* means “an upward journey.” The cabin pressure changed as the plane began its *ascent* toward the clouds. Have partners use the word in a sentence.

Talk with a partner about any vocabulary word that is still confusing for you to read consistently or understand its meaning.

You will read the excerpt from *White Fang* one section at a time. After each section, you will monitor your understanding by circling the check mark if you understand the text or the question mark if you don’t understand the text. I also want you to draw a question mark over any confusing words, phrases, or sentences.

Options for reading text:

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read with bold vocabulary words read aloud

Choose an option for reading text. Have students read lines 1–7 according to the option that you chose. Pay attention to the author’s word choice. Mark any words used by the author to connect the human world to the animal world. (ferocious, harsh, beast, terrible, carnivorous)

When most of the students are finished, continue with the entire class. Let’s see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 2. Use context to mark the synonym for *criminal*. (convict)
- On the same line, mark the synonym for *fierce*. (ferocious)
- On line 3, mark the evidence that Jim Hall had trouble his whole life. (had not been born right)
- Go to line 5. Mark the clause that means “life is hard.” (The hands of society are harsh)
- Go to line 7. Mark the word that means “meat eater.” (carnivorous)

Lesson 4 | Reading

Close Reading
Read the text.

from *White Fang*

It was about this time that the newspapers were full of the daring escape of a convict from San Quentin prison. He was a ferocious man. He had been ill-made in the making. He had not been born right, and he had not been helped any by the molding he had received at the hands of society.

5 The hands of society are harsh, and this man was a striking sample of its handiwork. He was a beast—a human beast, it is true, but nevertheless so terrible a beast that he can best be characterized as carnivorous.

✓ ?

In San Quentin prison he had proved incorrigible. Punishment failed to break his spirit. He could die dumb-mad and fighting to the last, but he could not live and be beaten. The more fiercely he fought, the more harshly society handled him, and the only effect of harshness was to make him fiercer. Straight-jackets to restrain him, starvation, and beatings and clubbings were the wrong treatment for Jim Hall; but it was the treatment he received. It was the treatment he had received from the time he was a little pulpy, shapeable boy in a San Francisco slum—soft clay in the hands of society and ready to be formed into something.

10

It was during Jim Hall’s third term in prison that he encountered a guard that was almost as great a beast as he. The guard treated him unfairly, lied about him to the warden, lost his credits, and persecuted him. The difference between them was that the guard carried a bunch of keys and a gun. Jim Hall had only his naked hands and his teeth. But he sprang upon the guard one day and used his teeth on the other’s throat just like any jungle animal.

20

After this, Jim Hall went to live in the incorrigible cell. He lived there three years. The cell was of iron, the floor, the walls, the roof. He never left this cell. He never saw the sky nor the sunshine. Day was a barely noticeable twilight and night was a black silence. He was in an iron tomb, buried alive. He saw no human face, spoke to no human thing. When his food was shoved in to him, he growled like a wild animal. He hated all things. For days and nights he belloved his rage loudly at the universe.

30

Then, for weeks and months he never made a sound, in the black silence eating his very soul. He was a man and a monstrosity, as fearful a thing of fear as ever imagined in the visions of a maddened brain.

✓ ?

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Have students read lines 8–33 according to the option that you chose. **Mark any words used by the author to connect the human world with the animal world.** (fiercely, fiercer, beast, sprang, jungle animal, growled, wild animal, bellowed, monstrosity)

When most of the students are finished, continue with the entire class. **Let’s see how well you understood what you read.**

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 8. Mark the word that means “incapable of being reformed.” (incurrable)
- On the next line, mark the figurative language that means “make him feel worthless.” (break his spirit)
- Go to line 10. Mark the synonym for *viciously*. (fiercely)
- Go to line 12. Mark the word that means “more fierce.” (fiercer)
- Go to lines 15 and 16. Mark the metaphor that describes Hall. (soft clay in the hands of society)
- Mark the name of the person the story has been about. (Jim Hall) Draw a line to the first noun used in the first paragraph to represent this person. (convict)
- Number the ways that the prison guard treated Hall unfairly. (1. lied about him to the warden; 2. lost his credits; 3. persecuted him)
- Go to line 19. Mark the synonym for *abused*. (persecuted)
- Go to lines 20 and 21. Mark the objects that distinguish Jim Hall from the guard. (keys; gun)
- On line 22, mark the word *other’s*. Draw a line to whom this is referring. (guard)
- Go to line 24. Circle the pronoun *this*. Draw an arrow to show what *this* is referring to. (sprang upon the guard one day and used his teeth . . .)
- Mark Jim Hall’s punishment for killing the guard. (the incurrable cell) Mark the longevity of this punishment. (three years)
- On line 32, mark the example of personification that indicates solitary confinement was destroying anything good in Jim Hall. (eating his very soul)
- Mark the line that means “even people with extreme mental illness can’t imagine how scary of a man Jim Hall was.” (as fearful of a thing of fear as ever imagined in the visions of a maddened brain)

Lesson 4 | Reading

Close Reading
Read the text.

from *White Fang*

It was about this time that the newspapers were full of the daring escape of a convict from San Quentin prison. He was a ferocious man. He had been ill-made in the making. He had not been born right, and he had not been helped any by the molding he had received at the hands of society.

5 The hands of society are harsh, and this man was a striking sample of its handiwork. He was a beast—a human beast, it is true, but nevertheless so terrible a beast that he can best be characterized as carnivorous.

✓ ?

In San Quentin prison he had proved incurrable. Punishment failed to break his spirit. He could die dumb-mad and fighting to the last, but he could not live and be beaten. The more fiercely he fought, the more harshly society handled him, and the only effect of harshness was to make him fiercer. Straight-jackets to restrain him, starvation, and beatings and clubbings were the wrong treatment for Jim Hall; but it was the treatment he received. It was the treatment he had received from the

10 time he was a little pulpy, shapeable boy in a San Francisco slum—soft clay in the hands of society and ready to be formed into something.

It was during Jim Hall’s third term in prison that he encountered a guard that was almost as great a beast as he. The guard treated him unfairly, lied about him to the warden, lost his credits, and persecuted him. The

20 difference between them was that the guard carried a bunch of keys and a gun. Jim Hall had only his naked hands and his teeth. But he sprang upon the guard one day and used his teeth on the other’s throat just like any jungle animal.

After this, Jim Hall went to live in the incurrable cell. He lived there

25 three years. The cell was of iron, the floor, the walls, the roof. He never left this cell. He never saw the sky nor the sunshine. Day was a barely noticeable twilight and night was a black silence. He was in an iron tomb, buried alive. He saw no human face, spoke to no human thing. When his food was shoved in to him, he growled like a wild animal. He hated all

30 things. For days and nights he bellowed his rage loudly at the universe. Then, for weeks and months he never made a sound, in the black silence eating his very soul. He was a man and a monstrosity, as fearful a thing of fear as ever imagined in the visions of a maddened brain.

✓ ?

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Have students read lines 34–55 according to the option that you chose. **Mark any words used by the author to connect the human world with the animal world.** (hunted, bloodhounds, animals, trail, stampeded, manhunt)

When most of the students are finished, continue with the entire class. **Let's see how well you understood what you read.**

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 34. Circle the pronoun *he*. In the margin, write who *he* refers to. (Jim Hall)
- On the same line, mark the synonym for *guards*. (warders)
- On the same line, circle the pronoun *it*. Draw an arrow to show what *it* refers to. (escape)
- Go to line 35. Mark the conjunctive adverb that means “in spite of what has just been said” and is used to connect the two clauses. (nevertheless)
- Go to line 38. Mark the word that means “collection of weapons.” (arsenal)
- In the same paragraph, mark the figurative language that means there was a reward offered for the capture of Jim Hall. (A heavy price of gold was upon his head.)
- Read the last sentence in that same paragraph again. Who does the author refer to as animals? Write your answer in the margin. (police/detectives)
- Go to lines 44 and 45. Number three strategies used to track Hall. (1. telephone; 2. telegraph; 3. special train)
- Go to line 48. Mark the synonym for *report*. (account)
- On the same line, mark the form of a vocabulary word that is used as a noun instead of a verb. (encounters)
- Go to line 49. Mark the outcome of the heroes who tracked Hall. (dead and wounded)
- Go to line 51. Mark the informal word for *detectives*. (bloodhounds)
- On the same line, mark the synonym for *searched*. (quested)
- Go to line 52. Mark the synonym for *harmless*. (inoffensive)
- On the same line, mark the word that means “far away.” (remote)
- Go to lines 54 and 55. Mark the exaggeration that is an indication that the remains of Jim Hall weren't really found. (discovered on a dozen mountainsides by greedy claimants)
- Think about the words used by the author thus far. How have the words affected your feelings toward Jim Hall? How have they affected the tone of the text? Write your answer at the bottom of the page. (The use of “bestly” words has given a sinister/angry tone to the text; it has created a negative feeling toward Jim Hall.)

Lesson 4 | Reading

Close Reading (cont.)

And then, one night, he escaped. The warders said it was impossible, but
35 nevertheless the cell was empty, and half in half out of it lay the body of a slain guard. Two other dead guards marked his trail through the prison to the outer walls, and he had killed with his hands to avoid noise.

He was armed with the weapons of the slain guards—a live arsenal that fled through the hills **pursued** by the organized might of society. A
40 heavy price of gold was upon his head. Greedy farmers hunted him with shotguns. His blood might pay off a loan or send a son to college. Public-spirited citizens took down their rifles and went out after him. A pack of bloodhounds followed the way of his bleeding feet. And the death-hounds of the law, the paid fighting animals of society, with telephone,
45 and telegraph, and special train, clung to his trail night and day.

Sometimes they came upon him, and men faced him like heroes, or stampeded through barbed-wire fences to the delight of the people reading the account at the breakfast table. It was after such encounters that the dead and wounded were carted back to the towns, and their
50 places filled by men eager for the manhunt.

And then Jim Hall disappeared. The bloodhounds **vainly** quested for him on the lost trail. Inoffensive, ordinary ranchers in remote valleys were held up by armed men and **compelled** to identify themselves. While the remains of Jim Hall were discovered on a dozen mountainsides by greedy
55 claimants for blood-money.

✓ ?

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Have students read lines 56–86 according to the option that you chose. Mark any words used by the author to connect the human world with the animal world. (monstrous, wrath)

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- On line 58, mark the evidence that Judge Scott didn't think he was in danger. (pooh-poohed and laughed) In the previous sentence, mark the evidence that his wife and daughter-in-law didn't agree. (The women were afraid.)
- On line 60, mark the words that mean "given his punishment." (received sentence)
- On the same line, mark the purposeful exaggeration. (before all men) A purposeful exaggeration is called a *hyperbole*. What do you think the author's purpose for this hyperbole is? (to make the reader understand the weight of Jim Hall's threat of vengeance)
- Go to line 61. Mark the word that means "bring about." (wreak)
- Go to line 63. Mark what Jim Hall was correct about. (innocent of the crime)
- Go to line 65. Mark the word that means "forced by unfair means." (railroaded)
- On line 67, mark the length of Jim Hall's prison term. (fifty years)
- Go to line 70. Mark the word that means "without guilt." (guiltless) Circle the suffix that means "without." (-less)
- Go to line 72. Mark the idiom that means "working together." (hand in glove)
- Go to line 74. Mark the oxymoron, or something that contradicts itself. (living death)
- On line 77, mark the metaphor that means "the most important piece." (the keystone in the arch)
- Go to lines 81 and 82. Mark the phrase that tells more about Alice. (the master's wife) Circle the punctuation meaning cues. (comma, comma)
- Go to line 83. Mark what the narrator lets the reader know that Jim Hall doesn't know. (let in White Fang to sleep in the big hall) Mark the mood created by this difference in point of view. (suspense)

Lesson 4 | Reading

Close Reading (cont.)

In the meantime the newspapers were read at Sierra Vista, not so much with interest as with anxiety, or worry. The women were afraid. Judge Scott pooh-poohed and laughed, but not with reason, for it was in his last days on the bench that Jim Hall had stood before him and

60 received sentence. And in open courtroom, before all men, Jim Hall had proclaimed that the day would come when he would wreak **vengeance** on the Judge that sentenced him.

For once, Jim Hall was right. He was innocent of the crime for which he was sentenced. It was a case, in the language of thieves and police, of

65 "railroading." Jim Hall was being "railroaded" to prison for a crime he had not committed. Because of the two prior convictions against him, Judge Scott imposed upon him a sentence of fifty years.

Judge Scott did not know all things, and he did not know that he was party to a police conspiracy, that the evidence was hatched and falsified,

70 that Jim Hall was guiltless of the crime charged. And Jim Hall, on the other hand, did not know that Judge Scott was merely **ignorant**. Jim Hall believed that the judge knew all about it and was hand in glove with the police in the **promotion** of the monstrous injustice. So it was, when the doom of fifty years of living death was uttered by Judge Scott, that Jim

75 Hall, hating all things in the society that misused him, rose up and raged in the courtroom until dragged down by half a dozen of his blue-coated enemies. To him, Judge Scott was the keystone in the arch of injustice, and upon Judge Scott he emptied the vials of his wrath and hurled the angry threats of his revenge yet to come. Then Jim Hall went to his living

80 death . . . and escaped.

Of all this White Fang knew nothing. But between him and Alice, the master's wife, there existed a secret. Each night, after Sierra Vista had gone to bed, she rose and let in White Fang to sleep in the big hall. Now White Fang was not a house dog, nor was he permitted to sleep in the

85 house; so each morning, early, she slipped down and let him out before the family was awake.

✓ ?

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Expanding Instruction:

Writing proficiency and reading proficiency are closely related. As you endeavor to develop proficient and creative writers, it becomes increasingly important to direct students' attention to the beauty of other authors' writing. Pointing out how authors use point of view, figurative language, and other elements of the author's craft will benefit students' writing and show them how to create vivid imagery, suspense, irony, voice, and mood with words.

- Go to line 84. Mark the word that means “allowed.” (permitted)

Have students read from line 87 to the end according to the option that you chose. **Mark any words used by the author to connect the human world with the animal world.** (wild, hunted, struck, snarl)

When most of the students are finished, continue with the entire class. **Let's see how well you understood what you read.**

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- In the first paragraph, mark the ways White Fang knew Jim Hall was in the house. (smelled the air and read the message it bore of a strange god's presence; sounds of the strange god's movements)
- On lines 93 and 94, mark what was different between White Fang's usual prey and Jim Hall. (live meat that was infinitely timid)
- In the second paragraph, mark the words that create suspense, which is the tension induced by fear of what will or will not happen. (The strange god paused; White Fang was as dead; he watched and waited; White Fang bristled, but waited; The strange god's foot lifted; beginning the ascent.)
- Go to line 98. Use context to mark the words that refer to family members. (dearest possessions)
- On the same line, mark the word that means “showed anger.” (bristled)
- Go to line 99. Circle the subject. (strange god) In the margin, write the name of the strange god. (Jim Hall)
- Go to line 100. Circle the pronoun *he*. Draw an arrow to the noun that *he* represents. (White Fang)
- On the same line, mark the words that mean “surprise.” (no warning)
- Go to lines 101 and 102. Mark the phrase that means “jumped.” (lifted his body in the spring that landed him)
- Go to line 104. Mark the irregular past tense form of *cling*. (clung)

Lesson 4 | Reading

Close Reading (cont.)

On one such night, while all the house slept, White Fang awoke and lay very quietly. And very quietly he smelled the air and read the message it bore of a strange god's presence. And to his ears came sounds of the strange god's movements. White Fang burst into no furious outcry. It was not his way. The strange god walked softly, but more softly walked White Fang, for he had no clothes to rub against the flesh of his body. He followed silently. In the Wild he had hunted live meat that was infinitely timid, and he knew the **advantage** of surprise.

95 The strange god paused at the foot of the great staircase and listened, and White Fang was as dead, so without movement was he as he watched and waited. Up that staircase the way led to the lovemaster and to the lovemaster's dearest possessions. White Fang bristled, but waited. The strange god's foot lifted. He was beginning the **ascent**.

100 Then it was that White Fang struck. He gave no warning, with no snarl anticipated his own action. Into the air he lifted his body in the spring that landed him on the strange god's back. White Fang clung with his forepaws to the man's shoulders, at the same time burying his fangs into the back of the man's neck. He clung on for a moment, long enough to

105 drag the god over backward. Together they crashed to the floor. White Fang leaped clear, and, as the man struggled to rise, was in again with the slashing fangs.

✔ ?

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- At the end of the paragraph, mark the phrases that indicate White Fang is winning the struggle. (man struggled to rise, was in again with the slashing fangs)
- Based on the author's word choice to describe Jim Hall and White Fang, which does the author want you to see as a beast? Write your answer at the bottom of the page. (Jim Hall)

Have partners compare text markings and correct any errors.

Note: The content in this lesson and text requires discussion around issues of violence and unjust treatments. Ensure students understand that the brutalization of people or animals is unacceptable.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write four sentences with at least two vocabulary words in each. Show you know the meanings. (*restrain, encounter, pursue, vainly, compel, vengeance, ignorant, promotion, advantage, ascent*)
- Write three sentences about Jim Hall’s time in prison. Answer the following questions in your sentences. When? Where? How? Combine the three sentences into one Masterpiece Sentence.
- Label the following sentence parts as a phrase or a clause:
 - will be open*
 - practice made him a better player*
 - the school was made of brick*
 - during seventh period*
 - the work was tiring*

Vocabulary

Objective

- Review key passage vocabulary.

Recontextualize Passage Vocabulary

Direct students to page 4 in their Student Books. Use the following questions to review the vocabulary words from the excerpt from *White Fang*.

- There’s a thunderstorm brewing. You *vainly* call for your little brother to come inside. Does he hear you? (no) An ambulance turns on its sirens as it approaches an intersection. Cars move out of the way. Has it sounded its sirens *vainly*? (no) Every year, Max tries out for soccer, and every year, he doesn’t make the team. He is trying out for soccer in what way? (*vainly*)
- On the way to school, your bike gets a flat. Have you *encountered* a problem? (yes) You start walking to school and hope someone you know drives by and offers you a ride. Nobody does. Have you *encountered* someone you know? (no) Oddly enough, you run into your next-door neighbor on the other side of town. What has happened? (You have encountered your neighbor.)
- At the end of the ride, the roller coaster swoops down into the station. Is the end of the ride an *ascent*? (no) The subway escalator is broken, and you must climb 82 steps to get to street level. Is this an *ascent*? (yes) In just two days, you’ve moved from the lowest to the highest rank on the leaderboard. This could be described as a rapid what? (*ascent*)

Lesson 5 | Vocabulary

Key Passage Vocabulary: Excerpt from *White Fang*
Read each word. Write the word in column 2. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|------------|----------------|----------------|------------------|
| restrain | (v) | restrain | 0 1 2 3 |
| encounter | (v) | encounter | 0 1 2 3 |
| pursue | (v) | pursue | 0 1 2 3 |
| vainly | (adv) | vainly | 0 1 2 3 |
| compel | (v) | compel | 0 1 2 3 |
| vengeance | (n) | vengeance | 0 1 2 3 |
| ignorant | (adj) | ignorant | 0 1 2 3 |
| promotion | (n) | promotion | 0 1 2 3 |
| advantage | (n) | advantage | 0 1 2 3 |
| ascent | (n) | ascent | 0 1 2 3 |

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- Are you *pursuing* a high school diploma? (yes) Your three-year-old niece lets go of her balloon and it floats away. Is there any way to *pursue* it? (no) Someone you need to talk to passes by in the hallway. You get up and run after the person. What are you doing? (pursuing him or her)
- Your sister plays an embarrassing prank on you every April Fool's Day. This year, are you interested in *vengeance*? (yes) Your brother beats you big time at your favorite game. You don't want a rematch. Are you interested in *vengeance*? (no) Your football team's quarterback is sacked. As soon as the other team gets the ball, your team sacks their quarterback. This is an act of what? (vengeance)
- There's a TV crew in somebody's front yard down the street. You wonder what's going on. Are you *ignorant* of the circumstances? (yes) You're on your way to the pool. Little do you know that it has been closed for repairs. Are you *ignorant* of the closure? (yes) You walk in the front door and find your mom glaring at you. You have no idea why. What are you? (ignorant)
- Does a dam *restrain* water? (yes) Does a waterfall *restrain* water? (no) You are babysitting seven five-year-olds. They see the ice cream man coming down the street. What is it hard to do? (restrain them)
- You coax a scared kitten out from under the house with a bowl of milk. Have you *compelled* the cat to come out? (yes) You need \$20 to pay a friend back by noon. The only way to earn the money is to help your uncle open his breakfast trailer at 6:00 a.m. Does this situation *compel* you to get up and help your uncle? (yes) You are trying to sleep, but a drip in the bathroom sink is keeping you awake. You are finally what? (compelled to get up and tighten the faucet)
- You've just moved to another country and don't speak the language. Is this an *advantage*? (no) You happen to know someone who will tutor you in the language every day after school. Is this an *advantage*? (yes) Your sister and you both want to apply for a job at your favorite store in the mall, but a person must be 16 to do so. You are 16, and your sister is 14. What do you have? (an advantage)
- You are going to be in a concert, but you haven't told anyone about it. Are you interested in *self-promotion*? (no) You're collecting canned food for the homeless and have spread the word with posters and flyers. You receive more food than your organization can store. Was your *promotion* of the food drive successful? (yes) Your aunt makes and sells jewelry. You wear it and tell all your friends about it. You are helping with what? (the promotion of her business)

Writing

Objectives

- Describe how a character changes in response to plot events.
- Write a narrative from a character's point of view.

Quick Write in Response to Reading

Direct students to page 22 in their Student Books. Read the prompt. Think for a moment about events that have happened in your life to change you. How did those experiences affect you? What types of changes did those events lead to? Just as life experiences change us, events in a story change characters. Characters respond to events and change during a story.

Think about Jim Hall. How was Jim Hall shaped by his experiences that we read about in the flashback? If this were a drama, the audience would not be privy to this information. A great way to offer a back story in a drama is through the use of a soliloquy—the sharing of a cast member's thoughts.

Lesson 5 | Writing

Quick Write in Response to Reading Answers will vary.

Characters in a story respond to changes in the plot. Consider the flashback in *White Fang* and what causes Jim Hall to behave the way he does. Think of the story being performed on a stage. As Jim Hall enters the Scott home, the audience needs an explanation for his actions. Write a soliloquy in which Jim Hall shares his thoughts with the audience.

This man is to blame for my undeserved sentence. He is to blame for the last three years of endless suffering and loneliness. He knew I was innocent and still sent me to that incorrigible place. Why should he not suffer, as he made me to suffer?

I grew up with very little. I was constantly hungry, never knowing where my next meal would come from. Prison was horrible. The guards were cruel. This judge cannot get away with sentencing me to live in such an awful place, in horrid conditions where the treatment of the guards was brutal. I will not forgive Judge Scott. He deserves to feel what I felt.

Note: Remind students of the soliloquy in *The Play of the Diary of Anne Frank* from Unit 3. Refer back to this if necessary.

Reading

Objectives

- Self-correct as comprehension of text deepens.
- Answer questions to demonstrate comprehension of text.
- Engage in class discussion.
- Identify the enduring understandings from a piece of text.

Revisit Passage Comprehension

Direct students back to pages 16 and 17 in their Student Books. Have students review their answers and make any necessary changes. Then, have partners share their answers and collaborate to perfect them.

Enduring Understandings

Direct students back to page 1 in their Student Books. Reread the Big Idea questions.

Can good and evil be conditioned, or are people born that way?

Can love and support tame an aggressive beast?

Generate a class discussion about the questions and the answers students came up with in Lesson 1. Have them consider whether their answers have changed any after reading the text.

Use the following talking points to foster conversation. Refer to the Class Discussion Rules poster and have students use the Collegial Discussion sentence frames on page 482 of their Student Books.

- What if White Fang had stayed with Beauty Smith and never learned the love and affection of the Scott family? How would White Fang's personality have developed?
- What if Jim Hall had received love and affection? Would he have acted differently?

What we read should make us think. Use our discussion and your thoughts about the text to determine what you will “walk away with.” Has it made you think about a personal experience or someone you know? Has your perspective or opinion on a specific topic changed? Do you have any lingering thoughts or questions? Write these ideas as your enduring understandings. What will you take with you from this text?

Discuss the enduring understandings with the class. Then, have students write their enduring understandings from the unit. If time permits, have students post a personal response about their enduring understandings to the online class wall.

Remind students to consider why the author wrote the passage and whether he was successful.

Lesson 3 | Reading

Passage Comprehension

Reread the excerpt from *White Fang*. Respond to each prompt using complete sentences. Refer to the chart on pages 16 and 17 to determine how to respond to each prompt. Provide text evidence when requested.

1. Distinguish between the story's primary sequence of events and its flashback. The story's primary sequence of events starts with a newspaper announcement of an escaped convict. The flashback tells about Hall's time in prison as well as his escape from prison.
2. Assess society's treatment of Hall from childhood to adulthood. As a child, Jim Hall was restrained, beaten, and starved. As an adult, he was also restrained, beaten, and starved after being wrongly imprisoned for a crime that he did not commit. This treatment caused Hall to become a ferocious beast with little respect for human life.
3. Evaluate Hall's reaction to the harsh hands of society. Provide text evidence. Hall's reaction was justified. He reacted aggressively and in a beastly way because that was the way society had treated him. Kindness begets kindness, and meanness leads to more meanness.

Text Evidence: . . . only effect of harshness was to make him fiercer. Straight-jackets to restrain him, starvation, and beatings and clubbing were the wrong treatment for Jim Hall, but it was the treatment he received. It was the treatment he had received from the time he was a little pulpy, shapeless boy . . .

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Lesson 1 | Reading

Let's Focus: Excerpt from White Fang

| | |
|--|--|
| Content Focus narrative nonfiction | Type of Text Narrative—novel |
|--|--|

Author's Name: Jack London

Author's Purpose: to entertain, teach how environment influences behavior

Big Ideas

Consider the following Big Idea questions. Write your answer for each question. Can good and evil be conditioned, or are people born that way?

Can love and support tame an aggressive beast?

Narrative Preview Checklist: The excerpt from *White Fang* on pages 5–9.

- Title: What clue does it provide about the passage?
- Pictures: What additional information is added here?
- Margin Information: What vocabulary is important to understand this story?

Enduring Understandings

After reading the text . . .

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Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write five sentences explaining what you would do to pass the time if you were in total darkness and isolation.
- Describe a time when you felt like you were unfairly treated. What did you do about it?
- Write four sentences about Jim Hall. Use him as a subject noun, direct object, predicate noun, and an object of the preposition.

Reading

Objectives

- Determine and discuss the topic of a text.
- Determine and discuss the author's purpose.
- Use text features to preview text.

Passage Introduction

Direct students to page 23 in their Student Books. Discuss the content focus.

Content Focus

reintroduction of wolves; human involvement in the environment

We are about to learn more about wolves. Specifically, we are going to explore the environment and perceptions of wolves, as well as human involvement in the survival of the species.

Type of Text

informational—nonfiction

Text can be literary or informational. We are going to read an informational text called “Return of the Wolves.” Let’s discuss the meaning of *return* as used in this context. What do you think *return* means as it relates to wolves? Discuss possible meanings with students. Write *reappearance* on the board. *Return* in this context means “reappearance.” What is the base word of *reappearance*? (appear) The prefix *re-* means “again.” *Reappear* means “to appear again.”

Lesson 6 | Reading

Let's Focus: "Return of the Wolves"

| | |
|--|---|
| Content Focus reintroduction of wolves; human involvement in the environment | Type of Text informational—nonfiction |
| Author's Name <u>unknown</u> | |
| Author's Purpose <u>to teach about wolves in danger</u> | |

Big Ideas
Consider the following Big Idea questions. Write your answer for each question.

How do stereotypes of wolves affect their image and perhaps even their existence?

Should humans interfere with nature? Explain.

Informational Preview Checklist: “Return of the Wolves” on pages 25–27.

Title: What clue does it provide?

Pictures: What additional information is added here?

Margin Information: What vocabulary is important to understand this story?

Features: What other features do you notice?

Enduring Understandings
After reading the text . . .

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Write *reintroduction* on the board. What is the base word of *reintroduction*? (introduce) What does the prefix *re-* mean? (again) *Reintroduce* means “to introduce again.”

So “Return of the Wolves” means the reappearance of wolves. The content focus is *reintroduction of wolves*, which means to introduce the wolves again. Why are they returning? Why do wolves need to be introduced back into the wild? Discuss predictions.

Author’s Purpose

Have students glance at the text. Who is the author of the text? (unknown) This is the type of text you would read in a textbook. The information is factual, but there isn’t an author’s name attributed to it. It likely means that someone was paid to write this text for a publishing company but isn’t necessarily considered an “author.” We said that *White Fang* was written to entertain. “Return of the Wolves” is different. It is written to teach you about wolves so that you understand the issues surrounding wolves. You will likely learn something you didn’t know. Maybe it will cause you to think differently about wolves.

Note: Additional Background Information can be found in the Unit 7 online materials.

Read the Big Idea questions aloud.

Big Ideas

How do stereotypes of wolves affect their image and perhaps even their existence?

Should humans interfere with nature? Explain.

As a class, consider the two Big Idea questions.

- Encourage students with limited knowledge of the misconceptions of wolves to ask for further explanation from peers or the teacher.
- Have students reflect on the Background Information for the unit and ask clarifying questions when needed.
- Provide opportunities for students to explain their ideas and answers to the Big Idea questions in light of the discussion by ensuring students follow the rules for class discussion, which can be printed in poster form.
- Suggest students refer to the Collegial Discussion sentence frames in the back of their books.
- Encourage speakers to link comments to the remarks of others to keep the focus of the discussion and create cohesion, even when their comments are in disagreement.

After discussing each question, have students write an answer. We’ll come back to these questions after we finish reading the text. You can add to your answers as you gain information and perspective.

The screenshot shows a worksheet titled "Let's Focus: 'Return of the Wolves'". It includes a "Content Focus" section with the text "reintroduction of wolves; human involvement in the environment" and a "Type of Text" section with "informational—nonfiction". The "Author's Name" is listed as "UNKNOWN" and the "Author's Purpose" is "to teach about wolves in danger". Below this, there are "Big Ideas" questions: "How do stereotypes of wolves affect their image and perhaps even their existence?" and "Should humans interfere with nature? Explain." There are lines for writing answers. At the bottom, there is an "Informational Preview Checklist" with three items: "Title: What clue does it provide?", "Pictures: What additional information is added here?", and "Margin Information: What vocabulary is important to understand this story?". There is also a section for "Emerging Understandings" with lines for notes.

Preview

Read the Preview Checklist on page 23. Follow the Preview Procedure outlined below.

Preview Procedure

- Group students with partners or in triads.
- Have students count off as 1s or 2s. The 1s will become the student leaders. If working with triads, the third students become 3s.
- The student leaders will preview the text in addition to managing the checklist and pacing.
- The 2s and 3s will preview the text with 1s.
- Direct 1s to open their Student Books to page 23 and 2s and 3s to open their Student Books to page 25. This allows students to look at a few different pages at one time without turning back and forth.

Direct students to page 25.

If it is necessary, guide students in a short preview using the following talking points.

What is the title of the text? (“Return of the Wolves”) Describe the graphic on the first page. (lone wolf with yellow eyes in the wild) Explain the picture on page 26. (A pack of four wolves is tracking an elk for food.)

I mentioned earlier that there are issues surrounding the reintroduction of wolves. Just as there is more than one way to look at a picture, there is more than one way to look at an issue. Take a moment and talk with your partner about the perspective of the hungry wolves and the perspective of the lone elk in fear for its life. Provide sharing time.

Lesson 6 | Reading

Let's Focus: "Return of the Wolves"

Content Focus: reintroduction of wolves; human involvement in the environment
Type of Text: informational—narration

Author's Name: unknown
Author's Purpose: to teach about wolves in danger

Big Ideas
Consider the following Big Idea questions. Write your answer for each question.
How do stereotypes of wolves affect their image and perhaps even their existence?

Should humans interfere with nature? Explain.

Informational Preview Checklist: "Return of the Wolves" on pages 25-27

Title: What clue does it provide?
 Pictures: What additional information is added here?
 Margin Information: What vocabulary is important to understand this story?
 Features: What other features do you notice?

Enduring Understandings
After reading the text . . .

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Lesson 6 | Reading

Return of the Wolves



The wolf has taken on many images over time. It has been known as both the wildest animal and the wisest animal. Native Americans respect the wolf for its bravery, intelligence, persistence, hunting skills, and love of family. However, authors and storytellers have made the wolf the villain of many stories like "Little Red Riding Hood" and "The Three Pigs." And of course, Hollywood has put its spin on the wolf by creating horror films to scare us. But the true image of the wolf in North America today is one of **innocence**. It is trying to fit back into the land once which it once roamed king.

The wolf once ruled the West. Its spot at the top of the food chain was unchallenged for centuries. By the 1950s, however, this had changed. The wolf fell victim to overhunting and trapping. Laws did not protect it. In the early 1970s, the gray wolf had nearly vanished from the western United States. It was placed on the endangered species list. The federal government began a **rehabilitation** project. Several dozen wolves were captured in Canada and released in Yellowstone National Park. This project was a great success. However, it caused a **division** between people in the area. Some were for it. Others were against it.

persistence
the ability to keep doing something even though it is difficult

innocence
the state of not having any evil or being evil or guilty

rehabilitation
the state of coming to a better place

division
What is your "line" of conflict?

division
the belief that government should not

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Vocabulary

Objectives

- Evaluate word knowledge.
- Determine the meaning of key passage vocabulary.

Rate Vocabulary Knowledge

Direct students to page 24 in their Student Books.

Before we read the text, let's take a look at the vocabulary words that appear in this text. Remind students that as you read each word in the first column aloud, they will write the word in the third column and then rate their knowledge of it. Display the Vocabulary Rating Scale poster or write the information on the board. Review the meaning of each rating.

Vocabulary Rating Scale

0—I have never heard the word before.

1—I have heard the word, but I'm not sure how to use it.

2—I am familiar with the word, but I'm not sure if I know the correct meaning.

3—I know the meaning of the word and can use it correctly in a sentence.

Lesson 6 | Vocabulary

Key Passage Vocabulary: "Return of the Wolves"

Read each word. Write the word in column 3. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|-------------|----------------|----------------|------------------|
| persistence | (n) | persistence | 0 1 2 3 |
| insecurity | (n) | insecurity | 0 1 2 3 |
| relocation | (n) | relocation | 0 1 2 3 |
| habitat | (n) | habitat | 0 1 2 3 |
| alter | (v) | alter | 0 1 2 3 |
| competition | (n) | competition | 0 1 2 3 |
| aspect | (n) | aspect | 0 1 2 3 |
| decline | (v) | decline | 0 1 2 3 |
| economy | (n) | economy | 0 1 2 3 |
| compromise | (n) | compromise | 0 1 2 3 |

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The points are not a grade; they are just there to help you know which words you need to focus on. By the end of this unit, you should be able to change all your ratings to a 3. That's the goal.

Read each word aloud. Have students repeat it, write it, and rate it. Then, have volunteers who rated a word 2 or 3 use the word in an oral sentence.

Preteach Vocabulary

Note: Gauge self-reported student knowledge of vocabulary words on the Key Passage Vocabulary activity. While students will be tested on all vocabulary words in the unit, focus intensive vocabulary instruction on four to five words that most students do not understand. Use time during passage reading to emphasize meaning of all unit vocabulary words in context.

Let's take a closer look at the words. Follow the Preteach Procedure below.

Preteach Procedure

This activity is intended to take only a short amount of time, so make it an oral exercise.

- Introduce each word as indicated on the word card.
- Read the definition and example sentences.
- Ask questions to clarify and deepen understanding.
- If time permits, allow students to share.

* If your students would benefit from copying the definitions, please have them do so in the vocabulary log in the back of the Student Books using the margin definitions in the passage selections. This should be done outside of instruction time.

persistence (n)

Let's read the first word together. *Persistence*.

Definition: If you have *persistence*, you are able to keep doing something even though it is difficult. What word means "the ability to keep doing something even though it is difficult"? (*persistence*)

Example 1: It takes *persistence* to master the violin.

Example 2: To have *persistence*, you must be able to block out distractions and ignore even good reasons to quit.

Example 3: If you try to open a jar once and then give up, you lack *persistence*.

Question 1: If you pledge to learn one new word in a new language every day, but give up on day four, do you have *persistence*? Yes or no? (no)

Question 2: You're helping your dad build a shed. It's hot and you're tired, but you keep at it. Do you have *persistence*? Yes or no? (yes)

Pair Share: Turn to your partner and describe someone you know who has *persistence*.

1

insecurity (n)

Let's read the next word together. *Insecurity*.

Definition: *Insecurity* is the state of not feeling safe or steady. What is "the state of not feeling safe or steady"? (*insecurity*)

Example 1: People who lose their homes in natural disasters are often plagued by feelings of *insecurity* for years to come.

Example 2: My *insecurity* in the dark keeps me from staying out late.

Example 3: I feel a sense of *insecurity* in large, bustling cities I don't know well.

Question 1: Lucia cannot sleep at night unless her nightlight is on. Does she have nighttime *insecurity*? Yes or no? (yes)

Question 2: You are comfortable in crowds and with groups of new people. Do you have social *insecurity*? Yes or no? (no)

Pair Share: Deep water gives you feelings of *insecurity*. Turn to your partner and tell whether you would like to swim in an ocean, and why.

2

relocation (n)

Let's read the next word together. *Relocation*.

Definition: *Relocation* is the act of moving to a different place. What means "the act of moving to a different place"? (relocation)

Example 1: *Relocation* often happens when someone takes a job in a new city.

Example 2: The *relocation* of a lemon tree from Florida to Michigan would cause the tree to die.

Example 3: I was disappointed by the *relocation* of one of my favorite neighborhood stores.

Question 1: The students at one school are being moved to another. Is this an example of *relocation*? Yes or no? (yes)

Question 2: Your family has lived in the same town for generations. Is this an example of *relocation*? Yes or no? (no)

Pair Share: Turn to your partner and tell whether you hope to experience *relocation* someday, and why.

3

habitat (n)

Let's read the next word together. *Habitat*.

Definition: A *habitat* is the natural home of a plant or animal. What means "the natural home of a plant or animal"? (habitat)

Example 1: Oil spills disturb the *habitat* of many ocean creatures.

Example 2: I'm an outdoors person; I feel as if nature is my true *habitat*.

Example 3: Many zoos and aquariums try to re-create the *habitat* of the animals they house.

Question 1: Is the prairie a good *habitat* for a prairie dog? Yes or no? (yes)

Question 2: You catch a firefly in a jar. Is the firefly now in its *habitat*? Yes or no? (no)

Pair Share: Turn to your partner and describe the *habitat* of your favorite animal.

4

alter (v)

Let's read the next word together. *Alter*.

Definition: To *alter* something is to change it. What means "to change"? (alter)

Example 1: You can *alter* the length of a skirt by hemming it.

Example 2: I sometimes *alter* my route to school to keep from getting in a rut.

Example 3: If you have a schedule conflict, you may need to *alter* one or more classes.

Question 1: The dance captain has changed the routine. Has it been *altered*? Yes or no? (yes)

Question 2: A radio station uses the same playlist every afternoon, and you're getting bored with it. Do you want them to *alter* the playlist? Yes or no? (yes)

Pair Share: Turn to your partner and tell whether you would *alter* our school colors, and why.

5

competition (n)

Let's read the next word together. *Competition*.

Definition: *Competition* is the effort between two or more people or groups who are trying to get the same thing. What means "the effort between two or more people or groups who are trying to get the same thing"? (competition)

Example 1: *Competition* between grocery stores can keep prices low because each store is trying to get a limited number of customers to shop there.

Example 2: One bag of popcorn isn't enough for our family; we're always in *competition* for the last handful.

Example 3: People who thrive on *competition* enjoy the challenge of outsmarting their opponent.

Question 1: A club you belong to is selling school T-shirts. Another club starts selling very similar T-shirts for less. Is this a *competition*? Yes or no? (yes)

Question 2: Your two cats nudge each other out of the way to get to the food in the bowl. Is this a *competition*? Yes or no? (yes)

Pair Share: Turn to your partner and describe a *competition* you have seen on TV. Tell who was involved and what they were trying to get.

6

aspect (n)

Let's read the next word together. *Aspect*.

Definition: An *aspect* of something is one part, element, or angle of something. What word means "one part, element, or angle of something"? (aspect)

Example 1: If you are a farmer, the weather affects every *aspect* of your life.

Example 2: Cellular biologists study a single *aspect* of biology: cells.

Example 3: I have a friend who is a comedian, but her sense of humor is only one *aspect* of her personality.

Question 1: Your favorite thing about a movie was the music. Was the music the *aspect* you enjoyed most? Yes or no? (yes)

Question 2: You tend to make quick, rash decisions. Do you consider each *aspect* of both choices before you decide? Yes or no? (no)

Pair Share: Turn to your partner and discuss the two most important *aspects* of a good song.

7

decline (v)

Let's read the next word together. *Decline*.

Definition: *Decline* means "to grow smaller in size or strength." What word means "to grow smaller in size or strength"? (decline)

Example 1: The store had a slight *decline* in sales when it closed earlier in the day.

Example 2: Car sales have not *declined* even though gas prices are high.

Example 3: It is hard to watch the health of an older person you love slowly *decline*.

Question 1: The hailstorm is growing stronger. Is it *declining*? Yes or no? (no)

Question 2: Food trailers are popping up all over town. Are their numbers *declining*? Yes or no? (no)

Pair Share: What fashion trend do you hope will soon *decline*? Tell your partner.

8

economy (n)

Let's read the next word together. *Economy*.

Definition: An *economy* is the flow of money, goods, and services in a community. What word means "the flow of money, goods, and services in a community"? (economy)

Example 1: When everyone has a job, the *economy* is strong.

Example 2: In an agricultural *economy*, crops are the most important resource.

Example 3: This area's *economy* depends largely on tourism.

Question 1: You love to doodle. Does your doodling affect the *economy*? Yes or no? (no)

Question 2: Businesses in a small town are closing and people are moving away to find jobs. Is the *economy* strong? Yes or no? (no)

Pair Share: Turn to your partner and tell how a marble-based *economy* might work.

9

compromise (n)

Let's read the last word together. *Compromise*.

Definition: A *compromise* is a settlement reached when each side in an argument gives up a part of what it wants. What word means "the settlement reached when each side in an argument gives up a part of what it wants"? (compromise)

Example 1: If you want to stay out until 11:00 and your mom wants you home by 9:00, one *compromise* would be a 10:00 curfew.

Example 2: People who insist on having their way have not learned the art of *compromise*.

Example 3: I wanted hamburgers, but my friend wanted spinach pizza. Our *compromise* was hamburger pizza.

Question 1: You have great respect for other peoples' points of view. Does this help you when making a *compromise*? Yes or no? (yes)

Question 2: The student council asked the principal for a longer passing period. Instead, he made it shorter. Was this a *compromise*? Yes or no? (no)

Pair Share: You and your partner are buying a car together. Tell each other what kind of car you want and why. Then, come up with a *compromise*.

10

Reading

Objectives

- Read informational text.
- Monitor comprehension during text reading.

“Return of the Wolves”

Direct students to page 25 in their Student Books.

Now that we have previewed vocabulary, it’s time to read. Unlike the first text in this unit, this is nonfiction text. The text features are different. We don’t have characters and dialogue. Instead, we have facts, figures, and even graphs. It is important to pay attention to the text, the pictures, and the graphs because they each carry meaning and add to the author’s message.

Guiding Students Toward Independent Reading

It is important that your students read as much and as often as they can. Assign readings that meet the needs of your students, based on your observations and data. This is a good opportunity to stretch your students. If students become frustrated, scaffold the reading with paired reading, choral reading, or a read-aloud.

Options for reading text:

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read

Choose an option for reading text. Students read according to the option that you chose. Review the purpose of the numbered squares in the text and prompt students to stop periodically and check comprehension.

If you choose to read the text aloud or chorally, use the following text boxes and stop to ask questions and have students answer them.

The wolf has taken on many images over time. It has been known as both the noblest animal and the vilest animal. Native Americans respect the wolf for its bravery, intelligence, **persistence**, hunting skills, and love of family. However, authors and storytellers have made the wolf the villain of many stories like “Little Red Riding Hood” and “The Three Pigs.” And of course Hollywood has put its spin on the wolf by creating horror films to scare us. But the true image of the wolf in North America today is one of **insecurity**. It is trying to fit back into the land over which it once reigned king.

1. What is your image of wolves?



Return of the Wolves

The wolf has taken on many images over time. It has been known as both the noblest animal and the vilest animal. Native Americans respect the wolf for its bravery, intelligence, **persistence**, hunting skills, and love of family. However, authors and storytellers have made the wolf the villain of many stories like “Little Red Riding Hood” and “The Three Pigs.” And of course Hollywood has put its spin on the wolf by creating horror films to scare us. But the true image of the wolf in North America today is one of **insecurity**. It is trying to fit back into the land over which it once reigned king.

The wolf once ruled the West. Its spot at the top of the food chain was unchallenged for centuries. In the 1970s, however, this had changed. The wolf fell victim to overhunting and trapping. Laws did not protect it. By the early 1970s, the gray wolf had nearly vanished from the western United States. It was placed on the endangered species list. The federal government began a reclamation project. Several dozen wolves were captured in Canada and released in Yellowstone National Park. This project was a great success. However, it created a division between people in the area. Some were for it. Others were against it.

persistence
The ability to keep trying something and keep trying it a different way.

insecurity
The state of not feeling safe or ready.

reclamation
The act of making a place better again.

What is your image of wolves?

How did the idea of government project succeed?

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SE p. 25, paragraph 1

SE p. 25, paragraph 2

The wolf once ruled the West. Its spot at the top of the food chain was unchallenged for centuries. By the 1930s, however, this had changed. The wolf fell victim to overhunting and trapping. Laws did not protect it. By the early 1970s, the gray wolf had mostly vanished from the western United States. It was placed on the endangered species list. The federal government began a **relocation** project. Several dozen wolves were captured in Canada and released in Yellowstone National Park. This project was a great success. However, it created a division between people in the area. Some were for it. Others were against it.

2. How did the federal government protect wolves?

SE p. 26,
paragraphs 1–2

There have been many good things about the relocation of wolves to Yellowstone. For one, tourists love wolves. People who like seeing wildlife have come to the park to see the wolf in its **habitat** and to take pictures. Naturalists have seen the relocation of the wolf as a victory in returning the West to the way it used to be. In addition, the people who visit the park to see the wolves have boosted the economy greatly.

The reintroduction of wolves into Yellowstone has helped bring the elk population under control. Wolves are natural carnivores. Because elk and deer are their favorite meal, the populations of these animals have decreased. This is a positive change because the elk had overpopulated Yellowstone.

3. How has the reintroduction been good for the area?

SE p. 26,
paragraphs 3–4

Having too many elk had caused damage to aspen tree forests. This **altered** the beaver and bird populations. The flow of streams and rivers were changed as a result. The presence of wolves in the elk habitat creates what is called an “ecology of fear.” Elk spend less time eating in one place. As a result, trees and shrubs grow back more quickly. There’s more variety in the plant life. In Yellowstone, researchers saw that open fields became more vegetated when they brought back wolves.

Because the wolf has returned, coyotes have been able to return to their natural habit of scavenging. Without wolves, coyotes had jumped up in the food chain. They could hunt animals without much **competition**. However, they struggled because they are not naturally good hunters. Having wolves in the area has provided more food for the coyotes. They feed on the remains of the wolves’ kills.

4. How has the wolf’s return affected elk, beavers, birds, coyotes, and aspen trees?

SE p. 27,
paragraphs 1–2

There have also been negative **aspects** to reintroducing wolves. Ranchers believe that wolves pose a threat to the sheep and cattle industries of the areas surrounding Yellowstone. Wolves hunt as a pack. This makes herds of sheep and cattle surrounding the park vulnerable to their attacks. Ranchers have struggled to deal with the wolves' presence. According to ranchers, predatory livestock deaths have increased as the wolf population has increased. Because wolves are now protected by law, ranchers feel defenseless. However, the federal government pays the ranchers for the loss of their animals, and the actual losses of livestock to wolves have been relatively small.

Hunters, too, have been affected by the hunting skills of the wolf pack. The **declining** numbers of large-game animals such as elk and deer in the areas surrounding the park have made hunting tougher. It is estimated that in the surrounding areas, the elk population has been cut in half since the wolf's return to Yellowstone. Elk have fallen prey to the wolves, and they have moved to higher ground for safety. Hunters now have fewer animals for their own hunting activities. This in turn affects the **economy** of the surrounding areas because fewer hunters buy hunting permits.

5. How has the reintroduction of wolves been bad?

SE p. 27, paragraph 3

The battle of the wolf will rage on. Naturalists, ranchers, hunters, and people who want to see the wolf return to its historical home all have valuable viewpoints. The outcome must be a **compromise**. But for now, deep in the heart of Yellowstone National Park, there are wolves. Their lonesome howls can be heard on the darkest nights. Their shadowy images can be seen gliding through the aspen forests as they do what they do best—survive.

6. What is your viewpoint on the reintroduction of wolves?

For confirmation of engagement, have partners share their opinions of wolf reintroduction. Have volunteers share opinions with the class.

Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write a summary sentence about the issue regarding the reintroduction of wolves to Yellowstone.
- Make a list of benefits of the wolf's presence in Yellowstone.
- Identify the dependent clauses in the following sentences:
 - Because elk and deer are their favorite meal, the populations of these animals have decreased.*
 - In Yellowstone, researchers saw that open fields became more vegetated when they brought back wolves.*
 - Because wolves are now protected by law, ranchers feel defenseless.*
 - This in turn affects the economy of the areas because fewer hunters buy hunting permits.*

Vocabulary

Objectives

- Review key passage vocabulary.
- Distinguish among the connotations of words with similar denotations.
- Verify word knowledge using a dictionary.

Review Passage Vocabulary

Direct students to page 24 in their Student Books. Use the following questions to review the vocabulary words from “Return of the Wolves.” Have students answer each question using the vocabulary word or indicating its meaning in a complete sentence.

- Native Americans respect the wolf for its *persistence*. Is the wolf likely to give up? (No; the wolf's persistence makes it able to survive difficult times.) *Has the wolf shown persistence in recent years?* (Yes, it has shown persistence; even though its numbers were dwindling in the West, it has made a comeback in Yellowstone National Park.)
- What put the wolf in a state of *insecurity* in the 1930s? (Overhunting and overtrapping put the wolf in a state of insecurity.) *Species that are experiencing extreme insecurity are placed on what list?* (Species that experience extreme insecurity are placed on the endangered species list.)
- Why did the federal government start a *relocation* project for the wolves? (It started a relocation project to move wolves to Yellowstone Park, where they would not be hunted or trapped.) *What was one benefit of wolf relocation?* (Possible responses: Relocation has given visitors to the park a glimpse of the wolf in its natural environment. It has also brought the elk population under control and strengthened the coyote population.)

Lesson 6 | Vocabulary

Key Passage Vocabulary: "Return of the Wolves"
Read each word. Write the word in column 3. Then, circle a number to rate your knowledge of the word.

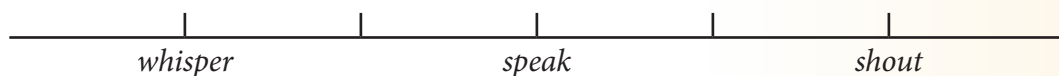
| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|-------------|----------------|----------------|------------------|
| persistence | (n) | persistence | 0 1 2 3 |
| insecurity | (n) | insecurity | 0 1 2 3 |
| relocation | (n) | relocation | 0 1 2 3 |
| habitat | (n) | habitat | 0 1 2 3 |
| alter | (v) | alter | 0 1 2 3 |
| competition | (n) | competition | 0 1 2 3 |
| aspect | (n) | aspect | 0 1 2 3 |
| decline | (v) | decline | 0 1 2 3 |
| economy | (n) | economy | 0 1 2 3 |
| compromise | (n) | compromise | 0 1 2 3 |

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- Is Yellowstone a good *habitat* for the wolf? Why or why not? (Yes, Yellowstone is a good habitat for the wolf. The wolf is thriving in its new environment and making the entire habitat healthy.) What other species thrive in the Yellowstone *habitat*? (Elk, deer, beavers, birds, and coyotes thrive in the park's habitat.)
- Having too many elk in the aspen forests damaged the trees. What did this *alter*? (Damaged trees altered the beaver and bird populations, which rely on trees.) How did the return of wolves *alter* this trend? (It reduced the elk population, which allowed the trees to thrive again.)
- When the wolves disappeared, coyotes could hunt without *competition*. What does this mean? (If coyotes could hunt without competition, they could hunt without another group trying to hunt the same prey.) Why was this lack of *competition* bad for the coyotes? (The lack of competition was bad for the coyotes because they are poor hunters and actually benefit from the wolves' kills; as scavengers, they eat the wolves' leftovers.)
- What are some negative *aspects* of moving wolves to Yellowstone? (One negative aspect is that sheep and cattle on nearby ranches are at risk; because the wolves are protected by law, the ranchers feel helpless. Another negative aspect is that the decreasing numbers of elk and deer have made hunting tougher, and hunting was an important business in the area.) Which *aspect* of the wolves' story interests you most? (Responses will vary, but should focus on one element of the wolves' plight, such as their original decline or their ability to adapt to their new home.)
- Did moving wolves to Yellowstone cause their numbers to *decline*? (No, it didn't cause their numbers to decline; it caused them to grow larger.) What populations did it cause to *decline*? Why? (It caused the elk and deer populations to decline because wolves hunt those animals.)
- How does the presence of wolves hurt the local *economy*? (It affects the economy by reducing the number of hunting permits sold and by putting the ranchers' main resource, their livestock, at risk.) How does the presence of wolves help the *economy*? (It draws curious tourists to the park.)
- Why must the outcome of this story involve a *compromise*? (People who support the presence of wolves in Yellowstone must reach a compromise, or settlement, with people who oppose the presence of wolves in Yellowstone.) What *compromise* do you suggest? (Responses will vary, but should specify how each side could give up a part of what it wants.)

Vocabulary Concept: Degrees of Meaning

Draw the following diagram on the board.



These three words are related. They name different ways of saying something out loud. But they have different degrees of meaning. Which word names the softest way of saying something out loud? (*whisper*) Which word names the loudest way of saying something out loud? (*shout*)

Write the words *declare* and *mumble* on the board. Where on the diagram would the word *declare* go? (between *speak* and *shout*) Where on the diagram would the word *mumble* go? (between *whisper* and *speak*)

Although these words are related, they are not interchangeable. You can't randomly use one in place of another. They are used differently in different sentences, or contexts, to communicate how a person is speaking. Write the following sentence frame on the board:

Little Theo ran toward the busy street. "STOP!" _____ his mother.

Tell students that the past tense form of one of the words on the diagram belongs in the blank. Ask them which it is. (shouted) Then, have students use the other words on the diagram in different contexts. (Sample responses: "The baby is finally asleep," *whispered* Mom; "I don't want to get up yet," *mumbled* the sleepy teen; "If you have something to say, please *speak*," said the principal; "I am no longer a baby!" *declared* the six-year-old.)

Direct students to page 28 in their Student Books. Read the instructions aloud.

Lesson 7 | Vocabulary

Degrees of Meaning

Read each set of related words in the diagrams. Write words from the word bank below in the boxes according to their degrees of meaning. Complete the sentence with the correct word.

| | | | | | |
|----------|------|------|------|-----|-----------|
| freezing | cool | mild | warm | hot | scorching |
|----------|------|------|------|-----|-----------|

1. The scorching heat of the desert makes it dangerous to be outside in the afternoon.

| | | | | |
|--------|--------|-------|--------|--------|
| tapped | nudged | moved | shoved | rammed |
|--------|--------|-------|--------|--------|

2. Vern shoved his dirty clothes into the overflowing hamper.

| | | | | |
|------|-------|-------|-------|------|
| toss | fling | throw | pitch | hurl |
|------|-------|-------|-------|------|

3. In this relay, you must gently toss your partner the egg without dropping and breaking it.

| | | | | |
|---------|--------|-----|--------|-----------|
| plodded | jogged | ran | dashed | stampeded |
|---------|--------|-----|--------|-----------|

4. Even though the turtle plodded along, he beat the rabbit to the finish line.

| | | | | |
|--------|----------|--------|------------|----------|
| gently | steadily | firmly | resolutely | fiercely |
|--------|----------|--------|------------|----------|

5. Afraid he would never see her again, he fiercely proclaimed his love and begged her not to go.

Word Bank

| | | | | |
|--------|----------|-----------|------------|---------|
| warm | cool | shoved | nudged | throw |
| toss | hurl | stampeded | jogged | plodded |
| dashed | fiercely | steadily | resolutely | gently |

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Model

Have students look at the first diagram. Model how to complete it.

- The words in the diagram are *freezing*, *mild*, *hot*, and *scorching*. All of these words are related to temperature.
- These words have different degrees of meaning, though. *Freezing* means “really, really cold”; *mild* means “pleasant,” you know what *hot* means, and *scorching* means “really, really hot.”
- *Warm* and *cool* are the words in the word bank that are related to temperature. They are the words I need to place in the boxes in the diagram.
- Something that is *warm* is not really, really hot, or *scorching*; but it’s not *mild*, either. The word *warm* belongs in the box between *mild* and *hot*. Write *warm* where it belongs. Pause to allow students to write the word.
- Something that is *cool* is not really, really cold, or *freezing*; but it’s not *mild*, either. The word *cool* belongs in the box between *freezing* and *mild*. Write *cool* where it belongs. Pause to allow students to write the word.
- Read the sentence frame aloud. I have to decide which of the words from the diagram belongs in this blank. The phrase *heat of the desert* and the word *dangerous* give me some clues. They tell me that I should choose a word with a strong degree of meaning—one that means “really, really hot.” The word *scorching* belongs in this blank. Write it there. Pause to allow students to write the word.

Guided Practice

Let’s do one together now.

- Read the words in the second diagram aloud. How are these words related? What do they all describe? (They describe the force with which someone moves something.)
- Which word on the diagram means “move with very little force”? (tapped)
- Which word on the diagram means “move with very great force”? (rammed)
- Which words in the word bank are related to the force with which we move something? Hint: pay attention to tense. (shoved, nudged)
- Which word belongs between *tapped* and *moved*? (nudged) Have students write the answer on the page.
- Which word belongs between *moved* and *rammed*? (shoved) Have students write the answer on the page.
- Which word completes the sentence? (shoved) Have students write the answer on the page.



Assign online practice. Be sure to select the correct class from the drop-down menu.

Independent Practice

Have students complete items 3–5. Have them verify their answers using a dictionary. Review the answers as a class.

Reading

Objectives

- Determine how to respond to prompts.
- Use critical thinking skills to write responses to prompts about text.
- Support written answers with text evidence.
- Use context to determine the meaning of words and phrases.
- Interpret information presented visually.

Critical Understandings: Direction Words *clarify, present, prove, synthesize*

We will respond to some prompts about our text. Remember, prompts are statements that require a constructed response, which can range from a list to a complete sentence to a paragraph or an essay.

Write the words *clarify, present, prove, and synthesize* on the board. Have students read the words aloud with you.

Direct students to pages 14 and 15 in their Student Books. It is critical to understand what the question is asking and how to answer it. Today, we will look at four direction words used in prompts.

| Prompt | How to Respond | Model |
|--|---|---|
| Analyze Analyze the prompt. Analyze the text. Analyze the evidence. Analyze the conclusion. | Search, drive, and evaluate or draw conclusions about the information. | Analyze the development of the text's central idea. |
| Assess Assess the value, impact, or accuracy. | Decide on the value, impact, or accuracy. | Assess how the author's point of view affects the story. |
| Cite Evidence Cite evidence that supports your argument. | Support your answer by paraphrasing or using a direct quote. | Cite evidence that supports your argument. |
| Clarify Clarify the events leading up to the marriage. | Explain it so that it is easy to understand. | Clarify the events leading up to the marriage. |
| Compare Compare Indian and Chinese marriage arrangements. | State the similarities between two or more things. | Compare Indian and Chinese marriage arrangements. |
| Connect Connect each storm with its sister plot. | Tie ideas together, relate. | Connect each storm with its sister plot. |
| Contrast Contrast Indian and Chinese marriage arrangements. | State the differences between two or more things. | Contrast Indian and Chinese marriage arrangements. |
| Demonstrate Demonstrate your knowledge of wives through poetry. | Show how to do it. | Demonstrate your knowledge of wives through poetry. |
| Develop an Argument Develop an argument about arranged marriages. | Work on a case over a period of time, during which it grows or changes. | Develop an argument about arranged marriages. |
| Differentiate Differentiate between the two. | Tell apart or tell the difference between. | Differentiate between the two. |
| Distinguish Distinguish your claim from the opposing view by telling how it is different. | Recognize something or explain the difference. | Distinguish your claim from the opposing view by telling how it is different. |

Have students read about the four direction words in the chart with their partner.

Be aware of any students in your class who cannot hold an eraser and accommodate accordingly.

Chart Reading Procedure

- Group students with partners or in triads.
- Have students count off as 1s or 2s. The 1s will become the student leaders. If working with triads, the third students become 3s.
- The student leaders will read the left column (Prompt) in addition to managing the time and turn-taking if working with a triad.
- The 2s will explain the middle column of the chart (How to Respond). If working in triads, 2s and 3s take turns explaining the middle column.
- The 1s read the model in the right column (Model), and 2s and 3s restate the model as a question.
- All students should follow along with their pencil eraser while others are explaining the chart.
- Students must work from left to right, top to bottom in order to benefit from this activity.

Check for understanding by requesting an oral response to the following questions.

- If the prompt asks you to *clarify*, the response requires you to . . . (explain it so that it is easy to understand).
- If the prompt asks you to *present*, the response requires you to . . . (deliver information).
- If the prompt asks you to *prove*, the response requires you to . . . (give evidence to show that it is true).
- If the prompt asks you to *synthesize*, the response requires you to . . . (combine information in a logical way).

Direct students to page 29 in their Student Books and read the instructions aloud. **Let's read some prompts about a small section of the text before we expand to the entire text.**

1. Synthesize the various images people have had of wolves over time and tell how these images have changed.
2. Clarify the meaning of *endangered* using context clues.
3. Present information from the Wolf and Elk Population graphs.
4. Prove that the reintroduction of wolves affected the elk population.

We are going to focus on the first two paragraphs of "Return of the Wolves." We will practice answering prompts with these new question words. Having a good understanding of the text from the beginning will help build a foundation for understanding the rest of the text and make it feel less difficult.

Critical Understandings

Reread lines 1–42 of "Return of the Wolves" and the graphs on page 27. Respond to each prompt using complete sentences. Refer to the chart on pages 14 and 15 to determine how to respond to each prompt. Provide text evidence when requested.

1. Synthesize the various images people have had of wolves over time and tell how these images have changed.
Various images of wolves over time have been positive and negative. For example, Native Americans respect wolves as brave, intelligent, persistent, and caring. On the other hand, present-day media depict wolves as vicious in horror films and tricky in fairy tales.
2. Clarify the meaning of *endangered* using context clues. List the context clues as text evidence.
Endangered means that an animal has mostly vanished or is nearly extinct due to overhunting or trapping.
Text Evidence: victim to overhunting and trapping;
mostly vanished
3. Present information from the Wolf and Elk Population graphs.
From 1995 to 2002, the wolf population in Northern Yellowstone increased from 20 to almost 100 wolves. During the same timeframe, the elk population decreased from about 14,000 to 9,000 in the park. In 2005, the wolf population decreased as the elk population increased. Both populations decreased from 2008 to 2012.
4. Prove that the reintroduction of wolves affected the elk population.
The reintroduction of wolves has affected the elk population. Proof of this effect is that between 1995 and 2012, when the wolf population increased greatly, the elk population decreased greatly, and vice versa because wolves prey on elk.

Model

Let's practice answering questions that are written as prompts. Remember to use the chart as a reference. Listen as I model the first one for you.

1. Synthesize the various images people have had of wolves over time and tell how these images have changed.

According to the chart, if the prompt asks me to *synthesize*, the response requires that I combine information in a logical way. Now, I will turn the prompt into a question to confirm understanding. How have the images people have had of wolves changed over time? I am a little confused by the use of the word *image*. If I look up the definition of *image*, I will find that *image* can mean "opinion." Let's restate the question with that definition in mind. How have people changed their opinion of wolves over time? That makes more sense to me. For this answer, I will reread lines 1–21. Have students read the text aloud.

So, my answer would be:

Various images of wolves over time have been positive and negative. For example, Native Americans respect wolves as brave, intelligent, persistent, and caring. On the other hand, present-day media depict wolves as vicious in horror films and tricky in fairy tales.

Guided Practice

Let's move on to the next prompt and question word.

2. Clarify the meaning of *endangered* using context clues. List the context clues as text evidence.

How should we respond according to the chart? (If the prompt asks you to *clarify*, the response requires you to . . . explain it so that it is easy to understand.) Now, turn the prompt into a question to confirm your understanding. Tell your partner the question. (What does *endangered* mean in this context?)

Where is the word *endangered* in the text? (line 32) In order to use context clues and provide text evidence, I need to read around the word. I need to read what comes before the word and what comes after the word. Let's skim the text, starting at line 22, to determine what information is relevant to define *endangered*. Lines 22–26 are irrelevant, or unrelated to the definition of *endangered*. Line 27 provides some context clues. Raise your hand when you can find context clues that help us define *endangered*. (victim to overhunting and trapping) There is another clue in line 30. What is it? (mostly vanished) Record context clues on the board. Next, work with a partner to put part of the prompt in your answer and record your response.

While providing partner time, write the sentence starter on the board.

Endangered *means* _____.

Have partners answer the question.

3. Present information from the Wolf and Elk Population graphs.

How should we respond according to the chart? (If the prompt asks you to *present*, the response requires you to deliver information.) **The graphs show how the two populations changed over time. Turn the prompt into a question to confirm your understanding. Tell your partner the question.** (What information is given in the population graphs?)

While providing partner time, write the sentence starters on the board.

From 1995 to 2002, the wolf population in Northern Yellowstone _____.

During the same timeframe, the elk population _____.

Have partners answer the question.

4. Prove that the reintroduction of wolves affected the elk population.

How should we respond according to the chart? (If the prompt asks you to *prove*, the response requires that you present evidence to show that it is true.) **Now, turn the prompt into a question to confirm your understanding. Tell your partner the question.** (What evidence proves that the reintroduction of wolves affected the elk population?) **Will I get my information from the text, the graphs, or both?** (both)

While providing partner time, write the sentence starters on the board.

The reintroduction of wolves has affected the elk population.

Proof of this effect is that between 1995 and 2012,

_____.

Have partners answer the question.



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- *Make a list of problems caused by the wolf's presence in Yellowstone.*
- *Write two sentences about the perception of wolves. Use a subordinating conjunction in your sentence.*
- *Elaborate one or more of these simple sentences, using the steps in Masterpiece Sentences.*

Wolves hunt.

Coyotes scavenge.

Hunters leave the area.

Tourists visit the park.

Reading

Objectives

- Establish a purpose for rereading informational text.
- Monitor comprehension during text reading.
- Use critical thinking skills to write responses to prompts about text.
- Support written answers with text evidence.
- Identify evidence used by an author to support claims.
- Objectively summarize informational text.
- Analyze claims and counterclaims made in text.

Reading for a Purpose: “Return of the Wolves”

We are going to reread “Return of the Wolves.” Let’s preview the prompts to provide a purpose for rereading the text.

Direct students to pages 30 and 31 in their Student Books. Have students read the prompts aloud with you.

1. Clarify the author’s basic claim or focus of information in “Return of the Wolves.”
2. Synthesize and explain the economic changes brought about by the wolf reintroduction.
3. Prove the theory that the author supports wolf reintroduction.
4. Clarify the counterclaim of ranchers.
5. Present evidence to prove that the ranchers’ counterclaim is weak.
6. Synthesize and explain the author’s recommendation regarding the reintroduction of wolves.

It’s time to revisit the text to help us answer critical thinking questions.

Lesson 8 | Reading

Passage Comprehension

Reread “Return of the Wolves.” Respond to each prompt using complete sentences. Refer to the chart on pages 30 and 31 to determine how to respond to each prompt.

1. Clarify the author’s basic claim or focus of information in “Return of the Wolves.”
The author claimed that a compromise is necessary in order for wolf reintroduction to be successful.
2. Synthesize and explain the economic changes brought about by the wolf reintroduction.
The reintroduction of wolves affected the economy in a positive way by attracting tourists and naturalists to the park to witness the wolf in its natural habitat. However, the reintroduction also caused a downturn in the economy. Fewer hunting permits are being sold due to the declining elk population caused by the wolf’s prowess at the top of the food chain.
3. Prove the theory that the author supports wolf reintroduction.
In this passage, the author uses positive words to describe the wolf, such as noble, more repetitively than negative words, such as vile. The author uses detailed language to describe its lonely howl and its will to survive. The author makes attempts to pull off the hearthstrings by explaining the wolf’s plight in the 1970s. When the author expresses the counterclaims to the reintroduction, there is usually something to indicate that there isn’t much merit to them.

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Choose an option for rereading text. Have students read the text according to the option that you chose.

Choose an option for rereading text.

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read with bold vocabulary words read aloud

Direct students to page 25 in their Student Books or have them tear out the extra copy of the text from the back of their book.

Note: To minimize flipping back and forth between the pages, a copy of each text has been included in the back of the Student Books. Encourage students to tear this out and use it when working on activities that require the use of the text.

Have students read the text.

Passage Comprehension

Write the words *clarify*, *present*, *prove*, and *synthesize* on the board. Have students read the words aloud with you.

Direct students to pages 14 and 15 in their Student Books. It is critical to understand what the question is asking and how to answer it. Today, we will review four direction words used in prompts.

Have students read about the four words in the chart on pages 14 and 15 with their partner. Check for understanding by requesting an oral response to the following questions.

- If the prompt asks you to *clarify*, the response requires you to . . . (explain it so that it is easy to understand).
- If the prompt asks you to *present*, the response requires you to . . . (deliver information).
- If the prompt asks you to *prove*, the response requires you to . . . (give evidence to show that it is true).
- If the prompt asks you to *synthesize*, the response requires you to . . . (combine information in a logical way).

Let's practice answering questions that are written as prompts. Remember to use the chart as a reference. Don't forget, if the direction word is confusing, try to restate the prompt by using a question word.



Lesson 3 | Reading

Critical Understandings: Direction Words

| Prompt | How to Respond | Model |
|--|--|---|
| If the prompt asks you to . . . | The response requires you to . . . | For example . . . |
| Analyze | break down and evaluate or draw conclusions about the information | Analyze the development of the text's central idea. |
| Assess | decide on the value, impact, or accuracy | Assess how the author's point of view affects the story. |
| Cite Evidence | support your answer by providing or using a direct quote | Cite evidence that supports your argument. |
| Clarify | explain it so that it is easy to understand | Clarify the events leading up to the marriage. |
| Compare | state the similarities between two or more things | Compare Indian and Chinese marriage arrangements. |
| Connect | fit ideas together, relate | Connect the story with its safety plan. |
| Contrast | state the differences between two or more things | Contrast Indian and Chinese marriage arrangements. |
| Demonstrate | show how to do it | Demonstrate your knowledge of values through poetry. |
| Develop an Argument | work on a case over a period of time, during which it grows or changes | The evidence from both stories is used to develop an argument. |
| Differentiate | tell apart or tell the difference between | Differentiate between the protagonist and the antagonist. |
| Distinguish | recognize something or explain the difference | Distinguish your claim from the opposing view by telling how it is different. |

Direct students to pages 30 and 31 in their Student Books.

Lesson 8 | Reading

Passage Comprehension

Reread "Return of the Wolves." Respond to each prompt using complete sentences. Refer to the chart on pages 14 and 15 to determine how to respond to each prompt.

1. Clarify the author's basic claim or focus of information in "Return of the Wolves."
The author claimed that a compromise is necessary in order for wolf reintroduction to be successful.
2. Synthesize and explain the economic changes brought about by the wolf reintroduction.
The reintroduction of wolves affected the economy in a positive way by attracting tourists and naturalists to the park to witness the wolf in its natural habitat. However, the reintroduction also caused a downturn in the economy. Fewer hunting permits are being sold due to the declining elk population caused by the wolf's prowess at the top of the food chain.
3. Prove the theory that the author supports wolf reintroduction.
In this passage, the author uses positive words to describe the wolf, such as noble, more repetitively than negative words, such as vile. The author uses detailed language to describe its lonely howl and its will to survive. The author makes attempts to pull at the heartstrings by explaining the wolf's plight in the 1970s. When the author expresses the counterclaims to the reintroduction, there is usually something to indicate that there isn't much merit to them.

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Lesson 8 | Reading

Passage Comprehension (cont.)

4. Clarify the counterclaim of ranchers.
According to ranchers, wolves are responsible for the death of their sheep and cows, which is why they disagree with the reintroduction and with the government protection of wolves.
5. Present evidence to prove that the ranchers' counterclaim is weak.
The counterclaim is weak because the government pays ranchers for any loss of wildlife caused by wolves, and the loss has been minimal. More data is needed to determine if the loss was due to wolves or other predators.
6. Synthesize and explain the author's recommendation regarding the reintroduction of wolves.
The author recommends a compromise between supporters and dissenters be made because that is the only way in which the wolves will be allowed to thrive as king of the West and the ecosystem of Yellowstone will return to the way it should be.

Unit 7 31

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Model

Listen as I model the first one for you.

1. Clarify the author's basic claim or focus of information in "Return of the Wolves."

Because the prompt is asking me to *clarify*, I know that I need to explain it so that it is easy to understand. Now, I will turn the prompt into a question to confirm understanding. What is the author's claim or focus of information in "Return of the Wolves"?

In order to proceed, I need to have an understanding of the word *claim* as it relates to persuasion or argument. A claim can be factual, asserting that something is true or not true. A claim could also be asserting that something is good or bad, more or less desirable. A claim can also relate to policy, asserting that one course of action is superior to another.

I need to understand the author's claim regarding the reintroduction of wolves. I think that the author made several types of claims. The author asserted that the elk population decreased as the wolf population increased. The author also seemed to claim that the reintroduction of wolves was a good thing, more desirable than undesirable. The course of action was undefined but recommended a compromise. Because the text was informational in nature and included multiple points of view, I think the compromise to make a successful reintroduction of wolves is my best

answer. I will start by putting part of the question in my answer and then completing my sentence to finish my response.

The author claimed that a compromise is necessary in order for wolf reintroduction to be successful.

Guided Practice

2. Synthesize and explain the economic changes brought about by the wolf reintroduction.

How should we respond according to the chart? (If the prompt asks you to *synthesize*, the response requires you to combine information in a logical way.) **Turn the prompt into a question to confirm your understanding. Tell your partner the question.** (What information is presented about the economic changes caused by the wolf reintroduction? What does the information mean?)

While providing partner time, write the sentence starters on the board.

The reintroduction of wolves affected the economy _____.

However, the reintroduction also _____.

Have students answer the question.

Independent Practice

Have partners respond to the remaining prompts with text evidence. For students who need more assistance, provide the following alternative questions and sentence starters.

Alternative questions and sentence starters:

3. What evidence or examples support the theory that the author supports wolf reintroduction?

In this passage, the author _____, which proves that he or she is in support of wolf reintroduction.

4. What is the counterclaim of ranchers?

According to ranchers, wolves are responsible for _____, which is why _____.

5. What data proves that the ranchers' counterclaim is weak?

The counterclaim is weak because _____.

6. What is the author's recommendation regarding the reintroduction of wolves?

The author recommends _____ because _____.

Summarization

We have been practicing summarizing text orally. For this unit, we are going to write our summary. Remember, we need to keep our opinions from popping up when we write our summary. When we summarize text, it is important to write an objective summary—one free from our own opinions. Do not include which side of the issue you agree with or who is wrong or right.

Your summary should include the main ideas of the various sections of the text and the necessary supporting details. Space is limited, so express your ideas precisely and concisely. Avoid wordiness and repetition.

Have students write an objective summary of “The Return of the Wolves” at the bottom of page 31. Then, have partners evaluate each other’s summaries for accuracy and objectivity. The summaries should contain the central idea of the text as well as the main ideas and supporting details.



Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write three sentences to compare and contrast Yellowstone National Park before the reintroduction of wolves and after the reintroduction of wolves. Use a subordinating conjunction in each sentence.
- Complete the steps of Masterpiece Sentences to expand this base sentence: *Wolves hunt in Yellowstone.*
- Label the following sentence parts as dependent clauses or independent clauses.
while the wolves hunted
the ecosystem was challenged
because the wolves are predators
the park returned to normal

Reading

Objectives

- Read informational text with purpose and understanding.
- Answer questions to demonstrate comprehension of text.
- Distinguish between text written from a subjective point of view and text written from an objective point of view.
- Identify how an author distinguishes his or her positions on a topic from that of others.
- Monitor comprehension during text reading.
- Connect pronouns to their antecedents.
- Strengthen word knowledge through use of synonyms.
- Determine the meaning of words with prefixes and suffixes.
- Determine the meaning of figurative language.

Close Reading of “Return of the Wolves”

Let’s reread “Return of the Wolves.” I will provide specific instructions on how to mark the text to help with comprehension.

Have students get out a highlighter or colored pencil.

Direct students to pages 32–34 in their Student Books.

Draw a rectangle around the title.

Now, let’s read the vocabulary words aloud.

- What’s the first bold vocabulary word? (persistence) *Persistence* means “the ability to keep doing something even though it is difficult.” *Persistence* will pay off if you continue to work hard. Have partners use the word in a sentence.
- What’s the next bold vocabulary word? (insecurity) *Insecurity* means “the state of not feeling safe or steady.” The *insecurity* felt by animals separated from their mothers can be seen on their faces. Have partners use the word in a sentence.
- What’s the next bold vocabulary word? (relocation) *Relocation* means “the act of moving to a different place.” *Relocation* is a challenge for many families. Have partners use the word in a sentence.

Highlighters or
colored pencils

- Let's continue. (habitat) *Habitat* means “the natural home of a plant or animal.” A wolf's *habitat* is different from a dog's habitat. Have partners use the word in a sentence.
- Next word? (altered) *Altered* means “changed.” Wolves *altered* the Yellowstone habitat. Have partners use the word in a sentence.
- Next word? (competition) *Competition* means “the effort between two or more people or groups who are trying to get the same thing.” The animals are in *competition* for food. Have partners use the word in a sentence.
- Next word? (aspects) *Aspects* means “parts, elements, or angles of something.” All *aspects* of a person's personality are important. Have partners use the word in a sentence.
- Next word? (declining) *Declining* means “growing smaller in size or strength.” Our school population is *declining* because people are leaving town to find jobs. Have partners use the word in a sentence.
- Next word? (economy) *Economy* means “the flow of money, goods, and services in a community.” The *economy* is thriving due to many young people joining the workforce. Have partners use the word in a sentence.
- What's the last word? (compromise) *Compromise* means “the settlement reached when each side in an argument gives up a part of what it wants.” A *compromise* is a good way to make both sides happy. Have partners use the word in a sentence.

Talk with a partner about any vocabulary word that is still confusing for you to read or understand.

As you read “Return of the Wolves,” you will monitor your understanding by circling the check marks or the question marks. Please be sure to draw a question mark over any confusing words, phrases, or sentences.

Options for rereading text.

- Teacher read-aloud
- Teacher-led or student-led choral read
- Paired read or independent read with bold vocabulary words read aloud

Choose an option for reading text. Have students read lines 1–24 according to the option that you chose. While reading each section, pay attention to the varying points of view. If the position is pro-wolf, draw an up arrow in the margin. If the position is anti-wolf, draw a down arrow in the margin.

When most of the students are finished, continue with the entire class. Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 2. Mark the superlative adjective that compares wolves with several other animals with a strong positive connotation. (noblest) Circle the suffix. (-est)
- On the same line, mark the superlative adjective that compares wolves with several other animals with a strong negative connotation. (vilest) Circle the suffix. (-est)
- Number the Native Americans' view of the wolf. (1. bravery; 2. intelligence; 3. persistence; 4. hunting skills; 5. love of family)
- On line 4, mark the view of wolves for authors and storytellers. (villain)
- On lines 6 and 7, mark the view of wolves according to Hollywood. (horror, scare)
- On line 8, mark the word that is an indication that the wolf is no longer king. (once)
- On line 10, mark the term used to represent a specific region of the United States. (the West)
- On the same line, mark the evidence that the wolf was not hunted by other animals. (top of the food chain)
- Go to line 11. Mark the transition phrase that answers when. (By the 1930s)
- On the same line, mark the conjunction that signals a contrast or change of direction. (however) Mark the pronoun in the same sentence. (this) Draw an arrow to what the pronoun represents. (wolf once ruled the West)
- On line 12, mark what happened to the wolf. (overhunting, trapping) In the margin, write the name of the animal that finally challenged the wolf and removed it from the top of the food chain. (man)

Lesson 9 | Reading

Close Reading
Read the text.

"Return of the Wolves"

The wolf has taken on many images over time. It has been known as both the noblest animal and the vilest animal. Native Americans respect the wolf for its bravery, intelligence, **persistence**, hunting skills, and love of family. However, authors and storytellers have made the wolf the villain

5 of many stories like "Little Red Riding Hood" and "The Three Pigs." And of course Hollywood has put its spin on the wolf by creating horror films to scare us. But the true image of the wolf in North America today is one of **insecurity**. It is trying to fit back into the land over which it once reigned king.

10 The wolf once ruled the West. Its spot at the top of the food chain was unchallenged for centuries. By the 1930s, however, this had changed. The wolf fell victim to overhunting and trapping. Laws did not protect it. By the early 1970s, the gray wolf had mostly vanished from the western United States. It was placed on the endangered species list. The federal government

15 began a **relocation** project. Several dozen wolves were captured in Canada and released in Yellowstone National Park. This project was a great success. However, it created a division between people in the area. Some were for it. Others were against it.

20 There have been many good things about the relocation of wolves to Yellowstone. For one, tourists love wolves. People who like seeing wildlife have come to the park to see the wolf in its **habitat** and to take pictures. Naturalists have seen the relocation of the wolf as a victory in returning the West to the way it used to be. In addition, the people who visit the park to see the wolves have boosted the economy greatly.

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- Go to lines 12 and 13. Mark the transition phrase that answers when. (By the early 1970s)
- On the same line, mark the synonym for *disappeared*. (vanished)
- Go to line 14. Mark the synonym for *dying*. (endangered)
- On line 16, mark the evidence the wolves grew in number in Yellowstone after the reintroduction. (This project was a great success.)
- Go to line 17. Mark the conjunction that means “but.” (however)
- On the same line, mark the words that mean “pro.” (for it)
- Go to line 18. Mark the words that mean “con.” (against it)
- In the same paragraph, circle the pronouns used to replace *relocation project*. (this, it, it, it)
- In the last paragraph, mark the explanation that means that tourists love wolves. (People who like seeing wildlife have come to the park to see the wolf in its habitat and to take pictures.)
- Go to line 22. Mark the word that means “people who advocate for nature.” (Naturalists) Circle the suffix. (-ist)
- In this paragraph, number the “good things” caused by the wolf reintroduction. (1. tourists love wolves; 2. returning the West to the way it used to be; 3. boosted the economy)
- In the same paragraph, mark the transition words used to indicate one of the “many good things.” (For one; In addition)

Have students read lines 25–42 according to the option that you chose.

When most of the students are finished, continue with the entire class.

Let's see how well you understood what you read.

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 25. Mark the word that means “act of introducing something again.” (reintroduction) Circle the prefix that means “again.” (re-)
- Go to line 26. Mark the word that means “meat eaters.” (carnivores)
- Go to lines 26 and 27. Mark the explanation that supports that wolves are carnivores. (elk and deer are their favorite meal)
- Go to line 28. Mark the word that means “too many in one area.” (overpopulated) Circle the prefix that means “too much or too many.” (over-)
- In the second paragraph, number three problems caused by the overpopulation of elk. (1. damage to aspen tree forests; 2. altered the beaver and bird populations; 3. flow of streams and rivers were changed)
- Go to line 32. Mark the word that means “altered.” (changed)
- Go to line 33. Mark the word that means “the relationship between living things and their environment.” (ecology)
- In the same line, mark the sentence that supports that wolves create an ecology of fear for elk. (Elk spend less time eating in one place.)
- Go to line 34. Mark the transition words used to illustrate cause and effect. (as a result)
- Go to line 36. Mark the word that means “populated with plants and trees.” (vegetated)
- Go to line 38. Mark the word that means “feeding on others’ leftovers.” (scavenging)
- Go to line 42. Mark the words that mean “scavenge.” (feed on the remains of the wolves’ kills)
- Number the five positive outcomes of wolf reintroduction on this page. (1. elk population under control; 2. trees and shrubs grow back more quickly; 3. more variety in the plant life; 4. open fields are more vegetated; 5. more food for the coyotes)

Close Reading (cont.)

25 The reintroduction of wolves into Yellowstone has helped bring the elk population under control. Wolves are natural carnivores. Because elk and deer are their favorite meal, the populations of these animals have decreased. This is a positive change because the elk had overpopulated Yellowstone.

30 Having too many elk had caused damage to aspen tree forests. This altered the beaver and bird populations. The flow of streams and rivers were changed as a result. The presence of wolves in the elk habitat creates what is called an “ecology of fear.” Elk spend less time eating in one place. As a result, trees and shrubs grow back more quickly. There’s more variety in the plant life. In Yellowstone, researchers saw that open fields became more vegetated when they brought back wolves.

Because the wolf has returned, coyotes have been able to return to their natural habit of scavenging. Without wolves, coyotes had jumped up in the food chain. They could hunt animals without much competition. However, they struggled because they are not naturally good hunters. Having wolves in the area has provided more food for the coyotes. They feed on the remains of the wolves’ kills.



Have students read from line 43 to the end according to the option that you chose.

When most of the students are finished, continue with the entire class. **Let's see how well you understood what you read.**

- Circle the check mark or the question mark for this section. Draw a question mark over any confusing words.
- Go to line 43. Mark the verb that means “introducing again.” (reintroducing) Circle the prefix that means “again.” (re-)
- Go to line 46. Mark the word that means “helpless.” (vulnerable)
- Go to line 50. Mark the word that means “without defense.” (defenseless) Circle the suffix that means “without.” (-less)
- Go to line 54. Mark the transition words used to indicate that examples will follow. (such as)
- On the same line, mark the examples of large game animals. (elk and deer)
- Go to line 55. Mark the comparative adjective that compares two timeframes before and after reintroduction. (tougher) Circle the suffix. (-er)
- Go to line 64. Mark the compound word that means “opinions.” (viewpoints)
- On the same line, mark the synonym for *result*. (outcome)
- On the same line, mark the words that mean “temporarily.” (for now)
- Go to line 65. Mark the personification that means “center of.” (heart of)
- Go to line 66. Mark the superlative adjective that compares several nights. (darkest)
- Go to line 68. Mark the punctuation used to indicate a pause and show emphasis of what follows. (em dash)
- On the same line, mark the word that shows what wolves do best. (survive)
- Number the three negative effects of wolf reintroduction on this page. (1. wolves pose a threat to the sheep and cattle industries; 2. declining numbers of large-game animals have made hunting tougher; 3. affects the economy of the area because fewer hunters buy hunting permits)
- Which group does the author agree with? Write your answer in the margin. (neither) Mark the evidence in the text that makes this known. (All have valuable viewpoints; the outcome must be a compromise.) Is this text objective or subjective? (objective)

Have partners compare text markings and correct any errors.

Lesson 9 | Reading

Close Reading (cont.)

There have also been negative **aspects** to reintroducing wolves. Ranchers believe that wolves pose a threat to the sheep and cattle industries of 45 the areas surrounding Yellowstone. Wolves hunt as a pack. This makes herds of sheep and cattle surrounding the park vulnerable to their attacks. Ranchers have struggled to deal with the wolves' presence. According to ranchers, predatory livestock deaths have increased as the wolf population has increased. Because wolves are now protected by 50 law, ranchers feel defenseless. However, the federal government pays the ranchers for the loss of their animals, and the actual losses of livestock to wolves have been relatively small.

Hunters, too, have been affected by the hunting skills of the wolf pack. The **declining** numbers of large-game animals such as elk and deer 55 in the areas surrounding the park have made hunting tougher. It is estimated that in the surrounding areas, the elk population has been cut in half since the wolf's return to Yellowstone. Elk have fallen prey to the wolves, and they have moved to higher ground for safety. Hunters now have fewer animals for their own hunting activities. This in turn 60 affects the **economy** of the surrounding areas because fewer hunters buy hunting permits.

The battle of the wolf will rage on. Naturalists, ranchers, hunters, and people who want to see the wolf return to its historical home all have valuable viewpoints. The outcome must be a **compromise**. But for now, 65 deep in the heart of Yellowstone National Park, there are wolves. Their lonesome howls can be heard on the darkest nights. Their shadowy images can be seen gliding through the aspen forests as they do what they do best—survive.

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Lesson Opener

Before the lesson, choose one of the following activities to write on the board or post on the *LANGUAGE! Live Class Wall* online.

- Write four sentences with at least two vocabulary words in each. Show you know the meanings. (*persistence, insecurity, relocation, habitat, alter, competition, aspect, decline, economy, compromise*)
- Dress your avatar as though you were visiting Yellowstone National Park to watch the wolves. Explain your choices.
- Write a sentence about Yellowstone National Park. Include a dependent clause and an independent clause in the sentence. Identify both clauses.

Vocabulary

Objective

- Review key passage vocabulary.

Recontextualize Passage Vocabulary

Direct students to page 24 in their Student Books. Use the following questions to review the vocabulary words in the excerpt from “Return of the Wolves.”

- Your dog digs and digs until he has tunneled under the fence. Does he have *persistence*? (yes) You want to make a piece of artwork by gluing hundreds of scraps of construction paper to a canvas. You give up after 20 scraps. Do you have *persistence*? (no) You have told yourself that if you do 100 sit-ups a day, Monday through Saturday, you can take Sunday off. What do you need to get through the week? (*persistence*)
- You are walking across a very high and very rickety bridge. Do you have a sense of *insecurity*? (yes) You’re swimming in the ocean alone and think you see a shark fin. Do you feel a sense of *insecurity*? (yes) You dream that you’re surrounded by tarantulas. What do you feel until you wake up? (*insecurity*)
- One of your teachers moves disruptive students to a desk right by hers. Does she use *relocation* to manage the classroom? (yes) People keep tripping over your backpack. Would the *relocation* of your backpack help? (yes) Your hometown baseball team is moving to another city. You hate this idea. What are you opposed to? (the team’s relocation)
- You brought a new kitten home. She immediately curled up on the rug and went to sleep. Is she comfortable in her new *habitat*? (yes) Perry the Penguin lives in Kansas. Is this a good *habitat* for Perry? (no) The owner of your apartment complex covered an old garden with concrete. The garden snakes that lived there have nowhere to go. What did the snakes lose? (their habitat)
- Yesterday, you had long hair, but today, you are getting a very short haircut. Will this *alter* your appearance? (yes) If you *alter* the ingredients in a recipe, will the

Lesson 6 | Vocabulary

Key Passage Vocabulary: “Return of the Wolves”
 Read each word. Write the word in column 3. Then, circle a number to rate your knowledge of the word.

| Vocabulary | Part of Speech | Write the Word | Knowledge Rating |
|-------------|----------------|--------------------|------------------|
| persistence | (n) | <i>persistence</i> | 0 1 2 3 |
| insecurity | (n) | <i>insecurity</i> | 0 1 2 3 |
| relocation | (n) | <i>relocation</i> | 0 1 2 3 |
| habitat | (n) | <i>habitat</i> | 0 1 2 3 |
| alter | (v) | <i>alter</i> | 0 1 2 3 |
| competition | (n) | <i>competition</i> | 0 1 2 3 |
| aspect | (n) | <i>aspect</i> | 0 1 2 3 |
| decline | (n) | <i>decline</i> | 0 1 2 3 |
| economy | (n) | <i>economy</i> | 0 1 2 3 |
| compromise | (n) | <i>compromise</i> | 0 1 2 3 |

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dish taste different? (yes) A movie didn't end the way you hoped it would. What do you wish you could do to the ending? (alter it)

- Two athletes are trying to win the Olympic gold medal in the long jump. Is this a *competition*? (yes) An ice skater would also like to win a gold medal in her event. Is there *competition* between them? (no) There are two shaved ice stands near the park. Each keeps lowering its prices to draw business away from the other. What is happening between the two stands? (competition)
- You are looking at one side of a large sculpture in a museum. Your friend is looking at another side of it. Are you each looking at a different *aspect* of the sculpture? (yes) You like a local rap artist, but your sister doesn't. She can't say why; she just dislikes him in general. Is she criticizing a particular *aspect* of his music? (no) You've been asked to write an essay that describes all sides of a hot-button issue in your community. You have written about one side of the issue. What do you need to write about now? (the other aspects of it)
- People are moving away from a small town to a nearby city. Is the population of the city *declining*? (no) Monarch butterflies are migrating south for the winter. Are their numbers *declining* in northern areas? (yes) On a TV game show, players spin a giant wheel. The wheel spins quickly for a few seconds. Then what does its speed do? (declines)
- You have some backyard chickens that lay eggs. You sell the eggs to a nearby café. Are you involved in the local *economy*? (yes) A family friend decides to help the local shelter by donating clothes and canned food. Is he participating in the *economy*? (no) Business slows down, and an employer lays off half her staff. She says she is forced to do this because of a weak what? (economy)
- You have plans, but your sister says you promised to take her shopping. You offer to cut your plans short and ask if you can shop a little later. She just pouts. Is she interested in a *compromise*? (no) There are plans to build an office building where a local park is. People in the surrounding neighborhood protest. In the end, half the land is used for the building and half remains a park. Did the groups reach a *compromise*? (yes) A couple on TV is arguing about the kind of house they want to buy. What do they need to come up with? (a compromise)

Writing

Objectives

- Cite text in writing.
- Use a process to write.
- Write a persuasive argument.
- Use a rubric to guide and evaluate writing.







Six Traits of Effective Writing

Direct students to page 35 in their Student Books. Reread the Six Traits of Effective Writing.

In previous units, we have focused on sentence fluency, word choice, conventions, and organization. We have used varying sentence structures and descriptive language to keep our writing from sounding boring. We have used proper grammar, punctuation, and spelling to ensure the reader understands the text, and we have organized our paragraphs to include introductions, conclusions, and transitions. We have also made sure that our supporting details accurately support our main ideas/topic sentences and that the supporting details are backed up with elaborations, including evidence from the text.

Refer to the six traits as you are writing your multiparagraph essay, and be sure to address all six traits in your writing.

Six Traits of Effective Writing

| Trait | What does this mean? | Comments |
|---|--|----------|
|  Ideas and Content | Focus on the main ideas or story line. Supporting details (expository) or images/events (narrative) build understanding. | |
|  Organization | Order of ideas and supporting details (expository) or clear beginning, middle, and end (narrative) make sense. Introduction, transitions, and conclusion help keep the reader hooked on the writing. | |
|  Voice and Audience Awareness | Style suits both the audience and purpose of the writing. | |
|  Word Choice | "Just right" words for the topic and audience | |
|  Sentence Fluency | Varied sentence use; no run-on sentences and sentence fragments | |
|  Conventions | Spelling, punctuation, grammar and usage, capitalization, and indenting paragraphs | |

Prepare to Write: Argument Essay

Direct students to pages 36 and 37 in their Student Books.

Lesson 10 | Writing

Prepare to Write: Argument Essay *Answers will vary.*

Part A. Study the Prompt

Write an argument essay in which you take a position regarding the reintroduction of wolves into Yellowstone National Park. Present two reasons that support your position that are supported by evidence from the text.

Topic: reintroduction of wolves into Yellowstone National Park

Directions: write an argument essay that includes reasons and supporting evidence from the text

Purpose for writing: to take a position on a topic and support it with facts

Part B. Write an Introduction

Write a topic sentence that clearly states your position. Incorporate attention-getting details into the introductory paragraph.

Villain or noble beast, most people have a strong opinion about the wolf. Wolves have come to represent the American West of the past, wild and untamed. Once the dominant predator in the American West, unchecked hunting and trapping threatened the wolves' existence. Imagine if there were no wolves. The reintroduction of wolves into a nationally protected environment like Yellowstone National Park offers protection and a restoration of balance.

Part C. Map Your Argument

Get the reader's attention with an example/situation:

Imagine there were no wolves.

Statement of Position:

support the reintroduction of wolves into Yellowstone National Park

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Lesson 10 | Writing

Prepare to Write: Argument Essay (cont.)

First reason:

restore ecological balance to the park

Evidence:

overpopulation of elk had a negative impact on the habitat for beaver and birds; put coyotes back in their natural role as scavenger as opposed to hunter

Second reason:

good for the park's economy

Evidence:

wolves are popular and their presence draws tourists; naturalists support restoring the park to the way it used to be

Anticipated objection:

threaten livestock

Response to objection:

Ranchers are reimbursed by the federal government for any loss due to wolf attacks, and the financial impact on ranchers has been relatively small.

Restate position:

Restoring the wolf population has been good for the ecology and economy of Yellowstone National Park.

Part D. Write a Conclusion That Defends Your Position

Restate your topic sentence and defend your position.

The reintroduction of wolves to Yellowstone has successfully restored balance in that environment. Wolves are thriving under the protective eye of the park service and helping other creatures within the park system thrive as well. The positive impact of the wolves' return far outweighs any negative impacts felt by local ranchers.

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Part A. Study the Prompt

Read the instructions for Part A and the prompt. Guide students through identifying the topic, summarizing the directions, and understanding the purpose for writing.

Like the prompt in the preceding unit, this assignment calls for a multiparagraph response. This is the first time you've been asked to develop a well-supported argument. You will have to take a position, for or against, the reintroduction of wolves into Yellowstone National Park and then find the evidence from the text to support your position.

Part B. Write an Introduction

Your introduction needs to state your position on wolves in Yellowstone National Park. Consider beginning with an attention-getting statement or scene, something that will make the reader want to continue reading. Mapping out your argument will help you construct an effective position statement and develop a scenario that illustrates your position. We will come back to write the introduction after you have completed your notes.

Part C. Map Your Argument

Work with students to come up with a scenario that dramatizes their position.

- Under the direst circumstances, what could the future look like?
- What if wolves became extinct?
- What if wolves began to roam the countryside in ferocious packs that were out of control?

Work through the map helping students identify reasons to support or criticize the wolves' return to the park. Prompt students to use their close reading from Lesson 9 to help them pull the evidence they need to support their position.

Now that you've mapped out your argument and spent some time thinking about how to open your argument essay, let's write the introduction. We will use the first two prompts of our map. Have students write a topic sentence and introduction.

Part D. Write a Conclusion That Defends Your Position

Consider ways you can restate your introduction that could serve as the conclusion of your essay. Your conclusion needs to summarize your arguments without sounding repetitive or redundant.

Write

Have students consult the Six Traits of Writing: Argument Rubric on page 492 as they write their essay. Encourage them to look closely at the rubric because this is a persuasive writing, and what is expected of them is slightly different.

Remind students that they've written the frames for the entire essay. If they struggle or need additional support in developing their essays, use the following essay as a model.

Exemplar Writing: Argument Essay

Villain or noble beast, most people have a strong opinion about the wolf. Wolves have come to represent the American West of the past, wild and untamed. Once the dominant predator in the American West, unchecked hunting and trapping threatened the wolves' existence. Imagine if there were no wolves. The reintroduction of wolves into a nationally protected environment like Yellowstone National Park offers protection and a restoration of balance.

Notebook paper

| Six Traits of Writing: Argument | | | | | | |
|---------------------------------|--|--|--|---|--|--|
| | Ideas and Content | Organization | Voice and Audience Awareness | Word Choice | Sentence Fluency | Language Conventions |
| 4 | Clearly states a position on the issue. Fully develops main ideas with evidence, examples, and explanations that are compelling. No irrelevant information. | Introduction clearly states position. Ideas logically sequenced. Transition sentences link ideas. Conclusion ties essay together and gives reader something to think about. Follows required format. | Strong sense of person and purpose behind the words. Brings issue to life. | Words are specific, accurate, and vivid. Word choice enhances meaning and reader's enjoyment. | Writes complete sentences with varied sentence patterns and beginnings. | There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation. |
| 3 | States a position on the issue. Develops main ideas adequately with some evidence, examples, and explanations. Limited irrelevant information. | Introduction states position. Ideas mostly logically sequenced. Some linkage among ideas. Conclusion ties essay together. Follows required format. | Some sense of person and purpose behind the words. Sense of commitment to the issue. Text may be too casual for the purpose. | Words are correctly used but may be somewhat general and unspecific. | Writes complete sentences with some expansion. Limited variety. | There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation. |
| 2 | Does not state a clear position on the issue and/or does not support main ideas with sufficient evidence, examples, and explanations. May be too repetitious or too much irrelevant information. | Introduction may not state a position. Ideas not logically sequenced. Transition sentences missing. Conclusion may be missing. Does not follow required format. | Little sense of person and purpose behind the words. Very little engagement with reader. Text may be too casual for the purpose. | Word choice limited. Words may be used inaccurately or repetitively. | Writes mostly simple and/or awkwardly constructed sentences. May include some run-ons and fragments. | There are many grammar or spelling errors. There are quite a few errors in capitalization and punctuation. |
| 1 | Does not address the prompt or does not develop a position. Elaborations lacking or unrelated to the issue. | Text has no evident structure. Lack of organization seriously interferes with meaning. | No sense of person or purpose behind the words. No sense of audience. | Extremely limited range of words. Restricted vocabulary impedes message. | Numerous run-ons and/or sentence fragments interfere with meaning. | There are many spelling and grammar errors. There are many errors in capitalization and punctuation. |

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First and foremost, the wolves' presence has restored the natural balance of the park's ecosystem. Without the wolves as a predator, the elk population soared. This had a negative impact on the habitat for beavers and birds. Coyotes have resumed their role as scavengers, surviving well off of the scraps from the wolves' hunting expeditions.

A secondary benefit has been an upswing in the economy of the area. Tourists like to watch the wolves in their natural environment. Naturalists have come to observe the wolf and note the advantages of restoring the park to the way it used to be. Increasing the number of park visitors has been good for the park's economy.

Though ranchers have claimed the wolves have threatened their livestock, this has had little effect on them. Few losses have actually been attributed to wolves. Plus, the federal government reimburses ranchers for any losses—eliminating a financial impact on the ranching industry.

The reintroduction of wolves to Yellowstone has successfully restored balance in that environment. Wolves are thriving under the protective eye of the park service and helping other creatures within the park system thrive as well. The positive impact of the wolves' return far outweighs any negative impacts felt by local ranchers.

Student Handwriting:

Handwriting lessons are provided in manuscript and cursive. These explicit lessons (found online) can be taught systematically during writing lessons to strengthen legibility and fluency.

Evaluate Writing

Direct students to page 38 in their Student Books and read the information in the checklist.

This checklist is specific to argumentative writing. It is a tool you can use to evaluate your argumentative writing and make sure you are using good technique. Have individuals quickly assess their writing, and then have partners evaluate each other's writing based on the checklist. Based on the evaluations, have students complete a revised version of their writing.



Note: Use Six Traits of Writing Scoring Rubric: Argument on page 579 of this book to assess students' writing. A printable version is located online.

| Six Traits of Writing: Argument | | | | | |
|---|---|--|--|---|--|
| Ideas and Content | Organization | Voice and Audience Awareness | Word Choice | Sentence Fluency | Language Conventions |
| 4 Clearly states position on the issue. Fully develops main ideas with evidence, examples, and explanations that are compelling, thoughtful, and relevant. Conclusion ties essay together and goes beyond rephrasing to think about future required actions. | Introduction clearly states position. Ideas logically supported. Transitions between ideas clear. Conclusion ties essay together and goes beyond rephrasing to think about future required actions. | Clear sense of purpose and purpose behind the words. Strong sense of audience and purpose behind the words. Brings issues to life. | Words are specific, accurate, and vivid. Word choice includes sensory and multisensory language. | Writes complete sentences only. Sentences with varied sentence patterns and beginnings. | Capitalization & Punctuation 2 errors. May not follow paragraph rules. Comma/Stage 2 errors Spelling 0-4 errors |
| 3 States a position on the issue. Develops main ideas adequately with some evidence, examples, and explanations. Limited development. | Introduction states position. Ideas mostly logically supported. Some links between paragraphs. Conclusion ties essay together. Follows required format. | Clear sense of purpose and purpose behind the words. Some sense of audience and purpose behind the words. Not clear for the purpose. | Words are generally used but may be somewhat general and imprecise. | Writes complete sentences only. Some repetition. Limited variety. | Capitalization & Punctuation 2 errors. May not follow paragraph rules. Comma/Stage 2 errors Spelling 2 errors |
| 2 Does not state a clear position on the issue. Includes some support with evidence, examples, and explanations. May be too repetitive or too directly rephrased. | Introduction may not state a position. Ideas not logically supported. Transitions between paragraphs unclear. Conclusion may be missing. Does not follow required format. | Little sense of purpose and purpose behind the words. Very little engagement with reader. Not clear for the purpose. | Word choice is limited. Words may be used incorrectly or repetitively. Includes some run-on and fragments. | Writes mostly complete sentences. Some run-on and fragments. | Capitalization & Punctuation 3 errors. May not follow paragraph rules. Comma/Stage 3 errors Spelling 3 errors |
| 1 Does not address the purpose. Off-focus and develops a position. Includes little link or connection to the issue. | Does not state a position. Ideas not clearly supported. Includes little link or connection with meaning. | No sense of purpose or audience. Lack of engagement with reader. No sense of audience. | Language is limited. Lack of variety. Includes run-on and fragments. | Does not use complete sentences. Includes run-on and fragments. | Capitalization & Punctuation 3+ errors. May not follow paragraph rules. Comma/Stage 3 errors Spelling 3+ errors |
| Value | | | | | |
| Comments | | | | | |

Lesson 10 | Writing

The Writer's Checklist

| Trait | Yes | No | Did the writer . . . ? |
|--|-----|----------------------|--|
| R I D E A N D C O N T | | | clearly state a position on an issue |
| | | | focus the content of each paragraph on the topic |
| | | | include examples, evidence, and/or explanations that are logically, emotionally, or ethically compelling |
| | | | when necessary, include recent, relevant, reliable research to validate the position |
| E V O I C E | | | create a title |
| | | | write an introductory paragraph that captures the reader's interest and contains a clear thesis statement that serves as a "map" for the essay |
| | | | sequence body paragraphs logically and use transition sentences that make clear the relationship between ideas |
| I S O V I C E | | | write a concluding paragraph that restates the position and issues a call to action |
| | | | write in a voice that is confident and reasonable |
| S E N T E N C E | | | write in a tone of voice that suits the audience and purpose for writing |
| | | | demonstrate that the beliefs and opinions that others might have on the topic have been considered |
| E N D E R S T A N C E | | | acknowledge one or more objections that others may make |
| | | | use words that are lively, accurate, specific to the content, and convey authority |
| E N D E R S T A N C E | | | vary the words so that the writing does not sound repetitive |
| | | | write complete sentences |
| E N D E R S T A N C E | | | use the steps of Masterpiece Sentences |
| | | | use compound sentence elements and compound sentences |
| E N D E R S T A N C E | | | capitalize words correctly: |
| | | | capitalize the first word of each sentence |
| | | | capitalize proper nouns, including people's names |
| | | | punctuate correctly: |
| | | | put a period or question mark at the end of each sentence |
| | | | put an apostrophe before the s for a singular possessive noun |
| | | | use a comma after a long adverb phrase at the beginning of a sentence |
| | | | use grammar correctly: |
| | | | use the correct verb tense |
| | | | make sure the verb agrees with the subject in number |
| | | use correct spelling | |

Reading

Objectives

- Self-correct as comprehension of text deepens.
- Answer questions to demonstrate comprehension of text.
- Engage in class discussion.
- Identify the enduring understandings from a piece of text.

Revisit Passage Comprehension

Direct students back to pages 30 and 31 in their Student Books. Have students review their answers and make any necessary changes. Then, have partners share their answers and collaborate to perfect them.

Enduring Understandings

Direct students back to page 23 in their Student Books. Reread the Big Idea questions.

How do stereotypes of wolves affect their image and perhaps even their existence?

Should humans interfere with nature? Explain.

Generate a class discussion about the questions and answers students came up with in Lesson 6. Have them consider whether their answers have changed any after reading the text.

Use the following talking points to foster conversation. Refer to the Class Discussion Rules poster and have students use the Collegial Discussion sentence frames on page 482 of their Student Books.

- Wolves are shown as villains in storybooks and horror movies. In reality, wolves are insecure and at risk. It is important to educate ourselves beyond fiction, horror, and fairy tales in order to be knowledgeable about the issues that impact our ecology. It is also important to see past prejudices and understand that misconceptions exist among all species.
- Human interference impacts the ecosystem in ways that man does not fully realize. Is all human interference bad interference? Are humans at the top of the food chain? Are we simply following the natural order of life by interfering in animal habitats for our benefit? Or, is it possible that human interference can be positive, such as by bringing wolves out of jeopardy of extinction?

What we read should make us think. Use our discussion and your thoughts about the text to determine what you will “walk away with.” Has it made you think about a personal experience or someone you know? Has your perspective or opinion on a specific topic changed? Do you have any lingering thoughts or questions? Write these ideas as your enduring understandings. What will you take with you from this text?

Lesson 8 | Reading

Passage Comprehension

Reread “Return of the Wolves.” Respond to each prompt using complete sentences. Refer to the chart on pages 18 and 19 to determine how to respond to each prompt.

1. Clarify the author’s basic claim or focus of information in “Return of the Wolves.”
The author claimed that a compromise is necessary in order for wolf reintroduction to be successful.
2. Synthesize and explain the economic changes brought about by the wolf reintroduction.
The reintroduction of wolves affected the economy in a positive way by attracting tourists and naturalists to the park to witness the wolf in its natural habitat. However, the reintroduction also caused a downturn in the economy. Fewer hunting permits are being sold due to the declining elk population caused by the wolf’s prowess at the top of the food chain.
3. Prove the theory that the author supports wolf reintroduction.
In this passage, the author uses positive words to describe the wolf, such as noble, more repetitively than negative words, such as vile. The author uses detailed language to describe its lonely howl and its will to survive. The author makes attempts to pull at the heartstrings by explaining the wolf’s plight in the 1970s. When the author expresses the counterclaims to the reintroduction, there is usually something to indicate that there isn’t much merit to them.

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Lesson 8 | Reading

Let’s Focus: “Return of the Wolves”

Content Focus: reintroduction of wolves; human involvement in the environment

Type of Text: informational—classification

Author’s Name: UNKNOWN

Author’s Purpose: to teach about wolves in danger

Big Idea

Consider the following Big Idea questions. Write your answer for each question.

How do stereotypes of wolves affect their image and perhaps even their existence?

Should humans interfere with nature? Explain.

Informational Preview Checklist: “Return of the Wolves” (on pages 20–21)

- Title: What clue does it provide?
- Pictures: What additional information is added here?
- Marginal Information: What vocabulary is important to understand this story?
- Features: What other features do you notice?

Enduring Understandings

After reading the text . . .

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Discuss the enduring understandings with the class. Then, have students write their enduring understandings from the unit. If time permits, have students post a personal response about their enduring understandings to the online class wall.

Remind students to consider why the author wrote the passage and whether he or she was successful.

Progress Monitoring



End-of-Unit Online Assessments

Monitor students' progress in the unit by utilizing online assessments. Students should prioritize these assessments over successive Word Training units.

- Assign Unit 7 Form A Formative Assessment quizzes to assess skills taught in this unit.

All assignments can be made online from the *LANGUAGE! Live* teacher dashboard.

Reteach

Based on students' performance, extra practice may be needed.

Comprehension Building

Background knowledge is a key component of reading comprehension. It is important for students to develop knowledge of a topic prior to class discussion and reading of complex text.

Print Unit 8 Background Information from the online materials and assign as homework for students to read. Encourage students to come to class prepared for discussion.



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