

# EMERGE

## EMERGE [1]

- Action/Adventure
- Fantasy/Science Fiction
- History/Culture
- Realistic Life
- Sports

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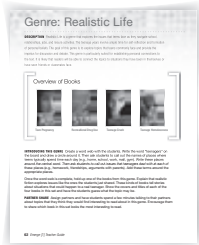
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# Instructional Support Components

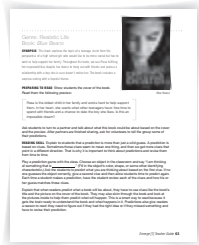
This guide contains instructional support for each book.

## GENRE OVERVIEW AND LESSON PLAN

(one for each genre): Use these pages to introduce and discuss the genres in this set. Lessons are appropriate for whole class or small group instruction.



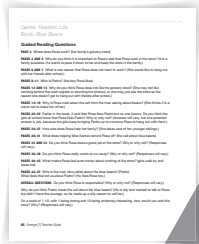
**BOOK LESSON PLAN** (one for each book): Use these pages to introduce the books, to teach or review specific reading skills, and to introduce any



special vocabulary in the books. Lessons are appropriate for whole class, small group, or individual instruction.

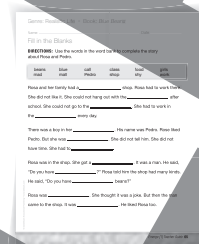
## GUIDED READING QUESTIONS

(one for each book): Use these pages after the initial reading of the book. These questions allow for a deeper rereading of the book and an exploration of the book's issues and character dynamics. Questions are appropriate for whole class, small group, or individual instruction.



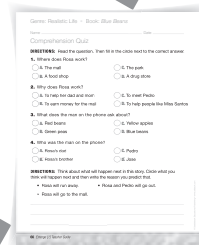
## COMPREHENSION ACTIVITY

(one for each book): Use these pages to monitor comprehension and build reading skills. Activities are appropriate for paired or independent work.



## BOOK QUIZ

(one for each book): Use these pages to assess comprehension. Quizzes are a mix of multiple choice, fill in the blank, and short-answer questions.



## Implementation Options

*Emerge!* is intended as a supplemental set of books for classroom use. The lesson plans and guided reading questions in this guide are designed for both small groups and individual students. Here are some options for implementation:

- Display the books as part of a classroom library and allow students to self-select titles. Use the reproducible activity and quiz for each book to monitor comprehension.
- Form small groups for genre exploration. Assign two or more books from a genre set to each small group. Use the genre overviews and lesson plans to introduce each genre. As each group completes a book, use the guided reading questions to spur discussion and to check comprehension. Have the groups complete a presentation on how the books represent the genre they are exploring. Use the reproducible activities and quizzes for the books to monitor comprehension.
- Use selected titles for intervention with teens reading below level. Assign a specific title to a group and use the lesson plan in this guide to introduce the book and teach any special vocabulary. Have the students read the book independently or as part of a small group. Use the guided reading questions after the first read to build comprehension and encourage book discussion. Then assign the reproducible activity. Students may work independently or in pairs. Use the quiz to assess comprehension.

Clark, C. & Rumbold, K. "Reading for Pleasure: A Research Overview." National Literacy Trust, 2006.

Cullinan, B. E. "Independent Reading and School Achievement." American Association of School Librarians, 2000.

National Endowment for the Arts. "To Read or Not to Read: A Question of National Consequence." Research Report #47, 2007.

Walberg, H.J. "Scientific Literacy and Economic Productivity in International Perspective." *Daedalus*, 112, 1-28, 1983.

## Correlations to the Common Core State Standards ELA Literacy Strand

Common Core Standard	Genre Pages	Book Lesson Plan	Guided Reading Questions	Comprehension Activity	Book Quiz
<b>CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			...		...
<b>CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			...	...	...
<b>CCRA.R.3</b> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			...	...	...
<b>CCRA.R.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		...	...	...	...
<b>CCRA.R.5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		...	...	...	...
<b>CCRA.R.6</b> Assess how point of view or purpose shapes the content and style of a text.		...	...	...	...
<b>CCRA.R.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		...	...	...	...
<b>CCRA.R.8</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			...		...
<b>CCRA.R.9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	...	...	...	...	...
<b>CCRA.R.10</b> Read and comprehend complex literary and informational texts independently and proficiently. *	...	...	...		...

Note: Standard 10 focuses on range, quality, and complexity of text. This library represents the range expected by the Common Core standards, but the readability is kept simple for emergent and beginning readers to foster accessibility.

# Genre: Realistic Life

**DESCRIPTION** Realistic Life is a genre that explores the issues that teens face as they navigate school, relationships, jobs, and leisure activities. The teenage years involve ample time for self-reflection and formation of personal beliefs. The goal of this genre is to explore topics that teens commonly face and provide the impetus for discussion and debate. This genre is particularly suited for establishing personal connections to the text. It is likely that readers will be able to connect the topics to situations they have been in themselves or have seen friends or classmates face.

## Overview of Books



Teen Pregnancy



Recreational Drug Use



Teenage Crush



Teenage Homelessness

**INTRODUCING THIS GENRE** Create a word web with the students. Write the word “teenagers” on the board and draw a circle around it. Then ask students to call out the names of places where teens typically spend time each day (e.g., home, school, work, mall, gym). Write these places around the central word. Then ask students to call out issues that teenagers deal with at each of these places (e.g., homework, friendships, arguments with parents). Add these terms around the appropriate places.

Once the word web is complete, hold up one of the books from this genre. Explain that realistic fiction explores issues like the ones the students just shared. These kinds of books tell stories about situations that could happen to a real teenager. Show the covers and titles of each of the four books in this set and have the students guess what the topic may be.

**PARTNER SHARE** Assign partners and have students spend a few minutes talking to their partners about topics that they think they would find interesting to read about in this genre. Encourage them to share which book in this set looks the most interesting to read.



Genre: Realistic Life

Book: *No Home*

**SYNOPSIS** This book explores the topic of teenage homelessness in the United States. Some estimates place the number of homeless youth at over 1,000,000. There are many reasons a teenager becomes homeless. This book explores some of those reasons. It also looks at what life is like on the streets for the homeless. The book ends with ideas for how readers can help.

**PREPARING TO READ** Show students the cover of the book. Read them the following preview:



*No Home*

Have you ever seen someone who was homeless? In the United States, hundreds of thousands of teenagers are homeless. They may have run away from a bad home. They may have done something their families did not like and been kicked out. They may be part of a family that has no job and no money. What would it be like to have no home? What can you do to help those who are homeless?

Ask students to turn to a partner and talk about the issue of homelessness. After partners finish talking, ask for volunteers to share some of their thoughts.

**READING SKILL** Explain to students that the book *No Home* is a nonfiction book. Nonfiction books do not always tell stories like fiction books do. They may tell the story of a real person or they may give a series of facts about a topic.

Open your Internet browser to an online newspaper, and point out the stories in the newspaper. These are nonfiction stories that give facts about an issue or something that happened. Read a story and ask the students to point out facts that they hear.

**VOCABULARY LESSON** This book includes a few words that are at higher level than the rest of the book but are necessary to understand the facts. Teach these words before students read the story. Write each word on the board. If appropriate, have the students write each word on an index card, and then trace the letters as they say the word.

**homeless** noun: a person with no home; adjective: not having a home

**money** cash or coins used to buy things a person needs or wants

**doctors** people who have gone to school to learn how to help people who are sick

**trust** believe in someone; believe that someone else will treat you right

Have students work with partners or small groups to come up with sentences using each of the vocabulary words. Ask students to share the sentences with the class.

Genre: Realistic Life

Book: *No Home*

## Guided Reading Questions

**PAGES 3–5** What do we know about Tom, Kit, and Eddie from their photos? (They are all different ethnicities; they are teenagers.)

**PAGES 8 AND 9** How are the three teenagers alike? (They are all homeless.)

**PAGES 10 AND 11** Why do you think it is hard to count the number of homeless teens? (Without an address, it is hard to find all of them.)

**PAGES 12–15** Why is Tom homeless? (He was abused at home and ran away.)

**PAGES 16–19** Why is Kit homeless? (She got pregnant, and her mom was mad and kicked her out.)

**PAGES 20–23** Why is Eddie homeless? (His dad lost his job; the whole family lost their home because they couldn't pay rent.)

**PAGES 24–31** What are some of the problems for the homeless? (no money for food, no safe place to sleep, no way to stay clean, no money to get help when sick)

**PAGES 32 AND 33** Why would it be hard to get a job for a homeless teen? (He or she may not have nice clothes or be clean; that makes it hard to impress an employer in an interview.)

**PAGES 38 AND 39** What do some people do to help the homeless? (give out food and clothes from vans or shelters)

**PAGES 40 AND 41** What kind of place has beds for homeless to use? (a shelter)

**PAGES 42 AND 43** Why might a homeless teen turn down help? (They may have been hurt by other people and do not trust anyone.)

**PAGES 44–47** How can you help homeless teens in your town or city? (Responses will vary.)

**OVERALL QUESTIONS** Who do you think is at fault for the homeless problem in the United States? (Responses will vary; allow for discussion and debate.)

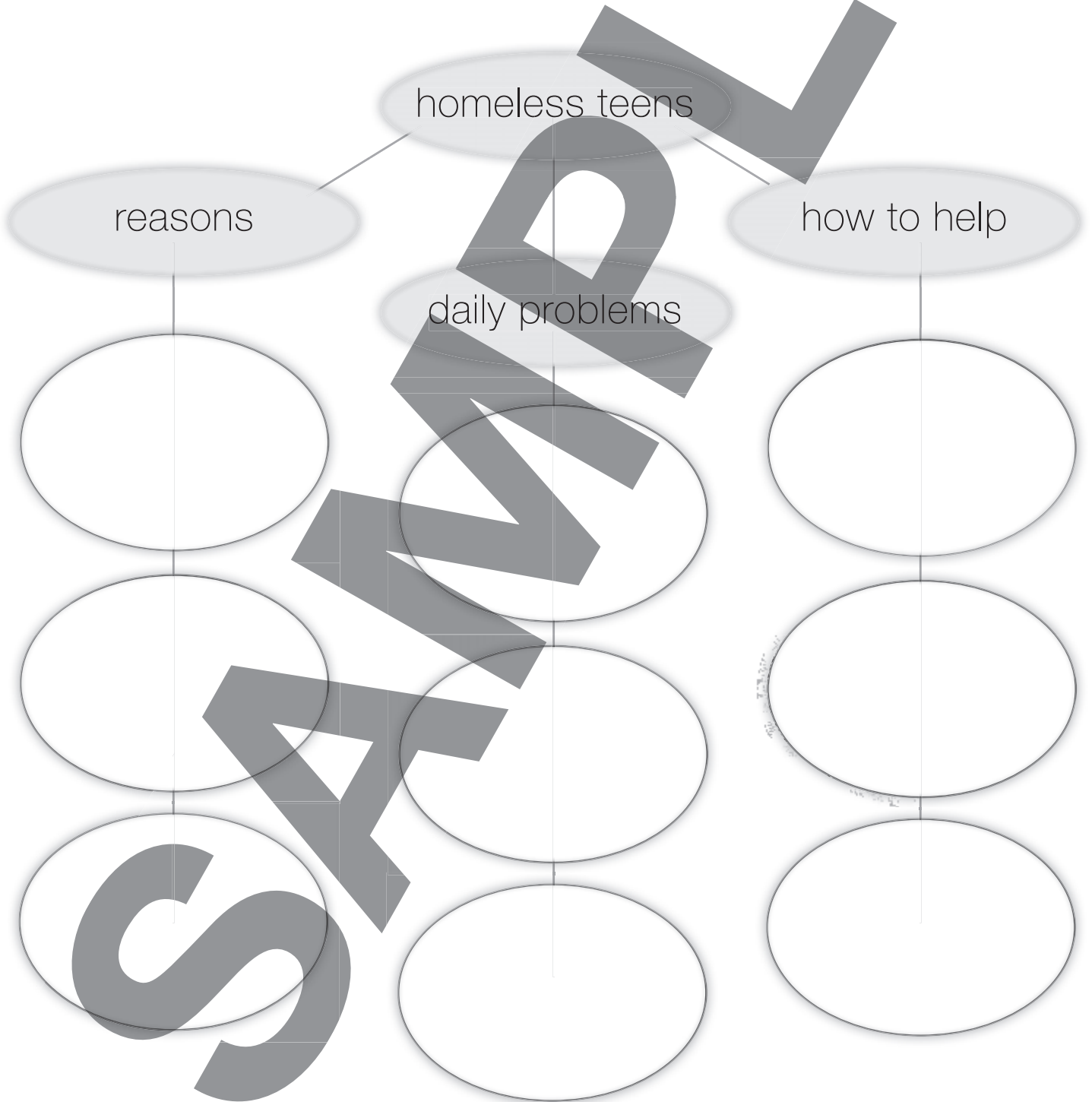
What is the best way to help homeless teens? (Responses will vary; allow for discussion and debate.)

On a scale of 1–10, with 1 being boring and 10 being extremely interesting, how would you rate this book? Why? (Responses will vary.)

Name \_\_\_\_\_ Date \_\_\_\_\_

## Homeless in the U.S.

**DIRECTIONS:** Fill out the web below by writing words or drawing pictures in each circle related to being a homeless teen in the U.S.





Name \_\_\_\_\_ Date \_\_\_\_\_

## Comprehension Quiz

**DIRECTIONS:** Read the question. Then fill in the circle next to the correct answer.

**1.** How are Tom, Kit, and Eddie alike?

- A. They all go to the same school.       C. They are all homeless.
- B. They all live in the same town.       D. They all like hip-hop.

**2.** What are some reasons for teens to become homeless teens?

- A. Run away from home       C. Their family loses their home
- B. Get kicked out by parents       D. All of the above

**3.** What does the law say schools must do for homeless teens?

- A. Give them passing grades       C. Set up special classes for them
- B. Let them attend school       D. Let them sleep in the gym

**DIRECTIONS:** Read the words and definitions. Write each word next to its definition.

doctors

homeless

money

trust

4. no home

5. believe that someone else will treat you right

6. people who went to school to learn how to help the sick

7. cash or coins to pay for things

**DIRECTIONS:** Answer the question below. Use complete sentences.

**8.** How can you help homeless teens in your town or city?