

Escalate English

PROGRAM OVERVIEW

GRADES 4–8

ACTIVE Language Production



//CODiE//
2017 SIIA CODiE WINNER

— BEST SOLUTION —

ESL, ELL, OR
WORLD LANGUAGE



ACCESSIBLE Rigorous Content



ACCELERATED English Proficiency





She has amazing potential.

As an English learner, she has mastered basic interpersonal communication. However, is she acquiring the **academic** language that she needs for meeting today's rigorous standards?

Escalate English™, in partnership with educators, can help her reach this next critical milestone and any that follow.



RAISE PROFICIENCY. REALIZE POTENTIAL.

What does it take to transform the deep potential of our English learners into active mastery?

How do we help those who have acquired basic communication skills become proficient with the academic language needed for continued academic success?

Escalate English is designed to do just that!

Escalate English © 2017 challenges students to realize their potential, not only as speakers and writers of English, but also as confident students who possess the skills needed to stay on track for college and career readiness.

ONLINE INTERACTIVE OVERVIEW

HMH envisions English learners in dynamic classrooms, actively engaged in the academic language and rigorous grade level content that will impact a lifetime of growth. To see how **Escalate English** delivers on this vision while meeting today's more rigorous standards, visit hmhco.com/EscalateEnglish-Overview



GRADES 4–8



ACCELERATE ENGLISH PROFICIENCY

Escalate English accelerates academic language through supported, active language learning.

When students experience *Escalate English*, they immediately find they are:

- Engaging with compelling text and multimedia that promote access to rich academic language
- Building deep knowledge across relevant Unit Topics
- Mastering a world of concepts, language, and insights

UNIT 2

Animal Intelligence

Any glimpse into the life of an animal quickens our own and makes it so much more the larger and better [in] every way.

— John Muir, naturalist

Essential Question

What are the different ways that animals show intelligence?

Stream to Start

46

47

Unit Opener: Learning within thought-provoking Unit Topics in science and social studies grows deep knowledge.

PROVEN RESULTS

Knowing that today's English learners need to grow academic English in tandem with rigorous grade level content, more than ever, adopting a program with a solid research base is key.



With **Escalate English**, English learners across school districts made significant growth and increased language skills and abilities to analyze complex text, determine evidence, reason critically, and communicate thoughtfully.

+9.7%
^ Increase

FOR **GRADE 6** STUDENTS
from pretest to post-test


+15%
^ Increase

FOR **GRADE 7** STUDENTS
from pretest to post-test

+18%
^ Increase


FOR **GRADE 8** STUDENTS
from pretest to post-test

^ Visit the Resources section on hnhco.com/EscalateEnglish for the full efficacy report



How Did Wolves Become Dogs?

by Jovita Garcia-Cuerva



Biologist Raymond Coppinger watched the stray dogs as they searched for food at a giant garbage dump. It may have been a smelly site, but Dr. Coppinger was doing scientific research. Through **DNA** studies, scientists have proven that modern dogs are descendants of gray wolves. But how did that happen, and when?

DNA: This is an acronym for deoxyribonucleic acid, a genetic substance that carries information about human, animal, and plant cells.

At one time, most scientists believed ancient people first domesticated, or tamed, wolves by adopting wolf cubs. Over time, humans would have bred the dogs for characteristics that made them good companions for humans. In Russia, scientists have experimented with taming silver foxes. Over a period of 40 years, they have bred silver foxes to become more and more friendly. As a result, the foxes have developed many dog-like qualities. They seek and respond to human affection. Some even bark!


One Theory

Dr. Coppinger does not think the adoption theory makes sense, however. Coppinger says wolf cubs have to be adopted before they are about two weeks old in order to be tamed. And even tame wolves can turn on humans when they are eating.


JACK LONDON'S The Call of the Wild

retold by Dina McClellan


BUCK WAS A GOOD DOG, INTELLIGENT AND STRONG, LOYAL AND TRUE. HE LIVED WITH JUDGE MILLER IN A BIG HOUSE IN THE SUN-KISSED SANTA CLARA VALLEY.



BUT BUCK'S CAREFREE DAYS WERE NUMBERED. HE WOULD SOON FALL VICTIM TO HUMAN GREED.




IT'S 1878. GOLD IS DISCOVERED IN THE FROZEN CANADIAN WILDERNESS. THOUSANDS OF ADVENTURERS GO NORTH, HOPING TO STRIKE IT RICH. THERE'S A GREAT DEMAND FOR SLED DOGS.




A GARDENER KIDNAPS BUCK...

C'mere doggy! Nice doggy!




...AND SELLS HIM TO DOG TRADERS. THE TRADERS STUFF BUCK INTO A CRATE AND LOAD HIM ONTO A TRUCK HEADED FOR SEATTLE.



IN SEATTLE, THE TRADERS CARRY THE CRATE TO A SMALL BACKYARD. IT IS HERE THAT BUCK MEETS HIS NEXT TORMENTOR—A MAN WITH A RED SWEATER. THE MAN TRIES TO GET BUCK TO OBEY HIM BY BEATING HIM.

Come here, you red-eyed monster or I'll take a club to you!



79

Info Text: A wealth of informational text builds academic language along with content knowledge.

Graphic Novels of classic works provide an accessible, engaging format.



Stream to Start™ Videos introduce Unit Topics and provide background while engaging students.



Podcast: Oh Captain, My Captain!

There are many novels about facing fear. People face fear in real life, as well.


Background on the Vietnam War

Vietnam is a country located in Southeast Asia. After winning its independence from France, Vietnam was divided into two rival states—the Democratic Republic of Vietnam in the North and the State of Vietnam in the South. South Vietnam was supported by the United States and other anti-communist countries. North Vietnam was supported by communist allies including the Soviet Union and China.




Podcasts from authentic sources improve listening skills and offer a variety of perspectives on the Unit Topic.

BLOG



Learning to Be Me

September 7

Cowboy and Me

I rode a horse! Well, almost. His name was Cowboy. I can't wait to tell you all about it!

Regular readers will know how much I've been begging my parents to let me ride a horse. This has been one of my top ten things I most want to do since... I don't know... maybe 3rd grade? The problem wasn't just that riding is expensive and takes lots of time. It was also the whole ADHD thing. I'm kind of over-excitable, especially around animals. I love them! But I don't always know when to stop loving them and give them some space. My parents were worried that I might get into some real trouble with a horse—it's a big animal, almost as big as a tank.

However, they found a riding program for special kids like me. I could bore you with all the tasks I had to complete and goals I had to meet first, but let's just say in the end my parents finally agreed and today was the BIG DAY!

Read ahead to find out what the blogger thinks about riding a horse for the first time.

SETTING A PURPOSE

As you read, pay attention to the order of the events that allow this blogger doing something she always wanted to do.

Enter your email address:

Subscribe me!

SEARCH

Comments 0

50 UNIT 2 | LEARNING TO BE ME

Blog: English learners see how language usage changes depending on media, context, and purpose.

What You Can Learn from Fairy Tales

Remember the stories you read as a kid? They all had lessons to teach. Let's see how well you remember them! Read these clues and match them with the title of the fairy tale and its moral or lesson.

1. CLUES A boy and his sister live in the middle of the deep woods with their kind father and mean stepmother. This evil woman has a terrible plan. She will lead her two stepchildren into the woods in the dark of night. Then she will run away, leaving them alone!

However, the boy guesses her plan. Before they leave their cottage, he stuffs his pockets with white pebbles.

(He knows that they will shine in the moonlight.) As the three walk through the woods, the boy secretly drops the pebbles along their path. When the evil, cackling stepmother runs away and hides from the children, they wait a safe amount of time, and then they follow the pebble path back home, where their worried father welcomes them.



What is the story? _____

What is the moral of this story? _____

2. CLUE This special animal family returns home from their regular walk in the woods. When they open the door of their house, they make an unpleasant discovery!

Someone has been in their house, eaten their food, broken their furniture, and slept in their beds. The angry bear family decides to find and punish the culprit.

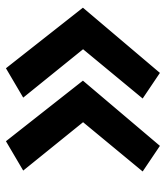


What is the story? _____

What is the moral of this story? _____

Browse Magazine is designed for independent reading. Each magazine features articles that extend Unit Topics, along with activities and engaging visuals.





ACCELERATE ENGLISH PROFICIENCY

ACTIVE LANGUAGE LEARNING

In *Escalate English*, language learning is an active process. Students use academic language effectively as they discuss selections and ideas with peers, produce oral and written responses, and work collaboratively with classmates.

• **UPLOAD**

SPEAKING TOOLBOX


Monitoring Speaking
Ask yourself the following questions:

- ▶ Can I retell the story by describing the beginning, middle, and end?
- ▶ Can I support my opinions, feelings, and ideas with details from the story?
- ▶ Can I explain my opinions and ideas about the story in a way that others understand?

Useful Phrases

- ▶ I'm not sure what you mean by ____.
- ▶ I understand what you mean, but ____.
- ▶ That sounds right, but I still think ____.

Speak Out! You have now read two stories that feature an animal as the main character: Crow from "The Crow and the Pitcher" and Buck from "The Call of the Wild." What ideas about Crow's and Buck's intelligence does each writer present? In a small group, take turns comparing and contrasting the two animal characters. Use the Useful Phrases as a guide for expressing your ideas respectfully.



LISTENING TOOLBOX

READING TOOLBOX

RESEARCH TOOLBOX

WRITING TOOLBOX

SPEAKING TOOLBOX

Monitoring Speaking
Ask yourself the following questions:


- ▶ Can I retell the story by describing the beginning, middle, and end?
- ▶ Can I support my opinions, feelings, and ideas with details from the story?
- ▶ Can I explain my opinions and ideas about the story in a way that others understand?

Useful Phrases

- ▶ I'm not sure what you mean by ____.
- ▶ I understand what you mean, but ____.
- ▶ That sounds right, but I still think ____.

A wealth of support, right in the Student Edition, ensures English learners have the tools needed to actively use academic language every day.

• **UPLOAD**


Performance Task 

Writing Activity: Informative Essay When writing an informative essay, the first step is to think about how the essay is organized. With a partner, think about other ways the information in this informational text could be organized.

- Look at the facts and details in this selection.
- Think back to the organizational structures you have already learned about in this unit—main idea-and-details and compare-and-contrast.
- Use a graphic organizer to arrange the facts and details. Which graphic organizer works best?
- Present your graphic organizer to the class. Did any other pair choose the same graphic organizer as you?

Write On! Which animal's adaptation would you like to learn more about? Write a short paragraph that tells why you want to learn more about that adaptation.

Speak Out! Can you think of ways that humans have adapted to their environments? With a small group, discuss how humans handle cold and hot temperatures.



33

Write On! and **Speak Out!** activities prompt students to respond in writing or orally to content they have just explored.


Write On! Which animal's adaptation would you like to learn more about? Write a short paragraph that tells why you want to learn more about that adaptation.

Speak Out! Can you think of ways that humans have adapted to their environments? With a small group, discuss how humans handle cold and hot temperatures.

Language Cam video

Watch the video to learn more about animal intelligence.

Dolphins or Chimpanzees?



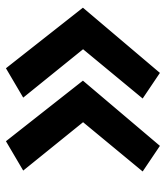
Language Cam Videos model academic language usage in the context of the Unit Topic.

COLLABORATIVE DISCUSSION

Discussing the Purpose With a small group, discuss the events of the story. Respond to the following questions and cite evidence from the story.

1. How does Buck's behavior change from the time when he is in California to the time when he is living in the wild? What does the northern wilderness setting tell you about Buck's survival skills?
2. How is Thornton's treatment of Buck different from the treatment Buck receives from the three gold-seeking masters?
3. Do you consider Buck's survival skills to be a sign of intelligence or instinct?

Collaborative Discussion activities prompt students to negotiate, explain, describe, inform, justify, and persuade each other—always drawing upon the facts and ideas in the lesson.



ACCELERATE ENGLISH PROFICIENCY

HIGH-LEVERAGE INTERACTIVE LEARNING

STUDENT DIGITAL **TOOLS**

Dynamic online Student Edition with interactive tools enables access to rigorous, grade-level content.

Dashboard

Home | Logout | HELP CENTER | Houghton Mifflin Harcourt

My Progress Reports

- 100% Practice Test 3 (Third Period)
- 65% Homework 7 (Third Period)
- 65% Assessment Lesson 10 (Fourth Period)
- 54% Unit 4 Test (Third Period)
- 45% Assessment Lesson 9 (Fourth Period)
- 79% Writing Assignment 5 (Fourth Period)
- 37% Assessment Lesson 7 (Fourth Period)
- 86% Assessment Lesson 6 (Fourth Period)

My Resources

Escalate English - Grade 6

- Student eBook
- Student Resources
- HMH One Assessment
- FYI Site
- myNotebook

My Assignments

Period	Assignment	Start Date	Due Date	Status
Third Period	Assignment Chapter 3	09/15/2017	09/15/2017	NOT STARTED
Fourth Period	Writing Assignment: Compare and Contrast the ...	09/15/2017	09/18/2017	SUBMITTED
Third Period	Assignment Lesson 1	09/15/2017	09/17/2017	IN PROGRESS
Fourth Period	Assignment Lesson 4	09/15/2017	09/19/2017	SUBMITTED

Teachers' Notes: Remember to use found items to back up your reasoning class, 50% of marks will come from this!

Teachers' uploaded tests:

Tested	No.
Time Remaining	N/A
Can be Pinned	No
View Assignment	Yes
Score Test	Yes



Student Dashboard's intuitive, live-linked resources make interaction among learning tools seamless.



myNotebook enables students to easily collect, organize, and tag text evidence to use in Performance Tasks.



myWriteSmart gives students access to their responses to assigned reading whether at home or in the classroom.



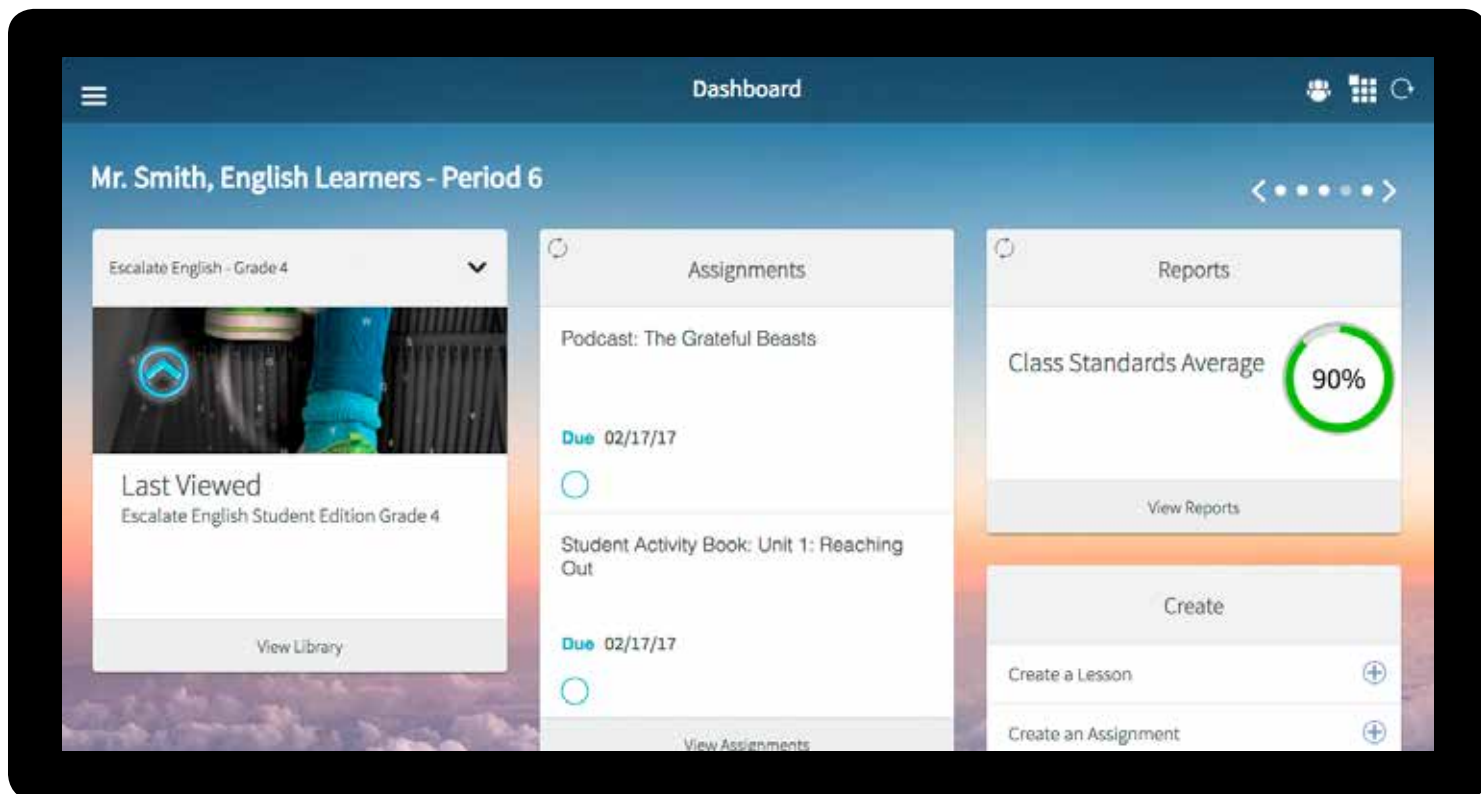
FYI Site engages students with curated informational texts for additional reading and instruction.

Many programs have digital learning tools. The difference with **Escalate English** is how such tools are built into instruction, ensuring that each step of the way, students can access grade-level content and respond using the academic language they need to practice.



HMHPLAYER®

With the new **HMH Player®**, problems with access outside of school go away!



Students can download **Escalate English** content, including all texts, interactive lessons, video, audio, and writing in *myWriteSmart*, when their device has access to the Internet, and then engage with this high-quality content when offline—anywhere, anytime. And—their work automatically uploads when they're back online!



When teachers experience success with a new program, it transforms their students' success. **Escalate English** builds in the flexibility and support teachers need for effectively delivering rigorous content, while also meeting so many other demands on their time.



Teacher Dashboard is a centralized location to open resources with one click, view the daily schedule, monitor the progress of assignments, and more.



The dashboard interface is divided into several sections:

- Header:** Includes the "Dashboard" title, navigation links (Home, Logout, HELP CENTER, SETTINGS), and the Houghton Mifflin Harcourt logo.
- Search Bar:** A search bar with the placeholder text "Search for Resources" and a "BROWSE" button.
- mySmartPlanner:** A calendar view for Wednesday, Sep 25, 2017, showing three periods of "English Language Development" with lesson numbers.
- Resources:** A section titled "Escalate English - Grade 6" with a dropdown menu. It contains seven icons: START (Escalate English Guided Tour), Teacher eBook, Teacher Resources, Student eBook, Student Resources, Program Assessments, and Professional Development.
- Assignments:** A section with a filter bar (COMPLETED, IN PROGRESS, NOT SUBMITTED). It lists three assignments with due dates and progress bars:
 - Due: 09/13/2017, Assessment, English Language Development Period 1, 1/2 Completed ✓
 - Due: 09/15/2017, Assignment 2, English Language Development Period 2, 1/3 N/A
 - Due: 09/16/2017, Assignment 1, English Language Development Period 1, 1/1 Completed ✓
- Reports:** A section with a filter bar (SCORES: OVER 70%, 60% - 70%, UNDER 60%). It shows three reports with progress bars and scores:
 - Unit 1: Assessment, J. 5 in English Language Development Period 1, Not submitted 1
 - Lesson 3 - Performance Test, J. 5 in English Language Development Period 2, Not submitted 2
 - Lesson 1: Test, J. 5 in English Language Development Period 1, Not submitted 2

Discover videos, podcasts, Show-It Visuals, and more by clicking on the [Teacher Resources](#) icon in the dashboard.



mySmartPlanner on the Dashboard pre-populates 180 days of instruction and allows teachers to customize and view plans.

Monitor Progress:

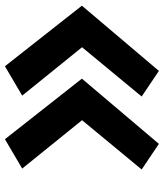
Teachers prompt students at key points in the lesson to highlight and locate text evidence using myNotebook. They can easily monitor responses for ongoing insights into student growth.

Professional Learning Site for Teachers

fortifies instructional practices 24/7, with podcasts, videos, articles, and other resources by ELD and ELA experts.

Reports show student assessment results and allow for tracking class performance at a glance.





ACCESSIBLE, RIGOROUS CONTENT

FLEXIBLE AND SCAFFOLDED

Flexible lesson plans allow teachers to fit discrete lesson segments into various points in the day.



UNITS In Each Grade

Each level includes six units of study with consistent unit and lesson structure.



LESSONS

Each unit consists of 30 lessons, each with enough material for 60 minutes.

LESSONS Are Divided Into




PARTS

The lessons are made up of four, 15-minute parts, which can be delivered flexibly to fit varying schedules.

Focus of Each 15-Minute Lesson Part		
Part 1	1.1 EXPLORE THE TOPIC ► Connect Image and Theme	2.1 EXPLORE THE TOPIC ► Discuss the Language of Spirit
Part 2	1.2 EXPLORE THE TOPIC ► Connect Word and Theme	2.2 EXPLORE THE TOPIC ► Synonyms and Antonyms
Part 3	1.3 BUILD VOCABULARY ► Academic Vocabulary deserve overcome confidence accompany performs	2.3 BUILD VOCABULARY ► Personal Vocabulary: My Word List spirit determination soul heart grit courage essence bravery
Part 4	1.4 HOW ENGLISH WORKS ► Articles That Act as Adjectives	2.4 HOW ENGLISH WORKS ► Descriptive Adjectives

With *Escalate English*, support does not compromise rigor. Multiple, differentiated scaffolds help teachers meet the access needs of all students, so they experience success with today's rigorous standards.



New Caledonian crows are known to make tools in the wild, something that very few animal species do.

C In one fable, “The Crow and the Pitcher,” a thirsty crow can’t reach the water at the bottom of a pitcher, but then begins to drop one pebble after another into the vessel. Slowly, the water rises to the top, and the bird gets its drink. How did Jelbert’s New Caledonian crows **measure up** when presented with a similar test?

→ **Measure up** is a phrasal verb that means “to meet the required standard.”

D **Why did you choose to work with New Caledonian crows?** They make tools in the wild, something that very few animal species do. They make tools out of sticks and shape them with their beaks to form a hook on the end. And then they use their sticks to lever **grubs** out of holes in rotting logs.

→ **Continue reading the next paragraph to get clues about the meaning of grubs.**

The grubs are fat and gel-like, so if they just poked a stick into them, they’d end up popping them and would have only a horrible mush of grub. But by using the hook on the end of their stick, they can lift them out.

SUPPORTED READ											
C	<table border="1"> <thead> <tr> <th>Prompt</th> <th>Possible Response</th> </tr> </thead> <tbody> <tr> <td>What event from the fable "The Crow and the Pitcher" will the researchers test?</td> <td>when the crow drops stones into the pitcher to raise the water level</td> </tr> <tr> <td>According to the call-out box, what does the term "measure up" mean?</td> <td>to meet the required standard</td> </tr> <tr> <td>What does it mean if something is required?</td> <td>you must do that thing</td> </tr> <tr> <td>What is a standard?</td> <td>the best example of something</td> </tr> </tbody> </table>	Prompt	Possible Response	What event from the fable "The Crow and the Pitcher" will the researchers test?	when the crow drops stones into the pitcher to raise the water level	According to the call-out box, what does the term "measure up" mean?	to meet the required standard	What does it mean if something is required?	you must do that thing	What is a standard?	the best example of something
Prompt	Possible Response										
What event from the fable "The Crow and the Pitcher" will the researchers test?	when the crow drops stones into the pitcher to raise the water level										
According to the call-out box, what does the term "measure up" mean?	to meet the required standard										
What does it mean if something is required?	you must do that thing										
What is a standard?	the best example of something										
D	<table border="1"> <thead> <tr> <th>Prompt</th> <th>Possible Response</th> </tr> </thead> <tbody> <tr> <td>What way can you describe the behavior of most animals?</td> <td>They respond to basic things like fear or hunger</td> </tr> <tr> <td>What would an animal need to do in order to create a tool?</td> <td>think</td> </tr> <tr> <td>What does shape mean in</td> <td>to change the length</td> </tr> </tbody> </table>	Prompt	Possible Response	What way can you describe the behavior of most animals?	They respond to basic things like fear or hunger	What would an animal need to do in order to create a tool?	think	What does shape mean in	to change the length		
Prompt	Possible Response										
What way can you describe the behavior of most animals?	They respond to basic things like fear or hunger										
What would an animal need to do in order to create a tool?	think										
What does shape mean in	to change the length										

Specific prompts at point of reference enable teachers to easily teach close reading and analytic responding and to monitor all student responses via *myNotebook*, for a seamless cycle of close reading, analytic responding, and progress monitoring.

Language Scaffolds
make high-interest,
young adult literature
and informational texts
accessible.

What words and phrases around **creases** help you understand the meaning of the word?

ledge: a narrow, flat surface that sticks out

A Leap of Faith

from *Divergent*

by Veronica Roth

"Listen up! My name is Mael. I am one of the leaders of your new faction," shouts a man at the other end of the roof. He is older than the others, with deep **creases** in his dark skin and gray hair at his temples, and he stands on the **ledge** like it's a sidewalk. Like . . . someone didn't just fall to her death from it. "Several stories below us lie the members' entrance to our compound. If you can't muster the will to jump off, you don't belong here. Our initiates have the privilege of going first."

"You want us to jump off a ledge?" asks an Erudite girl. She is a "few inches taller than I am, with mousy brown hair and big lips. Her mouth hangs open."

"I don't know why it shocks her."

"Yes," Max says. He looks amused. "Is there water at the bottom or something?"

"Who knows?" he raises his eyebrows.

The crowd in front of the white pillars splits in half, making a wide path for us. I look around. No one looks eager to leap off the building — their eyes are everywhere but on Max. Some of them nurse minor wounds or bruise gravel from their clothes. I glance at Peter. He is picking at one of his outcuts. Trying to act casual.

"I am proud. It will get me into trouble somehow, but today it makes me brave. I walk toward the ledge and hear **snickers** behind me."

Max steps aside, leaving my way clear. I walk up to the edge and look down. Wind whips through my clothes, making the fabric snap.

What words and phrases around **creases** help you understand the meaning of the word?

ledge: a narrow, flat surface that sticks out

Make Inferences What do you learn about the Erudite girl's character?

Watch the pronunciation! **Snickers** are a type of shot. **Snickers** are disrespectful laughs or noises.

17

Just-Right Scaffolding helps students of all proficiency levels access and actively respond to rigorous content.






Substantial Support	Have students contribute to the discussion by using simple phrases such as <i>the photo shows</i> _____.
Moderate Support	Encourage students to add relevant information. Provide the following sentence frame if needed: <i>People probably went west because</i> _____.
Light Support	Have students build on the responses of others. For example, if one student notes that it does not look like people live there yet. Ask: <i>What about the image gives you the impression no people live there, yet?</i>

[illegible]

Language Models, explicit instruction, and opportunity for practice guide students in the functional uses of academic language.

Big Words Go a Long Way: Etymology

The word *phobia* comes from the Greek root *phobos* which means "fear."
If a word ends with *-phobia*, it is a specific type of irrational or excessive fear.

	Latin or Greek Root	Phobia	Meaning
	chiropter = hand and wing	chiroptophobia <i>chiropto + phobia</i>	fear of bats
	arachne = spider	arachnophobia <i>arachno + phobia</i>	
	ophis = snake	ophidiophobia <i>ophidio + phobia</i>	
	acro = at the top	acrophobia <i>acro + phobia</i>	
	claustrum = enclosed space	claustrophobia <i>claustrum + phobia</i>	

Show-It Visuals deliver visual context during unit instruction.

Comparative and Superlative Adjectives

Adjective	Comparative	Superlative
most one-syllable adjectives; most two-syllable adjectives ending in -y	add -er	add -est
calm brave happy*	calmer braver happier	calmest bravest happiest

*For words ending in -y, change the y to i, then add the ending.

8.4D

Show-It Visual



Bill felt calmer than George during the debate.

TEXT X-RAY **Dangerous**

English Language Support Before teaching, use the Text X-Ray below for an overview of the text's complexity. The Text X-Ray and the Teacher Edition supports and scaffold will help you guide students with different proficiencies and skill levels.

AT A GLANCE

The following are key details in the text.

- This novel excerpt focuses on a teenager named Maisie, who thinks she has won a contest to attend Space Camp, but is instead given the opportunity to become an astronaut.
- The selection reveals the inner thoughts of Maisie as she and her comrades prepare for the launch.
- It also describes the feelings of Maisie and her comrades as they launch into the endless night of space.

Critical Vocabulary

ludicrous	glee	faulty
havoc	ascend	expanse
ludicrous		

DEMANDS Text Complexity Rubric

Reading Level

Levels of Meaning / Purpose

Structure

Language Conventinality and Clarity

Knowledge Demands

OPPORTUNITIES

In this novel, our narrator tells the story in first person. It is through first person that we can hear Maisie's thoughts and feelings and learn more about her character. Students who practice fiction writing in first person will learn how to effectively build characterization using descriptive language.

HIGHLIGHTS

If students struggle, help them understand important features in the selection.

- The author of this selection uses figurative language to help readers understand the emotions of Maisie and her comrades as they prepare to launch into space.

During the launch countdown, Maisie questions her preparation for such a large task. Students can use this internal dialogue as a model when they need to write about a character's internal conflict.

The author describes experiences that many readers will never know: the ocean appearing motionless, Maisie's teeth chattering from the vibration inside the pod, and the pull of gravity affecting the voyagers' bodies. Students can model the figurative language that the author uses to describe scenes that may be unfamiliar to readers.

440f Unit 4

The **Text Complexity Rubric** defines the quantitative and qualitative features of complex texts.

DEMANDS Text Complexity Rubric

Reading Level

Levels of Meaning / Purpose

single purpose explicitly stated

Structure

genre traits specific to technical instructions

Language Conventinality and Clarity

sophisticated descriptions

Knowledge Demands



Text X-Rays illuminate key ideas, language, and content that students are likely to find challenging, helping teachers prepare to support all language learners.

Phonics & Spelling and Grammar & Language Handbooks provide aid to students who need additional assistance.

GRAMMAR AND LANGUAGE HANDBOOK

12 What forms of the verb to be should I use?

A. Present Tense for be Use these verbs to tell about noun and pronoun subjects in the present time.

I am	We are
You are	You are
He is	They are
She is	
It is	

• Omar is tired.
• Those girls are good students.

B. Past Tense for be To tell about the subject of a sentence in the past, use the past tense of to be. There are only two verbs to remember!

I was	We were
You were	You were
He was	They were
She was	
It was	

• Omar was tired last night.
• Last year, the girls were good students.

C. Look at the arrows. Nouns and adjectives can follow forms of the verb to be. They always tell about the subject.

Present	Past
Omar is tired.	Omar was tired last night.
Those girls are good students.	The girls were good students last year.

14

PHONICS AND SPELLING HANDBOOK

Two Sounds of c and g

PHONICS NOTES about c and g

Hard c and g The letter c stands for the sound at the beginning of computer. The letter g stands for the sound at the beginning of gate. These sounds are called hard c and hard g sounds.

Soft c and g When the letters c and g are followed by e, o, or y, they usually stand for other sounds. Listen as your teacher reads the words below. The letters c and g are called soft c and g sounds in these words.

Soft c

mice	face	cent	city
------	------	------	------

Soft g

cage	page	gem	gym
------	------	-----	-----

PAIR and SHARE: Spelling

Be careful!

- Soft c as in cent can also be spelled with the letter s, as in sent.
- Soft g as in gem can also be spelled with the letter j, as in jet.
- If you are unsure of the spelling, look up the word in a dictionary.

47



Unit Pretests measure students' abilities and knowledge of unit vocabulary and language structures and help determine how much practice and scaffolding students will need.

Unit 4 • How English Works Pretest

GRADE 5

A. Choose the correct response.

1. Identify whether the verb in the following sentence is in the present progressive, past progressive, or future progressive tense.

We were learning how to scuba dive.

a. present progressive c. future progressive
b. past progressive d. none of the above

2. Identify whether the verb in the following sentence is in the present progressive, past progressive, or future progressive tense.

Sam tries to trick me a lot!

a. present progressive c. future progressive
b. past progressive d. none of the above

3. In the following sentence, decide which modal auxiliary verb fits best.

Jane _____ ride a unicycle. It's really cool to watch!

a. have to c. can
b. must d. none of the above

4. In the following sentence, decide which modal auxiliary verb fits best.

_____ we work much longer?


a. Should be c. Have to
b. Must d. none of the above

[illegible]

Critical Vocabulary

unique	transformation
consumer	ventilated
technique	stencil
fumes	sequence

TECH-ENHANCED
ITEM BANKS



Unit 1 • Comprehension Assessment

GoGirl

GRADE 7

1. What is GoGirl's main focus in her blog?

- a. to talk about running
- b. to keep track of her days running and days off
- c. to describe how she gets ready for a 10K
- d. to let everyone know how hard running is

2. GoGirl organizes her blog like a journal or diary, describing events as they happen. Put the following events from GoGirl's blog posts in order.

Unit Performance Tasks assess students' mastery and ability to apply the concepts through:

- Research
- Opinion
- Informative Essay
- Response to Literature
- Narrative
- Narrative Presentation

Performance Task

Writing Activity: Informative Essay

You have been reading about the different ways that people express themselves. Now it is your turn to write an informative essay about this subject.

Planning and Prewriting

Connect to the Theme

All over the world, in every culture, people communicate. They are talking to each other, writing, making art, and telling stories. They are learning each other's languages and reading each other's writings. Even when communication is a struggle—especially when it's a struggle—they are coming up with unusual and creative ways to express themselves. In this activity you will write an informative essay on the theme of how we communicate. But first you need a main idea. What will it be?

Write Down Some Possible Main Ideas

Your main idea is the most important idea about your topic. It is a statement that expresses and summarizes your thoughts. Write down several possible main ideas, and choose the one that seems most promising. You can use an idea from the list below or use your own. Here are examples of main ideas taken from the selections you read:

- Animals communicate with humans in different ways.
- People often express themselves through their actions.
- Self-expression comes in many different forms.

myNotebook

Decide the Basics

Now that you have a main idea that reflects the theme of the unit, you'll need to figure out how to support your idea with examples and details. Use the notes below to help guide your decision making.

Main Idea

The main idea is the "big idea" of your essay.

- Write your main idea in the form of a sentence.
- Think about the most important point you're making.
- Present your main idea in the first sentence. Grab your readers' interest by presenting a fact that will surprise them or make them curious.
- You might also ask a question that readers can relate to.

Supporting Details

Supporting details are facts or examples that support the main idea.

- Find details in the selections that tell more about your main idea.
- Use enough details to support your main idea.
- Include only evidence that is connected to your topic.

Text Features

Text features organize information.

- **Title:** The title of your essay should identify the topic in a way that catches the reader's interest.
- **Opening sentence:** The first sentence in your essay should refer to the overall main idea.
- **Subheadings:** If your supporting details can be grouped together, use a subheading for each grouping.

Vocabulary

Think about vocabulary and word choice.

- Explain any proper nouns that a reader may not be familiar with.
- Make sure you include transitional words and phrases (*another, for example, also, because*) to help readers connect one idea to the next.

Ongoing, Short Performance Tasks provide authentic opportunities for spoken and written language production while offering insights into mastery of program goals.

Performance Task

my WriteSmart

Choose an example of figurative language that is related to an animal trait.

Choose one of the examples above, one in **Browse** magazine, or you can research others. Write a short speech about your chosen example. Why might writers use animal traits to describe human personalities in a figurative way? Use the supports in your **Activity Book**.

→ Browse magazine

How English Works Assessments focus on the mechanics of English and are administered after every five lessons.

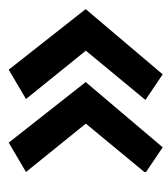
How English Works

Gerunds as Direct Objects and Objects of Prepositions

Complete the sections assigned to you by your teacher.

A. Decide which word in the sentence is the gerund. Circle the correct answer.

- You really disappointed me by saying that.
a. really b. that c. saying d. disappointed
- Ned isn't interested in learning to skate.
a. interested b. learning c. skate d. isn't
- I'm a big fan of roasting vegetables.



PROGRAM COMPONENTS

GRADES 4–8

STUDENT-FACING

- Activity Book
- *Browse Magazine*
- FYI Site
- How English Works Assessments
- Language Cam Videos
- *myNotebook*
- *myWordList*
- *myWriteSmart*
- Performance Tasks
- Podcasts
- Stream to Start Videos
- Student Book
- Student eBook
- Student Online Resources
- Rubrics for Evaluation (Writing and Speaking performance)



TEACHER-FACING

- Language Analysis Formative Checklists
- Grammar and Language Handbook
- *mySmartPlanner*
- Phonics and Spelling Handbook
- Family Letters
- Professional Learning Resources
- Rubrics for Evaluation (Speaking and Writing)
- Show-It Visuals
- Teacher eBook
- Teacher's Edition
- Teacher Online Resources
- Text X-Ray
- Unit Pre-Tests
- Weekly Instructional Overviews
- *Browse Reader's Guide*
- QuickStart Guide



WEEK 4 INSTRUCTIONAL OVERVIEW

442




	LESSON 1	LESSON 2
Student Book		
Materials	Student Book pp. 148–149 Activity Book pp. 151–152 Show-it Visual 1.3, 1.4a–1.4b Teacher Resources: Weekly Spelling Routine	Student Book pp. 150–151 Activity Book p. 153 Show-it Visual 2.1, 2.2, 2.3, 2.4a–2.4b Teacher Resources: My Word List
Focus of Each 15-Minute Lesson Part		
Part 1	1.1 EXPLORE THE TOPIC » Connecting Image and Theme	2.1 EXPLORE THE TOPIC » The Language of Storytelling
Part 2	1.2 EXPLORE THE TOPIC » Connecting Word and Theme	2.2 EXPLORE THE TOPIC » Figurative language
Part 3	1.3 BUILD VOCABULARY » Academic Vocabulary: developed, effective, collected, rhythmic, dependent	2.3 BUILD VOCABULARY » Personal Vocabulary: My Word List
Part 4	1.4 HOW ENGLISH WORKS » Verbs in the Present Progressive Tense	2.4 HOW ENGLISH WORKS » Verbs in the Past Progressive Tense

Digital Resources



442 Unit 4 • Week 1

443

LESSON 3	LESSON 4	LESSON 5
		
Student Book pp. 151–153 Activity Book pp. 154–155 Show-it Visual 3.3, 3.4a–3.4b Browse magazine Unit 4 Teacher Resources: My Word List dictionary	Student Book pp. 152–153 Activity Book pp. 154, 156–157 Show-it Visual 4.2, 4.3, 4.4	Student Book pp. 154–155 Activity Book pp. 158–159 Show-it Visual 5.3 Assessment Book pp. H31–H32
Focus of Each 15-Minute Lesson Part		
3.1 EXPLORE THE TOPIC » Performance Task	4.1 EXPLORE THE TOPIC » Close Read	5.1 EXPLORE THE TOPIC » Comment on a blog
3.2 EXPLORE THE TOPIC » Download	4.2 EXPLORE THE TOPIC » Collaborative Discussion Support	5.2 EXPLORE THE TOPIC » Performance task » Blog Update: Discuss Progress
3.3 BUILD VOCABULARY » Critical Vocabulary: honor, buried, cemetery, graves, skeletons, skull	4.3 BUILD VOCABULARY » Suffix: -ful	5.3 BUILD VOCABULARY » Critical Vocabulary: celebration, community, tribute, site, offerings, festive
3.4 HOW ENGLISH WORKS » Verbs in the Future Progressive Tense	4.4 HOW ENGLISH WORKS » Choose the correct progressive tense	5.4 HOW ENGLISH WORKS » Assessment

Instructional Overview 443

Language Cam video

Watch the video to learn more about making your voice heard.



Dashboard





PROFESSIONAL LEARNING SUPPORT FOR *ESCALATE ENGLISH*

Our mission is to advance yours.

A Strong Start

The **Getting Started** with *Escalate English* Course provides you with an overview from both teacher and student perspectives.

Deepen Mastery

To accelerate your learning from the **Getting Started Course, Follow-Up Courses** provide support on how to implement the integrated classroom and digital tools effectively, review data, and make adjustments to your teaching.

Coaching

Our **Team and Individual Coaching** will ensure you are confident and prepared to deliver rigorous instruction that increases student achievement. We will support you with the topics like increasing language proficiency, active language production, and how to make instructional decisions based on student work.

Need More Help?

When implementing *Escalate English*, you may have questions regarding instruction, pedagogy, and best practices. **AskHMH™** provides access to program experts who can support you.

Complimentary Training: [WATCH NOW!](#)

Enter password: 2016HMHBT5

Visit us at:

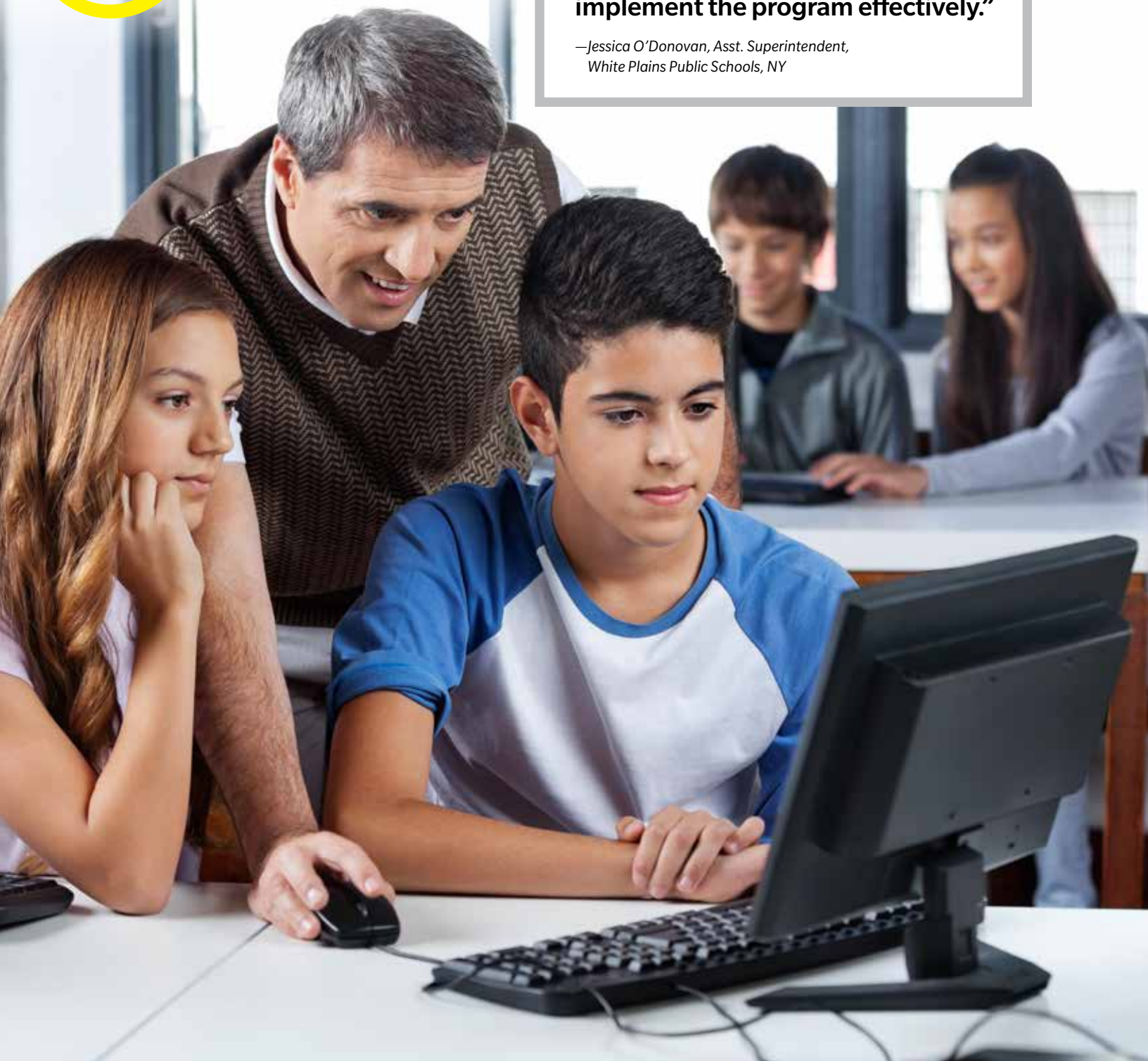
hmhco.com/professionalservices to learn more!





“It was almost impossible not to implement with fidelity, because at every turn, support was provided so teachers had the skills, technical guidance, and materials to implement the program effectively.”

*—Jessica O’Donovan, Asst. Superintendent,
White Plains Public Schools, NY*



Escalate English

For more information and to download a free white paper on raising rigor for English learners, visit our website at hnhco.com/EscalateEnglish



Free 120-Day Online Preview

STEP 1: GO TO preview.hrw.com

STEP 2: ENTER Sample Word: [ESCALATENA17](#)

STEP 3: ENTER your information, select [Register](#) and follow the on-screen instructions to receive your credentials

STEP 4: Using your credentials, [log in at my.hrw.com](#)

Connect with us:



Houghton Mifflin Harcourt © HMH™, Escalate English™, Stream to Start™, AskHMH™, Data Teams®, and HMH Player® are trademarks or registered trademarks of Houghton Mifflin Harcourt. © Houghton Mifflin Harcourt. All rights reserved. 12/17 WF 335204

hnhco.com • 800.225.5425