

ENGAGE

ENGAGE [2]

- Friendship
- Health/Safety
- Mystery
- Realistic Life
- Science Fiction

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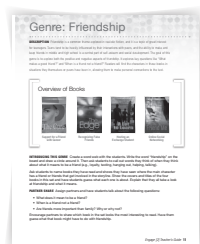
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Instructional Support Components

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.

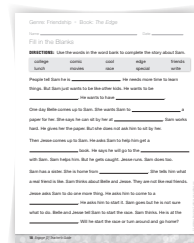
GUIDED READING QUESTIONS

(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.



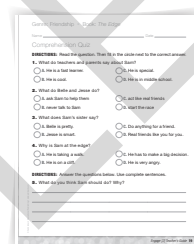
COMPREHENSION ACTIVITY

(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

Engage 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 College and Career Readiness Anchor Standards for Reading

Saddleback has correlated the *Teen Emergent Reader Libraries* to the anchor standards to show how extremely low readability materials incorporate higher level comprehension and text analysis expectations and requirements.

Common Core Anchor Standard	Genre Pages	Book Lesson Plan	Guided Reading Questions	Comprehension Activity	Book Quiz
CCRA.R.1 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.			✓		✓
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			✓	✓	✓
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			✓	✓	✓
CCRA.R.4 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.		✓	✓	✓	✓
CCRA.R.5 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.		✓	✓		✓
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		✓	✓	✓	✓
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		✓	✓	✓	✓
CCRA.R.8 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.			✓		✓
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	✓	✓	✓	✓	✓
CCRA.R.10 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.

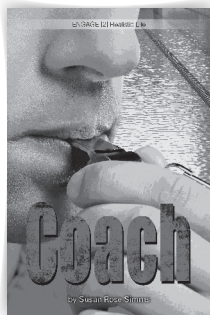
Book Overview Chart

Book	Fiction/ Nonfiction	Theme	Readability Level	Lexile Level	Word Count
Friendship Genre					
The Cure	F	support for a friend with cancer	1.0	100L	924
The Edge	F	recognizing false friends	1.0	70L	949
A Lot to Learn	F	hosting an exchange student	1.0	90L	939
Friend Me	N	online social networking	1.0	BR/0	890
Health/Safety Genre					
Fat Boy	F	facing teen obesity	1.0	100L	927
Four Little Words	F	danger of texting while driving	1.0	180L	928
Mine	F	dealing with dating violence	0.8	30L	936
Crash Test	N	how crash tests make cars safer	1.0	90L	889
Mystery Genre					
Gone by Night	F	finding a household thief	1.0	30L	927
Missing Kim	F	searching for a missing girl	0.6	60L	939
New Girl	F	encountering a ghost	0.8	BR/0	939
Triangle of Mystery	N	theories of the Bermuda Triangle	1.0	20L	833
Realistic Life Genre					
Coach	F	learning to accept differences	1.0	90L	933
Falling Into Place	F	acknowledging sexual orientation	1.0	80L	950
The Secret	F	hiding an interracial relationship	1.0	70L	923
Include Me	N	including students with disabilities	1.0	10L	920
Science Fiction Genre					
Almost Human	F	robot acquires human characteristics	0.8	20L	878
Blast!	F	getting pulled into a video game	1.0	110L	837
Space Cadet	F	learning about in-born talents	1.0	70L	928
iYou	N	how artificial intelligence may impact our world	1.0	BR/0	881

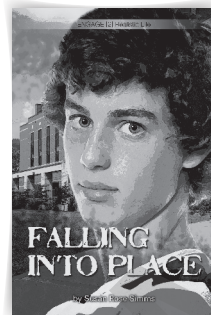
Genre: Realistic Life

DESCRIPTION Realistic Life is a genre that was introduced in the first level of the *Teen Emergent Reader Libraries*. Because it is so relevant to teenage issues and interests, it is explored again in this second level through the perspectives of different authors for both the fiction and nonfiction books. This genre encompasses a wide range of topics as it looks at issues teens face throughout their day in every aspect of their lives. Realistic fiction in this genre allows teens to explore their own beliefs while reading about the perspectives of other teens caught up in challenging situations. Nonfiction in this genre provides a forum for learning how the real world works and how teens are impacted by that world.

Overview of Books



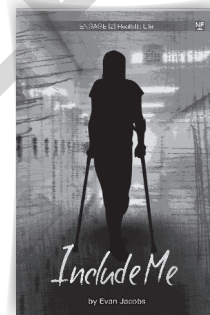
Learning to Accept Differences



Acknowledging Sexual Orientation



Hiding an Interracial Relationship



Including Students with Disabilities

INTRODUCING THIS GENRE Write the word “realistic” on the board, and ask students to explain what this word means. Point out that in realistic fiction, like all fiction, events that happen are decided by the author. However, because it is supposed to be realistic, the author has to choose things that can happen in real life. This is why realistic books easily allow readers to make personal connections to the text. Readers will recognize the world where the story takes place and can think about how they would act or react in a given situation. If they have not experienced something like it personally, they likely know someone who has.

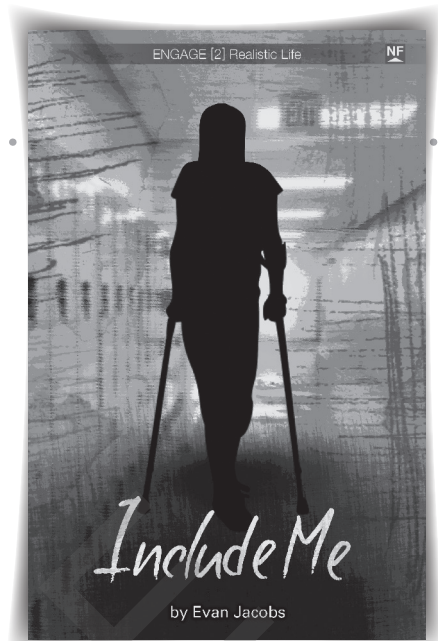
Show the covers and titles of the four books in this set and have students guess what each one is about. Explain that they all feature American high school students who are dealing with an issue or discovering who they are and what they believe.

PARTNER SHARE Assign partners and have the pairs choose one of the four titles in this set of books. Once they choose a title, have students come up with a story that takes place in their own school that fits with the chosen title. Remind them that the events in the story must be realistic. They must be able to take place in real life. Once finished, encourage pairs to share their stories with the class.

Genre: Realistic Life

Book: *Include Me*

SYNOPSIS This nonfiction book explores how students with disabilities are included in today's schools. There are over 5,600,000 students with disabilities in the United States. This book shows how it can feel to be a student with a disability in class and during breaks like lunch. It reviews how special education laws were passed in this country and what special education can look like in today's schools. Ideas for how schools and teens can be more inclusive are provided.



Include Me

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

What is it like to be different? Imagine coming to school every day and being unable to understand what the teacher is saying. Think about how it feels to go to lunch and have no one to sit with. This is how some students with disabilities feel. What can you do to change that?

Ask students to turn to a partner and talk about how they feel when they are not included in an activity or an event. Ask them to share what they know about disabilities.

READING SKILL Explain that *Include Me* is a nonfiction book. Nonfiction books provide information about a topic. They often use examples to make the information easier to understand. Show students the cover of the book. Explain that this book uses three students as examples of what it can be like living with disabilities. Each student has a different disability and a different experience in school. Ask students to name different disabilities that they have heard of and to think about what school might be like for a student with that disability.

VOCABULARY LESSON This book includes a few words that are at a 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.

disability a condition that limits a person's movements, senses, or activities

include make someone part of a group

pretend speak and act like something is true when it is not

tools things you hold in your hand to help you do something

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: *Include Me*

Guided Reading Questions

PAGES 3–5 What is happening in the classroom? (teacher talking; kids taking notes)

PAGES 6 AND 7 Why is it hard for Cliff to take notes? (He is not sure what is important; the teacher’s voice goes in and out as he listens.)

PAGES 8–11 Why do kids not hang out with Ben? (He can be mean and yell.)

PAGES 12 AND 13 What does Ben pretend? (that he does not care)

PAGES 14 AND 15 What disabilities does Lupe have? (physical disability and autism)

PAGES 16 AND 17 How does autism affect Lupe? (She does not talk.)

PAGES 18 AND 19 How many students have autism in the U.S.? (over 500,000)

PAGES 20 AND 21 How many kids have disabilities in the U.S.? (over 5,600,000) What do disabilities do? (get in the way and make things hard)

PAGES 22 AND 23 What rights do kids have? (the right to go to school and learn)

PAGES 24 AND 25 Why do all kids have the right to go to school? (law passed in 1975 says so)

PAGES 26 AND 27 How do schools obey the law? (make special classes and hire extra teachers)

PAGES 28 AND 29 What happens if a teacher thinks a student needs to be tested for a disability? (Parents have to agree; then the school can give tests.)

PAGES 30 AND 31 How do schools help someone like Lupe? (small class)

PAGES 32 AND 33 How can tools help kids like Lupe? (talk for them)

PAGES 34 AND 35 Why do some kids go to a special PE? (to get extra help with activities)

PAGES 36–39 What kind of disability does Cliff have? (learning disability)

PAGES 40 AND 41 How could a teacher help someone like Cliff? (give him an outline and use graphic organizers; help him see the information)

PAGES 42 AND 43 What is a quiet room used for? (to help kids calm down)

PAGES 44–47 How can you help include kids with disabilities? (talk to them, eat lunch with them)

OVERALL QUESTIONS How do you think it feels to have a disability? (Responses will vary.)

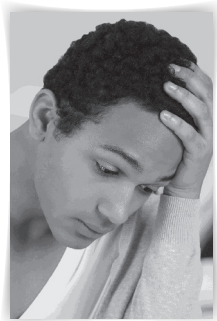
Why is it important to include students with disabilities? (Responses will vary.)

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

Name _____ Date _____

Different Disabilities

DIRECTIONS: Look at the three teens from the book. Answer the questions about each one.

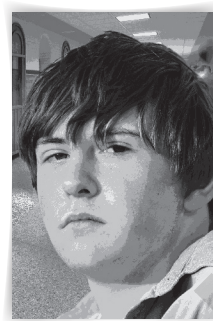


Cliff

What is the disability?

What are the problems?

How can schools help?



Ben

What is the disability?

What are the problems?

How can schools help?



Lupe

What is the disability?

What are the problems?

How can schools help?

Name _____ Date _____

Comprehension Quiz

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

1. How are Cliff, Ben, and Lupe alike?

- A.** They all go to the same class. **C.** They all get straight As.
 B. They all have disabilities. **D.** They all play football.

2. Why do all kids have the right to go to school in the U.S.?

- A.** A law was passed in 1975. **C.** It has always been that way.
 B. The president says so. **D.** Parents have to work.

3. How can schools help students with disabilities?

- A.** have small classes for some **C.** give kids tools that help
 B. put in extra teachers **D.** all of the above

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

disability

include

pretend

tools

_____ **4.** things you hold in your hand to help you do something

_____ **5.** a condition that limits a person's movements, senses, or activities

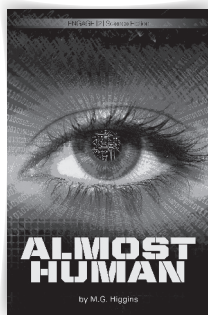
_____ **6.** make someone part of a group

_____ **7.** speak and act like something is true when it is not

Genre: Science Fiction

DESCRIPTION Science Fiction is a genre that was introduced along with Fantasy in the first level of the *Teen Emergent Reader Libraries*. It is explored as a genre by itself in this second level through the perspectives of different authors for both the fiction and nonfiction books. This genre is popular with teens because it allows them to imagine future possibilities in terms of technological advances and space exploration. It also opens up the possibility of aliens from other planets and the potential interactions those aliens might have with Earth and its inhabitants. Science Fiction is a genre that lets us view both the best and the worst aspects of humanity as writers explore what technologically advanced societies might look like. Depending on the author, these societies range from frightening dystopias to peaceful worldwide alliances.

Overview of Books



Robot Acquires
Human Characteristics



Getting Pulled Into a
Video Game



Learning About
In-Born Talents



How Artificial
Intelligence Impacts Us

INTRODUCING THIS GENRE Write the words “science fiction” on the board. Ask students to share what they already know about this genre. Then point to the first word, “science,” and ask students what kinds of science they study in school (e.g., biology, chemistry, or physics). Point out that scientists in all of these areas research and discover new things every day. This leads to everything from better medicines to faster computers. Explain that writers of science fiction will often look at what scientists are researching today and come up with stories of what that research might lead to in the future.

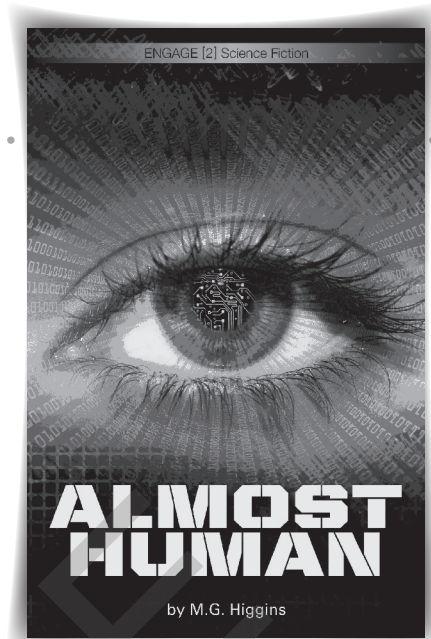
Show the covers and titles of the four books in this set and have students guess what each one is about. Explain that they all feature future settings where the main characters interact with technologies we only dream about today.

PARTNER SHARE Assign partners and have students share some of the scientific discoveries they have heard about in the news or on talk shows. Have them discuss how they think those discoveries might change our world in the future. Encourage them to share which book in the set looks the most interesting to read.

Genre: Science Fiction

Book: *Almost Human*

SYNOPSIS This book focuses on the concept of artificial intelligence and the ethical dilemmas that may develop should artificial intelligence become more human than machine. In an imagined future, gardening robot ten-nine-one has worked on the estate of a wealthy man for 15 years. One day, she realizes that she can feel things and is curious, despite the fact that she is supposed to be a machine that simply does her job without question or complaint. But in this world, such human characteristics are not welcomed in robots and ten-nine-one finds her owner and boss unhappy and ready to reprogram her.



Almost Human

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

Ten-nine-one is a gardening robot. She has worked for Mr. Blake for 15 years. She is a good robot. She is a hard worker. But lately she finds herself thinking more and more. Thinking about how the sun feels. Asking questions. What is happening to her? And what does that mean for her future?

Ask students to turn to a partner and talk about what they think will happen in this book based on the cover and the preview. Then ask for volunteers to tell the group some of their predictions.

READING SKILL Point out that many science fiction stories explore worlds where there are characters other than humans. Whether they are aliens or robots, these characters may think and act very differently from us. Authors of science fiction often like to explore what these differences may be like. They develop characters and use their words and actions to show how they are different. But they also use characters like these to show readers the world we live in and the ways we act through a different pair of eyes. We call this point of view. Being able to see ourselves from a different point of view can make us think about how we act.

VOCABULARY LESSON This book includes a few words that are at a higher level than the rest of the book but are necessary for communicating the content. 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.

drone a machine that can do its job by itself without a human controlling it

program software code that tells a machine what to do

spade a tool with a sharp edge used to dig

warning a signal that there is danger

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: Science Fiction

Book: *Almost Human*

Guided Reading Questions

PAGE 3 What clues tell readers that the narrator is not human? (mentions of skin chip and mind chip; saying “I am like people”)

PAGES 4 AND 5 How is the boss different from ten-nine-one? (He has more human parts.)

PAGES 6 AND 7 Do you think it is normal for a robot to think about how it likes something like the sun warming its cheek? Why or why not? (Responses will vary.)

PAGES 8–11 What work are the robots doing? (planting rose bushes)

PAGES 12–15 What does ten-nine-one wonder about the roses? (what color they will be)

PAGES 16 AND 17 What can we tell from the other robot’s answer? (He is focused on his assigned job; it is not normal to wonder about the color of flowers.)

PAGES 18–21 What do we learn about the robots’ owner? (He is rich; he has six work robots and a boss robot. He does not talk to the work robots.)

PAGES 22–25 Why do you think Mr. Blake is upset about the robot saying “hello”? (Responses will vary, but likely that he sees unnecessary talking as a waste of work time.)

PAGES 26 AND 27 What do you think Mr. Blake and the boss robot talk about? (Responses will vary, but likely that something is wrong with ten-nine-one.)

PAGES 28–31 How does the second robot know that something is wrong with ten-nine-one? (She is not doing her work; she is just asking questions.)

PAGES 32 AND 33 What do you think is happening to ten-nine-one? (Responses will vary.)

PAGES 34 AND 35 What does ten-nine-five say could happen to ten-nine-one? (She could be reset.) What does this mean? (She will be reprogrammed; she will go back to being just a robot.)

PAGES 36 AND 37 What does ten-nine-five say to do? (not to talk or feel)

PAGES 38–41 What is ten-nine-one doing? (She is walking away from her work.)

PAGES 42–45 What do we learn about ten-nine-five? (He has feelings but has been hiding them.)

PAGES 46 AND 47 What do the two robots do? (walk out the gate and away from the house)

OVERALL QUESTIONS What do you think will happen next? (Responses will vary.)

Do you think the robots should have a right to not be reset and to walk away from their owner? Why or why not? (Responses will vary.)

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

Name _____ Date _____

Robot or Human?

DIRECTIONS: Look at each of the sentences from the book below. Decide if each one shows the robot side or the human side of ten-nine-one. If it shows the robot side, write the sentence in the space below the word “robot” in the chart. If it shows the human side, write it in the space below the word “human.”

- Warning, my mind chip tells me.
- I like how the sun warms my cheek.
- I make the hole 0.8 feet deep.
- “What color will they be?” I ask.
- I do not want to be reset.
- “Hello,” I say.
- I hear a squeak.
- I water the plant.

robot	human

Name _____ Date _____

Comprehension Quiz

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

1. What work is ten-nine-one doing?

- A.** cleaning the house **C.** planting roses
 B. mowing the yard **D.** driving the car

2. What does ten-nine-one notice?

- A.** The sun is bright and warm. **C.** Ten-nine-five smells good.
 B. The garden is pretty. **D.** all of the above

3. What does ten-nine-one do to make Mr. Blake unhappy?

- A.** hits his car **C.** pulls up roses
 B. says hello **D.** digs a 0.5 foot hole

4. Why do ten-nine-one and ten-nine-five leave?

- A.** so they will not be reset **C.** so they can get more roses
 B. so they can marry each other **D.** because Mr. Blake kicks them out

DIRECTIONS: Answer the questions below. Use complete sentences.

5. What would you do if you owned the robots? Why?

ENGAGE

Friendship

- The Cure
- The Edge
- A Lot to Learn
- Friend Me 

Health/Safety

- Fat Boy
- Four Little Words
- Mine
- Crash Test 

Mystery

- Gone by Night
- Missing Kim
- New Girl
- Triangle of Mystery 

Realistic Life

- Coach
- Falling Into Place
- The Secret
- Include Me 

Science Fiction

- Almost Human
- Blast!
- Space Cadet
- iYou 