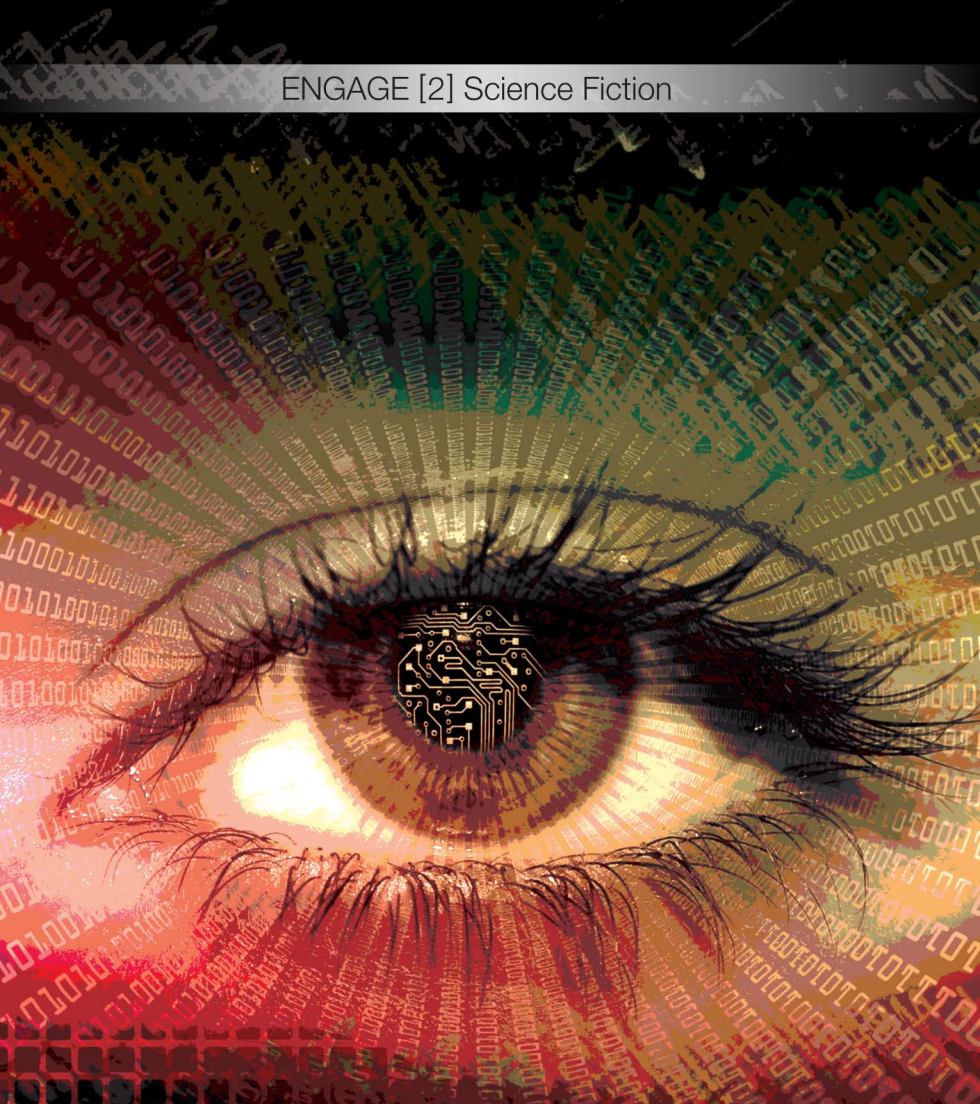


ENGAGE [2] Science Fiction



ALMOST HUMAN

by M.G. Higgins

I stare at the sun. It is bright.
It is warm. Is it me who thinks
this? Or is it my skin chip?

Warning my mind chip
tells me. I look away. I am like
people in that way. The sun can
hurt my eyes.



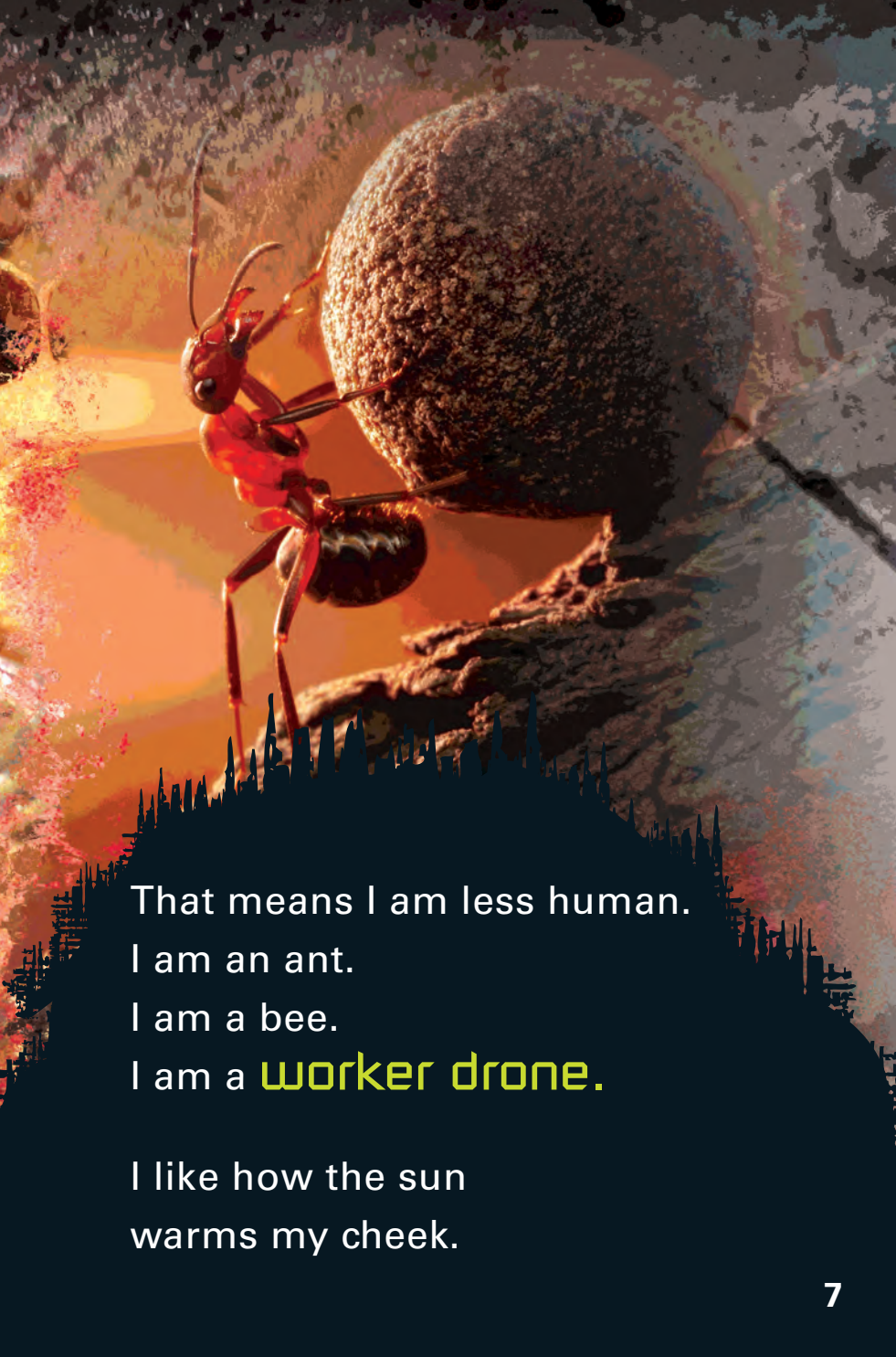


"Ten-nine-one!"
The boss calls my name.
I turn. He frowns.
"Get to work."



The boss is part human. So am I.
But he has more human parts.
I have **less.**





That means I am less human.

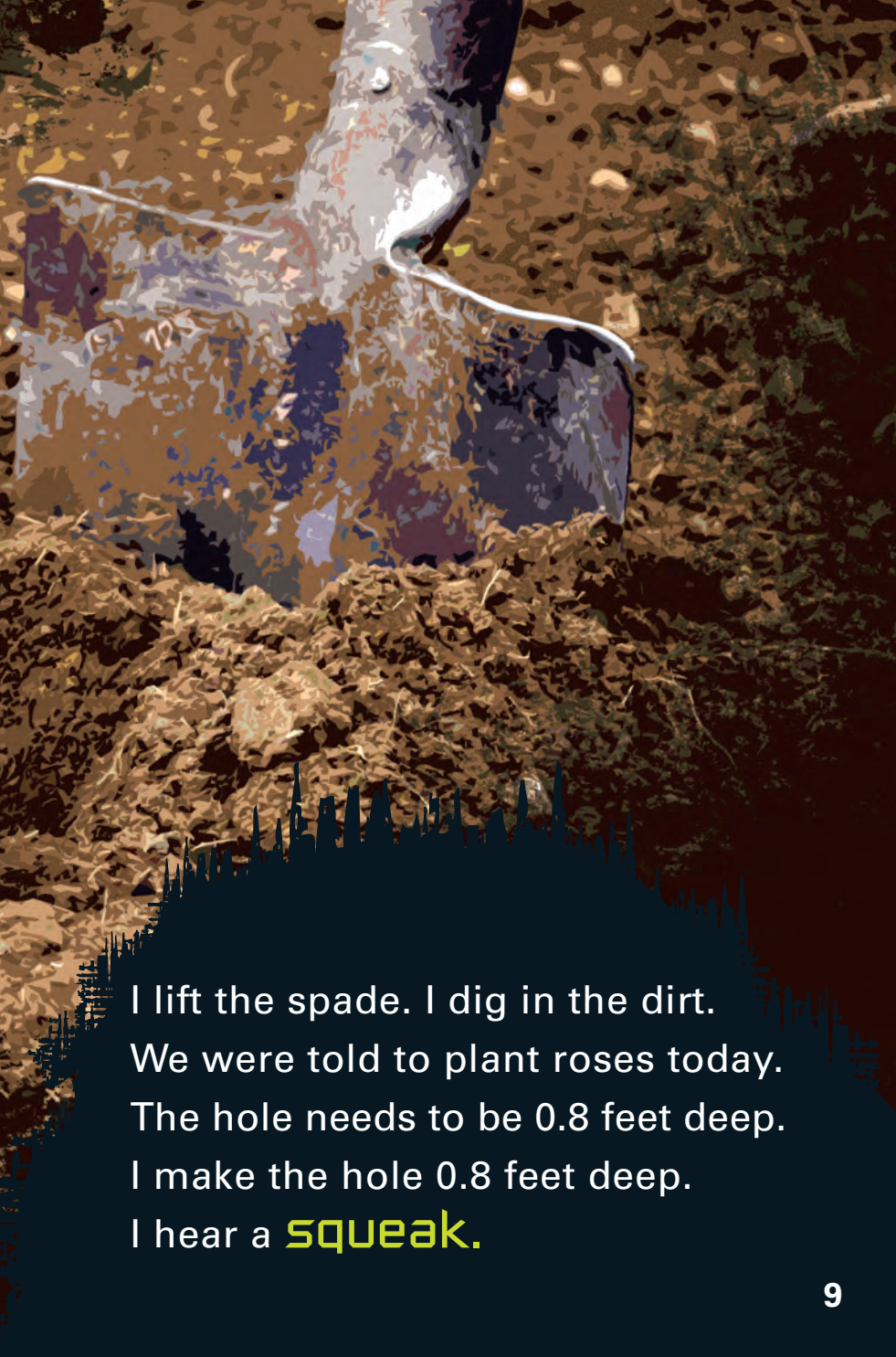
I am an ant.

I am a bee.

I am a **worker drone.**

I like how the sun
warms my cheek.






I lift the spade. I dig in the dirt.
We were told to plant roses today.
The hole needs to be 0.8 feet deep.
I make the hole 0.8 feet deep.
I hear a **squeak.**

ENGAGE [2] Realistic Life

A black silhouette of a person with long hair, wearing a short-sleeved shirt and pants, walking away from the viewer down a hallway. The person is using a cane with both hands. The hallway has a polished floor reflecting overhead lights, and an 'EXIT' sign is visible in the distance. The background is a textured, yellowish-gold color.

Include Me

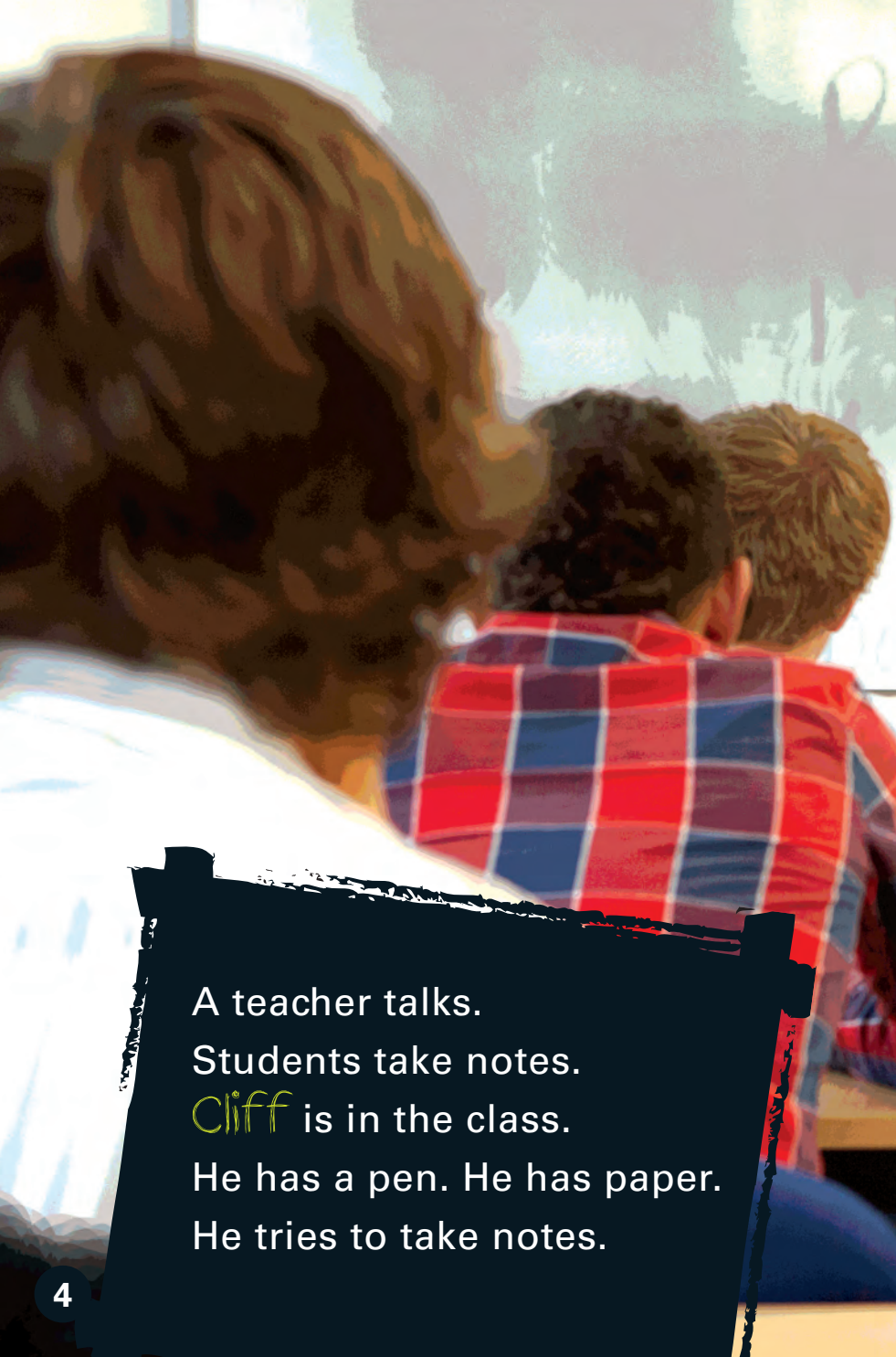
by Evan Jacobs



Words.

They come fast.

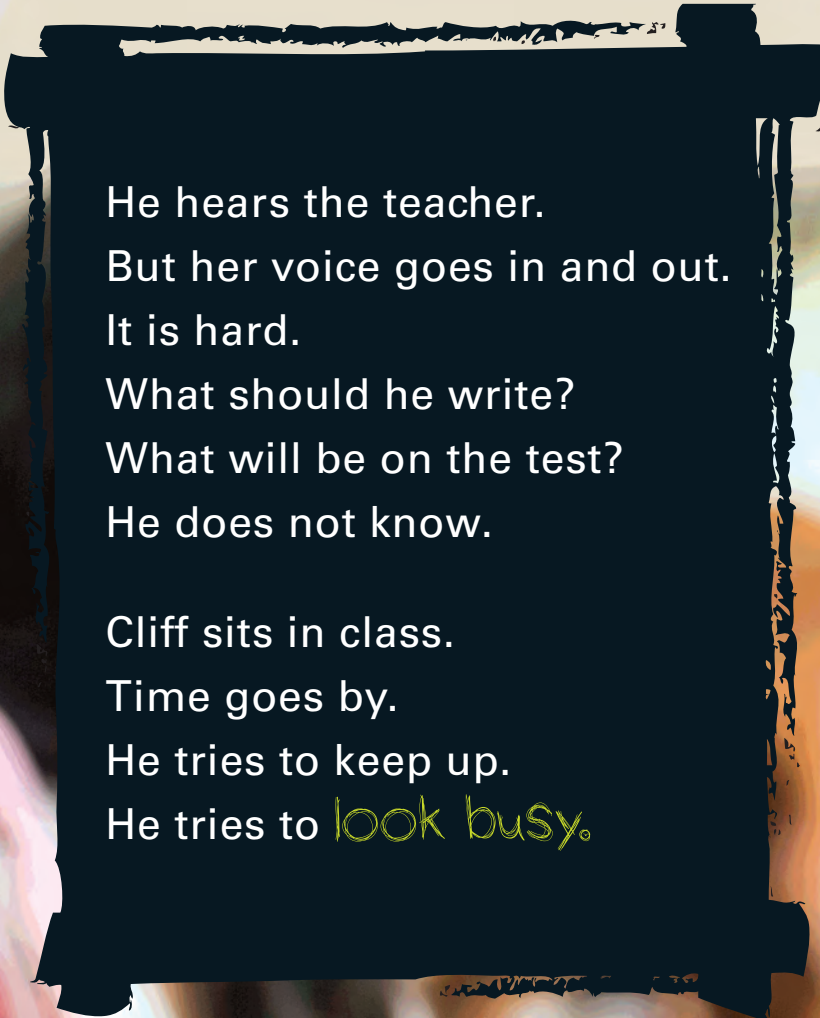
Too fast.



A teacher talks.
Students take notes.
Cliff is in the class.
He has a pen. He has paper.
He tries to take notes.








He hears the teacher.
But her voice goes in and out.
It is hard.
What should he write?
What will be on the test?
He does not know.

Cliff sits in class.
Time goes by.
He tries to keep up.
He tries to *look busy*.



A young boy with brown hair and freckles is shown in a close-up, looking slightly to the left with a thoughtful expression. He is wearing a light-colored shirt. The background is a school hallway with a bulletin board on the left and a red exit sign on the right. A large black text box is overlaid on the top left of the image.

The bell sounds.
Cliff stands up.
Time for his next class.

Cliff walks down the hall.
He sees Ben.
He does not talk to him.
No one does.

ENGAGE

ENGAGE [2]

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

SAMPLE

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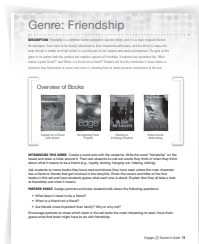
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Instructional Support Components

This guide contains instructional support for each book.

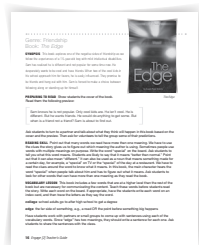
GENRE OVERVIEW AND LESSON PLAN

(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

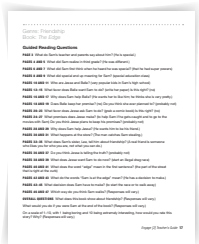
(one for each book): Use these pages to introduce the books, to teach or review specific reading skills, and to introduce any



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

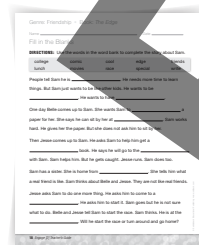
GUIDED READING QUESTIONS

(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.



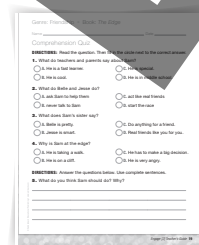
COMPREHENSION ACTIVITY

(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.

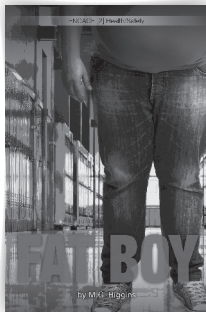
Common Core Anchor Standard	Genre Pages	Book Lesson Plan	Guided Reading Questions	Comprehension Activity	Book Quiz
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn 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.

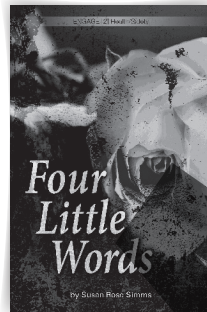
Genre: Health/Safety

DESCRIPTION Health and safety are important topics for teenagers, who can sometimes feel invincible and get themselves in difficult situations. Whether it is alcohol and drugs offered at a party, a date that gets intimately intense, or a dare to speed down the road, teenagers frequently face critical choices that can have grave consequences. Health/safety is a theme that lends itself to intense storylines in realistic fiction. The goal of this genre is to explore some of the dangerous and unhealthy habits that teens can adopt and show the potential consequences in a way that encourages reader reflection and classroom discussion.

Overview of Books



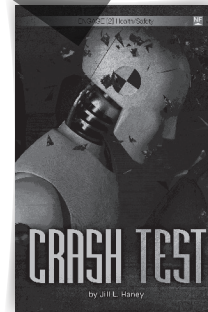
Facing Teen Obesity



Danger of Texting While Driving



Dealing with Dating Violence



How Crash Tests Make Cars Safer

INTRODUCING THIS GENRE Draw a T-chart on the board. Label the left side “Healthy Choices” and the right side “Dangerous Decisions.” Ask students to think about their daily lives and share either a healthy choice (e.g., eating fruits and vegetables, exercising regularly, getting plenty of sleep) or a dangerous decision (e.g., meeting an online acquaintance alone, illegal substance abuse, driving without a seat belt) that teens can make. Fill out both sides of the T-chart with students’ ideas.

Ask students to name books they have read and shows they have seen where the main character has made a dangerous decision. Point out that humans make mistakes, and poor choices are part of everyday life. Many authors like to tell stories where a main character makes a poor choice and then has to figure out how to bounce back from it. 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 explore the topics of health and safety in some way.

PARTNER SHARE Assign partners and have students share their own experiences with making healthy choices or dangerous decisions. Encourage them to share which book in the set looks the most interesting to read.

Genre: Health/Safety

Book: *Fat Boy*

SYNOPSIS This book explores the inner conflict of a high school student who is overweight. Juan wants to lose weight and knows how to do it—eat better, eat less, and be more active. But he is caught in a cycle of being teased because of his appearance, getting depressed from the teasing, and then eating to relieve his depression. He gets a chance to help in the community and be a bit more active. Will he take this opportunity to start making small steps toward healthier choices?



Fat Boy

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

Juan is overweight. He knows he is not healthy. His doctor has warned him that he is headed toward life-changing diseases like diabetes. But it often feels like food is his only friend. Can he break his unhealthy cycle of eating whenever he is bored or depressed?

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 Explain that most fictional stories have some sort of conflict. The story relates how a main character struggles to achieve a goal of some sort. One kind of conflict is internal conflict. This means a character struggles with self-doubt or things he doesn't like about himself. Books about internal conflict let a reader get inside a character's head and hear what he is thinking. Show students the cover of *Fat Boy* again. Explain that this book will focus on the main character's internal conflict. Ask the students to guess what that internal conflict may be.

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.

blood pressure two numbers that tell how hard blood is pressing against blood vessels

caffeine a drug found in coffee, tea, and soda; it makes people more alert

diabetes a disease where the body cannot use sugar normally

disease a sickness or illness with well-known symptoms

weight a measure of how heavy a person or object is

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: Health/Safety

Book: *Fat Boy*

Guided Reading Questions

PAGES 3–5 What happens when the main character, Juan, goes to school? (gets teased)

PAGES 6 AND 7 Why does Juan want a soda? (makes him feel better)

PAGES 8 AND 9 How does Juan's family treat him? (call him baby names, say to lose weight)

PAGES 10 AND 11 What does the doctor warn Juan about? (high blood pressure and diabetes)

PAGES 12 AND 13 Why have diets failed in the past? (They are hard work; it feels like the weight lost is never enough; kids still tease him.)

PAGES 14 AND 15 What is the circle that will not end? (eat, gain weight, get teased, feel worse, eat more, gain more weight)

PAGES 16–19 Who is Ivy? (Juan's crush) Does he have a chance with her? (doesn't seem like it)

PAGES 20 AND 21 How does Juan act when he feels rejected? (eats a lot)

PAGES 22 AND 23 What does Juan do when he is bored? (eats)

PAGES 24 AND 25 What kind of food does Juan's mom bring home? (fast food)

PAGES 26–31 What does the health teacher suggest? (volunteering at a local animal shelter)
Why do you think she suggests this? (Responses will vary, but likely to get him more active.)

PAGES 32–35 How does Juan feel about Ms. Ling's suggestion? (like he is being tricked)

PAGES 36 AND 37 What does Juan decide to do? (go to the shelter)

PAGES 38 AND 39 Who does Juan meet? (Sandy, another volunteer)

PAGES 40 AND 41 What do Sandy and Juan do? (walk the dogs)

PAGES 42 AND 43 How does volunteering at the shelter help Juan? (gets his mind off of food)

PAGES 44 AND 45 What positive changes is Juan making? (eating less, eating healthier foods)

PAGES 46 AND 47 How have Juan's thoughts changed? (He no longer needs soda; he realizes that foods and drinks are not his friends.)

OVERALL QUESTIONS Do you think this book is a fair representation of why some kids eat too much and are overweight? Why or why not? (Responses will vary.)

What do you think Juan will be like in two to three years? (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 _____

Healthy Choice or Not?

DIRECTIONS: Look at each of the choices below. Decide if it is a healthy choice. If it is, write the choice in the space below the word “Healthy” on the chart. If it is not, write it in the space below the words “Not Healthy.”

- drink a soda
- run two miles
- eat a balanced meal
- play video games all day
- eat ice cream to feel better
- join a sports team
- walk to school
- grab fast food for dinner
- eat 4 slices of pizza
- eat fruits and vegetables every day

Healthy	Not Healthy
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name _____ Date _____

Evidence of Abuse

DIRECTIONS: Think about what Tyler does. Look at each of the charges the cop makes when he arrests him. Write what Tyler did to deserve that charge.

stalking

harassment

verbal abuse

threats

physical abuse

DIRECTIONS: Answer the questions below. Use complete sentences.

What do you think should happen to Tyler? Why?
