

RISE

RISE [5]

- Classics/Retellings
- Crime/Mystery
- Financial Literacy
- Inspiration
- Tragedy

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Introduction

A New Level of Accessible Text for Teens

Saddleback's *Teen Emergent Reader Libraries*® and *Teen Early Fluency Libraries*® offer a unique way to entice the most struggling middle and high school students to read. These highly engaging fiction and nonfiction books feature mature, relevant topics that teens will want to read about. To make the books accessible to all teens, they are written at emergent and beginning reader levels. To distinguish the books as teenage material, they are a substantial 48–72 pages in length, supported by full-color, riveting photographs. Grouped by genre, with five genres per level, these books offer middle and high school teachers the solution for differentiating instruction while still teaching grade-level content and meeting state and district standards.

Research-Based: The Importance of Reading for Pleasure

Today's teens are growing up in a media-dominated world. They text, chat, and post online using mobile devices and computers. They navigate advertisements and visual messages throughout the day. But many of them do not read for pleasure. Studies show that independent reading decreases during the adolescent years. This is especially true for struggling readers. The National Endowment for the Arts' Annual Arts Basic Survey in 2015 showed that more than half of American adults read no books for pleasure in the prior year (NEA, 2016). Statistics from the U.S. Department of Labor's annual American Time Use Survey confirm this, showing that teens and young adults ages 15–24 spent an average of 8 minutes per day on voluntary reading in 2016, nearly 60 percent less than the average American (BLS, 2017).

Daily reading is closely associated with better reading and writing skills. The U.S. Department of Education's National Center for Education Statistics aligns test results with frequency of activities such as reading for pleasure and found that those students who read daily perform better on reading and writing tests across the board. Studies have also shown that reading for pleasure impacts social skills and economic success in adult life (Clark & Rumbold, 2006).

The Issue for Struggling Readers

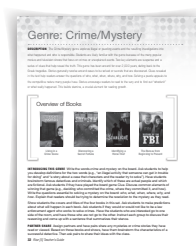
Given that independent reading is strongly correlated to improved social and economic success in adulthood, promoting opportunities for teens to read books of their own choosing makes sense in today's classrooms. But for the most struggling readers, motivating them to read a book after years of failure and frustration can be a major challenge. Studies show that functional illiteracy is a likely issue for as many as 20 percent of teens and has been for some time (Walberg, 1983). That means that we have many high school students who are still emergent or beginning readers. Yet the books available at these readability levels are generally geared for preschool- and kindergarten-age children. For teens, who usually prefer to be as similar to their peers as possible, these "baby" books can be demotivating and embarrassing.

Instructional Support Components

This guide contains instructional support for each book.

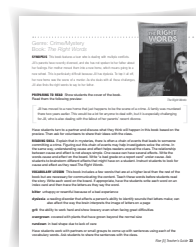
GENRE OVERVIEW AND LESSON PLAN

(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

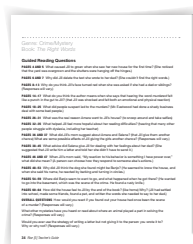
(one for each book): Use these pages to introduce the books, to teach or review specific reading skills, and to introduce any special



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

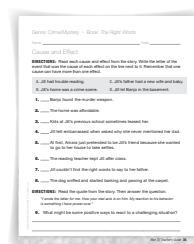
GUIDED READING QUESTIONS

(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.



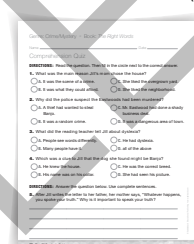
COMPREHENSION ACTIVITY

(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 questions and one short-answer question.



Implementation Options

Rise is intended as a supplemental set of books for classroom use. The lesson plans and guided reading questions in this guide are designed for use with a whole class, small groups, or 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.

Book Overview Chart

Book	Fiction/ Nonfiction	Theme	Readability Level	Lexile Level	Word Count
Classics/Retellings					
King Odysseus and the Cyclops	F	retelling of a classic Greek story about a clever attempt to outsmart a beast	2.5	HL290L	2103
An Occurrence at Owl Creek Bridge	F	retelling of a tragic Civil War short story	2.5	HL250L	1999
Stuck Together	F	a modern Cinderella tale	2.2	HL270L	2204
A Grimm Tale	N	the story behind the fairy-tale authors	2.5	HL250L	2263
Crime/Mystery					
The Right Words	F	living in a crime scene	2.1	HL270L	2299
Sink or Swim	F	discovering a secret fortune	2.3	HL270L	2143
Starlight	F	identifying a horse thief	2.1	HL280L	2268
History of the FBI	N	the Bureau from beginning to present	2.5	HL180L	2290
Financial Literacy					
Give Her Credit	F	overspending on credit cards	2.2	HL280L	2162
Inheritance	F	managing unexpected wealth	2.4	HL290L	2198
Start-Up	F	building a business	2.2	HL280L	2274
The Stock Market	N	learning about the world of stocks	2.5	HL220L	2258
Inspiration					
Change of Plans	F	helping others brings new perspectives	2.3	HL280L	2298
Perfect Pitch	F	making a difference for kids with special needs	2.3	HL260L	2268
Pride	F	standing up for one's rights	2.5	HL280L	2289
The Special Olympics	N	the history of a life-changing organization	2.5	HL220L	2187
Tragedy					
Getaway Car	F	a regrettable decision	2.0	HL290L	2171
Sunday Supper	F	cherish your family traditions	2.3	HL290	2120
Wildfire	F	fleeing from fire	2.2	HL290L	2074
PTSD	N	facts about an anxiety disorder	2.5	HL220L	2258

Program Progress Chart

RISE [5]

Student Name: _____ Date: _____

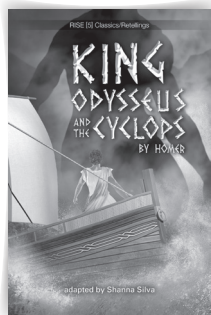
Book	Date Read	Guided Reading Questions Completed	Activity Sheet Score	Quiz Score	Comments
Classics/Retellings					
King Odysseus and the Cyclops				/5	
An Occurrence at Owl Creek Bridge				/5	
Stuck Together				/5	
A Grimm Tale NF				/5	
Crime/Mystery					
The Right Words				/5	
Sink or Swim				/5	
Starlight				/5	
History of the FBI NF				/5	
Financial Literacy					
Give Her Credit				/5	
Inheritance				/5	
Start-Up				/5	
The Stock Market NF				/5	
Inspiration					
Change of Plans				/5	
Perfect Pitch				/5	
Pride				/5	
The Special Olympics NF				/5	
Tragedy					
Getaway Car				/5	
Sunday Supper				/5	
Wildfire				/5	
PTSD NF				/5	

NF = Nonfiction

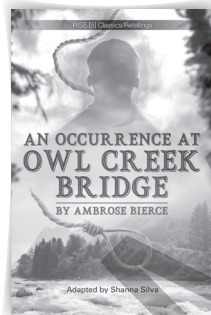
Genre: Classics/Retellings

DESCRIPTION The term *classics* refers to works of literature that are considered noteworthy because of their universal appeal and relevancy. This genre encompasses books that readers of different ages and backgrounds can connect to and learn from. The stories come from a variety of cultures. Because these tales stand the test of time, retellings of the classics are also popular with readers. The three fiction books in this unit include a tale from Greek mythology, a tale written by a Civil War veteran, and a retelling of the folktale “Cinderella.” The nonfiction book traces the lives and work of the Grimm brothers, who were able to preserve culture by writing down and publishing stories that had previously only been told orally. Young adult readers will enjoy not only reading these tales of adventure and drama, but also making comparisons and contrasts to the originals.

Overview of Books



A Clever Attempt to Outsmart a Beast



A Tragic Civil War Tale



A Modern Cinderella Tale



The Story Behind the Fairy-Tale Authors

INTRODUCING THIS GENRE Write the word *classic* on the board. If possible, display pictures of classic cars. Ask students to name characteristics of a classic car (e.g., unique, distinctive, popular, interesting). Point out that many of these same characteristics also describe works of literature that are considered classics. Note that when something fits the description of a classic, others often want to imitate it. Then discuss whether something has to be old to be considered a classic. Put a poster paper and markers in each corner of the room. Label them: *Classic Cars*, *Classic Movies*, *Classic TV Shows*, and *Classic Books*. Have groups of students rotate through the stations. Give groups a few minutes in each corner to brainstorm additions to the lists. After each group has been to each station, have them rotate once more to discuss the lists as a group. They should consider why they would or would not agree that the items on the lists are classics.

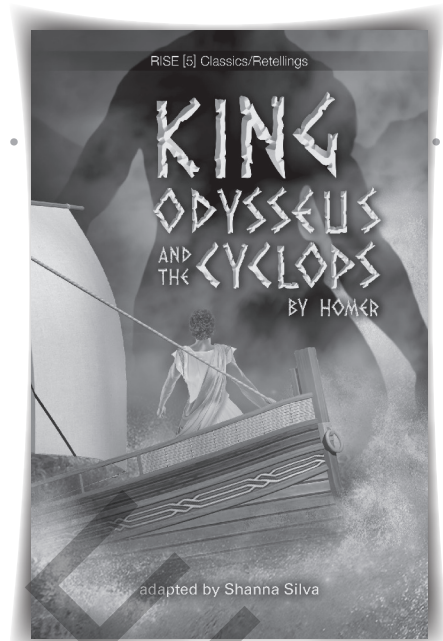
Show students the covers and titles of the four books in this set and have them predict what each one is about. Tell students that as they read the books, they may be familiar with some of the storylines. This is especially true with folktales and mythology. Invite students to share their reactions to both the genre and the four books they will be reading.

PARTNER SHARE Write these three time periods on the board: *Ancient Greece*, *Civil War*, *Modern Times*. These are the time periods in which the three fiction books are set. Have students turn to a partner and talk about which time period they would most like to live in and why.

Genre: Classics/Retellings

Book: *King Odysseus and the Cyclops*

SYNOPSIS This book is a retelling of one of the many adventures detailed in Homer's classic *The Odyssey*. King Odysseus and his men are sailing home from a victorious war when they spot a pair of islands. While exploring the larger island, the king and his men discover a huge cave. When the master of the cave, a Cyclops, comes home, he is not happy to find intruders. A battle for survival begins. To escape, the king must come up with a clever plan.



King Odysseus and the Cyclops

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

King Odysseus and his men have just won the Trojan War, but they find themselves in a new battle on their journey home. While exploring an island, they encounter the Cyclops and become trapped in his cave. Can they escape before the Cyclops eats the entire crew?

Have students turn to a partner and discuss what they think will happen in this book based on the preview. Then ask for volunteers to share their ideas with the class.

READING SKILL Point out that authors use descriptions of the setting to help readers better visualize the story. Details can also provide clues about the personality of characters and help advance the plot. The story in *King Odysseus and the Cyclops* is from a famous work called *The Odyssey* written over 2,800 years ago. This particular adventure takes place inside the cave of the Cyclops. Learning how the creature has his cave arranged gives insight to his character. Ask students what the cave of a giant one-eyed beast might look like. Encourage them to form mental images as they read. After they read the book, have them compare what they imagined to the description in the story.

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.

boulder a very large round rock

Cyclops a giant from mythology that has one large round eye in the center of its forehead

herd animals that are kept and moved as a group

invaders people who use force to take over land and power from those who were there first

raided attacked suddenly and stole as much as possible

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: Classics/Retellings
Book: *King Odysseus and the Cyclops*

Guided Reading Questions

PAGES 4 AND 5 Who was King Odysseus? (the leader of Ithaca) What war did he win? (the Trojan War)

PAGES 6–9 What did the island the soldiers spotted look like? (It had green fields and many resources; it seemed warm and inviting.)

PAGES 10 AND 11 Why did the king want to go to the larger island? (to find treasures)

PAGES 12–15 What did the cave that they found look like? (large and neat with animal pens inside)

PAGES 16–19 Why did the king want to stay in the cave even though the other men wanted to leave? (He wanted to meet the master of the cave. The king was sure whoever it was would be a good host.)

PAGES 20–21 What did the monster look like? (He was very large and strong, with one hideous eye in the middle of his forehead.)

PAGES 22–25 How did the creature greet the men? (He told them they were fools and that his race was greater than humans.)

PAGES 26–29 What did the Cyclops do in response to the king's request for help? (He grabbed two of the men and killed them. Then he cooked and ate them.)

PAGES 30–33 How did the Cyclops trap the men in the cave? (by rolling a huge boulder in front of it)

PAGES 34–39 Who did the king tell the Cyclops he was? (No One)

PAGES 40–43 What did the king do to the Cyclops? (He thrust a red-hot spear into the creature's eye.)

PAGES 44–47 Why didn't the other giants help the Cyclops when they heard him crying out? (He told them No One was trying to kill him, so they said there was nothing they could do.)

PAGES 48–51 How did the king and his men get out of the cave? (They clung to the underbellies of the Cyclops's rams.)

PAGES 52–57 What did the king yell as he and his men were escaping on their boat? ("If anyone asks who hurt you, tell them it was King Odysseus.")

PAGES 58 AND 59 Who did the Cyclops say his father was? (Poseidon)

PAGES 60–64 How did Poseidon answer his son's prayer? (He caused King Odysseus much suffering on his trip home; the king even became an outsider in his own kingdom.)

OVERALL QUESTIONS What did you think of the king's plan to escape from the Cyclops? (Responses will vary.)

How might the king have avoided the curse of Poseidon? (Responses will vary.)

What do you think the lesson of this story is? (Responses will vary.)

Name _____ Date _____

Describe the Setting

DIRECTIONS: Think about the islands that King Odysseus and his men found. Fill in the blanks with words from the box to describe the setting.

animals	booming	curling	green	inviting	islands
mountains	raided	resources	storm	warm	wheat

King Odysseus and his men were sailing home after the Trojan War. They _____ the lands they passed.

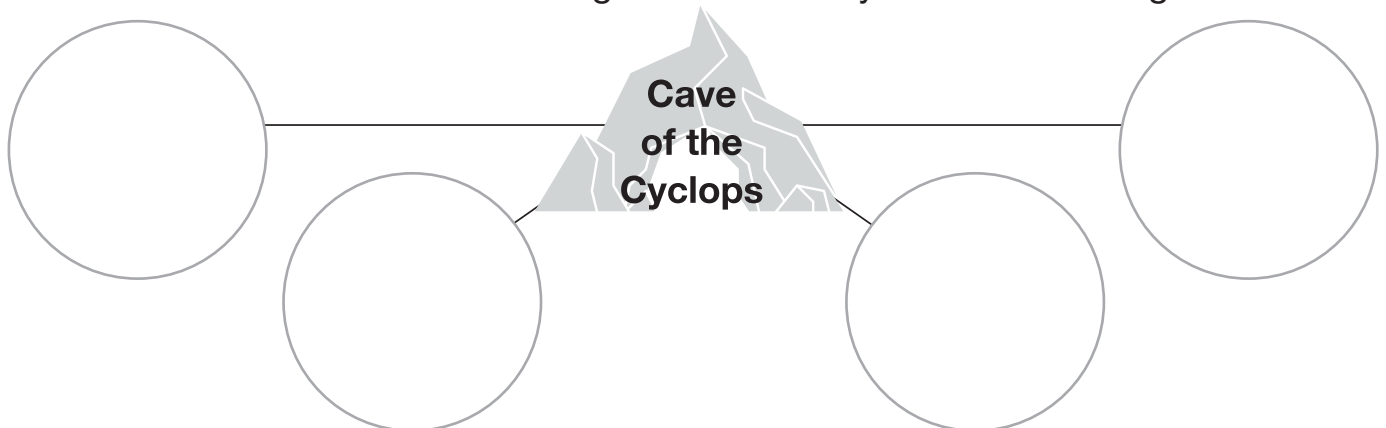
Then a _____ blew their ships around. The men were afraid. When the waters calmed, two _____ appeared. Both were beautiful. They seemed _____ and _____.

There were lush _____ fields and _____. Fruit grew. _____ did too.

Wild goats and other _____ wandered. The islands were rich with _____.

No people were in sight on the smaller island. But someone lived on the larger island. The sailors heard _____ voices. _____ smoke rose from campfires.

DIRECTIONS: The cave of the Cyclops is where most of the action takes place in the tale. Fill in the web with details given in the story about the setting of the cave.



Name _____ Date _____

Comprehension Quiz

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

1. What clues showed that someone lived on the larger island?

- ☐ **A.** smoke from campfires ☐ **C.** a cave with animal pens
☐ **B.** booming voices ☐ **D.** all of the above

2. Why were the men not able to escape from the cave?

- ☐ **A.** There was an alarm system. ☐ **C.** They were trapped by rubble.
☐ **B.** A huge boulder blocked the entrance. ☐ **D.** The Cyclops slept by the entrance.

3. What did King Odysseus offer the Cyclops as a gift?

- ☐ **A.** wine ☐ **C.** his crew
☐ **B.** goats ☐ **D.** a spear

4. How were the men finally able to escape from the cave?

- ☐ **A.** Other giants helped them. ☐ **C.** They hid under the rams' bellies.
☐ **B.** They wore animal skins. ☐ **D.** They distracted the Cyclops.

DIRECTIONS: Answer the question below. Use complete sentences.

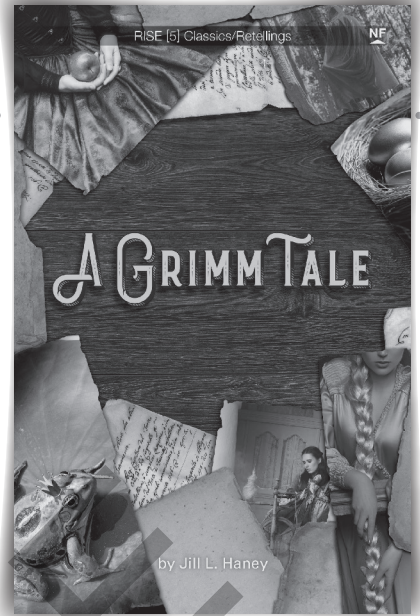
5. How did the fate of King Odysseus change when he revealed his real name to the Cyclops?

Genre: Classics/Retellings

Book: *A Grimm Tale*

SYNOPSIS This nonfiction book explores the lives and work of Jacob and Wilhelm Grimm, who are famous for the folktales they collected by traveling to different villages seeking out storytellers. The tales could be gruesome, but the brothers wanted to preserve them in their original form. This book includes a timeline of their published books as well as a listing of movie adaptations of some of the tales.

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



A Grimm Tale

Many think fairy tales always have a “happily ever after” ending, but originally not all of them did. In the early 1800s, two famous brothers sought out storytellers and wrote down their tales, which often included gory details. Just how grim were those first fairy tales?

Have students turn to a partner and discuss what they think will happen in this book based on the preview. Then ask for volunteers to share their ideas with the class.

READING SKILL Write these questions on the board: *Who? What? When? Where? Why?* Explain that these questions are known as “wh” questions. They are also sometimes called the “reporter’s formula” because a good news story should include details that answer all of those questions. Using these questions can help a reader better understand the text, especially when it is nonfiction. Practice summarizing a familiar life story of a famous person like Martin Luther King Jr. or George Washington. Have students work in pairs or small groups to answer these questions about the person chosen. Allow time for responses to be shared with the class.

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.

folktale a story that is created by a group of people and gets retold repeatedly until it feels familiar

grisly extremely unpleasant, especially because it may deal with blood and death

preserve to keep something in its original state or in good condition

research a careful search and study of materials like books or personal interviews in order to describe or explain something and reveal new information

scholars highly educated people who are considered experts in the topics they have studied

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: Classics/Retellings

Book: *A Grimm Tale*

Guided Reading Questions

PAGES 4–11 What story were you reminded of as you read this tale? (Responses will vary.)

PAGES 12–15 What is the title of the book this story came from? (*Grimms' Fairy Tales*)

PAGES 16–19 What was early life like for the brothers? (They had a happy childhood.)

PAGES 20–23 How did life for the family change after the brothers' father died? (They had to move to a smaller house and ask family for help. Jacob had to take over as head of the household.)

PAGES 24–29 How did Jacob and Wilhelm get involved in doing research? (Their favorite professor let them use his library and gave Jacob his first job at the national library in Paris, France.)

PAGES 30 AND 31 Where did the two brothers work together? (in the library of Napoleon Bonaparte's brother, King Jerome)

PAGES 32–35 Why didn't the brothers change the words of the stories they were told? (They wanted to preserve the tales as the storytellers told them.)

PAGES 36–39 Why were the villagers so proud of the *Household Tales*? (These stories reflected their culture and were something they could call their own.)

PAGES 40–43 How did the brothers change the story of "Snow White"? (They made the person who tried to kill Snow White her stepmother instead of her mother.) Why did they make this change? (Readers said the story was too scary for children, and the brothers wanted to sell more copies of their book.)

PAGES 44–47 What changes were made as the book was reprinted? (Illustrations were added and shocking details were changed.) What do you notice from the chart on page 46? (Responses will vary.)

PAGES 48–55 Why were the brothers fired from their jobs as professors at the University of Göttingen? (They joined others in protesting unfair laws set in place by a new king.)

PAGES 56–63 What benefits did the Grimms' fame bring to them? (Many people wanted to meet them. They were invited to big events, including parties hosted by kings and queens.)

PAGES 64–69 What new project did the brothers take on? (They began writing a German dictionary.)

PAGES 70–72 Who is your favorite character from any of the Grimms' fairy tales that have been turned into movies? Why? (Responses will vary.)

OVERALL QUESTIONS What do you think of the motto Mr. Grimm followed in his life, "He cannot go wrong whose life is in the right"? (Responses will vary.)

Were you surprised to learn that many of the tales you are familiar with originally had such dark details? Why or why not? (Responses will vary.)

Why do you think Jacob and Wilhelm were so close? (Responses will vary.)

Name _____ Date _____

Asking and Answering Important Questions

DIRECTIONS: Answer these questions about *A Grimm Tale*. Use the book to help you.

1. **Who** helped Jacob get into college? _____
2. **Who** tried to kill Snow White in the original version the brothers wrote down? _____
3. **What** did the Grimms do at the library of their favorite professor?

4. **What** has the title of their first book been changed to? _____
5. **When** was *Household Tales* first published? _____
6. **When** did each of the brothers die? _____
7. **Where** was Jacob's first job? _____
8. **Where** did Jacob and Wilhelm first work together? _____
9. **Why** did the Grimm brothers write the stories down just as the storytellers told them? _____
10. **Why** did some readers get angry when they read the stories?

DIRECTIONS: Imagine you had the opportunity to interview Jacob and Wilhelm Grimm. Think of five "wh" questions you would ask and write them below.

11. **Who** _____
12. **What** _____
13. **When** _____
14. **Where** _____
15. **Why** _____

Name _____ Date _____

Comprehension Quiz

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

1. Why was Jacob Grimm first rejected when he applied to college?

- ☐ **A.** His family was poor. ☐ **C.** The king disliked his mother.
- ☐ **B.** He had a learning disability. ☐ **D.** He failed his entrance exams.

2. What gruesome detail was included in the original “Cinderella” tale?

- ☐ **A.** The glass slipper cuts Cinderella. ☐ **C.** A woman cuts off part of her foot.
- ☐ **B.** A stepsister is pushed down stairs. ☐ **D.** The prince is run over by a carriage.

3. Why did the brothers rework some of the tales’ gruesome details?

- ☐ **A.** The king forced them to. ☐ **C.** Wilhelm’s wife begged him to.
- ☐ **B.** They wanted to sell more books. ☐ **D.** Mrs. Grimm was disappointed.

4. What was the main goal of the brothers’ work?

- ☐ **A.** to be invited to big parties ☐ **C.** to get jobs as professors
- ☐ **B.** to stand up to the king ☐ **D.** to help preserve culture

DIRECTIONS: Answer the question below. Use complete sentences.

5. How do you think the brothers’ love of reading helped them in their careers?

RISE

Classics/Retellings

- King Odysseus and the Cyclops
- An Occurrence at Owl Creek Bridge
- Stuck Together
- A Grimm Tale 

Crime/Mystery

- The Right Words
- Sink or Swim
- Starlight
- History of the FBI 

Financial Literacy

- Give Her Credit
- Inheritance
- Start-Up
- The Stock Market 

Inspiration

- Change of Plans
- Perfect Pitch
- Pride
- The Special Olympics 

Tragedy

- Getaway Car
- Wildfire
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- PTSD 