

Teacher's Manual

Instruction Coach

English Language Arts

Dear Educator,

Instruction Coach has been built to meet the new, higher standards for English Language Arts and contains the rigor that your students will need. We believe you will find it to be an excellent resource for comprehensive instruction, practice, and assessment.

The Triumph Learning Team



Instruction Coach, English Language Arts, First Edition, Grade 6, Teacher's Manual
536NATE

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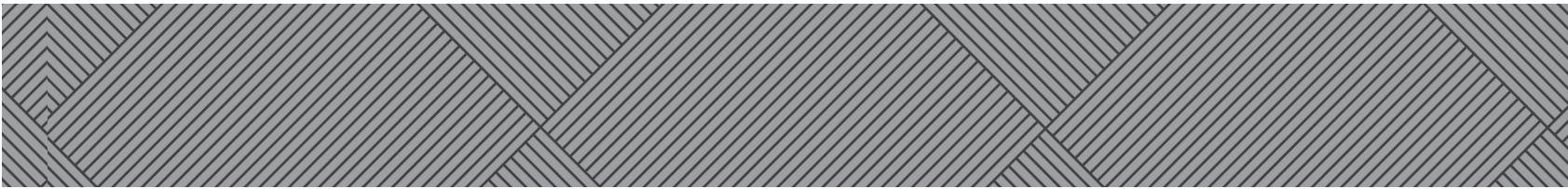
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Introduction

Welcome to *Instruction Coach*, a supplemental reading curriculum program designed to provide differentiated instruction for English Language Arts. The program's purpose is to bring on-level students where they need to be to meet the rigors of today's classroom. Differentiated instruction meets the needs of learners with a wide range of proficiency within one classroom.

The program consists of four components:

- consumable Student Edition
- comprehensive Teacher's Manual
- Independent Leveled Practice Reading Selections
- Benchmark Assessments

Student Edition

The Student Edition incorporates genre-specific reading and writing lessons that cover skills in a holistic, contextualized way.

Reading Lessons

Each reading lesson provides instruction through the use of a teacher-modeled passage and covers a cluster of applicable skills and strategies. The basic instructional model is the research-proven, three-step "gradual-release model":

- 1. Listen and Learn** The teacher presents skills to the class in the context of a passage, modeling the thought process a proficient reader would use to understand the passage.
- 2. Share and Learn** Students work in small groups to analyze a scaffolded second text and called-out vocabulary, applying the skills they learned in their whole-class work as well as key review skills.
- 3. Read On Your Own** Students read leveled passages independently, then answer questions about them to demonstrate comprehension.

Assigning the Independent Leveled Practice Reading Selections

Each reading lesson in the Student Edition has a corresponding Independent Practice Reading Selection. The Independent Practice Reading Selection is available in three versions written at different reading levels to meet the needs of a wide range of students. Level 1 passages are written below grade level; Level 2 passages are written at grade level; Level 3 passages are written above grade level. The comprehension questions are the same for each leveled passage within a selection, so regardless of reading level, all students have the opportunity to apply higher-level critical thinking skills and strategies independently. (Exception: In the Reading Poetry lesson, three different poems, at three different reading levels, are provided to give students the opportunity to read poetry independently. In this case, the comprehension questions are specific to the poem.)



Writing Lessons

Each writing lesson provides instruction through the use of an exemplar passage, called a mentor text, followed by modeled organizational and drafting activities, and covers a cluster of applicable skills. All writing lessons start with an introduction to the writing type. Then the teacher models a successful student mentor text. As a class, the teacher and students analyze this mentor text's features and discuss what makes it a proficient example of the writing type. The teacher walks students through a vocabulary activity. Then students are given their own writing assignment.

The rest of each writing lesson walks students through addressing the writing assignment using a seven-step writing process:

1. **Get Ready** [Brainstorm/Take Notes on Research]: Depending on the writing type, students are either given a graphic organizer to assist in brainstorming or research pieces to mine for information.
2. **Organize** Using the mentor text as an example, the teacher models organizing an essay around an appropriate text structure, and students use graphic organizers to organize their own writing.
3. **Draft** Teachers walk students through a brief lesson. Then students draft their own essays.
4. **Peer Review** Students work in pairs to review their peers' work and provide feedback using a project-specific feedback form.
5. **Revise** After being guided through some modeled revisions, students revise their own work based on the feedback from their peers.
6. **Edit** The teacher and students work through a lesson on one or more grammar and mechanics topics. Then students edit their writing for grammar, usage, and mechanics.
7. **Publish** Students publish their drafts in final form with suggestions provided for digital delivery.

Teacher's Manual

The Teacher's Manual provides English Language Arts skills charts correlated to the appropriate lesson in the Student Edition. It also provides detailed support for every reading and writing lesson. Reduced Student Edition pages are included on pages requiring teacher-led, whole-class instruction.

The Teacher's Manual also includes extension activities. These activities emphasize communication and collaboration. Each activity includes a rubric that addresses both the content and the presentation of the completed project.

Benchmark Assessments

The Benchmark Assessments will help you assess your students' grasp of the skills taught in the *Instruction Coach* program. There are five Benchmark Assessments. Each assessment contains skills taught within a section of the Student Edition and reviews skills from a previous section. The final Benchmark Assessment is summative and reviews the skills taught throughout the program. Performance on these assessments will indicate whether a student has mastered the content of the lessons covered by each Benchmark Assessment.

Each assessment includes four reading comprehension passages, one language arts passage with intentional errors, multiple-choice and open-ended questions, and a writing prompt. The outline below indicates when to assign each benchmark assessment.

Lesson 1: Reading Literary Nonfiction

Lesson 2: Writing Personal Narratives

Assign **Benchmark Assessment 1**

Lesson 3: Reading Fiction

Lesson 4: Reading Historical Texts

Lesson 5: Writing Fictional Narratives

Assign **Benchmark Assessment 2**

Lesson 6: Reading Drama

Lesson 7: Reading Scientific and Technical Texts

Lesson 8: Writing Informative Texts

Assign **Benchmark Assessment 3**

Lesson 9: Reading Poetry

Lesson 10: Writing Responses to Literature

Lesson 11: Reading Persuasive Nonfiction

Lesson 12: Writing Opinion Pieces

Assign **Benchmark Assessment 4**

Assign **Summative Assessment**



Peer Group Discussions

In each reading lesson, students will participate in a peer group discussion by reading a passage, answering questions about it, and discussing the lesson's Discussion Questions. Use the following guidelines to introduce to students the rules, roles, and expectations for participating in a peer group.

Discussion Guidelines

As you begin to implement the program, work with students to create a list of rules by which they should abide when participating in group discussions. Post the rules prominently so that students can refer to them as needed. Review with students why it is important that each member of a group follows the same rules. Consider the following rules for discussion:

- Give your full attention to the person who is speaking. Make eye contact.
- Only one person speaks at a time.
- Do not interrupt when a person is speaking.
- It is OK to disagree with someone politely.
- It is not OK to criticize someone's opinion.
- Do not laugh when a person is speaking.
- Encourage everyone in the group to participate.
- Stay focused on the task.
- Fulfill the role you are assigned.

During peer group discussions, circulate to answer questions and be sure that students are following the established rules and are staying on task.

Discussion Roles

Each member of a peer group should have an assigned role and a specific task to complete during the discussion. Discuss with students the specific expectations for each role. Display the description and expectation of each role next to the rules in your classroom.

- **Facilitator** keeps the group on task by leading the discussion of the Consider, sidebar callout, and Discussion Questions; asking questions; and making sure each student participates.
- **Note-Taker** records the group's answers to the questions that the group has about the passage and possible answers to those questions.
- **Word Watcher** reviews the vocabulary words that appear before the Share and Learn passage and ensures that each student understands the meaning of each word.
- **Presenter** concludes the group's discussion of the Consider, sidebar callout, and Discussion Questions, and shares the group's final thoughts with the rest of the class. (In groups of three, the facilitator and presenter can be the same student.)

Remind students that although they have been assigned a role, it is their responsibility to share their opinions, to make sure each student gets a chance to speak, and to make sure the group stays on task.



Managing Peer Group Discussions

You can run peer-group discussions using the Share and Learn passages in several ways. Divide the class into groups of four students each. The following are suggestions and should be adapted to meet the needs of your classroom.

- **Reviewing the Rules** Review the rules you have established with the class. Remind students that a successful and productive discussion requires students to be prepared, respectful, and on task.
- **Assigning Roles** You may choose to allow students to assign roles within their own groups, or you may want to assign roles to students whose strengths are best suited to the particular role.
- **Reading the Passage** Allow groups to decide if they would like one student to read the passage aloud to the group, take turns reading parts of the passage aloud, or read alone silently. Each student should answer the questions and take notes in the sidebars as they read. If groups decide to read aloud, remind them that they should stop to allow readers to make notes and answer questions as they go through the text.
- **Vocabulary** The word watcher should lead the discussion about the vocabulary words in the passage. As you walk around the classroom during the discussions, check in with the word watcher to make sure students have a correct understanding of the vocabulary.
- **Answering Questions** Students should answer all questions in the Student Edition. Remind students that they should record their answers to the questions in their own books. The note-taker will record the group's answers on a copy of the handout on the next page.
- **The Facilitator** The student in this role should encourage students to ask each other questions about their ideas and to support their ideas with examples from the text. Remind students that it's OK to disagree, but to be considerate by asking for clarification, offering their own opinions supported by the text, and acknowledging that other people might have different insights.
- **Sharing Responses** Having groups share their discussions ties the activity together. Students will be interested to hear what their peers discussed in other groups.

Once the time you have allotted for peer group discussion is over, check to see if any group has questions about the sidebar prompts. After confirming students' understanding, have the whole class discuss their responses to the Consider and Discussion Questions. You may want to have each group present its answer for each question in turns, or you can continue the discussion by having a presenter express the group's most interesting idea. Act as a moderator, and make sure each group gets to share its opinions and to ask about other groups' conclusions. Remember that there is no single correct answer to the Consider and Discussion Questions, so encourage students to share freely their ideas.



Peer Group Discussion Recording Sheet

Lesson _____

Selection _____

Facilitator _____

Note-Taker _____

Word Watcher _____

Presenter _____

Record your group's thoughts about the Consider Questions on the lines below.

1. _____

2. _____



Record your group's answers to the Discussion Questions on the lines below.

1. _____

2. _____

Record any other questions or ideas your group came up with during your discussion.



Peer Writing Conferences

Remind students that peer reviews are supposed to be productive discussions. Here are some reminders to give your students before they begin working with their partners.

When giving feedback:

- **Be positive.** Be sensitive to your partner's feelings. Start by giving positive feedback about something specific in the work. Don't tell your partner only that something needs fixing, but explain why you think it needs improvement, and offer some suggestions for fixing it. You could also ask questions to help the writer explain why he or she wrote what he or she did rather than saying the writing was unclear. Also, look for good points to mention.
- **Remember your audience.** Keep an open mind when reviewing a partner's work. Maybe your partner has written a personal narrative about his or her dog, but you prefer cats. In the peer review process, your personal likes and dislikes don't matter. What matters is the audience the writer is trying to reach. So even if you don't agree with your partner's opinion or choice of topic, try to stay objective when making comments on the writing.

When getting feedback:

- **Listen objectively.** Be receptive to your reviewer's comments. Listen attentively. Don't argue with your reviewer, but feel free to discuss his or her feedback politely and calmly.
- **Use your judgment.** Use your own judgment about the comments your partner made. Keep the purpose of your writing and your audience in mind when deciding whether your partner's suggestions are good ones. You don't have to take every suggestion, but you should always try to be receptive.



Word Maps to Build Vocabulary

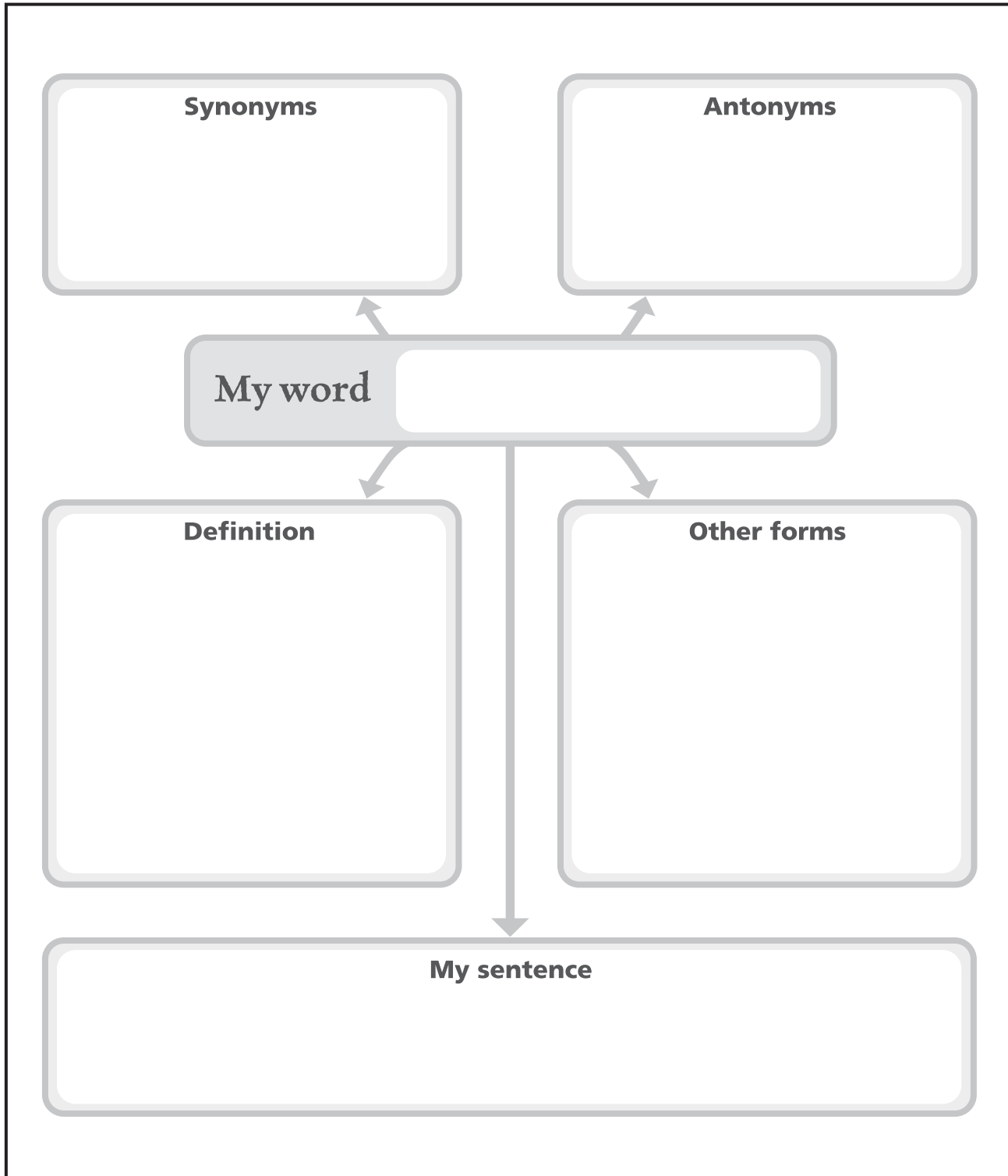
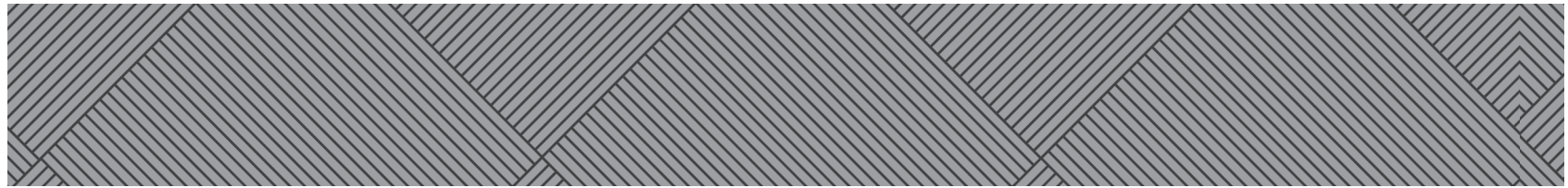
Expanding students' vocabulary is crucial for improving their reading comprehension. A word map is a useful tool for developing students' vocabulary base. It is a graphic organizer that prompts students to think about vocabulary words and concepts in a variety of ways, giving them definitional and contextual understanding. By using word maps, students utilize their prior knowledge to explore the facets of a word or term.

Most word maps ask students to define a word, list synonyms and/or antonyms, and use the word in a sentence of their own creation. Some ask students to draw a picture of the concept. This format helps visual learners explore the meanings of words in depth.

How to Use the Word Map

Use the word map to introduce the vocabulary words that appear in each Share and Learn passage in the reading lessons. As part of your whole-class instruction, model how to complete the map with one of the highlighted vocabulary words from the passage.

1. Direct students' attention to the word list and word map.
2. Have students put a target word in the central box.
3. Have students suggest words or phrases to put in the other boxes by asking them such questions as "What is it?" and "What is it like?" and "What are some examples?" Note that not all words lend themselves to every box on the word map. For some words, students will be unable to complete all the boxes. Use these occasions to have students explain why the particular word doesn't suit the activity.
4. Model how to write a definition by synthesizing all the information in the word map.
5. Have students create word maps for the remaining vocabulary words as part of their peer group discussions. Have them create the maps in their notebooks, or provide them with blank copies of the map. A reproducible version appears on the next page.





Freewriting

Freewriting is a prewriting and drafting technique designed to get ideas flowing. During a freewrite, a student is instructed to write without stopping for a specified brief period of time, usually about five minutes, without worrying about grammar, spelling, or organization. A freewrite is used as an idea starter or to allow students to record broad ideas about a topic. Freewriting differs from brainstorming; in freewriting, students write continuously in phrases and sentences to form a paragraph, while in brainstorming, they list and group ideas, often in a graphic organizer.

How to Use Freewriting Activities in the Classroom

Read the introductory paragraph on the first page of each writing lesson with the class. Lead a brief discussion of it, and then read the Essential Question. Then allow students five to ten minutes to complete a freewrite in response to the Essential Question.

Remind students that their writing can be very rough because the main purpose is to gather ideas. As they are working, circulate to ensure that students remain on task.

As a group, discuss students' freewrite responses after they complete the activity.



Teacher-Student Writing Conferences

Writing conferences are meetings held with individual students to discuss their writing. They last about five minutes each. Their goal is not to fix students' writing but to teach them the strategies or techniques they need to fix it themselves. Writing conferences should teach students to write well independently by leading them to assess their own work as they write.

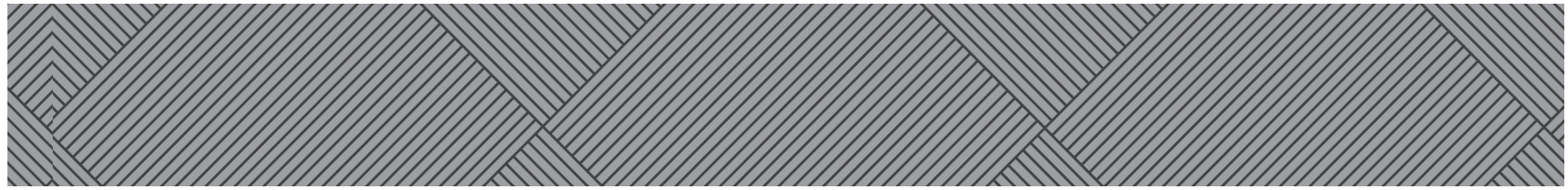
Hold writing conferences during class, while students are working on their writing assignments. You can move a chair from desk to desk to sit near each student, or you can designate a separate table for the task.

Conducting Writing Conferences in the Classroom

During a writing conference, have the student's writing in front of you both. Frame the conference as a conversation, with both you and the student talking as well as listening.

1. Determine where in the writing process the student is, and assess how well the student is handling the tasks required at that stage. To do this, ask the student open-ended questions about his or her writing or the process being followed.
2. Once you have determined how well the student is progressing, ask follow-up questions to help you narrow down tasks with which the student needs help. Provide the student with feedback, pointing out things that are being done well and things that require work.
3. Use the student's answers to your questions in combination with a quick review of his or her work to determine a relevant writing strategy or technique to teach.
4. Conclude the conference by asking the student to summarize how he or she will utilize the strategy you just taught.

After each conference, record notes on the student's progress on a sheet like the one on the next page. Note any areas with which the student is struggling and the strategies you suggested. This will help you to record each student's progress throughout the year.



Week of: _____

Student	Writing Type	Student Needs	Strategy

Week of: _____

Student	Writing Type	Student Needs	Strategy



INSTRUCTION COACH Teacher's Manual

English Language Arts, Grade 6

Reading Literary Nonfiction

Focus Skills

- > Make Inferences
- > Cite Evidence
- > Central Idea
- > Analyze Author's Technique
- > Figurative Language
- > Connotation and Denotation
- > Primary and Secondary Sources
- > Context Clues
- > Use Reference Sources
- > Predict Word Meaning
- > Analogy
- > Engage in Collaborative Discussion

Review Skills

- > Cause and Effect
- > Compare
- > Chronology

Reading Selections

Listen and Learn *The Greatest Show on Earth*6

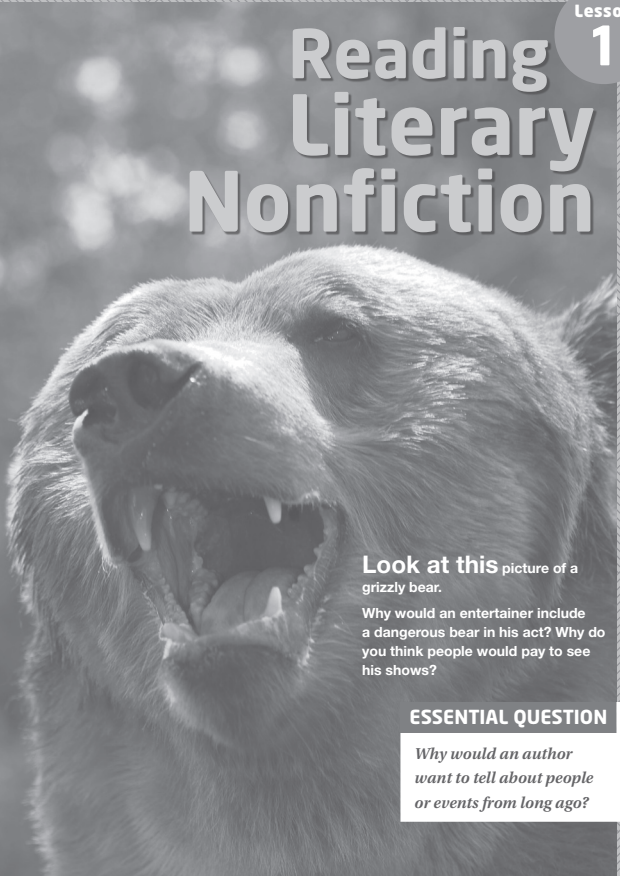
Share and Learn *from "Chapter IV: Old Grizzly Adams"*
in The Humbugs of the World 12

Read On Your Own *The Life and Adventures*
of Alexandre Dumas [Online](#) [Handout](#)

Whole Class **Listen and Learn**

The Greatest Show on Earth Student Edition page 5

Direct students' attention to the photograph of the grizzly bear. Lead a discussion about why people might want to see an entertainer's show featuring a dangerous bear.



Lesson 1

Reading Literary Nonfiction

Look at this picture of a grizzly bear.

Why would an entertainer include a dangerous bear in his act? Why do you think people would pay to see his shows?

ESSENTIAL QUESTION

Why would an author want to tell about people or events from long ago?

Lesson 1 • Reading Literary Nonfiction 5

Why is it important to learn about people and events from the past?

Possible responses: Learning about people and events from the past can provide background and give us knowledge about the people, places, and events of today. When we learn the story behind something, it helps us better understand and explain what we know today.

How does learning about history teach us about our daily lives?

Possible responses: Learning about history can help us make decisions about what to do or where to go. Learning about interesting people, events, or places from the past may inspire us to explore similar, present-day people, events, and places to see how they have changed or remained the same.

Essential Question

Read the Essential Question aloud. Tell students to keep it in mind as they read the lesson selections.

Possible response: An author might look back into the past to explain how people or events from long ago are similar to people and events today or why people are the way they are.

The Greatest Show on Earth Student Edition pages 6–7

Read the biography straight through with the class. Then read it a second time, using the Think Alouds with the class to model the process of thinking through the questions.

Think Aloud

PRIMARY AND SECONDARY SOURCES

Paragraph 1 includes a quotation from P. T. Barnum, but the author was not present to hear Barnum say those words. I know this because the author says, “There is no proof that he did . . .” and “It fits with what is known about his life.” These statements show that the author is reporting information that may or may not be true based on research, not experience. Therefore, the paragraph is a secondary source.

FIGURATIVE LANGUAGE

I know that figurative language is not literal, so I can look for other words nearby to help me determine the meaning of the phrase “conjures up.” The words thinking and images suggest that “conjures up” might mean “brings to mind.” The author and the audience were not present during any of P. T. Barnum’s shows, so they can only imagine what they must have looked like based on secondhand accounts and photographs.

Listen and Learn


Consider ▶ What was the relationship between P. T. Barnum and Grizzly Adams?
How were Barnum and Adams alike, and how were they different?

The GREATEST SHOW on EARTH

PRIMARY AND SECONDARY SOURCES A primary source is a document written or created by someone who experienced an event. An autobiography is an author’s life story. Other primary sources include letters, interviews, speeches, and diaries. A secondary source is written by someone who was *not* part of an event. Secondary sources include textbooks, biographies, and articles that discuss or report events based on information in primary sources. How can you determine whether paragraph 1 is a primary or secondary source?

1 “There’s a sucker born every minute!” Many believe P. T. Barnum exclaimed this during his lifetime. There is no proof that he did, but it’s easy to understand why such an exclamation would be attributed to Barnum. It fits with what is known about his life and his interactions with James “Grizzly” Adams.

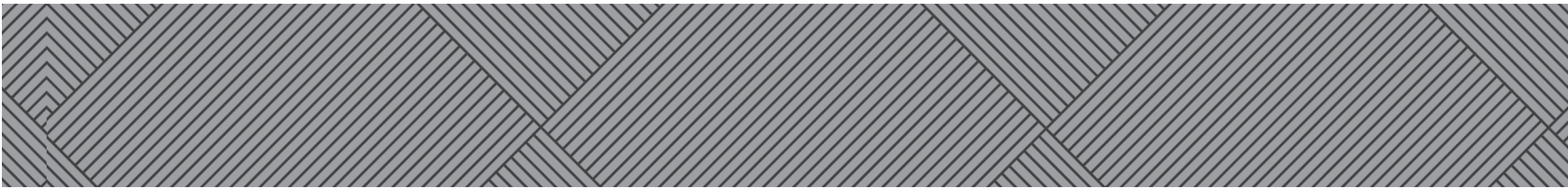
Thinking of Barnum might make you think of a three-ring circus and The Greatest Show on Earth. Thinking of Grizzly Adams conjures up images of huge, menacing bears. The great entertainers Barnum and Adams were an important part of nineteenth-century American culture.



Phineas T. Barnum

FIGURATIVE LANGUAGE The meaning of a figurative expression is not determined by knowing the meaning of each word in it. The phrase *conjures up* means “to make appear magically,” but it does not mean that in paragraph 2. It is a figure of speech, a type of figurative language. Other types include simile (which uses *like* or *as*), metaphor, and personification. What is the meaning of *conjures up* in paragraph 2?

6 Lesson 1 • Reading Literary Nonfiction



Listen and Learn

In your mind, travel back to the nineteenth century in the United States, a period when the Industrial Revolution allowed Americans more leisure time, when people were looking for entertainment. P. T. Barnum was right there to fill the bill.

Barnum made a sport—and a living—out of hoaxes. He enticed others to pay to see his attractions, some real and some not so real. People came to see trained fleas, parading elephants, and a 161-year-old woman!

5 His star attraction, however, was an African elephant named Jumbo. Some people believe that the word *jumbo* didn't exist before Barnum. In fact, Jumbo was already the elephant's name when Barnum bought the animal for his circus. Barnum kept the name Jumbo and used it to advertise his star attraction. The word *jumbo* became a frequently used word in the English language as a synonym for *enormous*.

CONTEXT CLUES Context clues are nearby words and phrases that help you figure out the meaning of an unknown word or phrase. What context clues help you figure out the meaning of the figurative expression *fill the bill* at the end of paragraph 3?

CONNOTATION AND DENOTATION A word's denotation is the dictionary meaning of the word. A word can also have a connotation; it can imply a judgment or an emotional meaning. For example, the word *inferno* means "a fire." But *inferno* has the connotation of a huge, uncontrollable, destructive fire. What word in paragraph 5 has the connotation of "something bigger than can be described"?



Think Aloud

CONTEXT CLUES

Based on nearby sentences and phrases such as "people were looking for entertainment" and "P. T. Barnum was right there," I can guess that "fill the bill" means Barnum was there to provide the entertainment that people were looking for.

CONNOTATION AND DENOTATION

The author calls out the word *jumbo* and explains how it became a frequently used word in the English language as a synonym for *enormous*. *Jumbo* was the name of the large elephant that Barnum bought, and the name became the word used to describe something that was enormous—in this case, the size of the elephant. It makes sense that the word *jumbo* could also have the connotation of "something bigger than can be described."

The Greatest Show on Earth Student Edition pages 8–9

Think Aloud

ANALOGY

I can reread the text to look for two relationships that the author compares. I already learned about the importance of Jumbo to Barnum and how Jumbo was the star of Barnum's show. Knowing this, I search for another relationship between a person and an animal. General Fremont is the name that Grizzly Adams gave to the grizzly bear that was the star of his show. Jumbo was to Barnum as Fremont was to Adams.

CENTRAL IDEA

In paragraphs 7–9, the focus is on Adams's grizzly bear show and the agreement with Barnum to manage his show. This central idea reveals the similarities between Adams and Barnum. Both men had a great desire to entertain. They eventually became friends because of their shared passions and interest in the entertainment business.

CITE EVIDENCE

I know that evidence includes examples and details to support an idea, so I search for an example or detail related to Adams's grizzly bear show. The author includes an interesting, creative detail in the sentence "Adams and his grizzlies stood on the wagon, with Adams 'riding' on Fremont's back." This evidence gives me a sense of how entertaining Adams's shows must have been.

PREDICT WORD MEANING

Fanfare could mean "a great display," based on details such as "huge tent" and "Menagerie." I can imagine the great display Adams's audience would have witnessed. The text says that "an open wagon followed a marching band." Fanfare might also be a word for a special song or tune played at an event. In the context of the paragraph as a whole, fanfare probably refers to a spectacular display of music and entertainment here.

ANALOGY An analogy compares relationships between two different sets of things; for example, *paw* is to *cat* as *hoof* is to *horse*. Complete this analogy from the information in paragraph 7: *Jumbo* was to *Barnum* as _____ was to *Adams*.

CENTRAL IDEA The central idea is the most important idea in a passage, or what the passage is mostly about. What are paragraphs 7 through 9 mostly about? What does the passage tell you about Barnum and Adams?

CITE EVIDENCE What examples from paragraph 9 support the central idea? What examples from paragraph 9 show the author is telling the story in a creative way?

PREDICT WORD MEANING To predict word meaning, you can look at parts of a word and think about nearby words and phrases. When you first see the word *fanfare* in paragraph 9, what do you think it means? Why? After you read the sentence, do you find that the word means what you had predicted? Explain.

By the mid-1800s, Barnum was showing attractions at Barnum's American Museum in New York City. There, he and Grizzly Adams met to talk about an entertainment deal.

Adams had earned his nickname, "Grizzly Adams," while hunting and trapping grizzly bears in the mountains in and around California. Adams's "Jumbo" was a grizzly named General Fremont. General Fremont and other bears traveled with Adams to New York.

Barnum wrote about Adams, who would grow to be a close friend, saying Adams was nearly as wild as the beasts he hunted and trapped. The two struck an agreement for Barnum to manage Adams's grizzly bear shows in New York.

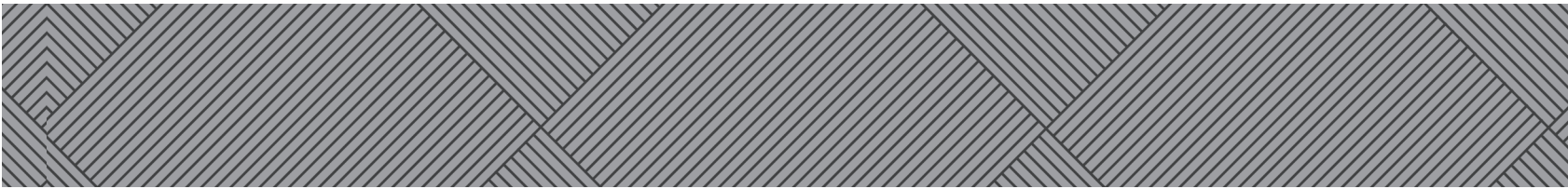
Barnum had a huge tent set up for the advertised California Menagerie.¹ The show opened to fanfare in the street. An open wagon followed a marching band. Adams and his grizzlies stood on the wagon, with Adams "riding" on Fremont's back.

Adams's show attracted thousands of paying customers. After six weeks, though, a combination of injuries and fever sent Adams to bed. A doctor advised him he would not survive much longer. But Adams said he was strong; he gradually improved.

Adams wanted to take the show on the road, but Barnum advised against it. He thought Adams was too ill to continue performing. Insisting that he was healthy enough to continue, Adams asked for a bonus for completing the road tour. Barnum jokingly offered \$500—a fortune at that time—because he never thought Adams would live long enough to complete the road tour. Adams accepted. He also accepted a new hunting suit from Barnum for the shows. Adams said, "Mr. B., I suppose you're going to give me this new hunting-dress."



¹*menagerie* a collection of wild or unusual animals shown in an exhibition



Listen and Learn

Retorting in their typical jovial banter, Barnum replied, "Oh no. I got that for your successor, who will exhibit the bears tomorrow; besides, you have no possible use for it."

Adams convinced Barnum to let him keep the suit until he was "done with it." Thinking Adams would be done with it soon, Barnum agreed. But Adams got the last laugh.

Adams made it through the ten weeks of shows on the road, although his health was failing. Barnum paid the bonus. Knowing he would not survive much longer, Adams asked his wife to be certain he would be buried in the hunting suit, and he was. He used it until he was "done with it" and then some. While Adams did not survive, stories of the jovial bond between P. T. Barnum and Grizzly Adams certainly did.

USE REFERENCE SOURCES

A reference source, such as a dictionary, thesaurus, or glossary, can help readers understand content. In paragraph 12, the author uses the word *jovial* to describe the relationship between Barnum and Adams. Which resource would be the best for finding the meaning of *jovial*?

ANALYZE AUTHOR'S TECHNIQUE

Literary nonfiction provides facts and information in a creative way. Often the author includes entertaining examples and stories to engage the reader. Look at paragraph 14. How does the author entertain the reader?

MAKE INFERENCES

When making an inference, a reader uses facts that are stated to support an understanding or an idea that is not stated. Why did the stories about the bond between Barnum and Adams survive? What information in the selection supports your answer?



Think Aloud

USE REFERENCE SOURCES

If I do not know the meaning of a word, I can use a dictionary to determine its meaning. A glossary can also provide definitions, but often a glossary only includes content words that are specific to the topic. Jovial is used to describe the word banter, so it is not a content word. A dictionary would be the most helpful reference source in this case in determining the meaning of the word jovial.

ANALYZE AUTHOR'S TECHNIQUE

The author includes a detail about how Adams asked his wife to be certain he was buried in the hunting suit that Barnum gave him. This example provides a point of interest and humor.

MAKE INFERENCES

When I make an inference, I need to find facts that support it. Throughout the text, the author focuses on the strong relationship and bond between Barnum and Adams. The author initially says that "Barnum wrote about Adams, who would grow to be a close friend." The author also includes humorous dialogue to show that Barnum and Adams had a deep friendship, as in the following sentence: "Mr. B., I suppose you're going to give me this new hunting-dress." These facts support the inference that Barnum and Adams shared a well-known and long-lasting bond.

The Greatest Show on Earth Student Edition page 10

Read the directions aloud. Have students discuss different examples of figurative language using the example sentence as a model. Then have them complete the chart and write a sentence with figurative language to describe the relationship between Barnum and Adams.

Sample answers

- B. Example:** "Adams was nearly as wild as the beasts he hunted and trapped."
Meaning: Adams was untamed and unpredictable.
- C. Example:** "But Adams got the last laugh."
Meaning: The joke was on Barnum, because Adams ended up living longer than expected and was buried in the suit.
- D. Possible response:** Barnum and Adams were two peas in a pod.

Listen and Learn

Comprehension Check

Look back in "The Greatest Show on Earth" to note uses of figurative language. Use the graphic organizer to write three sentences from the selection that include this kind of language. In your table, explain the meaning of the figurative language. Then use figurative language in a sentence to describe the relationship between Barnum and Adams.

Example of Sentence with Figurative Language	Meaning
A. "There's a sucker born every minute!"	There are many people who are easy to fool.
B.	
C.	

D. Write a sentence using figurative language that describes the relationship between Barnum and Adams.

10 Lesson 1 • Reading Literary Nonfiction

Review Skills

Before dividing students into peer groups, reteach any of these concepts with which students are struggling. Questions based on these review skills appear in the Share and Learn questions that scaffold the passage.

cause and effect	a relationship that shows how an event happens as the result of another event in a text
compare	to examine the ways people or things are alike and different in a text
chronology	the time order, or sequence, of events in a text

Vocabulary

Use word maps to introduce the vocabulary words that appear in the Share and Learn passage that follows. As part of your whole-class instruction, model how to complete the maps with one of the vocabulary words from the passage. Have students complete word maps for the remaining words as part of their peer groups. More information on using word maps, as well as a blank reproducible, appears on pages xv–xvi.

Sample answers

My word: *invincible*

Synonyms: *indestructible, unbeatable*

Antonyms: *weak, vulnerable*

Definition: *too strong to be defeated*

Other forms: *invincibility*

My sentence: *The boy became an invincible superhero when he put on his magic armor.*

Peer Group **Share and Learn**

Old Grizzly Adams Student Edition pages 12–14

Now have students break into groups and read the Share and Learn passage together.

Peer Group Learning Checklist

For general information about setting up cooperative learning groups, see pages x–xiii in the introduction.

Before class . . .

- ✓ Decide how you will group students. For this selection, each group should have three students; heterogeneous grouping is recommended.

During class . . .

- ✓ Review the directions with the class before assigning students to groups.
- ✓ Assign students to groups, and assign students in each group to lead discussions, take notes, review vocabulary, and present ideas to the class. Give them thirty minutes to read, review, and discuss the passage, and to respond to the questions.

- ✓ As students in each group work together, circulate around the room. Use questions like the ones provided on the Student Edition pages to check for understanding.
- ✓ As groups discuss the selection, make sure students are taking notes and displaying their answers. Check that they understand and can use the vocabulary words correctly.

Possible answers to the questions are below.

Sample answers

Page 12, CONNOTATION AND DENOTATION—

The connotation of the word *perils* is negative; it conjures up thoughts of great danger or unimaginable risks.

Page 12, CAUSE AND EFFECT—James Adams's nickname is "Grizzly" because he hunted, captured, and displayed many grizzly bears.

Page 13, FIGURATIVE LANGUAGE—"Old Adams had trained all these monsters" and "they were as docile as kittens" are examples of figurative language. "Old Adams had trained all these monsters" means the bears were ferocious and terrifying. "They were as docile as kittens" means the bears became submissive after being trained by Adams.

Page 13, COMPARE—Bears are normally quite dangerous to be around, but Adams worked to train the bears until they became calm and easy to control. Humans are never completely safe around wild animals, because wild animals are unpredictable.

Page 13, PRIMARY AND SECONDARY SOURCES—This passage is a primary source because P. T. Barnum is the author, and he is giving an account of real events he experienced. It is autobiographical.

Page 13, ANALYZE AUTHOR'S TECHNIQUE—Barnum is saddened by the fact that Adams may live only six more months. Barnum writes, "This was spoken as coolly as if he had been talking about the life of a dog." This comment demonstrates the different reactions the two men had to the news that Adams may soon pass away.



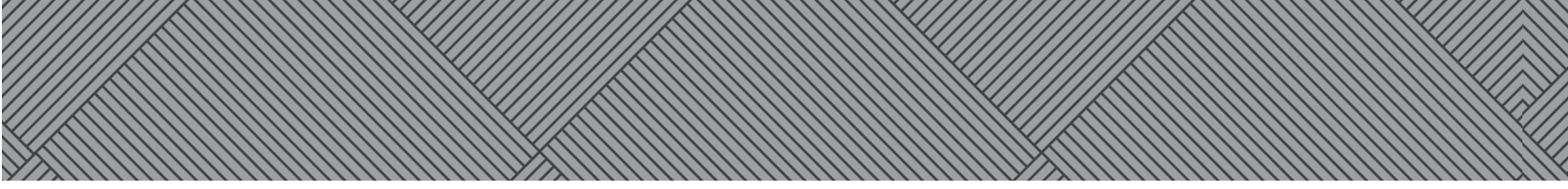
Sample answers continued

Page 14, MAKE INFERENCES AND CITE

EVIDENCE—Grizzly bears might hit or bite Adams occasionally because they are wild animals, and even though Adams had trained them, wild animals can never be fully trained and controlled.

Page 14, CHRONOLOGY—The conversation occurred after the events in the last two paragraphs, because Adams is reflecting on the events that led to his current state.

Page 14, CENTRAL IDEA—Barnum respects Adams and the amazing work he did with grizzly bears. He says that Adams was “an extraordinary character” and “truly one of the most striking men of the age.” Yet his message is also that Adams’s amazing feats cost him his life: “. . . the training of these animals was no fool’s play . . . while teaching them ‘docility,’ finally cost him his life.”



Old Grizzly Adams Student Edition pages 15–16

Now that your students have read “Old Grizzly Adams” together, have them complete the Discussion Questions as a group. Then have them answer the Comprehension Check questions on their own.

DISCUSSION QUESTIONS

1. The author of the first article describes the bond between P. T. Barnum and Grizzly Adams as “jovial.” Based on Barnum’s descriptions in the second article, “Old Grizzly Adams,” what is another word you could use to describe their friendship? Support your answer with details from the text.

Evaluation Guidelines:

- Responses maintain a clear focus in choosing a word to describe Barnum and Adams’s friendship and explaining that choice using evidence from the text.
- Answers will vary, but they must be supported by relevant and accurate details from the text. For example, if the word “honest” is chosen to describe their relationship, a supporting sentence might be: “I remarked that I thought that was a dangerous wound, and might possibly prove fatal.”
- Answers are written in paragraph form and use proper grammar to convey ideas effectively.

2. How does each article treat the subject of Adams’s early death? Support your answer with details from both texts.

Evaluation Guidelines:

- Responses maintain a clear focus in explaining how both articles deal with the subject of Adams’s death.
- Answers will vary, but they will likely touch on how each article described Adams’s early death not as a tragedy but as a fitting end for such a fearless person. Most important, answers must be supported by relevant and accurate details from the texts.
- Answers are written in paragraph form and use proper grammar to convey ideas effectively.

COMPREHENSION CHECK

1. “The Greatest Show on Earth” is a secondary source. It is a researched text that interprets historical information about P. T. Barnum and James “Grizzly” Adams. “Old Grizzly Adams” is a primary source. It is an excerpt from an autobiographical book written by P. T. Barnum, who experienced the events he described.
2. If Adams had traveled to New York immediately after he captured the bears, Barnum would not have wanted to do shows with Adams, because the bears would have been untrained. If Adams had tried to show off the bears, the shows would not have been successful, and Adams and others could have been seriously injured.
3. Adams was not the man he once was because he had been injured so frequently. He thought he was good for another few months because he believed he was strong—even after being injured so many times.



Independent **Read On Your Own**

The Life and Adventures of Alexandre Dumas

Assign one level of the independent reading passage and its associated comprehension questions to each student based on his or her reading level. The passage can be read in class or as homework.