

## Unit Structure

**Introduction** This tutorial examines the organization of textbook units in Prentice Hall Literature for Grades 6–10. It looks at how the online lesson activities parallel those in the Student Edition, and it discusses the Diagnostic Test and frequent progress monitoring.

**Apply Information to Your Grade Level** This guide uses Grade 7 materials as an example, but everything discussed is applicable to all grade levels. Focus on the purpose of the activities rather than the content to easily apply this material to any grade level. Lesson activities and teaching resources are similar for every unit.

**Unit Features** Open to the Student Edition table of contents in the Teacher’s Edition. Every unit is organized into different features. These features include introducing the unit, Selection Choices, Informational Texts, Comparing Literary Works, Writing Workshops, and end-of-unit activities.

The unit introduction includes introducing the Big Question and the unit genre and author. The Selection Choices feature includes a pair of leveled selections so the teacher can choose text that is appropriate for the students’ abilities while teaching all students the selection skills. The literature includes both classic and contemporary selections.

### Selection Choices

Selection Skills	Context Clues: Unlock Meaning • Narrative Text	
Cynthia Rylant	Papa’s Parrot	SHORT STORY 26
Literature in Context:		
Jean Fritz	Do Parrots Like Rocky Understand Language?	INFORMATIONAL TEXT 29
	mk	AUTOBIOGRAPHY 34
Integrated Language Skills		46

The Informational Texts feature has students applying the selection skills to real-life applications in a variety of nonfiction forms, such as interviews, Web sites, and editorials.

Comparing Literary Works deepens students’ understanding of the genre as they analyze a specific literary element in two or more selections.

### Comparing Fiction and Nonfiction

**Fiction** is prose writing that tells about imaginary characters and events. Novels, novellas, and short stories are types of fiction.

**Nonfiction** is prose writing that presents and explains ideas or that tells about real people, places, objects, or events. News articles, essays, and historical accounts are types of nonfiction.

While one is fiction and the other nonfiction, the selections here are both examples of **narrative writing** that include these elements:

- a narrator who tells the story
- characters, or people living the story
- dialogue, or the conversations that the characters have
- story events that make up the action

The excerpt from *Barrio Boy* tells about an important real event in the writer’s life. In contrast, “A Day’s Wait” is the story of an imagined boy on a single day. As you read, use a chart like the one shown to note ways that the works are similar and different.



The Writing Workshops incorporate both the writing process and writing for assessment. Every leveled selection includes a Work in Progress prewriting activity. Students then use this writing during the workshop as they develop their ideas into full-length compositions.

**Writing Workshop: Work in Progress**

**Prewriting for Descriptive Essay** Think of a memorable place. List five qualities or features that make it special for you. Pick one or two items from this list, and jot down sensory details that you associate with each one. Describe the sight, sound, and smell of the places and events. Save this Place List in your writing portfolio.

The end-of-unit activities provide the opportunity for students to reflect on the Big Question, develop vocabulary and communication skills, read independently, and complete a practice test prior to the final benchmark test.

**Unit Features in PH Lit Online**

After becoming acquainted with the unit organization in the textbook, look at PH Lit Online. Compare the table of contents side by side to see that every activity in the textbook has a complementary activity online. The activities are interactive and provide leveled selections with appropriate reading support based on the needs of the learner. This creates a time-efficient way to personalize instruction. The online activities can be used for whole-class instruction and assigned to students for independent study.

**Beginning-of-Year Diagnostic Test**

Use the Diagnostic Test before beginning the first unit of instruction. The results of the test help personalize instruction.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Beginning-of-Year Diagnostic Test**

**Directions:** Read each passage and answer the questions that follow it.

Wrapped in a new alpaca poncho, Sebastian continued his climb uphill. "How did the Incas do this?" he wondered to himself as he panted in the thin air. Sebastian himself was an American, but his parents were Peruvians, of Inca descent. From his parents, Sebastian had learned that the Incas had once ruled all of Peru and much of the Andes mountain range.

Much to his relief, Sebastian finally reached his destination: Machu Picchu. Machu Picchu is the site of an ancient Inca city. Its stone walls stretch across a mountaintop plateau.

The walls of Machu Picchu unfolded Sebastian in welcoming arms. For hours, he wandered among the ancient stones. With his attention focused on the ruins, Sebastian could easily forget the noisy tourists. In that place, he populated the city with Inca priestesses, colorfully dressed nobles, and swifly running couriers.

As Sebastian left Machu Picchu, he ignored the vendors hawking cheap souvenirs. He wanted desperately to bring home something real and wonderful from his visit. Still, he knew it would be wrong to take even a small stone from the edge of one of the walls. Sebastian stood around the ancient ruins one last time and then grinned. He didn't need a souvenir of any kind; he had his memories of the visit. He would never forget his trip to Machu Picchu.

<p>1. In the third paragraph, the description of the walls as "welcoming arms" helps to emphasize:</p> <p>A. the size and size of the city's walls.          B. Sebastian's sense of belonging to the city of his ancestors.          C. the cheerful hospitality of Machu Picchu's residents.          D. the difficulty of the climb up to the city.</p> <p>2. What does Sebastian imagine about Machu Picchu?</p> <p>A. It was the capital of the Inca empire.          B. He helped to build the walls.          C. He will live there someday.          D. It is alive with ancient Incas.</p>	<p>3. How does Sebastian feel about Machu Picchu?</p> <p>A. He is amused by it.          B. He feels let down by it.          C. He is impressed by it.          D. He feels responsible for it.</p> <p>4. What does Sebastian take with him from Machu Picchu?</p> <p>A. his memories          B. some cheap souvenirs          C. several pictures of the ruins          D. a small rock from one of the walls</p>
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Beginning-of-Year Diagnostic Test  
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The Diagnostic Test is located online and in the Unit 1 Resources book. The information from this test helps determine which leveled selection and leveled warm-ups are appropriate for each student. The Interpretation Guide, which is also located in the Unit 1 Resources book, provides guidelines for interpreting the test results.

If students take the Diagnostic Test online, the system automatically assigns leveled selections and reading support to students based on their scores. To customize instruction further, simply change

assignments and learner settings at any time. Using PH Lit Online is a valuable time-saving feature.

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**Checks for Understanding**

Finally, it is important to notice that lessons have embedded frequent checks for understanding. Test Practice is available within each feature. Look in the table of contents for the checkmarks that identify practice tests.

Notice the reading checks, questions, and prompts that check comprehension and encourage students to make connections throughout the lesson activities. Students using PH Lit Online input responses into interactive notes, journals, and graphic organizers.

These frequent checks for understanding along with practice tests and benchmark tests enable teachers to adjust instruction on the fly and catch small learning problems before they become big ones.

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**Review**

This tutorial discussed the unit features of Prentice Hall Literature. It explained the following:

- Units have a common structure with features that comprehensively cover reading skills, literary analysis, vocabulary, and writing, and present rich classic and contemporary literature selections.
- PH Lit Online provides the same core lesson content in an interactive format.
- The results from the Diagnostic Test can help personalize instruction and meet the needs of students.
- Every unit embeds frequent checks for understanding and test practice to help adjust instruction to meet learner objectives.