

# On Location

# 2

Reading and Writing  
for Success in the Content Areas



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Thomas Bye



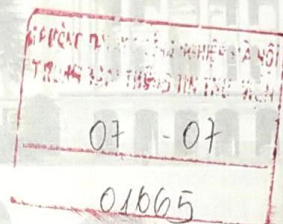
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## On Location 2 Student Book, 1st Edition

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## About the Author

Thomas Bye is an educator and consultant in second language learning and teaching. He was a high school teacher and has served as coordinator of bilingual education as well as director of curriculum and strategic planning for a large school district. He has written other programs for English Learners. He is an adjunct faculty member at St. Mary's College. He holds a Ph.D. in linguistics from UCLA.

## Dedication

*On Location* is dedicated to my family, David Bohne and Chipper.



# Scope and Sequence

Unit	Readings	Genres/ Writing Tasks	Reading Strategies	Word Work/ Spelling and Phonics
<b>1 Can We Talk?</b> page 2	Magazine interviews with Alex Rodriguez and Christina Vidal	Interviews	Skimming	Homophones Spelling the /ā/ sound as in <i>fame</i> and <i>play</i>
<b>2 Animals Nobody Loves</b> page 20	Selections from <i>Animals Nobody Loves</i> and <i>The Unhuggables</i>	Short informational reports	Taking notes Listing what you know	The suffixes -y and -ing Spelling the /ch/ sound as in <i>check</i> and <i>kitchen</i>
<b>3 I Made It Myself!</b> page 38	Instructions for making Halloween make-up and costumes	How-to instructions	Drawing a picture Predicting	Compound words Spelling the /ō/ sound as in <i>hole</i> and <i>boat</i>
<b>4 Trying to Be Cool</b> page 56	Selections from “Stupid Things I Did to Be Cool” from <i>Consumer Reports for Kids</i>	Personal narratives	Questioning the author Predicting	The suffix -er and -or in nouns Pronouncing words with the letters <i>gh</i>
<b>5 Who Eats What?</b> page 74	Selections about food chains from <i>Who Eats What?</i>	Explaining a process	Taking notes Making diagrams	Compound words that are animal names Spelling the /ōō/ sound as in <i>food</i> and <i>blue</i>



	Grammar	Organization	Style	Writing Conventions	Content Area Connections	Links to Literature
	Wh- questions	Organizing information in an interview	Posing questions that get interesting answers	Sentence-level punctuation	Civics	Portrait poem
	Subject-verb agreement with present tense verbs	Writing rich paragraphs: topic sentence and supporting sentences	Using adjectives to make writing vivid	Serial commas	Natural science	Poem "Acrobat," by Kenn Nesbitt
	Imperatives	Organizing steps in a time sequence	Using specific words in how-to instructions	Symbols that stand for words	Consumer Economics Math	Poem "Best Mask," by Shel Silverstein
	Simple past tense	Describing events in a time sequence	Writing for your audience: formal vs. informal language	Commas with <i>when</i>	Civics	Poem "Motto," by Langston Hughes
	Present vs. past tense	Organizing parts of a process	Combining sentences with <i>that</i> clauses	Commas with examples	Science	Poem "Links in a Food Chain"



# Scope and Sequence

Unit	Readings	Genres/ Writing Tasks	Reading Strategies	Word Work/ Spelling and Phonics
<b>6 Real-Life Heroes</b> page 92	True stories about rescues from <i>National Geographic World</i>	True stories	Predicting	Compound words derived from nouns and verbs plus their objects or prepositions  Pronouncing words with the letters <i>oo</i>
<b>7 Nature's Fury</b> page 110	First- and third-person descriptions of natural disasters	Describing an event	Visualizing	Synonyms  Pronouncing words with the letters <i>ou</i>
<b>8 Drugs: The True Story</b> page 128	Persuasive pamphlets against drugs and tobacco use	Persuasive writing	Identifying the main purpose  Skimming	Prefixes that mean "not"  Pronouncing words with the letters <i>ea</i>
<b>9 I Love Jell-O®!</b> page 146	"Reviews" of Jell-O® and oatmeal	Evaluations	Visualizing  Summarizing	Antonyms  Spelling the /j/ sound as in <i>jam</i> and <i>badge</i>
<b>10 Let's Debate!</b> page 164	Articles from <i>Junior Scholastic</i> that present debates	Debates	Identifying facts and opinions  Skimming	Word families  Spelling the /or/ sound as in <i>for</i> and <i>four</i>



	Grammar	Organization	Style	Writing Conventions	Content Area Connections	Links to Literature
	Adverbial time clauses	Organizing the action of a narrative	Writing titles and leads that grab the reader's attention	Exclamation points	Civics Health	Tall tale: "Paul Bunyan and the Gumberoos"
	Review of the past tense	Describing an event	Using action-packed verbs Using similes	Sentence combining	Natural science	Myth: "The Turtle Tale"
	Gerunds as subjects and objects	Organizing opinions, facts, and examples in persuasive writing	Using subheadings for clarity	Dashes	Health	Excerpts from <i>Go Ask Alice</i> , the diary of a teen drug user
	Adverbial clauses of condition ( <i>if</i> clauses)	Justifying an opinion with reasons, details, and facts	Using stand-out adjectives	Commas with sentence-starting adverbs	Consumer Economics Health	Review of Shel Silverstein's <i>Falling Up</i>  Poem "Tattoooin' Ruth," by Shel Silverstein
	Modals of persuasion	Organizing an argument	Using quoted speech to support an argument	Punctuation with quotes	Civics Health	Poem "How to Successfully Persuade Your Parents to Give You More Pocket Money," by Andrea Shavick



# To the Student

Welcome to *On Location*! This book is written just for you. *On Location* will help you learn English while you explore the world.

You will read and write about our world—about the most feared animal in the sea and about people who survived earthquakes and tornadoes!

You will read and write about interesting people—other students just like you, a famous baseball star, and real-life heroes.

Should junk food be banned from school cafeterias? You will find out what other students think and express your own ideas in writing.

You will read works by famous poets and poems by students. Then you'll write your own poems.

You will learn new words and skills that will help you in your other classes, such as math, science, social studies, and geography.

Best of all, you will get to work with others—talking, thinking, and making things as you learn English together.

This is going to be a great year. Enjoy the learning process!

Tom Bye



# To the Teacher

Welcome to *On Location*—a three-level reading and writing program that provides an enrichment approach to language and literacy development. Specially designed for middle and high school students at beginning to intermediate levels, *On Location* provides a gradual onramp to academic English, allowing English learners the time they need to develop powerful academic reading, writing, and communications skills.

The *On Location* program offers a research-based approach that honors the findings of the National Reading Panel regarding the direct teaching of reading skills combined with the promotion of instructional practices that develop language and literacy through a focus on comprehension. *On Location* also supports the principles of the Cognitive Academic Language Learning Approach (CALLA), teaching learning strategies that help students succeed across the curriculum.

The program recognizes that learning to read and write is developmental, requiring the acquisition of listening and speaking skills and high levels of student engagement. *On Location* provides students with the direct skills instruction they need to master state and local standards within the context of meaningful communication.

*On Location* promotes the reading-writing connection through a focus on key academic genres—the kinds of writing students encounter in content-area classes and on high-stakes tests. Students read selections that describe, tell a story, analyze, explain, justify a position, and persuade. And they explore the organizational and stylistic features of each genre as they produce their own writing.

## PROVIDING AN ON-RAMP TO ACADEMIC LANGUAGE

### Student Books

*On Location* is organized into three levels. Book 1 enables students to meet beginning-level standards for reading, writing, and oral language. Reading selections are fewer than 100 words in length, building basic fluency and comprehension skills. By the end of Book 1, students are able to read simple paragraphs and write well-formed, connected sentences.

Book 2 enables students to meet early intermediate standards. Reading selections are under 300 words in length, providing access to authentic text materials. By the end of Book 2, students are able to read simple multi-paragraph selections and write related paragraphs.

Book 3 enables students to meet intermediate-level standards. Reading selections are less than 800 words in length, providing an onramp to academic text. By the end of Book 3, students are able to produce simple essays—writing that informs, explains, analyzes, and persuades.

The *On Location* books are organized into ten engaging units, each focusing on a particular nonfiction reading and writing genre. Every reading is authentic—giving students opportunities to read a variety of real-world text selections. Because the reading selections come from sources such as *Junior Scholastic* and *Time for Kids*—as well as the Internet—they are always engaging and help students connect to the world around them.

In each unit, students have the opportunity to produce the type of writing that the unit's reading selection exemplifies. Incorporating a “backwards build-up” model, this is how a unit works—

- Students begin by connecting the topic of the unit's reading selections to their own lives and by developing key vocabulary they will need to read with understanding.
- Students tackle a word analysis skill and explore a grammatical structure they will encounter in each reading.



- As students read the selections that model the genre, they work at building fluency and develop reading strategies that help them become active readers.
- After reading, students explore the organization patterns and stylistic features of the selections.
- Students then produce their own writing as they move through the stages of the writing process that culminates with an oral presentation to classmates.

Along the way, students engage in structured listening and speaking activities that promote thinking and discussion, develop understanding, and build motivation. They explore sound/spelling relationships of words and learn common written conventions.

Each unit opens doors to academic content. Students explore topics in science, social studies, and geography and learn essential academic vocabulary and skills to help them tackle grade-level content across the curriculum. Students also read and respond to a literature selection in each unit that relates to the content of the readings in that unit.

*On Location* is designed for use in a variety of classroom settings.

SCENARIOS	TIME FRAME	STRATEGIES FOR USE
1: <i>On Location</i> serves as the primary instructional program.	12–18 hours/unit	Complete all Student Book and Practice Book activities. Implement all suggestions in the Teacher's Edition. Use all components of the <i>On Location</i> assessment system.
2: <i>On Location</i> supplements an adopted basal program, providing students with intensive reading/writing instruction.	8–12 hours/unit	Complete sections B through H in the Student Book. Complete selected Practice Book activities. Use Teacher's Edition suggestions as needed.
3: Selected units from <i>On Location</i> supplement an adopted basal program, providing opportunities to read and write non-fiction.	5–8 hours/unit	Complete sections B, C, F, G, and H in the Student Book. Use Teacher's Edition suggestions as needed.

## Practice Books

Each level of *On Location* includes a corresponding **Practice Book**. The Practice Book provides students with the opportunity to master the reading skills, vocabulary, and grammar introduced in the Student Book while allowing them to evaluate their own writing and practice test-taking skills. Activities allow students to further explore unit topics, respond to literature selections, and discover how much they learned by completing the activities and writing tasks in the Student Books.

## Audio Program

An **audio program** also accompanies each level of *On Location*. The audio program includes activities that develop social and academic listening skills in addition to recordings of all of the reading selections.



## Phonics Book

*On Location Phonics*, which can be used as an introduction to *On Location* or in parallel fashion with Book 1, provides systematic, explicit instruction that helps students who are new to English hear the sound patterns of their new language and use knowledge of sound-letter relationships to read and write high-frequency words and phrases that they hear and see around them. Incorporating a “fast-track” approach, this optional component enables newcomers to learn both language and content from day one. Teaching notes at the bottom of each student page make *On Location Phonics* a self-contained program.

## PROMOTING STAFF DEVELOPMENT

### Wrap-Around Teacher’s Editions

A wrap-around Teacher’s Edition provides step by step guidance through every lesson, helping the teacher use best teaching practices to—

- introduce new vocabulary and important concepts through use of context
- use a three-stage process to develop active readers that involves reading aloud (“my turn”), having students share the reading task (“our turn”), and independent reading (“your turn”)
- guide students through the stages of the writing process.

### Teacher Training and Staff Development Video

The *On Location* program includes a powerful staff development video to support implementation of the program. The video provides strategies for teaching reading and writing from a language arts perspective—focusing on best practices such as pre-teaching vocabulary, use of read aloud/think aloud techniques, interactive reading, modeled writing, interactive writing, use of rubrics, and cooperative learning. The training video provides strategies for reading and writing in the content areas and demonstrates how *On Location* can be used effectively.

## ENSURING ADEQUATE YEARLY PROGRESS

### Assessment System

The *On Location* Assessment System includes a placement test, end-of-unit assessments, and end-of-level tests. Task-specific rubrics (or “ChecBrics”) help students plan, revise, and evaluate their work.

Teachers can be sure that with its emphasis on academic reading and writing, *On Location* will help their school meet Adequate Yearly Progress (AYP) targets. The *On Location* assessment system supports district accountability efforts by providing tools that enable teachers to evaluate mastery of English language development/English language arts standards.



# Welcome to On Location

On Location is a three-level supplementary series that teaches middle-school and high-school English learners to read and write non-fiction. Its gradual on-ramp approach gives learners the time and support they need to develop powerful academic reading, writing, and communication skills.

Tuning In activities provide engaging listening passages which introduce students to the topic of each unit.

**READING**







**A CONNECTING TO YOUR LIFE**

**1. Tuning In** Look at the numbered box to the right. Listen to the poem. List each animal in order as you hear its name. How is each animal on your list related to the animal or plant below it?

**2. Talking It Over** Work with a partner to answer the question below. Then compare your answer with your classmates' answers.

Question: What kind of relationship does each pair of creatures in this chart have?

Answer: \_\_\_\_\_

1.  Cat/Mouse	2.  Spider/Fly
3.  Caterpillar/Leaf	4.  Bird/Caterpillar
5.  Shark/Tuna	6.  Human/Chicken

Think again about the answer to the question. What do you think this unit is about?

- \_\_\_\_\_ 1. how plants and animals depend on each other to live
- \_\_\_\_\_ 2. what you will see when you visit the zoo
- \_\_\_\_\_ 3. how mean animals can be to each other

**Who Rate What?** 77

**READING**

**B GETTING READY TO READ**





**1. Learning New Words** Read the sentences below. Try to guess the meanings of the underlined words.

- Here is the chain of events: Juan made a face, the teacher saw him, she gave him detention.
- A healthy breakfast gives me energy and strength.
- Smoking can make you very ill. It causes cancer.
- It's important to take care of the land, the water, the air, the plants, and the animals—they are all part of our environment.
- Children can't survive without someone to take care of them. They depend on their parents.

Now match each word on the left with the correct definition on the right.

1. chain	a. a source of power or strength
2. energy	b. the natural world around us
3. cause	c. a sequence of closely connected things
4. environment	d. to need and rely on
5. depend on	e. to make something happen

**2. Talking It Over** Work with a partner. Think about these living things. How are they related to each other?

1.  A squirrel	2.  A grasshopper	3.  A hawk	4.  Grass
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**CONNECT TO THE WEB. CHECK IT OUT.**

Visit the Smithsonian National Zoological Park at [www.si.edu/zoo](http://www.si.edu/zoo)  
Go to the American Library Association's "Great Web Sites for Kids" for links to animal web sites at [www.ala.org](http://www.ala.org)

**Who Rate What?** 77

Useful vocabulary is introduced throughout each unit. Students learn new words that will help them understand reading passages, discuss their ideas, and complete their own writing.

Students have multiple opportunities to discuss ideas with partners and in groups. Talking It Over provides context for the upcoming reading and writing activities. It makes connections to students' experiences, challenges them to think, and promotes classroom discussion.

The predictable organization of each unit combined with the variety of genres and topics provides a comfortable yet motivating experience for students.

Vibrant and compelling art and photos bring units to life, illustrating ideas and vocabulary words related to the unit's topic and genre.

Connect to the Web boxes list helpful and interesting Internet sites where students can learn more about the unit's topic.



Let's Read contains information about the upcoming reading selection and provides a question or a task that helps students focus their reading.

Before You Read activates background knowledge and connects students to the reading topic.

In Unlocking Meaning, three activities help students understand what they are reading and encourage them to reread. First, students identify the main idea, argument, or proposition. Second, they find details, reasons, or examples. And finally, they think more deeply about the reading.

Reading passages are accompanied by relevant and practical reading strategies that help students develop a personal set of reading comprehension skills.

Authentic non-fiction reading selections provide models for student writing while helping students build fluency and develop transferable comprehension skills and strategies for dealing with academic content.

READING

**READING TO LEARN** Explaining a Process

For help with taking notes, complete Note Chart, Part 3 on page 134.

**READING STRATEGY**  
Note-taking: As you read, you can write down interesting facts or ideas to help you remember them.

**1. Before You Read** Talk with a partner. Write the name of an animal. Make a list of the things it eats.

**2. Let's Read** You are going to read information about the food chain. As you read, take notes. Write down the name of each animal and what it eats.

**Who Eats What?**

A caterpillar is eating a leaf on an apple tree. Later the caterpillar is spotted by a wren. It becomes part of the wren's dinner. Still later the wren is eaten by a hawk. Leaf, caterpillar, wren, and hawk are all linked. Together they form a food chain. Each is a link to the chain.

The hawk is the top of the food chain because no other animal attacks and eats hawks. The animal at the top of a food chain is always the last eater—the one nobody else eats. Suppose you eat an apple off the tree. That makes you part of a short food chain—the apple and you. You are the top of the food chain. Or suppose you drink a glass of milk. Now you are the top of a slightly longer food chain. The milk came from a cow, and the cow ate the grass. So this chain is grass, cow, you.

Food is the fuel our bodies need. Food keeps us alive. It gives us the energy we need to grow, move, and do many other things. The same thing is true for caterpillars, wrens, hawks—for all animals. All must find or catch the foods they need.

Every living thing you see is part of at least one food chain. All these food chains begin with green plants. Green plants are the only living things that can make their own food. They are the only living things that do not need to eat something else.

Green plants take energy from sunlight. They use it to make food out of water and air.

All animals depend on green plants for food, even animals that don't eat plants. Hawks, for example, do not eat green plants. But the hawk ate the wren that ate the caterpillar that ate the leaf of a green plant. And so the hawk is linked to green plants through the food chain. It needs the plants as much as the caterpillar does.

Source: *Who Eats What? Food Chains and Food Webs* by Patricia Lauber

**5. Unlocking Meaning**

**Finding the Main Idea** Which of the following statements says what the reading selection is mostly about? Check (✓) the correct answer.

- All animals need food to live.
- Animals are linked to other animals and plants through the food chain.
- Some animals eat both plants and other animals.

**Finding Details**

- Number the following events in the correct order.
  - Hawks eat wrens.
  - Caterpillars eat leaves.
  - Wrens eat caterpillars.
- Read the sentences below. Write T for True and F for False.
  - Animals at the bottom of the food chain are safe from other animals.
  - Human beings are at the bottom of the food chain.
  - Food gives our bodies energy.
  - All food chains begin with insects.
  - Green plants take their energy from the soil.
  - All animals eat some type of green plants.
  - All animals are linked to green plants through the food chain.

**Think about It** Talk with a partner. Imagine that there are no more green plants on earth. What would happen to hawks? Why?

**Before You Move On** Work in a small group. Make a "food chain" for the ingredients in a cheeseburger.

- Make a list of the ingredients in a "typical" cheeseburger.
- Circle one ingredient.
- Write what the ingredient depends on for energy.
 

*lettuce ← sun*
- Draw a food chain for the ingredient. Include yourself at the top of the food chain.

Who Eats What? 135

Before You Move On is a post-reading activity that engages students in analysis and synthesis, retelling, summarizing, or acting on new information.