

# CALIFORNIA Escalate English

GRADES 4-8

**RAISE PROFICIENCY. REALIZE POTENTIAL.**



**DIGITAL** TOOLS

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Sign up for an evaluation account now.


Visit [learn.hmhco.com/CASuccess](https://learn.hmhco.com/CASuccess)

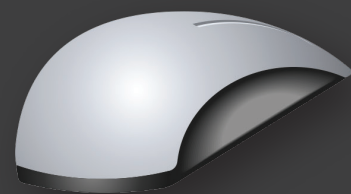
1. Select **SAMPLE NOW**

2. Enter Sample Word:  
**ESCALATECA17**

3. Complete the form 

4. Write down **Username**  
and **Password**

5. **Bookmark** the login  
page for easy return 



- The Dashboard is organized into four main sections: **mySmartPlanner**, **Resources**, **Assignments**, and **Reports**.





# All the Tools You Need in One Easy-to-Access Location

## Resources



Escalate English  
Guided Tour



Teacher  
eBook



Teacher  
Resources



Student  
eBook



Student  
Resources

### Guided Tour

Watch these  
videos FIRST!

### Teacher eBook & Resources

Interactive, collaborative  
lessons, including integrated  
and designated EL support,  
videos, at-point-of-use PD, and  
planning tools.

### Student eBook & Resources

Interactive, collaborative  
materials, including videos,  
tutorials, online lessons,  
note-taking and word  
processing tools, *Browse  
Magazine*, and additional  
texts.

For a more detailed, step-by-step guide to [California Escalate English](#), select the Guided Tour icon on the Dashboard.





Program  
Assessments



Professional  
Development



FYI Site



myNotebook



myWriteSmart



## Assessments

**California Escalate English™** includes a wide variety of assessments that include automatic scoring and reporting, performance tasks, and tech-enhanced question types.

## Professional Development

Instructional practice with podcasts, videos, articles, and other resources by ELD and ELA experts.

## Collaboration Resources

Stores students' annotations for use in collaborative conversations and performance tasks, and connects students to a 21<sup>st</sup>-century classroom with FYI Site.



# Accelerate English Proficiency with Engaging Student Materials



## Student eBook and Resources

Links to online media and digital tools extend and enrich instruction, encouraging meaningful discussion and collaboration for all students.

CONTENTS

Escalate English Student Edition Grade 5

Introduction

Unit 1: Meet the Challenge

Unit 2: Wild Encounters

Unit 3: Revolution!

Unit 4: The Power of Storytelling

Unit 4: The Power of Storytelling

The Language of Storytelling

Blog: I\_LOVE\_PUGS

Language Cam Video: A History in Oral Tradition

Informational Text: Rocks Tell a Story

Informational Text: Stories of Slavery

Podcast: Art Of Storytelling Alive and Well in Audio Books

Poem: Ode to Family Photographs

Novel Excerpt: from The Land of Stories: The Wishing Spell

Classic Fiction: A Tale from the Arabian Nights

UNIT 4

**The Power of Storytelling**

*"Books are the quietest and most constant of friends; they are the most accessible and wisest of counselors, and the most patient of teachers."*

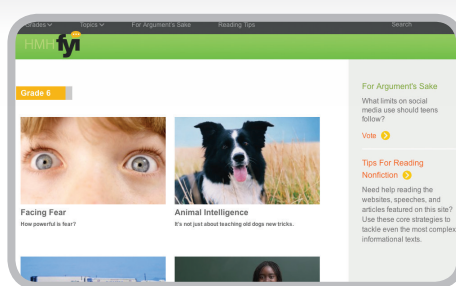
— Charles William Eliot, academic

Essential Question

Why do people tell stories?



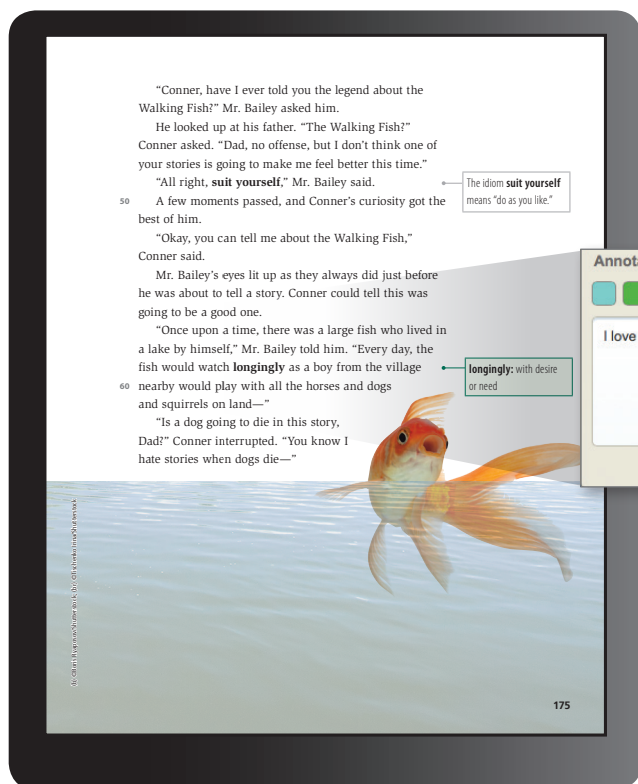
Stream to Start™ Videos provide engaging content to clarify the topic.



For Your Information website, hmhfyi.com, offers curated and contemporary nonfiction.



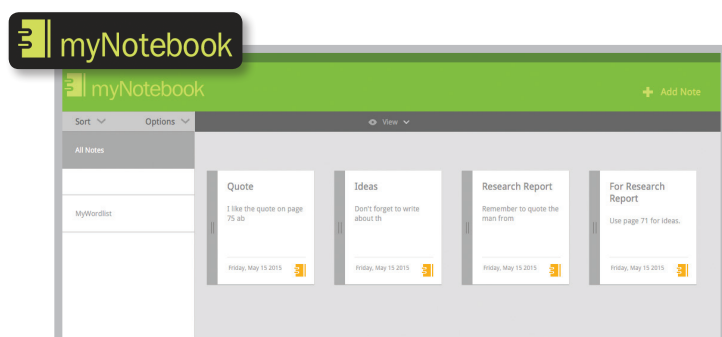
Language Cam Videos model academic language usage in real-world contexts.



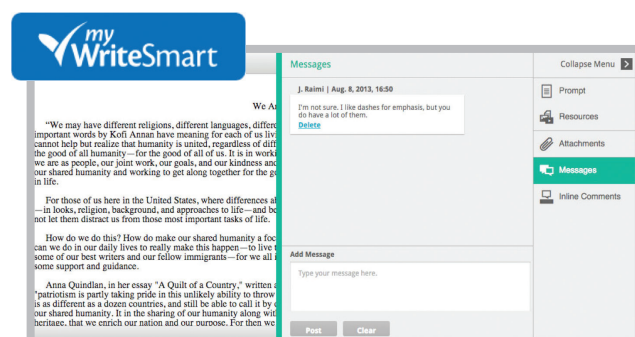
- Authentic podcasts model academic language in everyday contexts.



- Browse Magazine** is designed for independent reading, featuring topical articles, puzzles, and engaging visuals.



- myNotebook** enables students to easily collect, organize, and tag text evidence for use in speaking and writing.



- myWriteSmart** is a dynamic digital workspace for drafting, revising, collaborating, editing, and completing performance tasks.



# Support Planning and Instruction



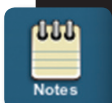
## Teacher eBook

The Teacher eBook provides point-of-use access to instructional support resources.

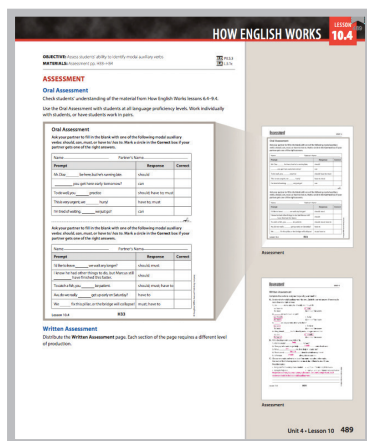
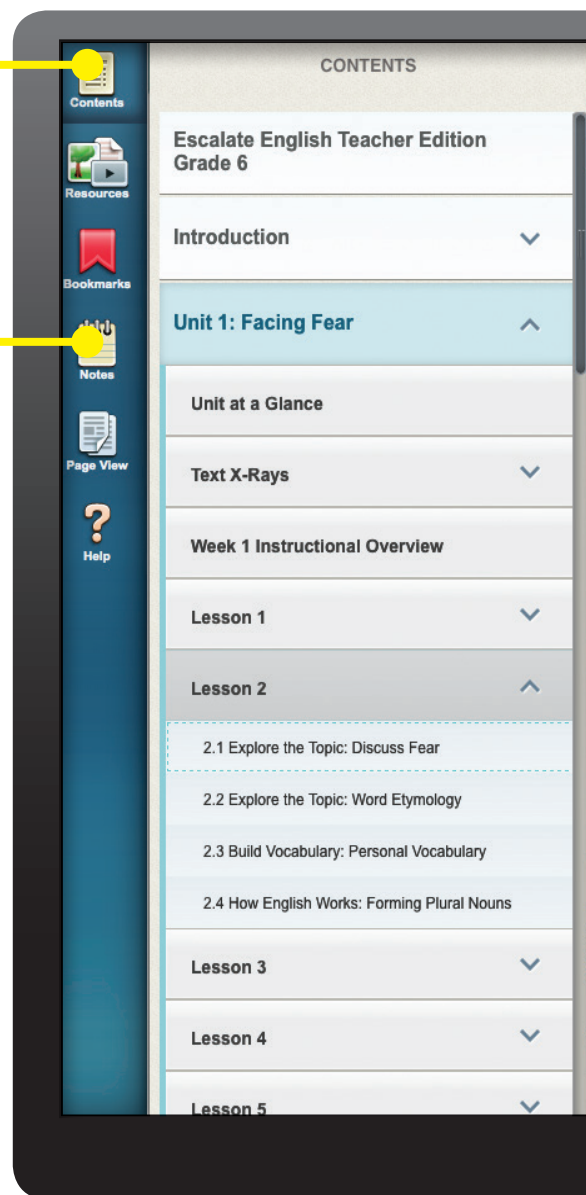


The **Contents** icon allows you to navigate anywhere in the book, including:

- Introduction
- Each unit and its selections:
  - Student Resources
  - Language Transfer Resources



The **Notes** icon allows you to annotate, tag, and save notes about the selection into **myNotebook**. These can later be used to support answers to activities and writing for performance tasks.



➤ **Assessment Links** built right into the Teacher's eBook help teachers analyze student progress and inform instruction for relevant and personalized support.



Back

Go to

LESSON 2.2

EXPLORE THE TOPIC

# The Language of Fear

There are many different kinds of fears. Fear can help us survive by making us act more carefully in unsafe or dangerous situations. For example, while climbing a tall ladder, the fear of falling and hurting yourself will make you more cautious. Caution is not bad!

There is the fear of the unfamiliar. Moving to another neighborhood and trying to make new friends can be frightening. So can trying to do something different, like learning to play a new instrument.

**Sometimes a fear is rational.** If you're hiking in an area where there are poisonous snakes, it is wise to tread carefully. The fear of getting bitten is sensible.




**But sometimes a fear can become irrational or excessive.** Then the fear becomes a phobia. If looking at a picture of bats makes you break into a sweat and feel nauseous, you might have *chiroptophobia*. Although bats may look odd to you, they are rarely dangerous to humans. They rarely bite people. In fact, bats are quite amazing. A single brown bat can catch around 1,000 mosquito-size insects in an hour. So the next time you're scratching those bites, you may wish more bats lived in your neighborhood.

**In this unit,** you will learn about another common phobia — the fear of being trapped in an enclosed space. You will also explore situations where fear is not irrational, but well-founded. Finally, you will look at fears that are made up.

Why do we put ourselves in situations that we know will scare us?

## Big Words Go a Long Way: Etymology

The word *phobia* comes from the Greek root *phobos* which means "fear." If a word ends with *-phobia*, it is a specific type of irrational or excessive fear.

Latin or Greek Root	Phobia	Meaning
 <b>chiropter</b> = hand and wing	<b>chiroptophobia</b> <i>chiropto</i> + <i>phobia</i>	fear of bats
 <b>arachne</b> = spider	<b>arachnophobia</b> <i>arachno</i> + <i>phobia</i>	
 <b>ophis</b> = snake	<b>ophidiophobia</b> <i>ophidio</i> + <i>phobia</i>	
 <b>acro</b> = at the top	<b>acrophobia</b> <i>acro</i> + <i>phobia</i>	
 <b>claustrum</b> = enclosed space	<b>claustrophobia</b> <i>claustru</i> + <i>phobia</i>	

**Performance Task**

Choose a phobia. You don't have to suffer from it. It can be one listed above, one in *Browse* magazine, or you can research to find others. Begin preparing a short speech about your chosen phobia. Use the supports in your *Activity Book*. What makes it interesting to you?

**OBJECTIVES:** Learn suffix *-phobia*. Begin planning an oral presentation.

**MATERIALS:** Student Book p. 5; Activity Book pp. 3, 4; *Browse* magazine.

### WORD ETYMOLOGY

Have students read *Big Words Go a Long Way: Etymology* and discuss the etymology of *arachnophobia*.

- Have students use the meaning of *chiropter* to explain the meaning of *chiroptophobia*.
- Have students explain how knowing the meaning of *-phobia* helps in figuring out the meaning of any word with that suffix.

**Activity Book** Have students open their *Activity Book*, and complete the chart with a partner. Call on volunteers to give the meaning of each phobia.

(*arachnophobia*: fear of spiders; *ophidiophobia*: fear of serpents or snakes; *acrophobia*: fear of heights; *claustrophobia*: fear of being in enclosed spaces)

UNIT 1 | THE LANGUAGE OF FEAR

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### Just-Right Scaffolding

these strategies with all of your class discussions.

Substantial Support	Encourage students to respond even if it is only with a yes or no.
Substantial Support	Encourage students to acknowledge what other students say, before they contribute themselves. For example, if someone says that roller coasters are not scary, model by saying, <i>I understand that roller coasters don't scare you, but they scare me.</i>
Light Support	Have students paraphrase the key ideas presented by stating in their own words what others say, before adding their own ideas. For example, <i>Kim said she feels relieved when she gets off a roller coaster, but I feel sick to my stomach.</i>

### Performance Task

Assign the Performance Task activity. Explain to students that they will work on their speeches for the next few days. Today, they only need to choose their topics. Remind them that they can refine their choice as they work.

Have students begin to organize their speech by completing the Plan section of the *Activity Book* page or an outline in *myWriteSmart*.

Remind students to choose a phobia that interests them. If they are not interested in what they are speaking about, then no one will be interested in listening.

Students can look at *Browse* magazine for ideas for phobias.

### Activity Book

**Word Etymology**

Phobia	Meaning
chiroptophobia	fear of bats
arachnophobia	fear of spiders
ophidiophobia	fear of snakes
acrophobia	fear of heights
claustrophobia	fear of being in enclosed spaces

**Performance Task**

**Plan**

Choose a phobia that interests you. Write a short speech about it. Use the supports in your *Activity Book*.

1. What is your chosen phobia?

2. Why is it interesting to you?

3. How does it affect people?

4. How can we overcome it?

### Performance Activity Support

**Writing Activity: Write a Scene from a Play**

With your group, think about a plot. Then decide on story characters. Write a brief description of the plot and characters. Use your notes to write a dialogue and stage actions.

**Story Plot**

Introduction

Inciting Action

Rising Action

Climax

Falling Action

Resolution

**Characters**

Character 1

Character 2

Character 3


Character 4

Character 5

### 7.4a Show-It Visual

What Modal Auxiliary Shows	Noun or Pronoun Subject	Modal Auxiliary Verb	Main Verb	Rest of the Sentence
strong necessity	She	must	complete	her assignment
no permission	Students	must not	speak	when others speak
almost certain	She	must	be	in the classroom if she is not here

### 7.4b Show-It Visual



Antoine must speak clearly during his speech. He must not forget any of the words to his speech.

Access resources such as **Show-It Visuals** and the **Student Activity Book** with point-of-use links.



# Resources to Support You and Your Students



## Teacher Resources

Discover the instructional supports that allow students to engage deeply with on-level content.

**Escalate English** Teacher Resources

**Activity Book**  
**Audio Hub**  
**Browse Magazine**  
**Family Letters**  
**Grammar and Language Handbook**  
**Guide to English for Newcomers**  
**Language Checklists**  
**My Word List**  
**Phonics and Spelling Handbook**  
**Show-It Visuals**  
**Video Hub**

**Browse Magazine**

In Browse Magazine, high-interest articles related to each unit's topic provide independent reading opportunities for students to improve their comprehension and academic language skills. The Reader's Guide provides discussion prompts that can be used in conjunction with Browse Magazine's independent reading content for each unit.

[Access the student Browse Magazine here. ➤](#)

[Access the Browse Magazine Reader's Guide here. ➤](#)

**Family Letter**

Dear Family,

For the next six weeks, we will be reading and discussing the unit theme, The Stuff of Consumer Culture. Our reading, we will also be listening to a short video. The topics in both of these will also be based on the unit theme. I am looking forward to animated class discussions!

I hope that you will look for opportunities to discuss with your child. Here are a few questions to discuss:

1. What is the theme of the unit you are studying?
2. What is The Stuff of Consumer Culture?
3. Why is this theme interesting to you?
4. What interesting information have you learned?
5. How do the stories and articles that you read relate to that theme?
6. Have you already listened to the podcast related to the theme?
7. Have you already watched the video related to the theme?

**Carta a la familia**

Querida familia,

Durante las próximas seis semanas, vamos a leer historias y artículos que reflejan el tema de la unidad, Unbreakable Spirit (Espíritu Inquebrantable). Además de nuestras lecturas, también escucharemos un podcast y miraremos un video corto. Los temas de estos dos componentes multimedia también se basarán en el tema de la unidad. ¡Espero tener charlas bien animadas en el salón de clase!

Espero que busque oportunidades para comentar el tema con su hijo o hija. Aquí tiene algunas preguntas que pueden apoyar su charla:

1. ¿Cuál es el tema de la unidad que estás estudiando en literatura?
2. ¿De qué trata Unbreakable Spirit?
3. ¿Qué te interesa de este tema?
4. ¿Qué información interesante aprendiste?
5. ¿Cómo se relacionan con el tema las historias y artículos que estás leyendo?
6. ¿Ya escuchaste el podcast? ¿Cómo se enlaza con el tema?
7. ¿Ya viste el video? ¿De qué trataba?

**GRAMMAR AND LANGUAGE HANDBOOK**

**22 What are negative words in English?**

**A.** In formal English, use only one negative word in a sentence.

**B.** What are the negative words?

no	not	never	nobody	nothing	nowhere
isn't	wasn't	weren't	don't	doesn't	won't

**C.** If you already have one negative in a sentence, you can use **positive** words that are the opposite of the **negative** words.

<b>negative words</b>	never	nobody	nothing	nowhere
<b>positive words</b>	always	somebody	something	somewhere

**Not This**

1. I never talk to nobody in class!	I never talk to anybody in class.
2. I didn't do nothing!	I did something.
3. I won't go nowhere today!	I will go somewhere today.

**Try This**

1. I never talk to anybody in class.	I talk to nobody in class.
2. I did something.	I did nothing.
3. I won't go anywhere today.	I will go nowhere today.

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➤ **Family Letters** are available in English, Spanish, Mandarin, Vietnamese, and more.

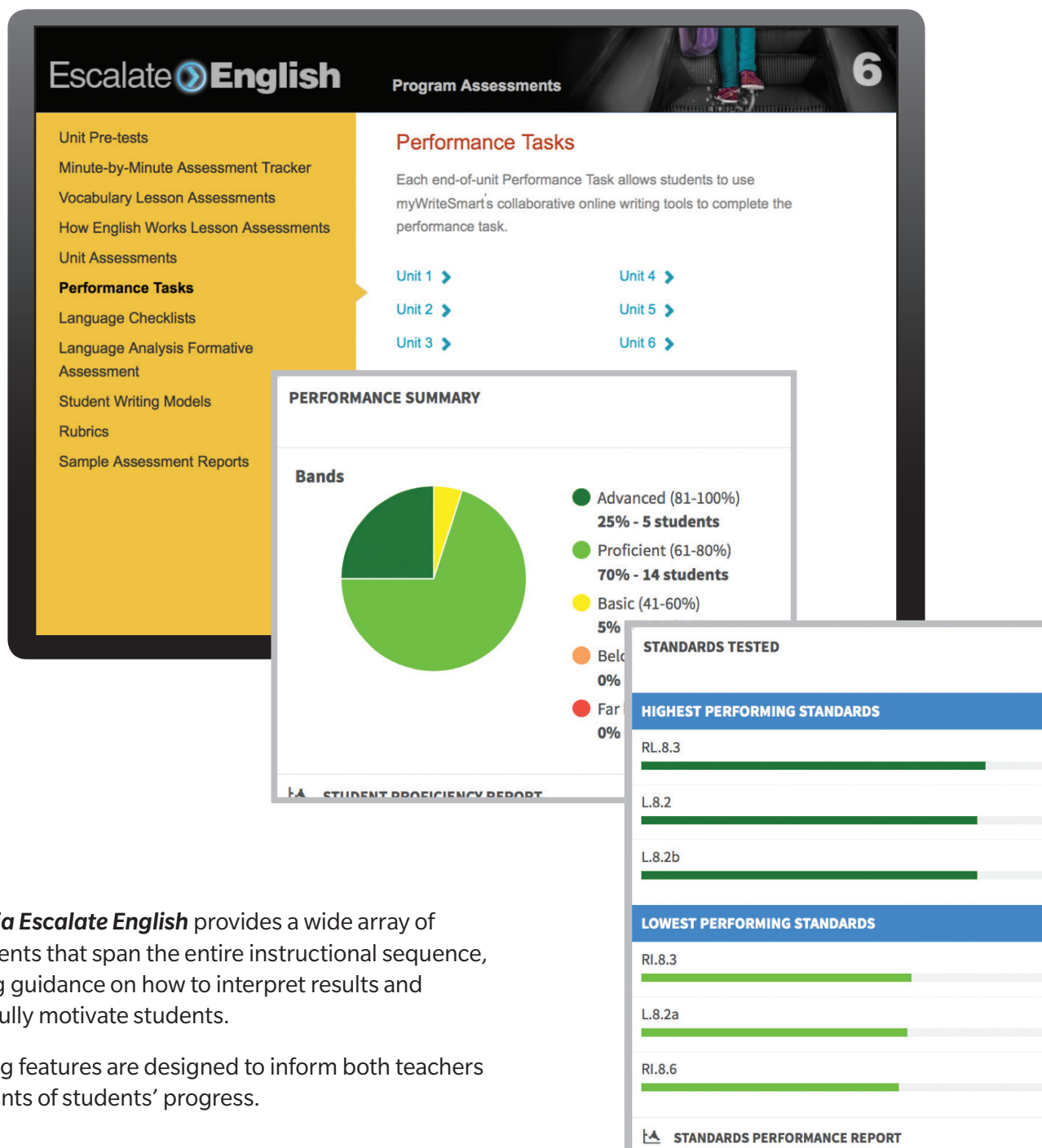
➤ **Grammar and Language Handbook** provides resources for instruction and practice in foundational skills acquisition.

# Assessments Prepare Students for SBAC SUCCESS



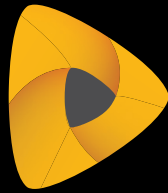
## Program Assessments

Enhanced online assessments measure students' abilities and knowledge.



- California Escalate English provides a wide array of assessments that span the entire instructional sequence, including guidance on how to interpret results and successfully motivate students.

Reporting features are designed to inform both teachers and parents of students' progress.



# HMHPLAYER™

Making 1:1 Learning a Reality

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Connect with us:



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