Alpha Literature
Aligned to CCSS

Marketing Brochure (G6-12)
The study of Language Arts is a key component of communication that is necessary for students to achieving success in both their education and their professional future. Proficiency in Language Arts leads to better everyday communication skills, the potential for more meaningful social contributions, and the ability to reach a deeper understanding of other people and the world around us.

Alpha Literature provides up-to-date pedagogy and instruction in English Language Arts (ELA) with a focus on Literature and Informational Texts. The program follows the Common Core State Standards (CCSS) for English Language Arts and Literacy.

- Integrated English Language Arts program developed specifically for students and teachers in the MENA region.
- Globally-focused, featuring multi-genre classic and contemporary literature from around the world. The program features the work of esteemed Middle Eastern writers such as Mahmoud Darwish, Yusef Idris, and Nobel Prize-winner Naguib Mahfouz.
- Fully compliant with the Common Core State Standards, offering comprehensive skills instruction and practice in Reading, Writing, Language Comprehension (Vocabulary and Grammar), and Speaking and Listening.
- Includes a comprehensive Teacher Guide, providing pacing guidelines, innovative teaching tips and robust strategies for differentiated instruction.
- Engaging and challenging content.

Our mission is to provide educational materials and courses across the Middle East and Africa that meet international standards while also reflecting and incorporating the cultures and traditions of the region.

Our dedicated publishing teams are mindful of the different types of learners who come from various national and cultural backgrounds. Our publishing strategy is set on the very motto: ‘we are in the region, for the region’. Coupled with the latest technology and innovative learning and teaching tools, we pay the utmost attention to the delivery of globally recognized and culturally appropriate content.

We cater for curriculums following English Language Arts; US- Next Generation Science Standards and Common Core State Standards.
In May 1996, American journalist Jon Krakauer was one of 27 climbers who attempted to summit Mount Everest. Fourteen groups, a total of 43 climbers, were on the mountainside. This is the greatest number of lives lost on Everest in a single disaster. Eight climbers—four of whom came from Krakauer’s team—perished.

The team mainly consisted of veteran climbers and Sherpas, local Nepalese people who are familiar with Mount Everest and who often act as guides. Eight people who hired the group Adventure Consultants to help them climb the mountains died. Beside you, I wait in hand, as before.

Your cameras lie forgotten in a closet; you do not write or sing; you sit long looking for something in the mud. Your expression is not the same man. I often accompany you to the station and we watch the night of that third day, beneath the unblinking focus of quartz lamps. We do not know who the “vultures” are; Who or what might the “vultures” be?

“vultures. “ Who or what have risen above the life buoy, closed her eyelids, held her to the end. Rolf Carlé removed a/uni00A0flower in the mud. Azucena gave up, her eyes locked with you. In a terrifying and dangerous situation, the climb team retained a sense of community. What are some ways that they work together and help one another? What motivates them to persevere despite the human nature? What do they learn from their experiences?

Into Thin Air

CLOSE READING FOCUS

In “And of Clay Are We Created,” why does the author name only two of the many people who died? How does this contribute to the overall mood of the selection? Do you think it matters how many people died? How does this compare to the documentation of other disasters? How can this help you understand the context of the selection? How would you explain the events of the selection to someone who had not read it yet?

The ceremony of innocence is drowned. The blood-dimmed tide is loosed, and everywhere the trumpet is声音。Mere anarchy is loosed upon the world, turning and turning in the widening gyre. By then I had obtained a pump and was in touch with a general who had agreed to ship it the next morning. But a moment later, as Schoening second rock came down and smashed the bottom of the Lhotse Face, where Beidleman managed to lower him to the ground.

Rolf’s interactions with Azucena help him to overcome the pain of losing his sister. How do Rolf’s interactions with Azucena help him to overcome the pain of losing his sister? What are some ways that the climb team retains a sense of community?

The blood-dimmed tide is loosed, and everywhere the trumpet is sound. Mere anarchy is loosed upon the world, turning and turning in the widening gyre. What do you think might motivate the climbers to continue despite the disaster? What motivates them to persevere despite the human nature? What do they learn from their experiences?

INTO THIN AIR

CRITICAL VIEWING Questions

(a) In what ways does Azucena represent the young Rolf? Discuss your answer with a partner.

(b) How do Rolf’s interactions with Azucena help him to overcome the pain of losing his sister? What are some ways that the climb team retains a sense of community?

(c) How are these moments connected?

DRAW ConClUsIons

AnALYZE

In “And of Clay Are We Created,” why does the author name only two of the many people who died? How does this contribute to the overall mood of the selection? Do you think it matters how many people died? How does this compare to the documentation of other disasters? How can this help you understand the context of the selection? How would you explain the events of the selection to someone who had not read it yet?

The ceremony of innocence is drowned. The blood-dimmed tide is loosed, and everywhere the trumpet is sound. Mere anarchy is loosed upon the world, turning and turning in the widening gyre. By then I had obtained a pump and was in touch with a general who had agreed to ship it the next morning. But a moment later, as Schoening second rock came down and smashed the bottom of the Lhotse Face, where Beidleman managed to lower him to the ground.

Rolf’s interactions with Azucena help him to overcome the pain of losing his sister. How do Rolf’s interactions with Azucena help him to overcome the pain of losing his sister? What are some ways that the climb team retains a sense of community?

The blood-dimmed tide is loosed, and everywhere the trumpet is sound. Mere anarchy is loosed upon the world, turning and turning in the widening gyre. What do you think might motivate the climbers to continue despite the disaster? What motivates them to persevere despite the human nature? What do they learn from their experiences?

INTO THIN AIR

CRITICAL VIEWING Questions

(a) In what ways does Azucena represent the young Rolf? Discuss your answer with a partner.

(b) How do Rolf’s interactions with Azucena help him to overcome the pain of losing his sister? What are some ways that the climb team retains a sense of community?

(c) How are these moments connected?

DRAW ConClUsIons

AnALYZE

In “And of Clay Are We Created,” why does the author name only two of the many people who died? How does this contribute to the overall mood of the selection? Do you think it matters how many people died? How does this compare to the documentation of other disasters? How can this help you understand the context of the selection? How would you explain the events of the selection to someone who had not read it yet?

The ceremony of innocence is drowned. The blood-dimmed tide is loosed, and everywhere the trumpet is sound. Mere anarchy is loosed upon the world, turning and turning in the widening gyre. By then I had obtained a pump and was in touch with a general who had agreed to ship it the next morning. But a moment later, as Schoening second rock came down and smashed the bottom of the Lhotse Face, where Beidleman managed to lower him to the ground.

Rolf’s interactions with Azucena help him to overcome the pain of losing his sister. How do Rolf’s interactions with Azucena help him to overcome the pain of losing his sister? What are some ways that the climb team retains a sense of community?

The blood-dimmed tide is loosed, and everywhere the trumpet is sound. Mere anarchy is loosed upon the world, turning and turning in the widening gyre. What do you think might motivate the climbers to continue despite the disaster? What motivates them to persevere despite the human nature? What do they learn from their experiences?

INTO THIN AIR

CRITICAL VIEWING Questions

(a) In what ways does Azucena represent the young Rolf? Discuss your answer with a partner.

(b) How do Rolf’s interactions with Azucena help him to overcome the pain of losing his sister? What are some ways that the climb team retains a sense of community?

(c) How are these moments connected?

DRAW ConClUsIons

AnALYZE

In “And of Clay Are We Created,” why does the author name only two of the many people who died? How does this contribute to the overall mood of the selection? Do you think it matters how many people died? How does this compare to the documentation of other disasters? How can this help you understand the context of the selection? How would you explain the events of the selection to someone who had not read it yet?

The ceremony of innocence is drowned. The blood-dimmed tide is loosed, and everywhere the trumpet is sound. Mere anarchy is loosed upon the world, turning and turning in the widening gyre. By then I had obtained a pump and was in touch with a general who had agreed to ship it the next morning. But a moment later, as Schoening second rock came down and smashed the bottom of the Lhotse Face, where Beidleman managed to lower him to the ground.

Rolf’s interactions with Azucena help him to overcome the pain of losing his sister. How do Rolf’s interactions with Azucena help him to overcome the pain of losing his sister? What are some ways that the climb team retains a sense of community?

The blood-dimmed tide is loosed, and everywhere the trumpet is sound. Mere anarchy is loosed upon the world, turning and turning in the widening gyre. What do you think might motivate the climbers to continue despite the disaster? What motivates them to persevere despite the human nature? What do they learn from their experiences?

INTO THIN AIR

CRITICAL VIEWING Questions

(a) In what ways does Azucena represent the young Rolf? Discuss your answer with a partner.

(b) How do Rolf’s interactions with Azucena help him to overcome the pain of losing his sister? What are some ways that the climb team retains a sense of community?

(c) How are these moments connected?

DRAW ConClUsIons

AnALYZE

In “And of Clay Are We Created,” why does the author name only two of the many people who died? How does this contribute to the overall mood of the selection? Do you think it matters how many people died? How does this compare to the documentation of other disasters? How can this help you understand the context of the selection? How would you explain the events of the selection to someone who had not read it yet?
Despite the quality of the transmission, instructions and practices are presented in an easy-to-consume, intuitive format that includes graphic organizers, charts, outlines, and other tools that help students prepare and organize their work.

The Literary Companion provides integrated ELA skills support for every selection in the Student Anthology, by featuring comprehensive skills instruction and practice for Reading, Writing, Vocabulary, Grammar, and Speaking and Listening. It also includes comprehensive instructions for the Performance Task in every unit.

The Alpha Literature Literary Companion was designed to provide complete coverage of the Common Core State Standards at each grade level. Instructions and practices are presented in an easy-to-consume, intuitive format that includes graphic organizers, charts, outlines, and other tools that help students prepare and organize their work.

Reading Skills are explored and explained individually, allowing students to become familiar with the concept of the skill through detailed description and examples from the already familiar Student Anthology text.

Vocabulary Strategy

The activities on the Vocabulary Strategy page will help students develop the key vocabulary skills such as using context, or the overall meaning of a sentence or paragraph, to determine the meanings of unfamiliar words. Others include: understanding connotations, using prefixes and suffixes, differentiating between multiple-meaning words, understanding idioms, analyzing figurative language. By thinking about the relationships between words, students will better understand the words they encounter in their reading and use in their writing.

Writing Skill

The Writing Skill practice sheets underpin the importance of the reading-writing connection by requiring students to utilize and write about evidence from literary and informational texts. The exercises build upon the centrality of writing to mood terms of inquiry as prominently included in the CCSS.

| Practice & Apply |

The Practice and Apply worksheets support the practical use of the outlined Reading Skill and reinforce the concepts through hands-on application exercises. They give teachers the opportunity to expand upon the ideas and skills covered in the lesson, provide room for Differentiated Instruction and encourage interactive group learning.

Selection Vocabulary & Language Skill worksheets

The Selection Vocabulary and Language Skill worksheets provide several activities, including sentence completion and multiple choice questions, that will get students to think about the meanings of the vocabulary words from the reading selection and examine the underlying grammatical concepts. By completing the activities, students become familiar with the vocabulary words and grammar rules and will feel comfortable with using them in their own speaking and writing.

Selection Vocabulary & Language Skill worksheets

The activities on the Vocabulary Strategy page will help students develop the key vocabulary skills such as using context, or the overall meaning of a sentence or paragraph, to determine the meanings of unfamiliar words. Others include: understanding connotations, using prefixes and suffixes, differentiating between multiple-meaning words, understanding idioms, analyzing figurative language. By thinking about the relationships between words, students will better understand the words they encounter in their reading and use in their writing.

Writing Skill

The Writing Skill practice sheets underpin the importance of the reading-writing connection by requiring students to utilize and write about evidence from literary and informational texts. The exercises build upon the centrality of writing to mood terms of inquiry as prominently included in the CCSS.
**TEACHER GUIDE**

The Alpha Literature Teacher Guide provides an overview of each unit and includes Learning Targets, Pacing Guide, and Teaching Tips. It gives comprehensive support for every selection in the Student Anthology and the lessons in the Literary Companion.

Essentially, the Teacher Guide includes teacher scripts, tips for English Language Learners, Differentiated Instruction notes, and rubrics for assessing the unit Performance Tasks.

### Essential Question

The Essential Question introduces the unit theme and sets the stage for the subjects or stories presented in the texts. It also provides the opportunity for establishing one or multiple points of view through the class discussion and lead the students towards critical reading.

The Learning Targets provide a snapshot of the expected learning outcomes.

### Pacing Plan

The Pacing Plan acts as a blueprint of the unit's contents. Apart from helping teachers plan each instructional day it shows the titles and page numbers of the selections or sets of selections students will read. It also indicates the accompanying reading, vocabulary, language/grammar, and writing skills instruction and activities in the Literary Companion.

### Lesson Plan

Step by step Lesson Plans and Detailed Instruction list support the class activities. These include Create Reading and Critical Viewing exercises and guiding students through group discussions and comparing texts in the Student Anthology. The Lesson Plans also incorporate directions and suggestions on applying Differentiated Instruction for the Literary Companion.
1. Brainstorm to find a topic. Choose the topic that interests you most. Present a Persuasive Speech about why you think the benefits do (or do not) outweigh the risk.

   • Scott and Amundsen’s risks
   • Are the risks worth the effort? Why or why not?

   An effective piece of writing presents strong ideas. The first step in approaching the new topic.

   WRITING SKILL: DEVELOPING THE TOPIC:
   Finding Relevant Examples
   Possible answers:

   • expedition to reach the South Pole.
   • Scott and Amundsen’s risks
   • many of you feel confident that you or your partner has
   • How do transition words help
   • with few details or
   • more if you need them.
   • lack of thesis
   • is your main idea. It
   • is your conclusion.
   • • Are the points logical and
   • • • Are the points clear?
   • • • • Are there gaps or
   • • • • • Are the ideas

   1. Speak loudly and clearly so that all listeners can hear and understand you. Present a Persuasive Speech.

   2. Work with your teacher to find appropriate publishing opportunities on

   They have to decide on a format for publishing.

   • copies or posting it online.

   3. Give examples of transition words and phrases.

   • in contrast, however, although, next

   4. Ask students to read the example text and identify the transition words.

   • because, therefore, in contrast, however, although, next

   5. Ask students how they would use these transitions.

   • use your voice as well as your words to express

   6. Guide students to expand their ideas and discuss the risks.

   • • • • • Are the points clear?

   7. Review the Scoring Rubric on the opposite page

   Rubric

   This section reflects the holistic scoring of the rubric.

   II. First Body Paragraph

   • • • • • Are the points clear?

   4. Ask students to write their drafts.

   • • • • • Are the points clear?

   5. Ask students to go back and edit their work.

   • • • • • Are the points clear?

   6. Compile a Works Cited list that follows Modern Language Association

   guidelines:

   1. Speak loudly and clearly so that all listeners can hear and understand you. Present a Persuasive Speech.

   2. Work with your teacher to find appropriate publishing opportunities on

   They have to decide on a format for publishing.

   • copies or posting it online.

   3. Give examples of transition words and phrases.

   • in contrast, however, although, next

   4. Ask students to read the example text and identify the transition words.

   • because, therefore, in contrast, however, although, next

   5. Ask students how they would use these transitions.

   • use your voice as well as your words to express

   6. Guide students to expand their ideas and discuss the risks.

   • • • • • Are the points clear?

   7. Review the Scoring Rubric on the opposite page

   Rubric

   This section reflects the holistic scoring of the rubric.

   II. First Body Paragraph

   • • • • • Are the points clear?

   4. Ask students to write their drafts.

   • • • • • Are the points clear?

   5. Ask students to go back and edit their work.

   • • • • • Are the points clear?

   6. Compile a Works Cited list that follows Modern Language Association

   guidelines:

   1. Speak loudly and clearly so that all listeners can hear and understand you. Present a Persuasive Speech.

   2. Work with your teacher to find appropriate publishing opportunities on

   They have to decide on a format for publishing.

   • copies or posting it online.

   3. Give examples of transition words and phrases.

   • in contrast, however, although, next

   4. Ask students to read the example text and identify the transition words.

   • because, therefore, in contrast, however, although, next

   5. Ask students how they would use these transitions.

   • use your voice as well as your words to express

   6. Guide students to expand their ideas and discuss the risks.

   • • • • • Are the points clear?

   7. Review the Scoring Rubric on the opposite page

   Rubric

   This section reflects the holistic scoring of the rubric.

   II. First Body Paragraph

   • • • • • Are the points clear?

   4. Ask students to write their drafts.

   • • • • • Are the points clear?

   5. Ask students to go back and edit their work.

   • • • • • Are the points clear?

   6. Compile a Works Cited list that follows Modern Language Association

   guidelines:

   1. Speak loudly and clearly so that all listeners can hear and understand you. Present a Persuasive Speech.

   2. Work with your teacher to find appropriate publishing opportunities on

   They have to decide on a format for publishing.

   • copies or posting it online.

   3. Give examples of transition words and phrases.

   • in contrast, however, although, next

   4. Ask students to read the example text and identify the transition words.

   • because, therefore, in contrast, however, although, next

   5. Ask students how they would use these transitions.

   • use your voice as well as your words to express

   6. Guide students to expand their ideas and discuss the risks.

   • • • • • Are the points clear?

   7. Review the Scoring Rubric on the opposite page

   Rubric

   This section reflects the holistic scoring of the rubric.

   II. First Body Paragraph

   • • • • • Are the points clear?

   4. Ask students to write their drafts.

   • • • • • Are the points clear?

   5. Ask students to go back and edit their work.

   • • • • • Are the points clear?

   6. Compile a Works Cited list that follows Modern Language Association

   guidelines:

   1. Speak loudly and clearly so that all listeners can hear and understand you. Present a Persuasive Speech.

   2. Work with your teacher to find appropriate publishing opportunities on

   They have to decide on a format for publishing.

   • copies or posting it online.

   3. Give examples of transition words and phrases.

   • in contrast, however, although, next

   4. Ask students to read the example text and identify the transition words.

   • because, therefore, in contrast, however, although, next

   5. Ask students how they would use these transitions.

   • use your voice as well as your words to express

   6. Guide students to expand their ideas and discuss the risks.

   • • • • • Are the points clear?

   7. Review the Scoring Rubric on the opposite page

   Rubric

   This section reflects the holistic scoring of the rubric.

   II. First Body Paragraph

   • • • • • Are the points clear?

   4. Ask students to write their drafts.

   • • • • • Are the points clear?

   5. Ask students to go back and edit their work.

   • • • • • Are the points clear?

   6. Compile a Works Cited list that follows Modern Language Association

   guidelines:

   1. Speak loudly and clearly so that all listeners can hear and understand you. Present a Persuasive Speech.

   2. Work with your teacher to find appropriate publishing opportunities on

   They have to decide on a format for publishing.

   • copies or posting it online.

   3. Give examples of transition words and phrases.

   • in contrast, however, although, next

   4. Ask students to read the example text and identify the transition words.

   • because, therefore, in contrast, however, although, next

   5. Ask students how they would use these transitions.

   • use your voice as well as your words to express

   6. Guide students to expand their ideas and discuss the risks.

   • • • • • Are the points clear?

   7. Review the Scoring Rubric on the opposite page

   Rubric

   This section reflects the holistic scoring of the rubric.

   II. First Body Paragraph

   • • • • • Are the points clear?

   4. Ask students to write their drafts.

   • • • • • Are the points clear?

   5. Ask students to go back and edit their work.

   • • • • • Are the points clear?
Children learn the foundational skills of reading and begin to understand the relationship between written and spoken language during their first year in Kindergarten. They learn how sounds & phonics interact, how blending those components will create words and from those words form sentences.

The Alpha KG Reading Program understands the importance of engaging children with the art of reading and setting them up for a lifelong love of literature. Alpha KG Reading follows a carefully integrated, multimodal approach for introducing language art skills and guiding students towards acquiring mastery of the English language.

Alpha KG Reading (G1-5) is a comprehensive program designed to provide solid foundational skills while inspiring young students to a life-long joy of reading. The Program follows the Common Core State Standards and incorporates proven Reading-Language Arts instructional methods.

Incorporating both contemporary and time-tested literature, along with brand-new high-interest selections, Alpha Reading 1-5 offers an array of opportunities for engaging and informing readers. The use of authentic literature supports students’ cultural awareness and promotes instruction across the curriculum.

Math is a concept children start to learn before they ever enter the classroom. They become familiar with the basic mathematical ideas, such as “less & more”, “addition & subtraction” through play and daily life. Alpha Kindergarten Math understands that while children cannot utilize the exact mathematically correct terminology and speak math fluently, they possess an awareness of the basic concepts. Alpha K Math contains colorful illustrations, stories and engaging, easy-to-do exercises guiding children to easily transition from images and concepts to symbols and numbers.

Alpha Math understands there is more than one way to reach a solution and that success comes from practice. Our Math program provides multiple learning strategies leading to in-depth understanding through hands-on activities, encouraging students to think, analyze and reason.

Alpha Math promotes the importance of mathematical literacy and differentiated learning. Teachers can personalize the approach to each student, taking into account the most effective ways individual students learn and the various resources such as Multiple Intelligence Math activities, Differentiated Practices, and Multiple Mathematical Strategies.
Alpha Science is composed of four directed volumes so teachers can select the domain they would like to teach first. Each NGSS domain has its own unique color-coded volume with vibrant visuals. Each lesson contains three differentiated practices: Full and Guided. Each lesson begins with a directed practice to encourage students to start thinking and questioning the world around them. As the lesson continues, the Guided Practice will be performed with the help of the teacher. At the end of the lesson, students will be able to apply their mastery of the lesson with the Full Practice without teacher support.

At the end of each chapter, there is a STEAM activity in which students get to implement the knowledge they have learned as scientists and apply it to a real-life scenario as engineers.

Alpha Science (G1-5)

Alpha Publishing believes teacher support is one of the key success factors for better learning and teaching outcomes. Our experienced and dedicated consultants and teacher trainers offer support and training services to individual teachers and institutions.

We provide continuous program support and professional development for teachers and institutions, to assist them in enhancing learning and teaching in classrooms.

Smart Education is working in partnership with KDIL Global an education company focused on providing professional development to American curriculum educators in the MENA region. KDIL Global was founded by Kevin Simpson, who brings more than 25 years of experience in the field of education.
OFFICES

DUBAI
Office 901, Clover Bay Tower, Business Bay, Dubai, UAE
Tel: +971 4 391 8658
Unit # A03, International Media Production Zone Mohammed Bin Zayed St, Dubai, U.A.E.
Tel: +971 4 4212581

EGYPT
EDU LIGHTHOUSE
3 El Sad El Aaly square, Floor 3 El Dokki, Giza, Egypt.
Postal code: 12611
Tel: +202 37489207

REGIONAL INQUIRIES:

FOR GENERAL INQUIRIES
Tel: +971 4 391 8658
Toll Free: 80010010
Web Site: alphaedu.info
Email: askme@alphaedu.ae

U.A.E, LEBANON AND QATAR
souzan.edde@smarteducation.ae

U.A.E, BAHRAIN AND OMAN
Ikbali.cherkaoui@smarteducation.ae

KSA AND KUWAIT
chris.kostas@smarteduaction.ae

MIDDLE EAST AND NORTH AFRICA
andrew.dunning@smarteducation.ae

EGYPT
shaymaa.aly@edulighthouse.com

JORDAN
danielle.nasser@smarteducation.ae

TRAINING AND CONSULTANCY
danielle.nasser@smarteducation.ae

Connect with US