

Alpha Literature

Aligned to CCSS



Ali Banisadr, *In the Name Of*, 2008, oil on linen.

Marketing Brochure (G6-12)

ALPHA PUBLISHING believes that children and adults have the right to a quality education. Continuous learning is the best means of improving the lives of individuals and enhancing the standards and quality of our communities.

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.

OUR ALPHA TITLES



PROGRAM HIGHLIGHTS

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.

KEY FEATURES

- 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.

PROGRAM COMPONENTS

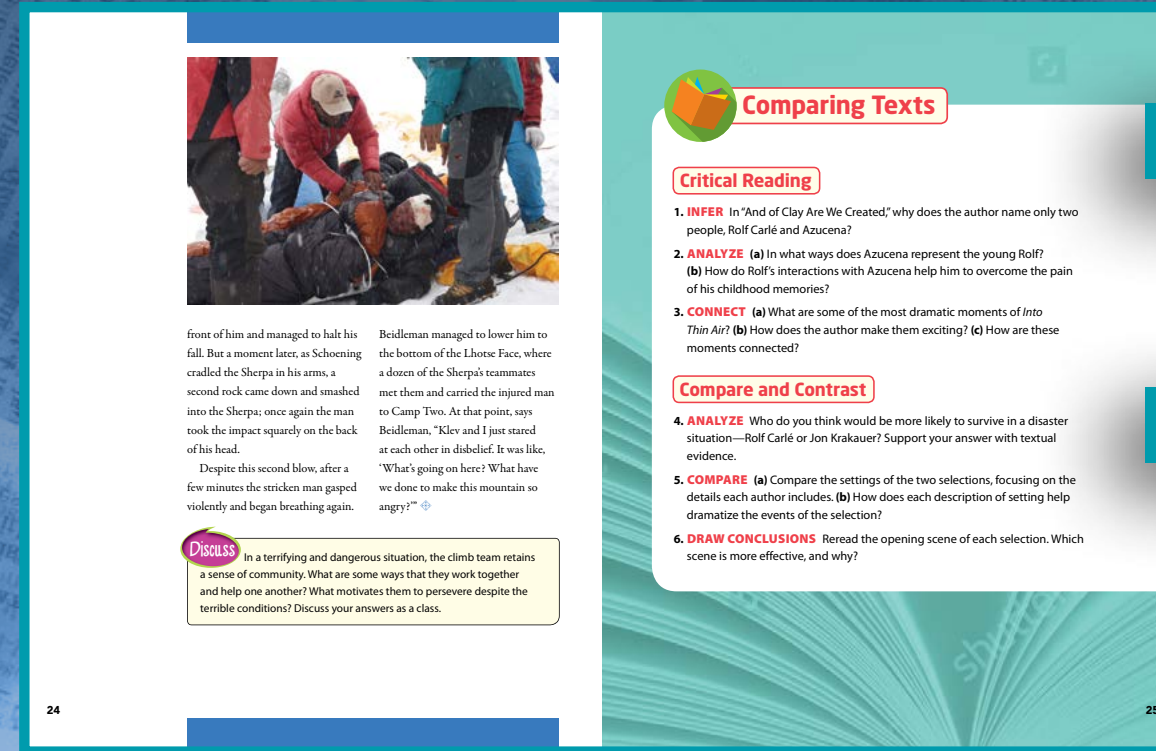


STUDENT BOOK



UNIT OPENER

The Unit Opener captures the students' interest with a bold, engaging image that reflects the unit theme and presents the unit's Essential Question, an overarching big idea for the students to consider throughout the unit and address in the end-of-unit Performance task.



Discussion Activities

Introduce thought - provoking questions that extend beyond the literature. Students share their insights and ideas in paired, small group, or class discussions.

Critical Reading Question Bank

Presents higher-order thinking questions that require students to go beyond basic recall and comprehension to analyze, interpret, and evaluate the literature.

AWARD WINNER AND BESTSELLER TITLES

The CCSS required range of text types reflects the needs and interests of middle and high school students. Alpha Literature guides students to discover the pleasures of reading through adventure stories, historical fiction, science fiction, humorous sketches, and much more. The variety of genres includes short stories and dramas, poetry, novel excerpts, screenplays, myths and epics, folk tales, and even graphic novels.

All standards instruction is tied to and stems from the grade-appropriate reading selections in the Student Anthology.



Award-winners

- The Breadwinner by Deborah Ellis
- Words in the Dust by Trent Reedy
- Damascus Nights by Rafik Schami

Bestsellers

- A Long Walk to Water by Linda Sue Park
- I Am Malala by Malala Yousafzai
- Born on a Blue Day by Daniel Tammet
- Cinder by Melissa Meyer
- The Bad Beginning (A Series of Unfortunate Events, Book 1) by Lemony Snicket
- The Joy Luck Club by Amy Tan
- Cleopatra: A Life by Stacy Schiff
- Into Thin Air by John Krakauer
- The Martian by Andy Weir
- The Boy Who Harnessed the Wind by William Kamkwamba
- The Immortal Life of Henrietta Lacks by Rebecca Skloot

Background and Close Reading

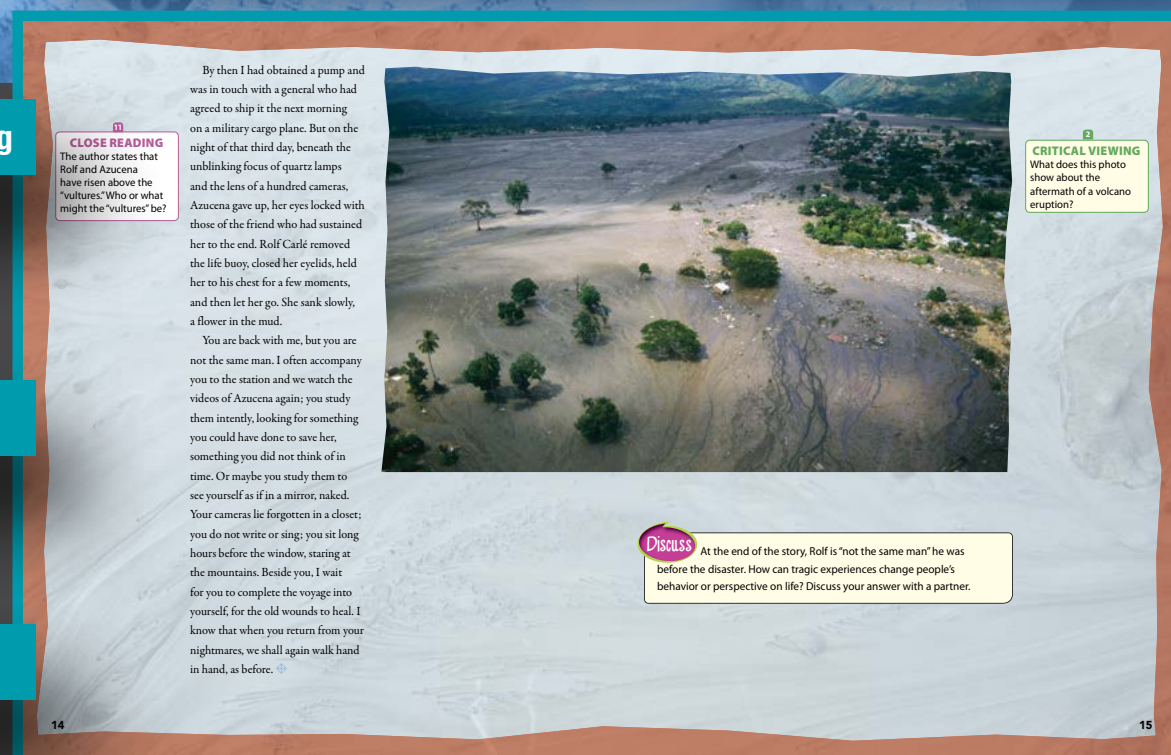
Focus prepare students to engage with the literature by presenting information about the selection and its author and providing the standards-based focus for close reading.

Close Reading Questions

Deepen students' interaction with the text by requiring them to cite specific textual details to support their literary analysis.

Critical Viewing Questions

Encourage students to apply critical thinking skills as they analyze selection visuals.



LITERARY COMPANION

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 Skill: Analyze Complex Characters

Characters are the people who take part in the action of the story. **Complex characters** develop and change over the course of the story. Authors use these techniques to create complex characters:

- They depict the character's physical characteristics, personality, actions, and speech.
- They reveal motivation—why the character acts in a certain way. Sometimes a character has a number of motivations, which come into conflict during the story.
- Authors place complex characters in situations that push them to change.

Often, authors prefer to "show" rather than "tell" what a character is like. Read this excerpt from "And of Clay Are We Created":

Character	Textual Evidence	What Readers Learn
Rolf Carle	Despite the quality of the transmission, I could hear his voice break, and I loved him more than ever.	Rolf is compassionate and desperately wants to help the trapped child.

In this example, readers learn that Rolf is compassionate—not because the narrator says so directly, but because of how she describes Rolf's actions. Similarly, in the following example, the narrator doesn't explain how Azucena feels but instead shows readers through the girl's words.

Character	Textual Evidence	What Readers Learn
Azucena	"Don't leave me alone," she begged.	Azucena is very frightened.

Readers can infer what complex characters are like by studying their words and actions.

Practice and Apply: Analyze Complex Characters

1. Analyze the following textual evidence from "And of Clay Are We Created." Identify what readers learn from Rolf's dialogue. *Possible answer:*

Character	Textual Evidence	What Readers Learn
Rolf	"Don't worry, we'll get you out of here," Rolf promised.	Rolf is determined and wants to help.

2. Complete the chart about Azucena. Analyze her actions and words.

Character	Textual Evidence	What Readers Learn
Azucena	"The sky is weeping," Azucena murmured, and she, too, began to cry.	Azucena is beginning to understand that she will likely die.
	"Don't cry. I don't hurt anyone. I'm fine."	Azucena has accepted death.

3. Summarize how Azucena both changes and stays the same over the course of the story. Then discuss whether you think she is a complex character or not.

Possible answer: Azucena remains a sweet, kind, humble girl throughout the story. However, she changes from being frightened and in need of comfort to giving comfort and reassurance to others. This major change shows that she is a complex character.

Reading Skills

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 Skill: Selection Vocabulary

"And of Clay Are We Created"		
bureaucratic	commiserate	tenacity
catadym	putrescent	
Into Thin Air		
acclimatization	anesthetized	exacerbated
		triage

Circle the letter of the vocabulary word correctly completes.

- PRACTICE A.** Choose the sentence that the vocabulary word correctly completes. Circle the letter of that sentence.
- tenacity**
 - She had _____ to do the best that she could.
 - Because of her _____, she did not finish the project.
 - exacerbated**
 - The successful cure _____ the child's sickness.
 - The sudden downpour of rain _____ traffic delays.
 - bureaucratic**
 - Her _____ style of management allowed workers to choose which hours to work.
 - With his _____ approach, he made sure the papers were signed and filed correctly.
 - triage**
 - In their efforts at _____, the doctors planned which of the injured to help first.
 - Because the nurses had plenty of time for the patients, their _____ was not rushed.

PRACTICE B. Write the vocabulary word that has a meaning similar to that of the underlined word(s) in each sentence.

- The flowers in the vase were terribly wilted. *putrescent*
- We share our disappointment whenever we lose a match. *commiserate*
- We responded to the disaster by giving food to the weary people. *catadym*

APPLY Identify the vocabulary word that is connected to the italicized word. Write a sentence to explain each answer. *Possible answers:*

- Which word is related to persistence? *Tenacity: A person with tenacity is persistent; he or she will not give up.*
- Which word is related to acclimatization? *Acclimatization: Acclimatization is achieved when people become accustomed to something.*
- Which word is related to numb? *Anesthetized: You can't feel pain when you are anesthetized or numbed.*

Language Skill: Identify and Correct Vague Pronouns

Pronouns replace nouns in a sentence. The nouns they replace are called **antecedents**. Pronouns are **vague** when their antecedents are unclear. Two pronouns that are often vague and used incorrectly are *it* and *this*.

Example	Problem
The reporter failed to meet deadlines. It was frustrating for his editor.	What noun does <i>it</i> replace?
The reporter failed to meet deadlines. This was frustrating for his editor.	What noun does <i>this</i> replace?

In these examples, the pronouns *it* and *this* refer to the idea that the reporter had trouble with deadlines. Below are some strategies for expressing this idea more clearly.

Replace it with a noun or noun phrase.

The reporter failed to meet deadlines, and his habitual failure frustrated his editor.

Replace this with a noun or noun phrase.

The reporter failed to meet deadlines, and this habit frustrated his editor.

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 underpinning grammatical concepts. By completing the activities, students will become familiar with the vocabulary words and grammar rules and will feel comfortable with using them in their own speaking and writing.

Vocabulary Strategy: Shades of Meaning

Denotation refers to the dictionary definition of a word. **Synonyms** have similar denotations, but may have different **shades of meaning**. When words are similar in meaning, you must analyze the nuances, or slight differences, between them to understand the precise meaning of a passage.

Example 1

The determined climbers would not quit until they reached the top of the mountain.

The word **determined** means "resolved, willing to stick to a decision." One synonym for **determined** is **stubborn**. However, if you substitute **stubborn** for **determined** in the sentence above, the sentence takes on a slightly different meaning. Someone who is **stubborn** is indeed determined but may be unwilling to change plans even when it might be wise to do so.

Practice and Apply

The words in the box have similar denotations but different shades of meaning. Choose three of the words, and write a sentence using each, showing that you understand their nuances. Use a dictionary as needed.

brave adventurous daring heroic rash

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.

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.

Reading Skill: Analyze the Plot

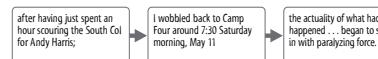
The **plot** is the sequence of events in a story. Each event leads to or causes the next one. To make each event come alive, the author shows when and where it happened and provides details that help the reader picture it. This attention to each important event is one aspect of **plot development**.

In the following excerpt, Jon Krakauer describes a sequence of events. Notice how he uses time, place, action, and emotion to develop the plot.

"When I wobbled back to Camp Four around 7:30 Saturday morning, May 11, the actuality of what had happened—of what was still happening—began to sink in with paralyzing force. I was physically and emotionally wrecked after having just spent an hour scouring the South Col for Andy Harris . . ."

The underlined words tell when events took place. The circled words show where they happened. The details about actions ("wobbled back") and emotions ("physically and emotionally wrecked") help readers share the experience.

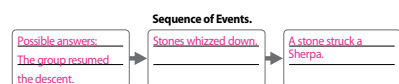
Sometimes an author presents events out of sequence, circling back to discuss things that have already happened. This flow chart shows the chronological order of events described in the excerpt:



Practice and Apply: Analyze the Plot

1. Read the following excerpt. Then, complete the chart by listing the major events that the author describes. You don't need to include all the details.

As [Beidleman's group] resumed their descent, a volley of grapefruit-sized stones came whizzing down from the upper mountain and one of them struck a Sherpa in the back of the head.



2. Analyze the events in the following excerpt. Underline words and phrases that show the time frame. Circle words and phrases that tell where things happened. Then write three specific actions on the lines below.

Possible answers:
main gasped violently
Beidleman managed to lower him
carried the injured man back to camp

3. Choose one of the excerpts on this page. How well does the author depict the events and develop the plot? Give specific examples to support your answer.

Despite this second blow, after a few minutes the stricken man gasped violently and began breathing again. Beidleman managed to lower him to the bottom of the Hoese Face, where a dozen of the Sherpa's teammates met them and carried the injured man to Camp Two.

WRITING SKILL: Write a Comparison and Contrast Essay

Assignment: Isabel Allende bases her fictional story on actual events. In contrast, Jon Krakauer's story is nonfiction, but in many ways it reads like fiction. Write a brief essay in which you compare and contrast the ways that the authors create **suspense**, or anticipation about what will happen next, in their narratives.

PREWRITING: Organize Your Ideas

To write a comparison and contrast essay focused on suspense, identify similarities and differences between narrative events in the two texts. Follow these steps:

- Review each selection to find a few events that you find very suspenseful.
- Study these events and determine what makes them suspenseful. What actions, descriptive details, emotions, or dialogue make you anxious to find out what happens next?

- Look for similarities and differences between the buildup of suspense in the events from the two narratives.

Complete the charts below to organize your observations and structure your essay.

"And of Clay Are We Created"



from Into Thin Air



DRAFTING: Support Your Ideas

As you write about each author's use of suspense, remember to include evidence from the narratives to support your statements. A brief quotation or a summary of a character's actions will help make your essay convincing.

Six Traits + 1: Word Choice

Your essay should include precise language to help readers clearly identify your comparisons and contrasts. Include **transitions**, or words and phrases that demonstrate relationships between ideas. Refer to the list below.

- **Transitions that show comparison:** similarly, also, in the same way, likewise
- **Transitions that show contrast:** conversely, on the other hand, alternatively, however
- **Transitions that show sequence:** first, next, then, finally, before, initially, after

SPEAKING AND LISTENING: Hold a Group Discussion

Assignment: Prepare a brief summary of the main points in your essay. Then, in a small group, share your main points. After each person shares, ask questions to facilitate a thoughtful and sustained discussion.

When you ask questions, move beyond asking for opinions only. Challenge yourself and your classmates to think deeply by asking questions that prompt analysis, clarification of ideas, and an exploration of cause and effect.

Analysis

*What is the meaning of ... ?

*What is the significance of ... ?

Clarification

*Can you explain how ... ?

Is there a contradiction between ...

Cause and Effect

*What is the connection between ... ?

*What are the causes of ... ?

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.

Unit 5

Discoveries

Unit 5 Overview

Essential Question

What risks might people take as they try to make new discoveries?

Learning Targets

In this unit, students will:

- Read, analyze, and discuss a variety of literary and informational texts that share the theme of risks involved with making discoveries.
- Determine an author's point of view or purpose; analyze an author's position; analyze text structure; determine central ideas; analyze two authors' treatment of a topic; analyze two versions of a text presented in different media.
- Use reference materials to build vocabulary knowledge; use context to determine the meanings of unfamiliar words; use common Greek and Latin affixes and roots to predict word meanings.
- Explain the function of appositive phrases; identify and use various clauses, including independent and subordinate, noun, adjective and adverb clauses.
- Consult print and digital sources to answer research questions; cite sources properly.
- Demonstrate the ability to present a persuasive speech; analyze information presented via visual media.
- Write a research report about a discovery that involved risk-taking for the end-of-unit Performance Task project.

A Look at the Art

Describe Hold up the Student Anthology. Say: As you scan the pages in the unit, notice the different types of images you see. Think about what they show and how they show it. Do the pictures show discoveries in a way that glorifies the people who made them? Do they highlight the risks involved in the discovery? Do any photos, illustrations, or works of art make you feel any strong emotion?

Unit Level Performance Task
Preview Explain to the students that at the end of the unit, they'll participate in a Unit 5 Performance task. Say: After you've read the unit selections—all of which are about world-changing discoveries—you'll research a current or past discovery and the risks associated with it. Then you'll share your findings in a research report. In which you'll state a thesis, use a logical organizational structure, quote and cite sources, and use a formal style of writing.

discovery that would involve risk for the people involved? If students need a prompt, offer examples such as finding a cure for cancer, exploring the deepest parts of the ocean or traveling to outer space. Record their responses. Using these responses, lead the class in a discussion about the kinds of risks that could accompany each discovery. For example, traveling to outer space would face risks, such as loss of life and equipment failure. Anything could go wrong, and they would not be able to call for or receive help.

discoveries that would involve risk for the people involved? If students need a prompt, offer examples such as finding a cure for cancer, exploring the deepest parts of the ocean or traveling to outer space. Record their responses. Using these responses, lead the class in a discussion about the kinds of risks that could accompany each discovery. For example, traveling to outer space would face risks, such as loss of life and equipment failure. Anything could go wrong, and they would not be able to call for or receive help.

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 point of view through the class discussion and lead the students towards critical reading.

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

Lesson Plan

Step by step Lesson Plans and Detailed Instruction list support the class activities. These include Close 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.

Student Anthology

Unit 5 Overview

Discoveries

Unit 5 Overview

English Language Learners

Unit 5 Overview

Differentiated Instruction

Unit 5 Overview

Comparing Texts

Unit 5 Overview

Unit 5 Pacing Plan

Unit 5 Overview

Teaching Tips

Unit 5 Overview

English Language Learners

Unit 5 Overview

Differentiated Instruction

Unit 5 Overview

Literacy

Unit 5 Overview

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.

Literary Companion

Unit 5 Overview

Reading Skill: Analyze Text Structure

Unit 5 Overview

Practice and Apply Analyze Text Structure

Unit 5 Overview

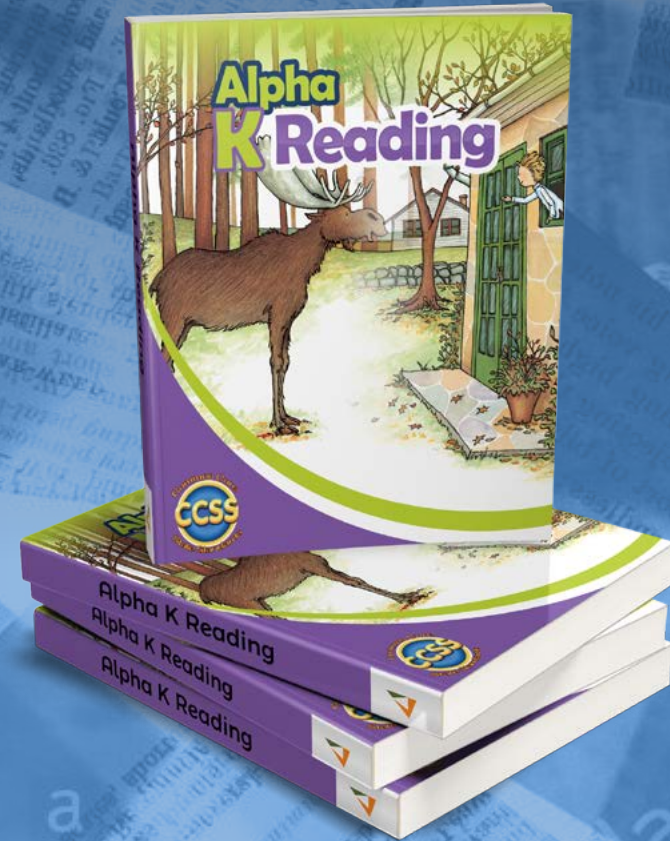
Differentiated Instruction

Unit 5 Overview

Practice and Apply

Unit 5 Overview

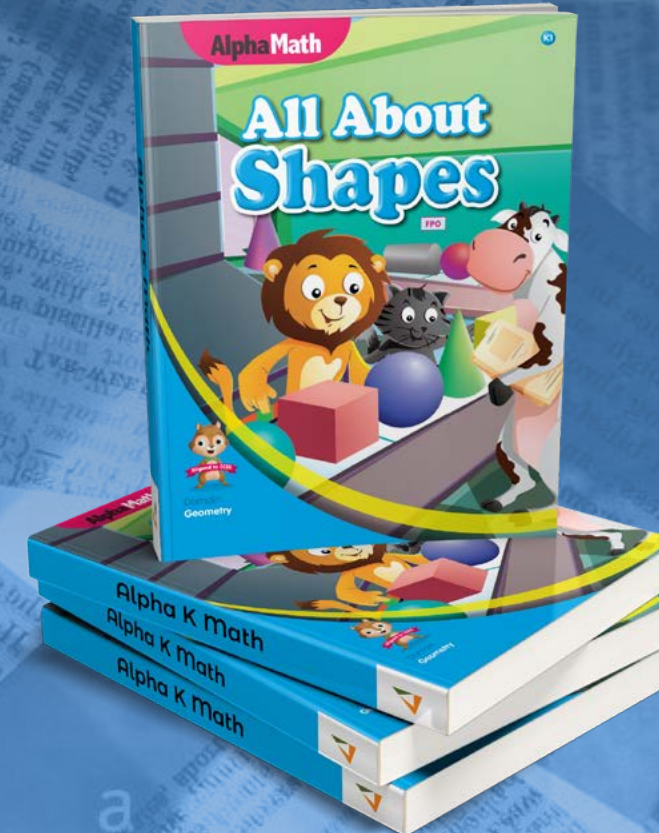
THE ALPHA SERIES



ALPHA K READING

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 relate; 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 K MATH

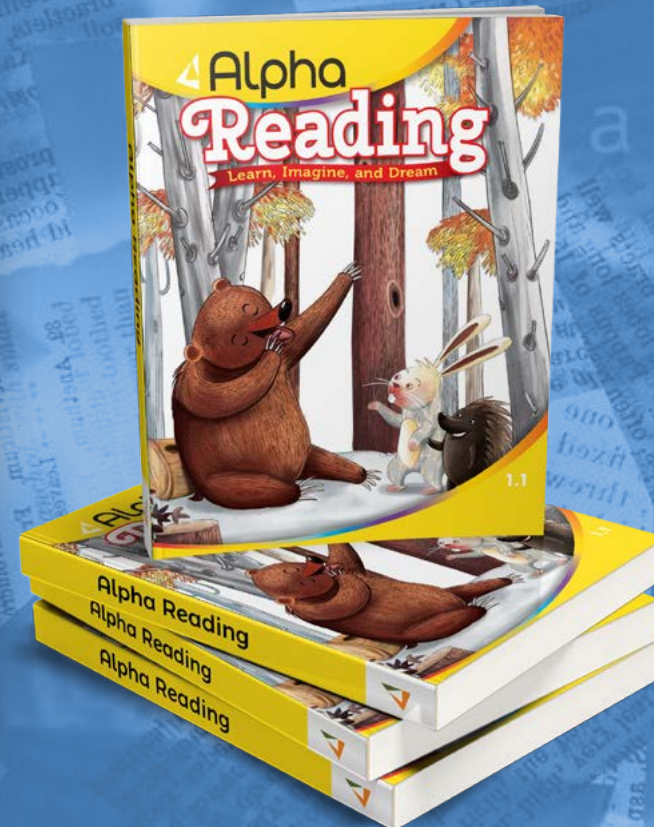
Math is a concept children start to learn before they ever enter the classroom. They become familiar with the basic mathematical ideas, such as “less & more”, “addition & subtraction” through play and daily life.

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 READING (G1-5)

Alpha 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.

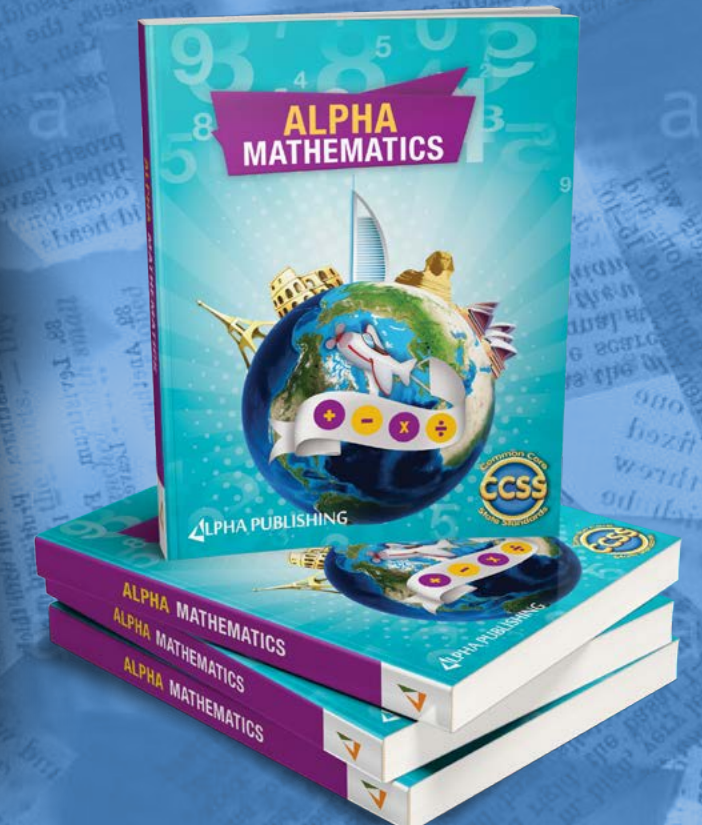
Incorporating both contemporary and time-tested literature, along with brand-new high-interest selections, Alpha Reading 1-5 offers an array of opportunities for engaging and informing readers. The use of authentic literature supports students’ cultural awareness and promotes instruction across the curriculum.



ALPHA MATH (G1-5)

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.



PROFESSIONAL DEVELOPMENT



ALPHA SCIENCE (G1-5)

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 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 KDSL Global an education company focused on providing professional development to American curriculum educators in the MENA region. KDSL 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

lkbal.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



[alphapublishingae](https://www.facebook.com/alphapublishingae)



[@alphapubuae](https://twitter.com/alphapubuae)



[alphapublishinguae](https://www.linkedin.com/company/alphapublishinguae)



[alpha publishing](https://www.youtube.com/channel/UC...)