

ALPHA  
**Literature**



 ALPHA PUBLISHING

**Alpha Literature**

**Grade 6-12 Brochure**

[www.alphapublishing.com](http://www.alphapublishing.com)

# Welcome to Alpha Publishing

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 Africa, Asia, the Middle East and Latin America 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; therefore, our publishing strategy is driven by the motto: **"We are in the Region, for the Region."** We pay the utmost attention to the delivery of globally recognized and culturally appropriate content and innovative teaching tools not just in our books but through **eAlpha**, our digital CLMS platform.



## Lifelong Learning

We make constant endeavors to bring global experience, expertise, and best practices to what we publish, while bearing in mind the region's current and future learning and teaching requirements.



## Innovative and Futuristic

We ensure that all of our products are based on the latest research in education and make the mission of international standards a reality. We are committed to delivering both traditional print and innovative, interactive online educational experiences.



## Latest Technology

We put great stock in the importance of technology to produce cutting-edge programs and courses for the educational transformation of the community.



## Results-Oriented

At Alpha, we know that enhancing teaching and learning outcomes is a key element for measurable impacts.



## Publishing Excellence

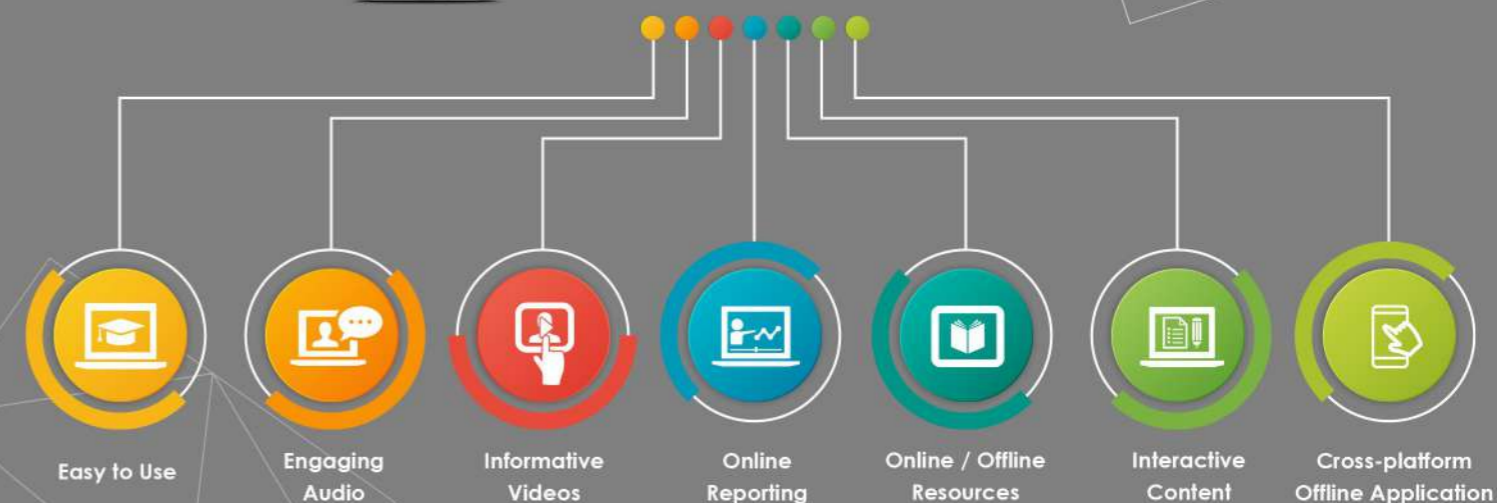
We guarantee that what we publish is reliable and trustworthy, both globally and regionally.

# ALPHA

Mobile eLearning Platform

[www.eAlpha.info](http://www.eAlpha.info)

Alpha's Content Learning Management System provides access to premium interactive lessons and resources, allowing teachers to create virtual classrooms both online and offline. eAlpha makes learning a personalized, exciting and enriching experience.



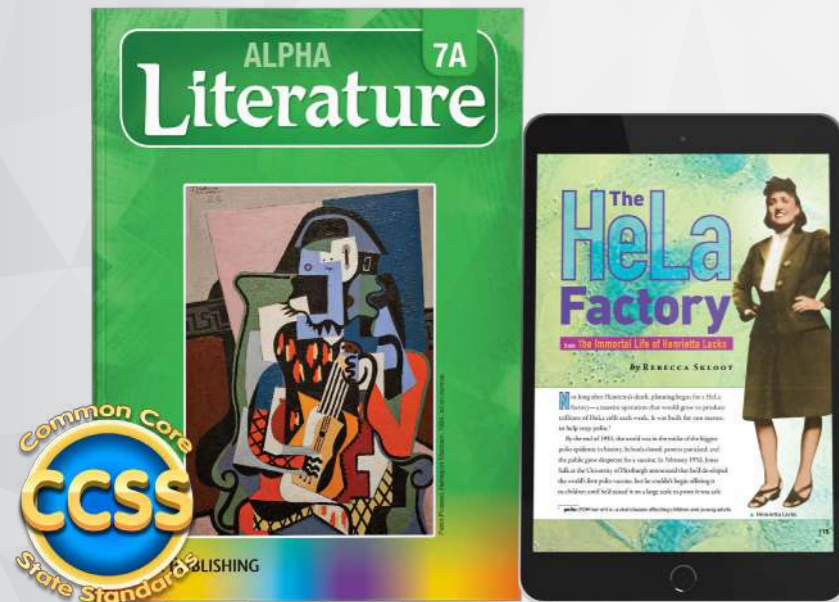
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Grades 6-12



- American English
- Video Clips
- Online Reporting
- Online Resources
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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.

## Student Anthology

The Literature Selections feature award-winning authors from around the world with a vast array of classic and contemporary literature in a variety of genres, illustrated with visually appealing photography, illustrations, and images of fine art. The stand-alone and paired text selections in each unit give students multiple opportunities for in-depth literary analysis.

### Featured in every selection:

- Background and Close Reading Focus
- Close Reading Questions to support literary analysis
- Critical Viewing Questions
- Discussion activities that extend beyond the literature
- Critical Reading question bank, which presents higher-order-thinking questions requiring students to go beyond basic recall and comprehension to analyze, interpret, and evaluate the literature



## Key Features

- Integrated English Language Arts program for students around the world
- Globally focused, featuring multi-genre classics and contemporary literature with regional references
- Fully aligned with the Common Core State Standards
- Comprehensive skills instruction and practice in Reading, Writing, Language Comprehension (Vocabulary and Grammar), and Speaking and Listening
- Teacher Guide with pacing guidelines, innovative teaching tips and strategies for differentiated instruction
- Each grade level includes six multi-genre units, with an engaging theme and a thought-provoking Essential Question
- Beautiful fine art and illustrations pair perfectly with the text
- ExamView assessment generator for creating, assigning, and scoring tests, quizzes, and more
- Available both online and offline on eAlpha, your dynamic and interactive Learning Management System

## Award-Winning and Best-Selling Titles

### Award-winners:

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

### Best-sellers:

- 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



## Literary Companion

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	Despite the quality of the transmission, <u>loud bangs</u> in his stomach, and <u>lowed</u> him more than ever.	Rolf is <u>compassionate</u> and <u>disparately</u> 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 the 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	" <u>Don't leave alone</u> ," 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. *Circle one answer.*

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

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 <u>beginning to understand</u> that she <u>will likely die</u> .
Azucena	"Don't cry! I don't hurt anymore. I'm fine!"	Azucena has <u>accepted death</u> .

3. Summarize how Azucena both changes and stays the same over the course of the story. They 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.*

**Vocabulary Skill: Selection Vocabulary**

"And of Clay Are We Created"		
bureaucratic	compassate	tracety
catatym	preveant	

**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 Skill: Selection Vocabulary**

"Into Thin Air"		
acclimatization	anesthetized	exacerbated
strage		

**Practice A.** Choose the sentence that the vocabulary word correctly completes. Circle the letter of that sentence.  
 1. **tenacly**  
 a) She had \_\_\_\_\_ to do the best that she could.  
 b) Because of her \_\_\_\_\_ she did not finish the project.  
 2. **exacerbated**  
 a) The successful cure \_\_\_\_\_ the child's sickness.  
 b) The sudden downpour of rain \_\_\_\_\_ traffic delays.  
 3. **bureaucratic**  
 a) Her \_\_\_\_\_ style of management allowed workers to choose which hours to work.  
 b) With his \_\_\_\_\_ approach, he made sure the papers were signed and filed correctly.  
 4. **strage**  
 a) In their efforts at \_\_\_\_\_, the doctors planned which of the injured to help first.  
 b) 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.  
 1. The flowers in the vase were tenacly upheld. perseverant  
 2. We haze out disappointment whenever we lose a match. complaint  
 3. We responded to the strage by giving food to the weary people. reluctant

**APPLY** Identify the vocabulary word that is connected to the italicized word. Write a sentence to explain each answer. *Possible answers:*  
 1. Which word is related to persistence? tenacity A person with tenacity is persistent. how will not give up  
 2. Which word is related to accomplishment? acclimatization Acclimatization is achieved when people become accustomed to a new environment  
 3. Which word is related to number? anesthetized You can't feel pain when you are anesthetized or numbed.

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

It includes teacher scripts, tips for English Language Learners, Differentiated Instruction notes, Learning Targets, Pacing and Lesson Plans, and Rubrics for assessing the unit Performance Tasks.

**Literary Companion**

**Unit 5 Performance Task**

**Write a Research Report**  
 Review the unit theme, Discoveries. Lead students in a discussion about how their perception of discovery has changed since the beginning of the unit. Introduce the Unit 5 Performance Task, which will involve researching, writing, and presenting a report about a discovery made by one or more people who took risks.  
**Essential Question:** *Remind students of the unit's Essential Question: What risks might people take as they try to make new discoveries? Ask students to respond to the question, drawing on what they have learned from reading the unit selections. Talk about how students can incorporate their ideas about the relationship between risk and discovery into their research and writing.*

**Teacher Tip**  
 • Help students create and begin compiling a resource binder that will help them research, plan, and write their research report. This resource binder will include graphic organizers for documenting their sources, planning and organizing their writing, and preparing for their presentations. It can also include research and copies of their sources. This research binder can exist in an electronic format if students have access to computers.  
 • Provide students copies of the Scoring Rubric that appears on page 19 of this Teacher's Guide. Take a moment to review the details of a successful research report. Remind students to return to the rubric as they draft and later as they revise and edit.  
**Rubric:**  
 Explain to students that the rubric will help them understand the expectations you have for their papers. Pair students, and ask them to work together to paraphrase each item on the checklist. Then, ask pairs to share their work with the class. Be prepared to clarify, build on student responses, and provide examples.

## Assessments

On eAlpha, downloadable and editable assessments are provided that align to Alpha Literature's content and the CCSS for ELA. For each unit, there is a comprehensive Unit Test and Quizzes for all selections that assess students' understanding of the reading, vocabulary, language, and writing skills covered in their Student Anthologies and Literary Companions.

## Teacher Guide

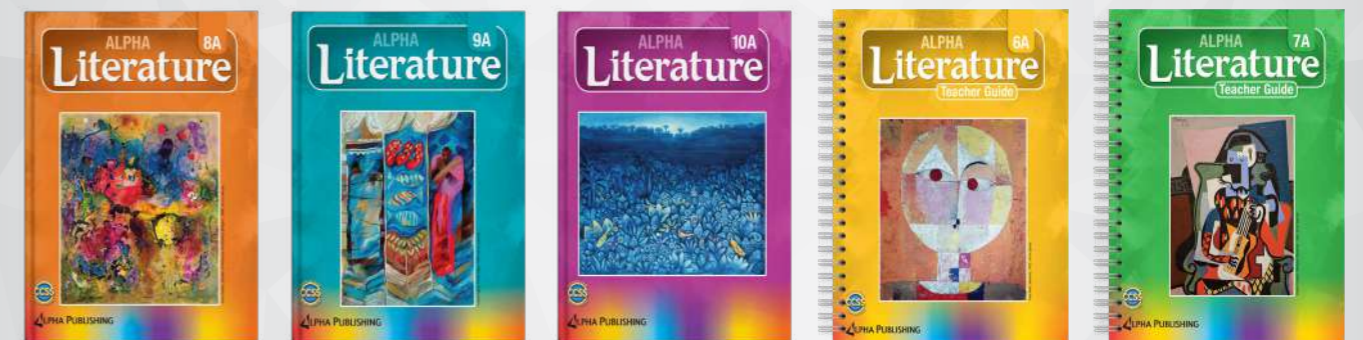
The Alpha Literature Teacher Guide has been designed to provide teachers with the necessary resources to meet the diverse needs of today's young learners throughout the world.

**Unit 5 Pacing Plan**

Week	Progress Components	Learning Targets
1	"Fish, Fowl, and Pharaohs"	Reading Skill: Vocabulary Strategy Vocabulary Strategy Language Skill: Writing Skill: Speaking and Listening
2	"The Ancient Middle East"	Reading Skill: Vocabulary Strategy Vocabulary Strategy Language Skill: Writing Skill: Speaking and Listening
3	"F is for Fibonacci"	Reading Skill: Vocabulary Strategy Vocabulary Strategy Language Skill: Writing Skill: Speaking and Listening
4	"The Ancient Middle East"	Reading Skill: Vocabulary Strategy Vocabulary Strategy Language Skill: Writing Skill: Speaking and Listening
5	"Peculiar Pluto"	Reading Skill: Vocabulary Strategy Vocabulary Strategy Language Skill: Writing Skill: Speaking and Listening
6	"Why Pluto Is No Longer a Planet"	Reading Skill: Vocabulary Strategy Vocabulary Strategy Language Skill: Writing Skill: Speaking and Listening

**Teaching Tips**  
 As you introduce the unit, keep in mind different ways to approach the theme depending on the needs, learning styles, and interests of your students.  
**English Language Learners**  
 Model: Make sure students understand the meaning of the words discovery and risk. As a group, identify one or two important discoveries. Ask: Why is this a discovery? What risks were probably involved? Have students discuss the questions with a partner. Ask each pair to share their ideas with the group orally or by writing a brief statement that a classmate can read aloud.  
**Literacy**  
 Draw a circle with the word Discovery in the center. Say: Think of an important discovery. Write students' responses and circle and connect them to create a web diagram. Then draw a line from one discovery. Ask: What risks possibly came with this discovery? As students think of risks, write them inside new circles. Continue until every discovery has at least one risk identified. Guide students to use the web diagram to make a generalization about the relationship between discoveries and risks.

**Differentiated Instruction**  
 Provide students with copies of informational articles about an important discovery. Calculate the room to provide support as students discuss the article with partners.  
 • Level 1: Pair students and ask them to take turns reading paragraphs aloud to one another. After the reader finishes a paragraph, ask the listener to paraphrase key ideas. Then, have the students switch roles.  
 • Level 2: Pair students and ask them to read one paragraph silently to themselves and then work together to answer this question: What is the main idea or most important point in this paragraph? Then, have the students move on to the next paragraph.  
 • Level 3: Pair students and ask them to read one paragraph silently to themselves and then take turns asking each other questions about what they have read. Ask students to build on each other's responses to offer helpful feedback about their answers.



# Professional Development & Product Training



Providing ongoing professional development for educators is one of the most critical success factors for better learning and teaching outcomes.

**Alpha Publishing**, in partnership with KDSL Global and a selection of independent trainers, provides specifically tailored program training and practice sessions, along with leadership and school management courses, for teachers and institutions, via distance learning or at site events.

For more information about professional development and product training please visit [www.alphapublishing.com](http://www.alphapublishing.com) or call +971 4 391 8658.

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### UAE

Office # C 1101, Tower C,  
The Opus Tower by Omniyat  
Business Bay  
Dubai  
UAE  
P.O Box 93034

### FOR GENERAL INQUIRIES

Tel: +971 4 391 8658  
UAE Toll Free: 80010010  
Email: [askme@alphapublishing.com](mailto:askme@alphapublishing.com)  
Website: [www.alphapublishing.com](http://www.alphapublishing.com)

### UK

71-75 Shelton Street  
London  
WC2H 9JQ  
UK

### USA

242 W 30th Street  
Suite 1100  
New York, NY 10001  
USA

### EGYPT

31 Gamaet El Dewal El Arabeya St.  
Mohandseen  
Giza, Egypt, 12611  
Tel: +20 11 56222215

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