



Achieve3000[®]
Lessons and Resources

ACHIEVE3000[®]



Version 1.1 01/2010

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Introduction

Download the resources in this book from the Teacher's Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

At Achieve3000, we believe that teaching students one-on-one, at their level, is one of the most powerful ways to help them reach their potential. Our differentiated instruction solutions—KidBiz3000®, TeenBiz3000®, and Empower3000™—build literacy skills by delivering instruction and practice that are precisely customized to meet each student's individual learning needs. Achieve3000's solutions employ a *Five-Step Literacy Routine* that is designed to improve reading comprehension, fluency, vocabulary, and writing proficiency for students in grades 2–12.

The activities, lessons, and other resources in this book are designed to support the use of Achieve's online programs and the Five-Step Literacy Routine in your classroom. Developed under the direction of Dr. Michael Kamil, one of the leading experts in the field of reading comprehension, the lessons follow a system of scaffolded instruction that begins with direct instruction, followed by modeling and guided practice, independent practice,

application, and assessment. The diagram on the following page illustrates the model. Instruction is delivered through a whole group/small group rotation/whole group instructional format.

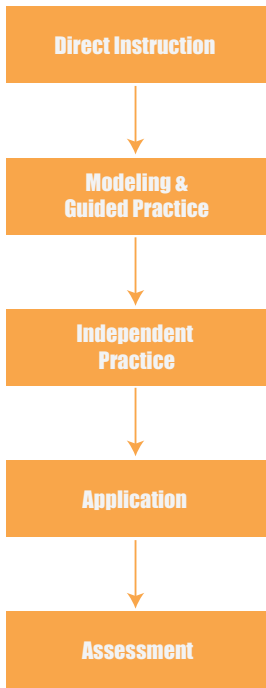
Here, in brief, is an overview of the many resources provided in this book.

Chapter 1: Reading Comprehension Strategies

The first chapter offers a bank of lessons for explicit instruction in cognitive strategies that students can use to increase understanding—from activating prior knowledge, to generating questions, summarizing, understanding text structure, analyzing literary elements, and more.

Chapter 2: Vocabulary Strategies

The lessons in Chapter 2 are designed to empower students to take control of reading situations in which they encounter words that are unfamiliar to them. Strategies taught in these lessons include analyzing context, analyzing affixes, and employing knowledge of word families.



Chapter 3: Pre-Reading Activities— This chapter offers activities that can improve your students’ reading comprehension, strengthen vocabulary development, and encourage daily writing. The Curriculum Key that you receive for each daily reading assignment will include suggestions for the pre-reading activities that fit best with the day’s assignment, or you can match the activities to articles of your own choosing.

Chapter 4: Fluency—Because of the limits of short-term memory, word recognition must take place at a good pace and be somewhat automatic so that readers can focus their attention on understanding rather than decoding. The fluency chapter begins with a discussion of the key elements of fluency, then presents activities, lessons, and resources for direct instruction, practice, and assessment in this area.

Chapter 5: Emerging Literacy— Phonics and phonemic awareness skills are the foundation of literacy development. Students come to your classroom with varying abilities in this area. Chapter 5 provides activities and lessons for building emerging literacy skills for those students who require such extra support.

Chapter 6: The Writing Center— This chapter will guide you in using the resources of the Writing Center to support the development of your students’ writing skills. Instruction and practice are provided in writing process, fluency, test preparation, and mechanics.

Chapter 7: Cross-Curricular Lessons— This chapter offers resources and guidance for teaching reading and writing across the curriculum. Lesson topics range from determining main ideas and important

details, to employing listening and note-taking strategies, previewing text, and reading charts, graphs, tables, and other visual forms of information.

Chapter 8: English Language Learner Connections—Chapter 8 is designed to support the use of Achieve3000’s online programs with your ELL students. Activities and lessons in this chapter cover a range of topics that includes phonics, language learning strategies, and practical communication skills needed for everyday and academic tasks. Many of the resources in this chapter—particularly those related to phonics and vocabulary learning strategies—are also suitable for use with students whose home language is English.

Chapter 9: Graphic Organizers— This chapter displays a bank of graphic organizers that students can use to help improve their understanding and retention of information. The organizers support reading comprehension, vocabulary, and writing and can also be used for content area study.

Chapter 10: Rubrics—Assessment is an important component of the Achieve3000 system. This chapter provides tools for assessing students’ skills in the areas of writing and fluency. Tools for student self-assessment in these areas are provided as well.

All of the resources provided in this book can also be printed directly from the Training and Support section of the online program. (See sidebar on previous page.) Continue to check this resource area, as additional tools will be added to support you in enabling your students to master the literacy skills and strategies they will need for the 21st century.



Chapter 1 Reading Comprehension Strategies

Download the resources in this chapter from the Teacher's Edition of the online program by following this path:

- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.

Comprehension is the heart and soul of reading. Without understanding the ideas in the text, true reading does not take place. It is the interaction between the reader and the text that enables comprehension to occur.

It has been noted by many experts in the field that we spend a great deal of time testing comprehension, but very little time teaching comprehension strategies. Kylene Beers notes, “We sometimes confuse explaining to students what is happening in a text with teaching students how to comprehend a text” (Beers, p. 40). We can and must teach our students how to comprehend text.

Achieve3000 has developed a bank of lesson plans that helps teachers directly and explicitly teach the reading comprehension strategies identified by *Reading Next* as having a significant impact on literacy performance. These lesson plans, developed under the direction of Dr. Michael Kamil, are part of the foundation of the Achieve3000 programs. Each day our curriculum specialists identify in the Curriculum Key the lesson plan that is best supported by the daily news article. However, multiple strategies are appropriate to use and easily accessible. The entire bank of strategy lesson plans is provided in this chapter and can also be printed directly from the Training and Support area of the online program. (See sidebar.)

Lesson: Activating Prior Knowledge and Building Background

Learning Objective

Students will improve their understanding of a news article by learning to activate prior knowledge and build background.

Pacing

45–55 minutes

Suggested Readings

Teacher's Choice

Preparation

Brief Definition

Background knowledge is knowledge of topic, vocabulary, and text structure that is helpful or necessary to understanding a text. Building-background activities provide readers with new background knowledge before they read.

Prior knowledge is a reader's background knowledge of the topic, vocabulary, and structure of a text. Prior knowledge may come from experience or from reading. It is sometimes called *schema*. Readers who activate prior knowledge are linking what they already know to what they are currently reading.

Instruction in activating prior knowledge and building background usually takes place before reading, although readers use their prior knowledge extensively while they read.

Why Use This Lesson Plan?

This lesson plan suggests an instructional sequence that focuses on activating prior knowledge and building background. Although you and your students employ other strategies as you read, the purpose of this lesson plan is to intensify your students' awareness and understanding of this single strategy so they are prepared to use it in combination with other strategies when they read independently.

Good readers make use of their prior knowledge to help make sense of the text they are reading. When they do this, they are more likely to remain engaged in the text, understand the relative importance of information, and understand new information. Less successful readers can improve their understanding by learning to make use of their prior knowledge. Building background knowledge is helpful or necessary for readers who do not have sufficient prior knowledge to develop a schema for understanding the text. Understanding a text is essentially linking prior knowledge to new knowledge.



Do Before Teaching

1. Read through the lesson plan.
2. Select a news article. For this lesson plan to work most effectively, students should have some prior knowledge of the topic.
3. Prepare basic background information for the news article in case students have insufficient background knowledge.
4. If you don't think your students are confident with this strategy, you can easily modify the lesson plan and deliver it in two or more parts.
 - a. Part 1: Make text-to-self connections only.
 - b. Part 2: Make text-to-text connections in addition to text-to-self connections.
 - c. Part 3: Add text-to-world connections.
5. Print a copy of the news article for each of your students.

Teaching Routine

Before Reading

Introduce Lesson

- Explain that in this lesson, students will use prior knowledge and background knowledge to understand a news article.
- Pass out printed copies of the news article.

Teacher Direct Instruction

- Explain why activating prior knowledge and building background improves understanding.
- With the class, preview the article by reading titles, headings, graphics, captions, and the first paragraph. Point out the highlighted vocabulary words and their definitions at the end of the article.
- Survey students' knowledge by asking a few simple questions related to the topic, vocabulary, and text structure. If students do not successfully answer these questions, help them build background knowledge by providing background information so they are sufficiently prepared to read the text.

Text-to-Self Connections

Text-to-self connections occur when the text makes a reader think about his/her own life or personal experience.

Text-to-Text Connections

Text-to-text connections occur when the text reminds a reader of information from another text.

Text-to-World Connections

Text-to-world connections occur when the text reminds the reader of information about people, places, or things in the wider world. Text-to-world connections can also be related to “big ideas” or themes.

Teacher Modeling

Make text-to-self, text-to-world, and/or text-to-text connections to the topic, vocabulary, and/or text structure. If your students are confident with the material, make observations from multiple categories. Otherwise, limit your observations to one or two categories. See *Sample Queries and Responses* on the following page.

Student Practice

Ask students to make text-to-self, text-to-world, and/or text-to-text connections to the topic, vocabulary, and/or text structure.

During Reading

Teacher Direct Instruction

- Explain that good readers access prior knowledge while they read.
- Divide the text into at least three meaningful sections. Sections may include a single paragraph or multiple paragraphs.

Teacher Modeling

- Ask students to read the first section of text.
- When they are finished reading, model how you make text-to-self, text-to-world, and/or text-to-text connections.

Student Practice

- After you are finished modeling, ask students to read the second section of text.
- When they are finished reading, ask them to make text-to-self, text-to-world, and/or text-to-text connections and discuss.
- Repeat until students have read all the sections of the text.

After Reading

Discuss Students' Application of Strategy

Ask students how activating prior knowledge and building background helped them understand the text.

Apply Strategy to Future Reading

Ask students to bring a text to class to which they can apply the strategy. Plan time for students to independently apply this strategy to the texts that they have selected.

Sample Queries and Responses

Text-to-self	Topic	Vocabulary	Text Structure
Possible Queries	“What experiences have you had that are related to or similar to [topic]?”	“Describe a situation in which you have used this word.”	“What do you expect from a text that is structured like this one?”
Possible Responses	“This reminds me of a time when I went with my family to ...”	“I have used this word when I was in my [subject] class.”	“I expect this kind of text to tell me a true story.” “I expect this kind of text to give me information that I can use in everyday life.”

Text-to-World	Topic	Vocabulary	Text Structure
Possible Queries	“What events, people, or places does this [topic] remind you of?”	“Describe how other people use this word.”	“Where/in what type of publications do you usually see texts like this one?” “Who reads texts like this one?”
Possible Responses	“I went on a vacation once at a place very much like this one. It was...”	“I’ve heard other people use this word in relation to...” “I’ve heard this word used on a television program about...” “I’ve heard other people use this word when they are feeling...”	

Text-to-Text	Topic	Vocabulary	Text Structure
Possible Queries	“What other texts have you read that relate to [topic]?”	“Describe how you have seen this word used in other texts.” “What other kinds of texts would use this word?”	“What other texts have you read that are like this one?” “What is the purpose of a text like this one?”
Possible Responses	“This reminds me of what I read the other day in the chapter about [topic] in my textbook.” “I read another news article about [topic].”	“This is a word that I have seen in my [subject] textbook.” “I’ve seen this word in a news articles about...” “This is a word that I see in many kinds of texts including...”	“This is a news article, and I have read many news articles.” “The purpose of this text is to...” “This text’s author is trying to get me to...”

Lesson: Generating Questions

Learning Objective

Students will improve their understanding of a news article by learning to generate questions of their own and find answers in the text.

Pacing

45–55 minutes

Suggested Readings

Teacher's Choice

Preparation

Brief Definition

Students create their own questions about a text and then read the text to answer them. Students learn to distinguish a good question from a poor question.

Why Use This Lesson Plan?

This lesson plan suggests an instructional sequence that *focuses* on generating questions about a text. Although you and your students will be employing other strategies as you read, the purpose of this lesson plan is to intensify your students' awareness and understanding of this single strategy so they are prepared to use it in combination with other strategies when they read independently.

Students who are taught to generate their own questions have improved comprehension and also perform better on multiple choice and short-answer assessments. Generating questions goes hand in hand with setting a purpose for reading and, as a consequence, improves students' focus and engagement. Generating questions is also important because it prepares students for the research process.

Do Before Teaching

1. Read through the lesson plan.
2. Select a news article.
3. Think of some specific questions that you can ask about the article when you are modeling the strategy. To successfully model this strategy, some of your questions should have answers in the article and some should not. See *Samples of Possible Questions* on the following page.
4. Print a copy of the news article for each of your students.



Samples of Possible Questions

Literal

Possible Questions

Who?	“Who is the main person responsible for ... ?” “Who is the expert in the field of ... ?”
What?	“What are the most important parts of ... ?” “What would happen if ... ?” “What is the author’s purpose for writing this article?” “What other texts have I read about ... ?”
Where?	“Where does ... take place?”

Inferential

Possible Questions

Why?	“Why do people need to ... ?” “Why are scientists investigating ... ?” “Why is ... important to me or other people I know?” “Why did the author choose ... to write about?”
How?	“How can you tell that ... is telling the truth?” “How can you tell that ... is a reliable account of the situation?” “How is ... related to ... ?”

Samples of Links to Text Preview and Prior Knowledge

Possible Links to Text Preview

- “The title mentions ..., which is related to my question.”
 - “There is a photo of a ..., so I want to know more about it.”
 - “In the first paragraph, ... is mentioned, which made me think of my question.”
-

Possible Links to Prior Knowledge

- “I have had an experience that is similar to ..., so I am wondering how they might be similar or different.”
- “I recently read about ..., which reminded me of the topic of this article.”
- “I am always been curious about ..., so I want to know more.”
- “I have heard about the person in this article and always wondered ... about him/her.”

Teaching Routine

Before Reading

Introduce Lesson

- Explain that in this lesson, students will generate questions to help them understand a news article.
- Pass out printed copies of the news article.

Teacher Direct Instruction

- Explain that generating questions improves understanding.
- With the class, preview the article by reading titles, headings, graphics, captions, and the first paragraph. Point out the highlighted vocabulary words and their definitions at the end of the article. This will activate students' prior knowledge so that they can begin generating questions related to the text.
- Briefly discuss what students think the article is about.

Teacher Modeling

Suggest two or three questions you would like to ask about the article. Write them on the board. See *Samples of Possible Questions and Samples of Links* on the previous page.

- Ask at least one question that is literal. (Who? What? When?)
- Ask at least one question that requires drawing a conclusion or making an inference. (Why? How?)
- Explain why each of your questions is a good question. (See *Guidelines for Good Questions* to the left.)

Student Practice

- Ask students to generate their own questions. Prompt them to:
 - Ask questions that are literal. (Who? What? When?)
 - Ask questions that require drawing a conclusion or making an inference. (Why? How?)
 - Evaluate whether the question is a good question.
- Write student questions on the board.

Guidelines for Good Questions

A good question...

- is related to the topic or structure of the text
- attempts to link prior knowledge or previewed material to the text
- requires the reader to read the text; that is, the question cannot be answered simply by previewing the text

During Reading

Teacher Direct Instruction

- Explain that good readers do the following:
 - Look for the answers to their questions while they read
 - Mark places in the text that may include answers
- Divide the text into two meaningful sections. Sections may include a single paragraph or multiple paragraphs.
- Ask students to read the first section of the text.
- Tell them that if they find an answer to a question, they should mark that part of the text.

Teacher Modeling

- When students are finished reading the first section of text, point out one or two places in the text where you think there are some answers. Write the answers on the board or simply say the answers out loud and mark the questions on the board that have answers.
- Explain that not all of the questions will be answered in the first part of the text, and remind them that some of the questions may not be answered in the text at all.
- Add a new question based on reading the first section of text.

Student Practice

- After you are finished modeling, ask students to point out the answers that they have found in the first part of the text. Write answers on the board or simply mark the questions.
- When they are finished identifying answers, ask students if they want to ask any new questions as a result of their reading. If so, add their questions to the list.
- Ask students to read the second section of text.
- When they are finished reading, ask them to identify more answers to the questions.

After Reading

Teacher Direct Instruction

- Review the answers to the questions.
- Point out that some of the questions were not answered by the text.

Teacher Modeling

- Select one of the questions without an answer.
- Evaluate whether it is a question you are still interested in.
- Suggest other sources where you might find the answer.

Student Practice

Ask students to do the following:

- Evaluate the remaining questions without answers.
- Suggest other sources where they might find the answer.
- Suggest new questions that have arisen as a result of reading the text along with suggested sources for the answer.
- Tell how generating their own questions helped them understand the text.

Apply Strategy to Future Reading

- Ask students to bring a text to class that answers one or more of the unanswered questions. Plan a time that you can share these texts.
- Ask students to bring a text to class to which they can apply the strategy.
- Plan time for students to independently apply the strategy to the texts that they have selected.



Lesson: Making Inferences

Preparation

Lesson Overview

Students begin this lesson by making inferences about their partners based on artifacts that might be found in their rooms. You will use this activity to segue into a discussion of the definition of an inference, with familiar examples. You will then model making inferences with an article. Students then continue to practice making inferences using the same article. Students are given an opportunity for independent practice online with the Five-Step Literacy Routine.

Do Before Teaching

1. Be prepared to display the lesson masters you will be using based on the passages you have selected. The suggested readings in the sidebar lend themselves well to a social studies emphasis. For readings that would work well with a science emphasis, see the suggestions given in the Lesson Extensions.
2. Make copies of the lesson masters, enough for each student to have a copy of both the article and the practice inference questions.

Teaching Routine

Before Reading

Introduce Lesson: Bell-Ringer Activity (5 minutes)

- Display the following Quick Write prompt so that students can see it as they enter the room and begin working on the task immediately:
List five things that can be found in your bedroom. Once everyone has finished making their list, have students trade lists with a partner without discussing them. Tell the students to think about what is on their partner's list of artifacts and what it says about the list-maker. Ask for a few volunteers to share their partner's list and what they have learned about their partner from the list. What supports their guesses? Then, ask the volunteers' partners whether the inferences are accurate.
- Other ideas for introducing this lesson are given in the Lesson Extensions.

Learning Objective

Students will improve their understanding of a news article by learning to make valid inferences.

Pacing

40–60 minutes

Suggested Readings

“Found! Old Ship in Great Lake”
by Achieve3000

“Going Back Home” by Achieve3000

“Happy Birthday, ‘Yankee Doodle’”
by Achieve3000

See additional article recommendations in the Lesson Extensions.

Extra Support

For ELL students, translate the prompt into their home language.

Extra Support

For ELL students, explain that “read between the lines” and “put two and two together” are idioms, or phrases that have meanings that may not be obvious based on the meanings of the words. To “read between the lines” means to try to understand a hidden, rather than openly stated, meaning. To “put two and two together” means to put together pieces of available information to figure something out, as when we add $2 + 2$ to get an answer of 4.

Extra Support

Connect making inferences to the ELL student’s everyday experiences. When someone is just learning English, they are forced to make inferences every day. They make guesses about what someone is saying based on incomplete information: the few English words they do know, plus the context of the conversation, the gestures and body language of the speaker, and so on.

Provide Direct Instruction and Modeling (5–10 minutes)

- Tell students that when they make a guess based on incomplete information, they are making an *inference*. For example, when we see someone yawning, we can *infer* that they are tired. When we make inferences, we “read between the lines” and guess about what is not known, based on what is known. We “put two and two together” to figure out something that isn’t stated.
- Explain that good inferences are based on strong evidence, hints, or clues. For example, you can say you think the reason that a certain person is tired is that he/she stayed up all night playing video games, but do you have any evidence of that? Did that person mention playing video games last night? Does he/she have a video game habit that is getting out of hand? Has this person stayed up all night playing video games before? If the person in question doesn’t even own any video game equipment, your inference is not likely to be a sound one.

- Display “Found! Old Ship in Great Lake” or “Going Back Home.” (For a science emphasis, see article suggestions and ideas in the Lesson Extensions.) Distribute copies of the article to students. Read the article aloud as students follow along.
- If using “Found! Old Ship in Great Lake,” go to the fourth paragraph, and highlight this line:

“Three years later, they began a new search for the HMS Ontario.”

Ask students, “Why do you think Kennard and Scoville launched a new search for the ship? What evidence in the article supports your answer?” Underline the evidence in the article as students identify it.

- If using “Going Back Home,” go to the third paragraph, and highlight these lines:

*“There was a part of me that wasn’t right,” Bia said.
And so she made the difficult decision to return to her homeland.*

Ask students, “What was not right for Bia? What evidence in the article supports your answer?” Underline the evidence in the article as students identify it.

Small-Group Practice (10–15 minutes)

- Provide students with copies of the Practice Inference Questions related to the article you chose (see Lesson Masters). Allow students to work together in groups to answer the questions based on “Found! Old Ship in Great Lake” or “Going Back Home.” After most have finished with the questions, go over their answers in a whole-class discussion.

Extra Support

- Pre-teach difficult vocabulary, idioms, and figurative language as needed, based on the proficiency levels of your students.
- Provide ELL students with a summary of the article in their home language.
- Allow ELL students to refer to a bilingual dictionary as they work.
- Allow ELL students who are at lower proficiency levels to take extra time to complete the tasks.
- Allow ELL students to work in groups with more proficient English learners, particularly those who share their home language.

Extra Support

- While most of the class is engaged with their article and the Five-Step Literacy Routine, you may wish to provide additional small-group or individualized instruction based on students' needs and your own instructional goals. Such instruction could include reteaching the lesson strategy by presenting it in a different way or working on a particular state standard or skill. The reports in the Admin section of the online Teacher's Edition will provide the data you need to make those types of instructional decisions. We recommend that you never work with small groups larger than five students.

Pre-teach difficult vocabulary, idioms, and figurative language as needed, based on the proficiency levels of your students.

- Provide ELL students with a summary of the article in their home language to read prior to starting Step 2 of the Literacy Routine.
- Allow ELL students to refer to a bilingual dictionary as they work through the Five-Step process, and encourage them to use the dictionary below the article.
- Allow ELL students who are at lower proficiency levels to take extra time to complete the tasks.

During Reading

Student Practice (15–25 minutes)

- Next, have students apply their learning to the Five-Step Literacy Routine with “Happy Birthday, ‘Yankee Doodle’” or any other Achieve3000 article that lends itself to making inferences. (For a science emphasis, see article suggestions and ideas in the Lesson Extensions.)

Five-Step Literacy Routine

1. **Set a schema.** Students read and reply to a daily email, which sets the stage for what they are about to read. Students start reading and writing in an informal environment that encourages them to make text-to-self connections.
2. **Read for information or enjoyment.** The email directs students to an appropriately leveled, nonfiction article or fictional story at the Achieve3000 website that engages and involves students via real-world topics or engaging stories.
3. **Demonstrate mastery.** After reading the article or story, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing responses to open-ended questions.
5. **Form an opinion.** Students also participate in a poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students enter new vocabulary in their vocabulary journals (*infer*, *inference*) and indicate their level of understanding for each of the new terms learned in this lesson.

Lesson Extensions

- Here are more ways you could introduce this lesson:
 - Invite a volunteer to come forward and share three to five things (artifacts) that are in his/her pocket or purse, then allow the class to make inferences about the volunteer. Or you can share five artifacts from your home—i.e., a favorite CD, a food item, a vet bill, and so on—and allow students to make inferences about you.
 - Play a round of “Guess the Mystery Object.” Invite a volunteer to come forward. Give the volunteer a cloth bag (a pillowcase works well) tied closed with an object in it (such as an empty stapler). Tell the student that he/she must feel the object from outside the bag and try to guess what the object is. Ask the student what evidence supports his/her answer. Then, reveal the object. Place another object in the bag in a manner that the class cannot see what the object is. Invite another student forward to guess what the object is. Do a total of three rounds of this game.
 - Do a “getting to know you” mime activity. Ask students to learn three things about their partner, but without using language. They can use gestures, sounds, and other methods for getting to know their partner, but not words. Then, one at a time, ask a few of the students to report out to the class about what they learned about their partner. Then, ask the second partner if the first partner was correct. Have a few pairs of the students report out, then ask everyone to return to their seats. Point out that the students were able to learn a great deal about each other without using language. These guesses based on limited information are inferences.
- For a science emphasis, conduct this lesson using “What’s Best for the Elephants?” by Achieve3000 for the teacher model and use “Duke’s New Discovery?” by Achieve3000 for the independent reading. Lesson masters for “What’s Best for Elephants?” are provided at the end of this document.
- Photocopy comic strips from the newspaper. White out the dialogue. Have students work together in small groups to decide what they think is going on in the comic strip. Have them report out to the class what they decided and what about the images led them to their decision. Or have them write their own dialogue for the strips. The dialogue should match well with the images, and the students should be able to support why they think the words and images go together. After all groups have shared their work, show the students the original strips and have them compare their dialogue with the original.

Found! Old Ship in Great Lake



ROCHESTER, New York (Achieve3000, June 14, 2008). A British warship has been discovered at the bottom of Lake Ontario, one of the five Great Lakes. Although the vessel sank during the American Revolution, it's in astonishingly good condition.

The warship was named the HMS Ontario. It went down during a strong storm on October 31, 1780. This was only five months after its launch.

After the ship disappeared, the British conducted an extensive but secretive search. They hoped to keep news of their serious loss a secret from General George Washington's American troops. It wasn't long, however, before signs of the ship's misfortune began to surface. The day after the sinking, several compasses and numerous hats and blankets drifted ashore. A few days later, the sloop's sails were found drifting in the lake. Since then, there has been very little sign of the ship—until now.

This month's discovery of the HMS Ontario ended a lengthy search by shipwreck experts Jim Kennard and Dan Scoville. Kennard began searching for the Ontario 35 years ago. However, he gave up his effort after several disappointing and unsuccessful years. Six years ago, Kennard teamed up with Scoville, a diver. The two located several other ships in the Great Lakes. Three years later, they began a new search for the HMS Ontario.

The two explorers used advanced equipment to locate the shipwreck. One device they used was an unmanned submersible, developed by Scoville. The team also used a special sonar device.

The HMS Ontario was a particularly outstanding find. According to shipwreck experts, it's the oldest shipwreck ever found in the Great Lakes. It's also the only British warship ever found there in one piece, they say.

"Certainly it is one of the earliest discovered shipwrecks, if not the earliest," said Carrie Sowden. Sowden is the archaeological manager of the Peachman Lake Erie Shipwreck Research Center. "And if it's in the condition they say," Sowden added, "it's quite [important]."

Practice Inference Questions for "Found! Old Ship in Great Lake"

1. If archaeology is the study of human history through the excavation of sites and the analysis of artifacts, what does it mean that this ship is "an archaeological miracle"? What evidence in the article supports your answer?

2. Kennard and Scoville said they regard the shipwreck as a war grave. What did they mean by this? What evidence in the article supports your answer?

3. The article says that Kennard and Scoville do not consider it necessary to return to the site. Why not? What evidence in the article supports your answer?

Going Back Home



RED MESA, Arizona (Achieve3000, July 21, 2007). Although she grew up as a Diné, the term Navajo members use to describe their nation, young Andrehia Bia measured her success according to Western standards. As a child, Bia was raised in a traditional manner and spent most of her time with her late grandmother, Mary Kiseally, helping her with her sheep and watching her weave. Bia's childhood was filled with listening to Diné ideas about life. She grew up speaking Navajo.

During high school, Bia was active in school activities, including athletics and the student council. She even served as student council vice president. At 18, she accepted a scholarship to the College of Eastern Utah in Blanding. Bia went on to study and work in Utah and Arizona, and taught at the Salt River reservation. She continued to surround herself with other members of her community, even as she worked and raised her two sons. Then, a vague uneasiness kept bothering her. She longed to know more about her culture.

"There was a part of me that wasn't right," Bia said. And so she made the difficult decision to return to her homeland. Bia's decision runs counter to U.S. trends, which have seen the population of the Navajo nation decline. Many young people are seeking opportunities elsewhere. If this trend continues, by 2012 about half of the Navajo people will live outside of the Navajo nation.

Bia has since returned to her homeland. She is learning Navajo skills such as weaving. She also began classes at Diné College. She is working toward a degree in elementary education. Diné College is the first college in the country established by Native Americans for Native American education.

One night, Bia dreamed that she hugged her grandmother, then in a nursing home, and talked to her in the Navajo language. Bia shared the dream with her mother and with her weaving teacher. They told her to visit her grandmother and tell the woman about the dream. Bia took their advice. "The reason I came to [you] is because I am waiting for your rug," Bia's grandmother said. The elder woman explained that her journey to the next world would only continue after the rug was completed. Initially, Bia did not want to finish the project. She feared that her grandmother would die once the rug was finished. But a month later, Bia completed the rug. Soon after, Bia's grandmother died.

Thinking back, Bia admits she once felt her Navajo culture held little importance. Now, the best parts of her busy day are the moments she spends with the elders and her children.

"They [elders] want somebody around them to share their [beliefs and ideas] with them," Bia said. "I'm not embarrassed to say I started [learning] last year. You're never too old, and it's never too late."

The Associated Press contributed to this story.

Practice Inference Question for "Going Back Home"

What is the meaning of Bia's dream? What evidence in the article supports your answer?

What's Best for the Elephants



WASHINGTON, D.C. (Achieve3000, January 14, 2009). Zoo elephants don't live as long as elephants in the wild. A new study compared the average life spans of Asian and African elephants. Some were in European zoos and some were living in the wild or working for humans. Scientists found that the wild or working animals lived at least twice as long as their relatives in zoos.

The study compared the life spans of Asian elephants living in European zoos with the life spans of Asian elephants working in Myanmar timber companies. Researchers found that the median life span for the zoo elephants was 18.9 years. In other words, half of the elephants died younger than that age and half lived longer. The median life span for the elephants working in the timber industry was 41.7 years.

The study also looked at the life spans of African elephants living in European zoos. Those were compared with the life spans of African elephants living in a wildlife reserve in Kenya. The median life span for the zoo elephants was 16.9 years. The median life span for elephants in the reserve was 56 years.

Why would zoo elephants have shorter life spans than the wild elephants? Georgia J. Mason, one of the study's authors, speculated on some reasons. She noted that it is difficult for zoos to reproduce natural habitats. Zoos don't usually have large grazing areas. Also, zoo elephants often live alone or with one or two unrelated animals. In the wild, they live in related groups of 8 to 12 animals.

Some people believe Mason shouldn't criticize zoos. Steven Feldman, with the Association of Zoos and Aquariums, believes this. He pointed out that the report did not study North American zoos. Feldman said it is hard to compare conditions in zoos and in the wild. "Every event in a zoo is observed," Feldman said. Only a small number of events in nature are observed.

Paul Boyle, also with the Association of Zoos and Aquariums, says Mason's study was unfair. The study used zoo data going back to 1960. Zoo conditions are a lot better now. Zoo officials know more about animal behavior, diets, and medical needs.

Critics also say that the two non-zoo populations studied are special. One group lives in a protected animal reserve. The other lives at a timber company with caretakers. Elephants outside these areas face threats to their survival. They are hunted. Their habitat is being destroyed. All this affects their life spans. There are only about 30,000 Asian elephants in the wild. Twenty-five years ago there were about 200,000. The number of African elephants is also declining.

Mason agrees that the life spans of zoo elephants have improved. But she still believes that protected wild and working elephants are better off than zoo elephants. Mason says zoos need to figure out how their elephants can live long and healthy lives.

The Associated Press contributed to this story.

Practice Inference Question for "What's Best for Elephants?"

The results of the study mentioned at the beginning of the article might lead one to think that zoos are unhealthy places for elephants. Is this a valid inference? Why or why not? Use evidence from the article to support your answer.



Lesson: Summarizing

Learning Objective

Students will improve their understanding of a news article by learning to summarize it.

Pacing

40–60 minutes

Suggested Readings

Teacher's Choice

Steps for Summarizing

1. Understand the important ideas in the news article.
 2. Look back.
 - a. Collapse lists.
 - b. Use topic sentences.
 - c. Get rid of unnecessary detail.
 - d. Collapse paragraphs.
3. Rethink.
4. Double check.

Preparation

Brief Definition

Summarizing requires readers to determine what is important in a text and then condense this information and put it in their own words.

A summary includes the important information from a text and omits unimportant information. Summarizing takes place after an entire text or section of text has been read.

Why Use This Lesson Plan?

This lesson plan suggests an instructional sequence that focuses on summarizing. Although you and your students employ other strategies as you read, the purpose of this lesson plan is to intensify your students' awareness and understanding of this single strategy so they are prepared to use it in combination with other strategies when they read independently.

Summarizing helps students organize information, evaluate the importance of what they've read, and improve their memory of what they've read. It requires students to read and reread text and enables them to become independent readers. Summaries can be used as study guides, reading notes, plans for outlines, and conclusions. Students who are taught to summarize have improved comprehension.

Do Before Teaching

1. Read through the lesson plan.
2. Select a news article. Most articles will work well with this lesson plan; however, articles that strictly follow chronological sequence may be less effective than others.
3. Print a copy of the news article for each of your students.
4. Write the *Steps for Summarizing* on the board. (See sidebar.)

Before Reading

Introduce Lesson

- Explain that in this lesson, students will summarize a news article and that summarizing will help them understand the article.
- Pass out printed copies of the news article.

Teacher Direct Instruction

- Explain what a summary is and why summarizing improves understanding.
- Point out the *Steps for Summarizing* on the board. Explain that you will use these steps to summarize the article after you have read it.
- With the class, preview the article by reading titles, headings, graphics, captions, and the first paragraph. Point out the highlighted vocabulary words and their definitions at the end of the article. This will activate students' prior knowledge and allow them to begin looking for the important ideas in the text.

Teacher Modeling

Show students that at this point, you are already beginning to identify important ideas in the text. Point out an important idea and write it on the board.

Student Practice

Ask students to point out other important ideas that they can identify at this point. Write them on the board.

During Reading

Teacher Direct Instruction/Modeling

- Tell students that it is time to read the whole article. Remind them that you need to read the whole article before you can summarize it.
- Explain that when you read the article, you will do the following:
 - Monitor your understanding of the important ideas.
 - Mark places in the article where you find important ideas.
- Prompt them to do the same when they read, and give them time to read the article.

Examples: Look Back

- Collapse lists: “The article describes an ancient stone with pictures of ears of corn, fish, and insects. I will collapse this list into one word such as *pictures* or *symbols* when I summarize the article.”
- Get rid of unnecessary detail: “In this article about summertime activities, the author mentions some fun winter activities. Because the article is not about the winter, I will leave these details out of the summary.”

Student Practice

Walk among students and observe their reading.

- Give positive reinforcement when students make notes as they read.
- Encourage students who are not making notes or who seem inattentive to find the important ideas in the text and to mark them.

After Reading

Teacher Direct Instruction/Modeling

- After students have read the entire article, identify one or two additional important ideas. Write these on the board.
- Point out that, after reading the entire article, you might have changed your mind about some of the earlier suggestions.

Student Practice

- Ask students to suggest important ideas and write them on the board.
- Continue until students have identified all the important ideas in the text.

Teacher Direct Instruction

- Remind students that a summary is a brief restatement of the important ideas in a text using your own words.
- Tell students that you are going to write a summary of the news article using the *Steps for Summarizing*. Explain that the list they just completed is part of the first step, *understanding important ideas*.

Teacher Modeling

Look back at the article to find information to include in the summary.

- Find appropriate examples to use with one or more of the techniques.
- Remember that you may not be able to use all the suggested techniques with every text.
- As you use these techniques, begin writing the summary on the board.

Student Practice

- Ask students to apply the techniques to add or remove information from the summary.
- Continue until you have written the first draft of a summary.

Teacher Modeling

Show students how you *rethink* the summary.

- Read through the summary.
- Ask yourself questions about the level and amount of detail, the necessity of the detail, and whether all the important details are included.
- Make changes to the summary as you rethink it.

Student Practice

Ask students to continue rethinking the summary.

Teacher Modeling

Finally, show students how you *double check* the summary by scanning the article for missed ideas.

Student Practice

Ask students to continue double checking the summary. As students make suggestions, revise the summary.

Discuss Students' Application of Strategy

Ask students how summarizing helped them understand the text.

Apply Strategy to Future Reading

Ask students to bring a text to class that they can summarize. Plan time for students to independently apply the strategy to the texts that they have selected.

Examples: Rethink

- Level of detail: “I describe all the features of the first MP3 player, but I mention only the color of the second MP3 player. Since both MP3 players are important in the summary, I should use the same amount of detail to describe both.”
- Necessity of detail: “Does this detail about current fashion help me understand the main idea? The main idea of the article is that junk food is causing health problems for children, so I think that I won’t use the fashion idea in my summary.”



Lesson: Understanding Text Structure

Chronological Sequence

Learning Objective

Students will improve their understanding of a news article by learning to understand text structure that follows chronological sequence.

Pacing

45–55 minutes

Suggested Readings

Teacher's Choice

Chronological Sequence Questions

- What signal words indicate that this might be a chronological sequence text?
- What pattern does the article follow (in order, out of order)?
 - What is the first event?
 - What are the other events?
 - How do the events lead to one another?
- Which events are difficult to place in time? Which events might have occurred but are missing from the article?
- What is the final outcome?

Preparation

Brief Definition

Text structure includes both the organization of ideas within a text and the instructional design features and format of the text. In chronological-sequence text structure, events are put in the order in which they occur in time. In expository texts, chronological sequence is often used with history, procedures, biography, and autobiography.

Why Use This Lesson Plan?

This lesson plan suggests an instructional sequence that focuses on understanding chronological-sequence text structure. Although you and your students will be employing other strategies as you read, the purpose of this lesson plan is to intensify your students' awareness and understanding of this single strategy so they are prepared to use it in combination with other strategies when they read independently.

Knowledge of text structure can guide students to understand the relationships among ideas in a text and is linked to improved comprehension. It requires direct instruction in recognizing the organization and features of multiple structures. Teaching expository text structure is particularly important because most students are exposed only to the structure of narrative text.

Do Before Teaching

1. Read through the lesson plan.
2. Select a news article that follows a text structure based on chronological sequence. Keep in mind that events may be described out of order.
3. Print a copy of the news article for each of your students. Optionally, print a copy of the *Sample Chronological Sequence Paragraph* and *Chronological Sequence Questions with Sample Responses*. (See the following page.)
4. Write the *Chronological Sequence Questions* on the board. (See sidebar.)

Sample Chronological Sequence Paragraph

50 Years of UFOs

For more than 50 years, France has kept records of UFO sightings. And now, France has become the first country to list UFO sightings on a website. So far, there are about 1,650 sightings, with the oldest one dating back to 1937. The website lists a large number of sightings in 1954, and even France's president showed an interest. In 1977, the French space agency began investigating reports of UFOs. Often, the sightings were easy to explain. In some cases, however, the sightings could not be explained. One sighting that cannot be explained happened in 1981. Some people said that they saw a bowl-shaped UFO in the south of France. When it sped off, it left burn marks in the ground. In 1994, the crewmembers of an Air France airplane were flying over Paris when they noticed a large disk in the sky. Not long after, the space agency wrote a report saying this case has never been explained, but that people should have an open mind about the possibilities.

Chronological Sequence Questions with Sample Responses

- What signal words indicate that this might be a chronological sequence text?
now, In 1954, In 1977, in 1981, In 1994, not long after
- What pattern does the article follow (in order, out of order)?
The last event is stated first, but all other events are in chronological order.
- What is the first event?
The oldest sighting listed on the website is from 1937.
- What are the other events?
1954: Several sightings
1977: French space agency investigating reports of UFOs
1981: A bowl-shaped UFO left burn marks on the ground
1994: Crewmembers on an Air France flight saw a large disk
Not long after: The space agency said the case could not be explained
Now: France is the first country to keep records of UFO sightings on a website
- Which events are difficult to place in time? Which events might have occurred but are missing from the article?
The second to last event. Probably a lot of other UFO sightings are not mentioned.
- What is the final outcome?
France is the first country to keep records of UFO sightings on a website.

Teaching Routine

Before Reading

Introduce Lesson

- Explain that in this lesson, students will understand text structure that uses chronological sequence to help them understand a news article.
- Pass out printed copies of the news article.

Teacher Direct Instruction/Modeling

- Explain that understanding text structure improves understanding. In a text with chronological sequence structure, readers put events into the order that they occurred in time.
- Read the paragraph “Fifty Years of UFOs” aloud to your class, or ask your students to read the paragraph. (See previous page.)
 - Review the answers to the Chronological Sequence Questions with your students.
 - Explain that in articles that follow a chronological sequence, events are often described in order. Sometimes, however, events may be described out of order.
 - Ask students to put the events from “Fifty Years of UFOs” in order. Use a list or a simple timeline.
- Tell students that you are now going to read a news article that uses chronological sequence text structure. The sequence in the news article may not be as obvious as it is in “Fifty Years of UFOs.”
- With the class, preview the article by reading titles, headings, graphics, captions, and the first paragraph. Point out the highlighted vocabulary words and their definitions at the end of the article. This will activate students’ prior knowledge and allow them to begin looking for events.
- Briefly discuss what students think the article is about.

Student Practice

Ask students which of the Chronological Sequence Questions they can answer at this point.



During Reading

Teacher Direct Instruction/Modeling

- Explain that good readers look for patterns in the text while they read. Remind students that the Chronological Sequence Questions can help them find evidence of the chronological sequence pattern in the text.
- Divide the text into two meaningful sections. Sections may include a single paragraph or multiple paragraphs.
- Ask students to read the first section of the text and mark events in the text.

Student Practice

- When they are finished reading the first section of text, ask students to respond to the Chronological Sequence Questions that they can answer at this point.
- If necessary, remind them that the first event stated in the article may not be the first event that takes place.
- Ask students to read the second section of text.

After Reading

Teacher Direct Instruction/Modeling

When students are finished reading the whole text, complete the Chronological Sequence Questions and discuss student responses.

Student Practice

- Ask students to put the events in order. Use a list, a simple timeline, or a simple flow chart.
- Ask students how identifying chronological sequence helped them understand the text.

Apply Strategy to Future Reading

- Ask students to bring a text to class that follows a different chronological sequence pattern. Plan a time that you can share these texts.
- Ask students to bring a text to class to which they can apply the strategy.
- Plan time for students to independently apply the strategy to the texts that they have selected.

Lesson: Understanding Text Structure

Compare and Contrast

Learning Objective

Students will improve their understanding of a news article by learning to understand compare-and-contrast text structure.

Pacing

45–55 minutes

Suggested Readings

Teacher’s Choice

Preparation

Brief Definition

Text structure includes both the organization of ideas within a text and the instructional design features and format of the text. The compare-and-contrast text structure points out similarities and differences among facts, people, events, ideas, and so on.

Why Use This Lesson Plan?

This lesson plan suggests an instructional sequence that focuses on understanding compare-and-contrast text structure. Although you and your students will be employing other strategies as you read, the purpose of this lesson plan is to intensify your students’ awareness and understanding of this single strategy so they are prepared to use it in combination with other strategies when they read independently.

Knowledge of text structure can guide students to understand the relationships among ideas in a text and is linked to improved comprehension. It requires direct instruction in recognizing the organization and features of multiple structures. Teaching expository text structure is particularly important because most students are exposed only to the structure of narrative text.

Do Before Teaching

1. Read through the lesson plan.
2. Select a news article that follows the compare-and-contrast text structure.
3. Print a copy of the news article for each of your students. Optionally, print a copy of the *Sample Compare-and-Contrast Paragraph* and *Compare-and-Contrast Questions with Sample Responses*. (See the following page.)
4. Write the *Compare-and-Contrast Questions* on the board. (See sidebar.)

Compare-and-Contrast Questions

- What signal words indicate that this might be a compare-and-contrast text?
- What compare-and-contrast pattern does this article follow? (first item completely described before the second item is completely described; first attribute of both items described before second attribute; and so on)
- What items are being compared and contrasted?
- What attributes are used to compare and contrast the items?
- How are the items alike (similar)?
 - How are the items not alike (different)?
 - Are the items more similar or more different?

Sample Compare-and-Contrast Paragraph

Europe's Warm Winter

Winter in Northern Europe is usually quite cold. Temperatures are usually around freezing or below. When the weather is this cold, the trees are bare, rivers like the Danube freeze, and birds fly south for the winter. This winter, however, has been very different. Temperatures in some cities in Northern Europe are between 55 and 60 degrees. In contrast with a more normal winter, trees are flowering, rivers are still flowing, and birds are staying put. Although the warm weather limits some activities like ice skating, many Europeans are still able to enjoy some traditional winter activities like feasting, visiting family and friends, and enjoying the outdoors.

Compare-and-Contrast Questions with Sample Responses

- What signal words indicate that this might be a compare-and-contrast text?
however, in contrast, although
- What compare-and-contrast pattern does this article follow?
(first item completely described before the second item is completely described; first attribute of first and second item described before second attribute, and so on)
First type of winter weather is described completely first; second type of winter weather is described second
- What items are being compared and contrasted?
Two different kinds of winter weather
- What attributes are used to compare and contrast the items?
Temperature, trees, rivers, birds, winter activities such as ice skating, feasting, visiting family and friends, enjoying the outdoors
- How are the items alike (similar)?
Some winter activities. feasting, visiting family and friends, enjoying the outdoors
- How are the items not alike (different)?
Usually trees are bare, but this year they are flowering.
Usually rivers freeze, but this year they are flowing.
Usually birds fly south, but this year they are staying put.
Ice skating is limited.
- Are the items more similar or more different?
They are more different.

Teaching Routine

Before Reading

Introduce Lesson

- Explain that in this lesson, students will understand the compare-and-contrast text structure to help them understand a news article.
- Pass out printed copies of the news article.

Teacher Direct Instruction/Modeling

- Explain that understanding text structure improves overall understanding of the text. In a text with compare-and-contrast structure, readers look for similarities and differences among two or more items. Articles that use a compare-and-contrast structure may follow one of these patterns:
 - First item completely described before the second item is completely described
 - First attribute of both items described before second attribute, and so on
- Read the paragraph *Europe’s Warm Winter* out loud to your class or ask your students to read the paragraph. (See previous page.)
 - Review the answers to the *Compare-and-Contrast Questions* with your students.
 - In “Europe’s Warm Winter,” it is easy to identify the pattern of describing the first item completely before describing the second item. Prompt students to explore the second compare-and-contrast pattern. Ask them to restate part of the paragraph in a way that compares or contrasts the first attribute of both items before describing the second attribute.
- Tell students that you are now going to read a news article that uses compare-and-contrast text structure. The similarities and differences in the news article will not be as obvious as they are in “Europe’s Warm Winter.”
- With the class, preview the article by reading titles, headings, graphics, captions, and the first paragraph. Point out the highlighted vocabulary words and their definitions at the end of the article. This will activate students’ prior knowledge and allow them to begin looking for evidence of the compare-and-contrast structure.
- Briefly discuss what students think the article is about.

Student Practice

Ask students which of the Compare-and-Contrast Questions they can answer at this point.

During Reading

Teacher Direct Instruction/Modeling

- Explain that good readers look for patterns in the text while they read. Remind students that the Compare-and-Contrast Questions can help them find evidence of the compare-and-contrast pattern in the text.
- Divide the text into two meaningful sections. Sections may include a single paragraph or multiple paragraphs.
- Ask students to read the first section of the text and mark places in the text where they find information about the compare-and-contrast structure.

Student Practice

- When they are finished reading the first section of text, ask students which of the Compare-and-Contrast Questions they can answer at this point. They may revise some of their earlier responses.
- If necessary, remind them that if the article describes the first item completely, they may not be able to identify many of the attributes that will be compared and contrasted until they have finished reading the entire article.
- Ask students to read the second section of text.

After Reading

Teacher Direct Instruction/Modeling

When students are finished reading the whole text, complete the Compare-and-Contrast Questions and discuss student responses.

Student Practice

- Ask students to restate the similarities and differences in their own words using their answers.
- If possible, extend the discussion by comparing and contrasting additional items with items in the article or by using different attributes to compare and contrast items in the article.
- Ask students how comparing and contrasting items or ideas helped them understand the text.

Apply Strategy to Future Reading

- Ask students to bring a text to class that follows a different compare-and-contrast pattern. Plan a time that you can share these texts.
- Ask students to bring a text to class to which they can apply the strategy.
- Plan time for students to independently apply the strategy to the texts that they have selected.



Lesson: Understanding Text Structure

Cause and Effect

Learning Objective

Students will improve their understanding of a news article by learning to understand cause-and-effect text structure.

Pacing

45–55 minutes

Suggested Readings

Teacher's Choice

Cause-and-Effect Questions

- What signal words indicate that this might be a cause-and-effect text?
 - What cause-and-effect pattern does this article follow? (single cause and single effect, single/multiple cause and single/multiple effect, cause-and-effect chain)
 - What happens?
 - What causes it to happen?
 - What are important factors related to the cause?
- Will this result always happen from these causes? Why or why not?

Preparation

Brief Definition

Text structure includes both the organization of ideas within a text and the instructional design features and format of the text. The cause-and-effect text structure shows how facts/events/concepts (effects) are caused by other facts/events/concepts (causes).

Why Use This Lesson Plan?

This lesson plan suggests an instructional sequence that *focuses* on understanding cause-and-effect text structure. Although you and your students will be employing other strategies as you read, the purpose of this lesson plan is to intensify your students' awareness and understanding of this single strategy so they are prepared to use it in combination with other strategies when they read independently.

Knowledge of text structure can guide students to understand the relationships among ideas in a text and is linked to improved comprehension. It requires direct instruction in recognizing the organization and features of multiple structures. Teaching expository text structure is particularly important because most students are exposed only to the structure of narrative text.

Do Before Teaching

1. Read through the lesson plan.
2. Select a news article that follows the cause-and-effect text structure. For the lesson to work most effectively, the causes and effects must both be stated in the article.
3. Print a copy of the news article for each of your students. Optionally, print a copy of the *Sample Cause-and-Effect Paragraph* and *Cause-and-Effect Questions with Sample Responses*. (See the following page.)
4. Write the *Cause-and-Effect Questions* on the board. (See sidebar.)

Sample Cause-and-Effect Paragraph

Fire Finds

When many years pass, objects from older civilizations are frequently covered up by vegetation or other buildings. So when a fire burns, it can cause objects from long ago to be uncovered. As a result, scientists like to visit wildfire sites. Sometimes scientists find small things, like rock flakes, that were made when ancient hunters sharpened arrowheads or beads made from shells. Sometimes they find larger things, like flat-topped boulders that ancient people used as kitchen counters and caves with rock art. After a large fire near Los Angeles, scientists found an old gold-mining camp and a farmhouse from the 1800s.

Cause-and-Effect Questions with Sample Responses

- What signal words indicate that this might be a cause-and-effect text?
cause, as a result
- What cause-and-effect pattern does this article follow? (single cause and single effect, single/multiple cause and single/multiple effect, cause-and-effect chain)
Single cause and single effect
or
Cause-and-effect chain
- What happens?
Scientists visit wildfire sites to find objects from the past
- What causes it to happen?
Wildfires uncover the objects.
- What are important factors related to the cause?
Objects from ancient civilizations can be covered up by vegetation
or
other buildings
- Will this result always happen from these causes? Why or why not?
It doesn't say in the article, but it is possible that the result won't always be the same: There might not be objects in the first place; fires might destroy the objects completely; or people other than scientists might take the objects.

Teaching Routine

Before Reading

Introduce Lesson

- Explain that in this lesson, students will understand the cause-and-effect text structure to help them understand a news article.
- Pass out printed copies of the news article.

Teacher Direct Instruction/Modeling

- Explain that knowledge of text structure improves overall understanding of a reading selection. In a text with cause-and-effect structure, you will look to see what happens (the effect) and what caused it to happen. Articles that use a cause-and-effect structure may follow one of these patterns:
 - single cause and single effect
 - multiple causes and single effect
 - single cause and multiple effects
 - an effect that becomes the cause for another effect (a cause-and-effect chain)
- Read the paragraph “Fire Finds” out loud to your class or ask your students to read the paragraph. (See previous page.)
 - Review the answers to the Cause-and-Effect Questions with your students.
 - In “Fire Finds,” students may identify a single cause and single effect or may identify a cause-and-effect chain. Prompt students to explore a cause-and-effect chain. Ask them what they think might happen if people other than scientists discover objects from the fires.
- Tell students that you are now going to read a news article that uses cause-and-effect text structure. The cause and effect in the news article will not be as obvious as it is in “Fire Finds.”
- With the class, preview the article by reading titles, headings, graphics, captions, and the first paragraph. Point out the highlighted vocabulary words and their definitions at the end of the article. This will activate students’ prior knowledge and allow them to begin looking for evidence of the cause-and-effect structure.
- Briefly discuss what students think the article is about.



Student Practice

Ask students which of the Cause-and-Effect Questions they can answer at this point.

During Reading

Teacher Direct Instruction/Modeling

- Explain that good readers look for patterns in the text while they read. Remind students that the Cause-and-Effect Questions can help them find evidence of the cause-and-effect pattern in the text.
- Divide the text into two meaningful sections. Sections may include a single paragraph or multiple paragraphs.
- Ask students to read the first section of the text and to mark places in the text where they find information about the cause-and-effect structure.

Student Practice

- When they are finished reading the first section of text, ask students which of the Cause-and-Effect Questions they can answer at this point.
- If necessary, remind them that there may be more than one cause or one effect.
- Ask students to read the second section of text.

After Reading

Teacher Direct Instruction/Modeling

When students are finished reading the whole text, complete the Cause-and-Effect Questions and discuss student responses.

Student Practice

- Ask students to restate what happened (effect) and why it happened (cause) in their own words using their answers.
- If possible, extend the discussion by exploring additional causes and effects that might not be mentioned specifically in the article.
- Ask students how identifying causes and effects helped them understand the text.

Apply Strategy to Future Reading

- Ask students to bring a text to class that follows a different cause-and-effect pattern. Plan a time that you can share these texts.
- Ask students to bring a text to class to which they can apply the strategy.
- Plan time for students to independently apply the strategy to the texts that they have selected.

Lesson: Understanding Text Structure Problem/Solution

Learning Objective(s)

Students will improve their understanding of a news article by learning to understand problem/solution text structure.

Pacing

45–55 minutes

Suggested Readings

Teacher's Choice

Preparation

Brief Definition

Text structure includes both the organization of ideas within a text and the instructional design features and format of the text. The *problem/solution* text structure shows the development of a problem or problems and one or more solutions.

Why Use This Lesson Plan?

This lesson plan suggests an instructional sequence that focuses on understanding problem/solution text structure. Although you and your students will be employing other strategies as you read, the purpose of this lesson plan is to intensify your students' awareness and understanding of this single strategy so they are prepared to use it in combination with other strategies when they read independently.

Knowledge of text structure can guide students to understand the relationships among ideas in a text and is linked to improved comprehension. It requires direct instruction in recognizing the organization and features of multiple structures. Teaching expository text structure is particularly important because most students are exposed only to the structure of narrative text.

Do Before Teaching

1. Read through the lesson plan.
2. Select a news article that follows the problem/solution text structure. For the lesson to work most effectively, the problem and solution must both be stated in the article.
3. Print a copy the news article for each of your students. Optionally, print a copy of the *Sample Problem/Solution Paragraph and Problem/Solution Questions with Sample Responses*. (See the following page.)
4. Write the *Problem/Solution Questions* on the board. (See sidebar.)

Problem/Solution Questions

- What signal words indicate that this might be a problem/solution text?
 - What is the problem?
- Who is trying to solve the problem?
 - How did that person try to solve that problem?
 - What are the results of these solutions?
 - Is the problem solved?
- Do any new problems develop because of the solutions?

Sample Problem/Solution Paragraph

Making Way for Eels

American eels face a problem: Their number is becoming fewer. One reason for this is because dams are getting in the way. Eels are born in the salty ocean. Baby eels must make their way from the ocean to their homes in fresh water. To do this, they must swim upstream. However, dams often block their way and as a result, more and more eels do not make it. Scientists are working on a solution to help eels pass through the dams called “eelways.” Eelways use less water than the passages already created for fish because eels swim in slow-moving water. Scientists hope the eelways will help bring back the eels.

Problem/Solution Questions with Sample Responses

- What signal words indicate that this might be a problem/solution text?
problem, one reason for this, as a result, solution
- What is the problem?
The number of eels is becoming fewer because dams are getting in the eels' way.
- Who is trying to solve the problem?
Scientists
- How did that person try to solve that problem?
Creating eelways
- What are the results of these solutions?
Does not say; scientist are still hoping this will solve the problem
- Is the problem solved? Do any new problems develop because of the solutions?
Does not say, but maybe the solution will be too expensive



Teaching Routine

Before Reading

Introduce Lesson

- Explain that in this lesson, students will understand the problem/solution text structure to help them understand a news article.
- Pass out printed copies of the news article.

Teacher Direct Instruction/Modeling

- Explain that understanding text structure improves understanding. In a text with problem/solution structure, readers look to see what the problem is and what the solution is.
- Read the paragraph “Making Way for Eels” out loud to your class, or ask your students to read the paragraph. (See the previous page.)
 - Review the answers to the *Problem/Solution Questions* with your students.
 - Explain that in articles that follow the problem/solution pattern, the problem is often stated early in the text. Sometimes, however, the text might start with the solution and end with stating the problem.
 - Ask students how “Making Way for Eels” might begin if it started with the solution.
- Tell students that you are now going to read a news article that uses problem/solution text structure. The problem and solution in the news article will not be as obvious as it is in “Making Way for Eels.”
- With the class, preview the article by reading titles, headings, graphics, captions, and the first paragraph. Point out the highlighted vocabulary words and their definitions at the end of the article. This will activate students’ prior knowledge and allow them to begin looking for evidence of the problem/solution structure.
- Briefly discuss what students think the article is about.

Student Practice

Ask students which of the Problem/Solution Questions they can answer at this point.

During Reading

Teacher Direct Instruction/Modeling

- Explain that good readers look for patterns in the text while they read. Remind them that the Problem/Solution Questions can help them find evidence of the problem/solution pattern in the text.
- Divide the text into two meaningful sections. Sections may include a single paragraph or multiple paragraphs.
- Ask students to read the first section of the text and to mark places in the text where they find information about the problem/solution pattern.

Student Practice

- When they are finished reading the first section of text, ask students to respond to the Problem/Solution Questions that they can answer at this point. They may revise some of their earlier responses.
- If necessary, remind them that the problem may not be stated at the beginning of the article.
- Ask students to read the second section of text.

After Reading

Teacher Direct Instruction/Modeling

When students are finished reading the whole text, complete the Problem/Solution Questions and discuss student responses.

Student Practice

- Ask students to restate the problem and solution(s) in their own words using their answers.
- If possible, extend the discussion by discussing new problems created by the solution to the original problem.
- Ask students how identifying problems and solutions helped them understand the text.

Apply Strategy to Future Reading

- Ask students to bring a text to class that provides a different solution to the problem or provides a solution to a new problem created by the solution to the original problem. Plan a time that you can share these texts.
- Ask students to bring a text to class to which they can apply the strategy.
- Plan time for students to independently apply the strategy to the texts that they have selected.

Lesson: Fiction Elements

Learning Objective(s)

Students will learn a previewing strategy and be introduced to the elements of fiction, including characters, plot, setting, and dialogue.

Pacing

45–90 minute

Suggested Readings

Excerpts from “A Tale of Two Traders” by Achieve3000

Chapters 1 and 2 from “A Tale of Two Traders” by Achieve3000

Preparation

Lesson Overview

In this lesson, students learn a previewing strategy and are introduced to the elements of fiction. Students warm up by exploring what they know about a story’s topic and what they hope to learn as they read the story. This activity prepares students for direct instruction and modeling in using self-to-text connections as a strategy for better understanding fiction passages.

Next, students complete the Five-Step Literacy Routine with excerpts from *A Tale of Two Traders*, a novel about two cousins whose lives are changed after they receive a generous inheritance. The lesson closes with a whole-class wrap-up discussion during which students indicate their level of understanding for each of the new terms learned in this lesson. This lesson can be extended using the suggestions at the end, including dialogue-writing activities and the completion of a *K-W-L* chart.

Do Before Teaching

1. Photocopy the *K-W-L* and *5 W’s* chart masters. Also, make one large *K-W-L* chart on the whiteboard or chalkboard for when students to use when sharing their thoughts aloud.
2. Have students’ vocabulary journals available for this lesson.



Teaching Routine

Before Reading

Introduce Lesson and Key Vocabulary (5–10 minutes)

- As students enter the classroom, give each a copy of the *K-W-L* chart. Tell them that they are going to read a fictional story about two teens' adventure with the stock market. Ask them to write what they know about the stock market in the “K” column. Then, ask them to write what they want to learn from the story in the “W” column. (They will use the “L” column in a Lesson Extension.)
- When students are ready, bring the class together and ask them to share what they know about the story's topic (the stock market) and what they want to learn as they read. Remind students that there are no wrong answers in this exercise. Emphasize the importance of making a self-to-text connection: When we connect our own life experiences to the stories we read, we form a better understanding of those stories. Write students' contributions large enough so that they are visible to the whole class. Tell students they will begin reading the story later in this lesson and will find out many of the things they want to know.
- Next, pre-teach key vocabulary needed for understanding lesson instruction and independent reading. Use the vocabulary journal process with the terms *character*, *dialogue*, *plot*, and *setting*.
 - Display the term *setting* so that it is visible to all students.
 - Explain the concept of *setting* in your own words, e.g., “The setting for a story is where that story takes place. It's also when that story takes place. For example, in a science-fiction story, the setting might be ‘on Mars in the year 2075.’”

Provide Direct Instruction and Modeling (10 minutes)

- Explain that fictional stories have several major features in common. All fiction contains characters, a plot, a setting, and dialogue. Even if one story takes place in an underwater cave and another takes place in a high school, both stories will contain these elements. Tell students that a great way to identify all of these elements is by using the “Five W's”: *who*, *what*, *when*, *where*, and *why*.
- Project the excerpt from *A Tale of Two Traders* so that all students can see it clearly. Read the excerpt aloud to students. Then, distribute the *5 W's* worksheet (or create a transparency based on the worksheet and ask students to contribute answers as a class). Guide students as they fill in the worksheet by asking test-like questions, such as “Who are the main people in this story?” (character) and “Why are Shawn and Alicia so surprised by Aunt Betty's will?” (plot).

Extra Support

- Ask for a volunteer to provide another way of describing the term *setting*.
- Have another volunteer read the dictionary definition of the term *setting*, in both English and in the student's native language.
- Point students toward the passage “What Is a Stock?” This short passage will help students understand the stock market, a concept that may be unfamiliar to them. It will give them background information before they start to read the story.
- Create a vocabulary journal entry for *setting*, reusing the explanation above and adding a picture to represent the concept of setting (e.g., a drawing of an astronaut in outer space, with *Mars* and *the year 2075* written in large letters).
- Have students create their own vocabulary journal entries for the term *setting*.
- Repeat the previous steps with the terms *character*, *dialogue*, and *plot*.

Extra Support

While most of the class is engaged with the story, you may wish to provide additional small-group or individualized instruction based on students' needs and your own instructional goals. Such instruction could include vocabulary work, reteaching the lesson strategy by presenting it in a different way, or working on a particular state standard or skill. The reports in the Admin section of the online Teacher's Edition will provide the data you need to make these types of instructional decisions. We recommend that you never work with small groups larger than five students.

During Reading

Student Practice (15–25 minutes)

- Next, have students read the first two chapters from *A Tale of Two Traders*. Tell them to pay attention to setting, character, and plot details while reading. As with articles, the story *A Tale of Two Traders* will be delivered at each student's reading level.

After Reading

Whole-Class Wrap Up (10–15 minutes)

- When all students have finished reading the first two chapters of *A Tale of Two Traders*, bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed. Ask students to revisit the “W” column of their *K-W-L* chart, to see whether they learned what they wanted to learn. Prompt students with questions such as the following:
 - Which character is your favorite and why?
 - Explain why Alicia, Shawn, and their moms and dads seem so shocked by what is in Aunt Betty's will.
 - If you had the choice to receive a large amount of money now or to have that money in the stock market where it could make even more money, which would you choose?
 - What do you think will happen next in the story? Why?
- Teach a mini-lesson about writing dialogue. Students will have just seen a lot of dialogue in *A Tale of Two Traders*, so the idea will be familiar to them. Demonstrate dialogue-writing by placing funny or memorable sentences on the board, with correct punctuation. For example: “Please don't make me kiss a princess!” the frog exclaimed.
- Check to see if the predictions students made before reading were accurate. What did they predict that was inaccurate? Make sure students understand that previewing text features is a good way to develop predictions and a general understanding of the text before reading. These strategies are important for reading literary texts, but they are helpful for reading any other kind of text, as well.

Lesson Extensions

- Once students have finished reading the assigned chapters of *A Tale of Two Traders*, ask them to return to the *K-W-L* chart they began filling out at the beginning of this lesson. Invite them to now fill in the “L” column with what they have learned.
- Ask students to complete a *5 W’s* graphic organizer for their favorite movie. This activity will engage students by allowing them to write about something they already enjoy, and it will also show them that the elements of fiction are what make all stories interesting, whether in books or on the screen.
- Give students further practice writing dialogue by having them keep a journal of things they hear during a typical day. They could write down the conversation between a student and a cafeteria employee, for example, or a conversation between their father and a younger sibling.



Lesson Masters

K-W-L Chart		
K	W	L

The Five Ws

Who?
What?
When?
Where?
Why?

Excerpt 1

Shawn decided we should write this. I told him he could write it if he wanted to, but Shawn said if he did it, I wouldn't. I think he kinda missed the point - typical Shawn. But if I've learned one thing after all this, it's that when you argue with that boy, it had better be worth it. He gets this awful patient look on his face and he just gets calmer and calmer as you get madder and madder. He also starts explaining things really slowly. By the time he's done, you feel horribly stupid. This time I didn't think it was worth it. So, here goes.

It all began when Aunt Betty died. Stop, rewind. It began when Aunt Betty became, well, Aunt Betty. But for us it began when she died. By "it", I mean her whole idiotic plan that turned our lives upside down. Man, that woman was more trouble dead than alive. Mind you, she didn't look like trouble. Oh, no! She looked like one of those harmless little old ladies/biddies. You know the type: Hair in a knot at the back of her head, clothes that were in style when Columbus discovered America . . . the whole works. Not that there weren't clues. Boy, she was one sharp customer, Aunt Betty. Uncle Max died so long ago he might as well have never existed. And Aunt Betty was rich. I mean filthy rich . . .

Excerpt 2

The lawyer continued, "She has left the money to Miss Porter and Mr. Irving with very specific conditions. They are to invest it, all of it, in the stock market. They may keep only, and I repeat only, what they make there."

My enormous ship promptly lost course, left the Caribbean, got stuck somewhere North, hit an iceberg, gave a horrible shudder and went down with a deafening crash.

From the looks on the adults' faces, it looked as though they'd seen it sink. All too was wilting. I had a nasty feeling she did not know what the stock market was. Neither did I, but I at least had heard of it.

Lesson: Point of View and Voice

Preparation

Lesson Overview

In this lesson, students learn about point of view and narrative voice. Students are introduced to the lesson by reading retellings of three common folk tales from the perspective of a character who does not usually tell the story. Then, you define narrator and point of view, giving examples of three types of point of view. Next, you model how to determine point of view in a reading selection and discuss the concept of voice using everyday examples and examples from texts. In small groups, students compare the voices of the two narrators in the fiction chapter book *A Tale of Two Traders*. Students then practice individually by rewriting a scene from the story from the point of view of a third character. They also are given an opportunity to rewrite a few paragraphs from the story, switching from first-person to third-person narration, which is helpful practice with pronoun agreement.

Do Before Teaching

1. Be prepared to display the masters provided for this lesson.
2. Students will need individual copies of the following masters:
Excerpt from Chapter 4 of *A Tale of Two Traders*.
3. Students will need pencil and paper.

Before Reading

Introduce Lesson and Key Vocabulary (5 minutes)

- Introduce the lesson by having students read alternate versions of three common folk tales. Display the ***Who Is Speaking?*** lesson master so that students can see it as they enter the room. Ask students to read the three paragraphs and write down on a piece of paper who is speaking and the title of the story. When most have finished, go over the answers in a whole-class discussion. Ask students what is different about these versions of the stories. (Each story is told from the point of view of a character whose perspective isn't usually given—the villain, in the case of “The Three Little Pigs” and “Jack and the Beanstalk,” and the interloper in the case of “The Three Bears.”)

Learning Objective

Students will learn about point of view and narrative voice.

Pacing

55–85 minutes

Suggested Readings

Excerpts from “A Tale of Two Traders” by Achieve3000

Chapters 3, 3a, and 4 from “A Tale of Two Traders” by Achieve3000

Extra Support

Provide your ELL students, who may not be familiar with these three folk tales, with copies of the original tales to read on their own in their free time. The Wikipedia entries for these three stories—“The Three Little Pigs,” “The Three Bears,” and “Jack and the Beanstalk”—contain links to various versions of the stories.

Provide Direct Instruction and Modeling (15–20 minutes)

- Define *narrator* and *point of view* and give examples. Tell students that the person telling the story is called the narrator, and the perspective from which the narrator tells the story is called point of view.
- Display the ***Point of View*** lesson master. The three types of point of view used most often are first-person, second-person, and third-person. Go over the three types using the definitions and examples on the lesson master.
- Model determining point of view in a reading selection. Display the lesson master containing the excerpt from Chapter 3 of *A Tale of Two Traders*. Read the excerpt aloud. Ask students from what type of point of view the story is told (first person). How do they know? (The narrator’s use of the pronoun *I* to refer to herself.) Circle instances of the word *I* on the lesson master. The narrator of this excerpt is a character in the story. From previous readings of the story, students may be able to figure out that the person speaking is Alicia, or Ali.
- Explain the concept of voice. Readers can tell a lot about the narrator and other characters by listening for tone of voice. Students have experience with tone of voice in their everyday lives. They know from the tone of voice that their parents or guardians use whether the speaker is angry, happy, proud, disappointed, or tired. And, the students themselves also use different tones of voice for different reasons. Speak aloud these examples, and encourage students to guess what tone of voice is at work:

“Look at this mess!”

“What a great job you did cleaning up!”

“Mom, are we there yet?”

“Don’t make me stop this car!”

“What kind of cake would you like for your birthday?”

“Dad, may I please, please, please go to the movie with Jack?”

“Why CAN’T I go?!”

- Display the *Who Is Speaking?* sample masters again, and ask students to describe the tone of voice in each paragraph. Responses for the first might include *arrogant*, *self-assured*, and *incensed*. Responses for the second paragraph might include *spoiled*, *selfish*. Responses for the third paragraph might include *grumpy*, *outraged*.
- Display the excerpt from Chapter 3 of *A Tale of Two Traders* again. Explain to students that voice can be positive, negative, or neutral. How does the narrator of this passage feel about his parents? (negative) Point out that this entire paragraph is made up of only two sentences, the second of which is very long. Read the paragraph again, emphasizing the length of the sentence to show exasperation. Ask students what effect the length of the second sentence has on the narrator’s voice. How does it show he is feeling? (exasperated)
- Display the second excerpt from *A Tale of Two Traders*, this one from Chapter 3a. From previous readings of the story, students have probably already noticed that the narrator switches back and forth between Ali and Shawn from chapter to chapter. Read this excerpt aloud, and ask students who is telling the story now. What type of narrator is it (first person)? How is his voice different from Ali’s?

Small-Group Practice (15–25 minutes)

- Divide students into small groups. Have them read Chapters 3 and 3a, then compare the two narrators. Provide each group with a large piece of chart paper and a marker. Model for them on the board or overhead what a Venn diagram looks like and how it is used. Tell them that they are going to create a Venn diagram comparing Ali and Shawn in these two chapters, and how they are alike or different. Ask them to pay close attention to the characters’ narrative styles and voice and to comment on those features in their diagram. They should be able to point to examples in the text to support their opinions. After the groups have finished, have them present their diagrams in a whole-class discussion.

During Reading

Student Practice (15–25 minutes)

- Have students write a few paragraphs describing the scene in Chapters 3 and 3a from the point of view of the father. Encourage them to provide plenty of detail and to narrate the story using the type of voice they think the father would have. Ask for volunteers to share their scenes with the class.
- Display the **Point of View** lesson master for students to reference. Have students read Chapter 4 of *A Tale of Two Traders*. Have them rewrite paragraphs 1–3 of Chapter 4 in third-person point of view.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- After students have finished reading and writing, display the lesson master of the excerpt from Chapter 4 of *A Tale of Two Traders*. Have students walk you through the changes they made to the passage as you edit the passage on the page.



Lesson Masters

Who Is Speaking?

1

"Really, those pigs should be grateful. I was just trying to teach them a lesson. What fool builds his house out of straw or sticks? If I hadn't blown those houses down, they would have blown down on their own during the first strong wind to come along. And you can't really blame me for gobbling up those two plump, tasty morsels, either, once their houses had fallen down around them. It is, after all, my nature. I'm a carnivore, for heaven's sake! To punish me by putting me into that pot of boiling water was inhumane and beyond cruel. I want to log a complaint with PETA."

2

"I know I shouldn't have gone into those bears' house when they weren't home, but I was just exploring. My mommy said she was going to buy me another princess doll, but she didn't, and I was mad. So I marched off into the woods to find something to do. But there's absolutely nothing to do around here! There's no one to talk to, and since I've had my phone taken away, I can't text anyone. I was wandering around, bored with it all, when I saw this cute little house. The door was unlocked, and I could smell something scrumptious inside, so I went in. Who knew I would fall asleep in there?!"

3

"Kids today! I was just minding my own business, listening to my magic harp in the privacy of my own home, when this hoodlum climbed up a bean stalk, broke into my house, and stole my gold and my dear pet goose. As if that wasn't enough, he came back for my precious harp! I'm sure you can understand why I might be a tad bit upset! Something *must* be done. We must institute a citywide curfew to reign in these ruffians. It's time to get tough on crime!"

Point of View

Viewpoint	Definition	Example
First Person	The person telling the story is a character in the story. The narrator refers to him- or herself using pronouns such as <i>I</i> , <i>me</i> , and <i>we</i> .	I slowly peeked into the darkened observatory, not sure of what I would find.
Second Person	The narrator speaks directly to the reader using the pronoun <i>you</i> .	I'm sure you will understand, dear reader, that I had much to fear.
Third Person	The narrator is not a character in the story but is telling the story from the perspective of someone outside the story. The narrator does not refer to him- or herself at all.	She slowly peeked into the darkened observatory, not sure of what she would find.

Excerpt from Chapter 3 of *A Tale of Two Traders*

I never thought I would prefer Shawn's company to anyone, but even he was better than my parents. If I heard one more word about money and responsibility and following their advice and learning to read and college and future opportunities, and Dad's totally confusing explanations of the stock market, and listening to Mr. Finch, and hiring a lawyer, and the possibility of suing a dead person like Aunt Betty, and what was she thinking, and improving my grades, and showing some common sense, and do I know what one and a half million dollars is . . . I would just run away, inheritance or no inheritance.

Excerpt from Chapter 3a of *A Tale of Two Traders*

So Ali and Mr. Finch are going to be buddies. Isn't that sweet? And he was laughing at us the whole time. He was amused by us. He was what do you call it? Patronizing. Yes, that's the word. He was so sure that he was so much smarter than we could ever dream of being. He and Ali were having a grand time ganging up on me . . . not that I care. I'm more than a match for them. I could very comfortably and guiltlessly hate Mr. Finch. As for Ali . . . I could always manage her. But back to Mr. Finch's explanation of the stock market for Ali's benefit. Okay, to be perfectly fair, it helped me too—a little. But I wasn't exactly uninformed . . . not like some people I could mention.

Excerpt from Chapter 4 of *A Tale of Two Traders*

"This is so cool!" I said to Aunt Lena, who was driving us home. "I actually get how the stock market works! I wonder what all the hullabaloo was about. It's really not that hard."

This was a momentous occasion. I had actually understood something that had to do with math, which is like a first. I should've held my excitement back though. I should have pretended to be as much of a know-it-all as Shawn. He loves math. He practically fell all over himself to show off to Mr. Finch.

"Great," said Shawn. "Just great." He had that tone that always makes me want to hit him on the head with something hard. Instead, I just stared at him.

Lesson: Poetry and Rereading

Preparation

Lesson Overview

Adolescents in nearly all parts of the world—and especially in Spain and Latin America—have been avid readers of poetry and other literary genres for centuries. Many Latino/American adolescents give and receive books of poems as gifts, and some spend their evenings reading poems. English learners should therefore be offered opportunities to maintain and increase this rich literary experience, in both their home language and in English, as a scaffold for obtaining the English language.

In this lesson, students warm up to English poetry by working in pairs to reconstruct a limerick. Students are introduced to poetry elements and learn to use *rereading* as a strategy for deepening understanding of a poem. Next, students apply the rereading strategy when they complete the Five-Step Literacy Routine with “My Mother’s Two Homes.” The lesson closes with a whole-class wrap-up and the opportunity for students to revisit their vocabulary journals to check their understanding of the key concepts taught in this lesson. Students should become fluent reading the poems silently, which makes this lesson conducive to incorporating *oral fluency practice*.

Do Before Teaching

1. Photocopy and cut out the limerick strips, one set for each pair of students. (See Lesson Masters.)
2. Photocopy and cut out the Peer Fluency Rubric, one rubric per student. (See Lesson Masters.)
3. Have students’ vocabulary journals ready for this lesson. (See Lesson Masters.)
4. Be prepared to display the excerpt from “Paul Revere’s Ride.” (See Lesson Masters.)

Learning Objective

Students will be introduced to poetry elements and learn to use rereading as a strategy for deepening understanding of a poem.

Pacing

45–90 minutes

Suggested Readings

“There was a Young Lady whose eyes...”
from *The Book of Nonsense* (1846)
by Edward Lear

“My Mother’s Two Homes”
by Brooke Foster

Extra Support

- If students have trouble getting started, show and read the first two lines of the limerick (“There was a Young Lady whose eyes,/ Were unique as to color and size;”) and ask them to try to figure out the remaining three lines.
- Talk about limericks and their structure: A limerick is a kind of poem. Limericks are always five lines long, and they are usually funny. The first, second, and fifth lines rhyme, and they are longer. The third and fourth lines rhyme, and they are shorter.

Teaching Routine

Before Reading

Introduce Lesson (5–10 minutes)

- Pair students and have them assemble the limerick strips so that they make sense, and then tape them together in that order. Encourage students to read the lines aloud as a strategy for figuring out their placement.
- Have a volunteer read aloud his/her assembled text. Check with the class to see whether everyone agrees with the proposed composition; if not, have another volunteer read aloud his/her text. Continue until the correctly assembled limerick is read.
- To segue into a discussion about poetry, rhyme, rhythm, and repetition, ask students to explain how they knew to put the text together in the correct order (e.g., because it rhymes, because of punctuation clues, because of prior knowledge about the structure and rhythm of limericks, because the meaning would be distorted if things were arranged differently).



Provide Direct Instruction and Modeling (10 minutes)

- Pre-teach key vocabulary needed for understanding lesson instruction. Use the vocabulary journal routine with the terms *poetry*, *reread*, and *rhyme*.
 - Display the term *rhyme* so that it is visible to all students.
 - Pronounce the term *rhyme* and have students repeat it.
 - Write the term in phonemes using the phonetic alphabet. Pronounce it, one phoneme at a time: /r/_/IE/_/m/, and have students repeat it. Point out that the word *rhyme* has a silent consonant—the “h”—and that it has the long -i vowel sound found in words like *bike*, *ice*, and *mine*.
 - Explain the concept of rhyme in your own words, e.g., “When lines of a poem have the same ending sounds, like “Jack and Jill/went up the hill,” the lines rhyme.
 - Ask for a volunteer to provide an example of words that rhyme in the limerick (e.g., *eyes/size/surprise* or *wide/aside*).
 - Create a vocabulary journal entry for *rhyme*, reusing your explanation and adding a picture to represent the concept of rhyme (e.g., stack the words *Jill* and *hill* and draw a box around the rhymes “ill”).
 - Have students create their own unique vocabulary journal entry for the word *rhyme*.
 - Repeat the steps above with the terms *poetry*, *reread*, *rhythm*, and *repetition*.
- Explain that poets choose their words very carefully—not only for meaning, but also for the way the words look and sound. That’s one reason why reading poetry is different than other kinds of reading. Because poems have so much meaning expressed in so few words, reading a poem more than once can be a very helpful strategy. By reading a poem over and over, and by looking at a specific part each time, you can break the task of understanding a poem into smaller, easier readings. Explain that you will model a four-step reading and rereading strategy.

Extra Support

- Ask students to name examples of rhymes they have heard, for example, song lyrics or jingles from television commercials.
- Keep students in their original pairs and give them one minute to come up with at least three sets of words that rhyme (e.g., *glob/mob/corn-cob*; *brush/rush*; *smell/yell*). Have volunteers share their rhyming words. Write the rhyming words one above another and draw a box around the rhymes (e.g., stack the words *glob* and *mob* and draw a box around the rhymes “-ob”).

Extra Support

When introducing Paul Revere, show students this image, which depicts Paul Revere's midnight ride; (http://en.wikipedia.org/wiki/File:Paul_revere_ride.gif).

Extra Support

Call attention to phonemes, syllables, words, or phrases that cause difficulty for your English Language Learners, such as the /ch/ sound in the word *children* (line 1), the /sh/ sound in the word *shall* (line 1), and the /y/ sound in the word *year* (line 5).

- Tell students to listen as you model a fluent reading of a poem. Ask students to listen for examples of rhyme, rhythm, and repetition.
 - Display the two stanzas from “Paul Revere’s Ride,” written by Henry Wadsworth Longfellow.
 - Your first oral reading should model reading for enjoyment and for getting a feeling for how the poem’s words sound. Read both stanzas, modeling an engaging, fluent reading in which the meaning of the poem is expressed in speaking.
 - On the second reading, pause to think aloud about clues that help you understand the poem’s message.
 - On the third reading, pause to study the structure and language of the poem, identifying and thinking about how the structure, rhythm, rhyme, repetition, and sounds add to the poem’s message.
 - On the fourth reading, read for feeling so that the mood and tone of the poem are expressed.



During Reading

Student Practice (15–25 minutes)

- Next, have students complete the Five-Step Literacy Routine with “My Mother’s Two Homes.” Students should use the rereading routine with the poem.

Five-Step Literacy Routine

1. **Set a schema.** Students should respond to the following prompt, which you have scheduled for email delivery: *What do you find is the hardest part of reading a poem?*
2. **Read for information or enjoyment.** The email directs students to the article “My Mother’s Two Homes.” Students should use the Reading Connections to note their thoughts about the poems.
3. **Demonstrate mastery.** After reading the article and poems, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by responding to this Thought Question: *What do you think would be hardest about coming to a new country?*
5. **Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *Read the verse from the poem: Words opened new worlds. Do you agree that learning a new language makes more things possible?*

Extra Support

- Conduct the first reading of “My Mother’s Two Homes” as a whole class. Provide a model reading, then ask students to continue the rereading process silently on their own.
- Make a regular bilingual dictionary available for student reference as needed.
- Circulate while students work, prompting them with reminders and questions such as:
 - Remember to reread the poems as many times as you need to fully understand the structure and meaning of the language.
 - What questions do you have so far? What is confusing? Are there any vocabulary terms that are unfamiliar?
 - How would you summarize the first limerick?
- Depending on the level of English proficiency of your students, you may wish to read each question aloud to the whole class ahead of Step 3 and explain any difficult vocabulary or syntax used in the questions.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed. Make sure students understand that the four-step reading and rereading strategy is helpful when reading poetry, as well as any other kind of text. It's very important to reread when the reader loses the thread of comprehension during reading, or as a way to deepen comprehension of something already read.
- Have students return to their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson: *poetry*, *reread*, *rhyme*.

Lesson Extensions

- Create a whole-class concept map about poetry using the terms discussed in this lesson (*poetry*, *reread*, *rhyme*, *rhythm*, *repetition*, *stanza*).
- Students should become fluent reading and rereading the poem silently, which makes this lesson conducive to incorporating oral fluency practice. Students can practice with “My Mother’s Two Homes,” “Tasha Tudor Dies,” or any number of poems found online. Distribute copies of the Peer Fluency Rubric, model how to listen and evaluate someone’s oral reading and retelling, pair students, and have them practice reading aloud and evaluating one another.
- Have students read the article “A is for Authors,” which tells the stories of three writers, including Maya Angelou, and how they first put pen to paper. Then, share excerpts from *Life Doesn’t Frighten Me* by Maya Angelou, which is an adolescent-appropriate picture book with poetry.
- Have students create and present a haiku. Haiku is a form of Japanese poetry. Each haiku is a triplet (three-line verse) composed of 17 syllables. A haiku poem does not rhyme, but describes a feeling, scenery, or a situation. A haiku creates a word picture using only 17 syllables in three lines. Each line has a specific syllable count:
 - Line 1 is 5 syllables
 - Line 2 is 7 syllables
 - Line 3 is 5 syllables
- Structure this as a whole-class reading (or poetry slam), or pair students and have them read their haikus to one another. Use the Peer Fluency Rubric if you pair students.

Lesson Masters

Limerick Strips

From *The Book of Nonsense* (1848) by Edward Lear

There was a Young Lady whose eyes,
Were unique as to color and size;
When she opened them wide,
People all turned aside,
And started away in surprise.

There was a Young Lady whose eyes,
Were unique as to color and size;
When she opened them wide,
People all turned aside,
And started away in surprise.

There was a Young Lady whose eyes,
Were unique as to color and size;
When she opened them wide,
People all turned aside,
And started away in surprise.

from

"Paul Revere's Ride" by Henry Wadsworth Longfellow

Listen my children and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One if by land, and two if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Peer Fluency Rubric

Name of Reader _____

Name of Rater _____

Title of Passage _____

Date _____

Directions: Pay attention to your partner's reading of the passage and the retelling afterward. Circle the face that best represents your partner's oral reading accuracy (correctness), volume, pace, and intonation (the variation of tone), and quality of retelling. Your teacher may ask you to focus only on one or two of these elements.

	Weak	In the Middle	Strong
Accuracy			
Volume, Pace, and Intonation			
Retelling			

Comments

My partner's reading was _____

I think s/he could improve in the following area: _____

My partner's retelling was _____

I think s/he could improve in the following area: _____

Other comments: _____

Lesson: Figurative Language

Learning Objective

Students will learn to identify figurative language.

Pacing

45–90 minutes

Suggested Readings

Excerpt from “The Man Who Loved Words” by Achieve3000

“The Man Who Loved Words” by Achieve3000

Preparation

Lesson Overview

Figurative language is one of the most powerful tools that writers have. Through similes and metaphors, authors create new ways of looking at familiar things. English Language Learners often need extra support when reading works that contain figurative language. Similes and metaphors require an understanding that goes beyond the literal meaning.

In this lesson, you help students identify these types of figurative language, and you share thoughts on how such language makes writing more interesting. At the beginning of class, students are introduced to figurative language in a think-pair-share activity. Then, using direct instruction and modeling based on an excerpt from “The Man Who Loved Words,” you show students how to think through a passage that contains figurative language. Next, students work together in groups to create drawings of similes and metaphors. Following this group activity, students read “The Man Who Loved Words” in its entirety and apply their learning independently using the Five-Step Literacy Routine. The lesson closes with a review of the concepts learned and an opportunity to record new vocabulary in students’ vocabulary journals.

Do Before Teaching

1. Make photocopies of “Figurative Language Match-Up.” Be prepared to project the correct answers following the Bell Ringer activity.
2. Make photocopies of the excerpt from “The Man Who Loved Words” for use during the modeling and direct instruction portion of this lesson. Be prepared to project this lesson master too.
3. From your own classroom or from your school’s art room, collect sheets of construction paper and colored markers to be used in this lesson’s group activity.



Teaching Routine

Before Reading

Introduce Lesson: Bell-Ringer Activity (5 minutes)

- This activity allows students the opportunity to examine figurative language in a low-stakes setting. The activities included later in this lesson will provide more in-depth instruction about and practice with figurative language.
- As students enter the classroom, hand each one a copy of “Figurative Language Match-Up.” If you would prefer, this activity can also be completed in pairs.
- When students are ready, ask for volunteers to share their answers. Project a copy of “Figurative Language Match-Up” so that it is visible to all students, and draw a line between the simile or metaphor and its “translation” as students provide correct answers. Have students heard some of these figurative phrases before? Why might an author use words like “the moon was a giant white plate” instead of just “the moon was very big and round”? Use this conversation to introduce students to the idea that figurative language provides unique ways to describe common scenarios.

Extra Support

If students are having trouble matching the simile or metaphor with its literal meaning, walk through the room and offer help on an individual basis.

Extra Support

Tell Spanish-speaking students that the English word *metaphor* is cognate with the Spanish word *metáfora*, and the English word *simile* is cognate with the Spanish word *simil*. Pronounce both English words, then pronounce them phoneme-by-phoneme, and have students mimic your full-word and phoneme-by-phoneme pronunciations.

Provide Direct Instruction and Modeling (10–15 minutes)

- Explain that authors use figurative language when they want to describe the world around them in new and interesting ways. We find figurative language everywhere from short stories to poems to popular songs. Ask students if they have heard the song “Twinkle, Twinkle Little Star.” The song says that the star is “like a diamond in the sky”—and that is figurative language!
- Differentiate between two major types of figurative language: similes and metaphors. Tell students that a simile uses the word *like* or *as*:

Her blue eyes were like a clear lake.

The plane’s engine rumbled as loud as thunder.

- Where similes say that one thing is *like* or *as* another thing, metaphors say that one thing *is* another:

The baby’s laugh was sweet, chiming bells.

The mountain is a rocky giant rising out of the earth.

- Model using the excerpt from “The Man Who Loved Words.” Conduct a think-aloud as you read, so that English language learners see how a proficient reader approaches a text that contains figurative language. For example, you might say:

“Christopher tells us his mind was ‘a spin-dryer at full speed.’ That’s an interesting metaphor! When I dry clothes at home, sometimes I watch the clothes spinning around and around. I bet that Christopher means that his mind is full of thoughts and ideas. Just like those clothes whirling around in my dryer at home, there are lots of great ideas whirling around in his mind.”

Small-Group Practice (5–10 minutes)

- Place students in pairs and distribute two sheets of construction paper and a handful of colored markers to each pair. Write the following sentences on the board (**note:** this step may be completed before class): *It's raining cats and dogs outside; She runs as fast as a cheetah; The sun is a giant fried egg; His movements are like clockwork.*
- Ask students to choose two of the sentences that you have written on the board. Each student should write the literal “translation” of that sentence (i.e., *It is raining very hard outside; She runs incredibly fast; The sun is big and yellow; His movements are very precise*) and then draw a picture of what the figurative language might look like. Encourage students to be as creative as possible. The goal of this activity is not to have the most “correct” or artistically proficient drawing, but rather to see just how inventive figurative language can be.
- Invite students to talk about the process of decoding figurative language. Encourage students to use the academic vocabulary emphasized in this lesson, for example:

Student: I guess someone who runs as fast as a cheetah runs really fast.

Teacher: Great—that is exactly right. A cheetah is one of the world's fastest animals, so an author would use this phrase to tell us someone is very quick! What kind of language is this?

Student: Figurative.

Teacher: It absolutely is. Can you be a little more specific?

Student: (hesitates)

Teacher: This sentence uses the word as, so we know it is a ...

Student: ... Simile!

Extra Support

If students need extra help, reconvene the class and have each pair share their “translations” and drawings. Or, redistribute the pairs of students so that each student is paired with a student who chose the same sentence as he/she did.

Extra Support

- Encourage students to click on the “Word Wise” box near the bottom of the news article. This box provides extra information about similes, along with examples and explanations.
- If students need help with any words in the table of contents, they may refer to <http://www.google.com/dictionary>. You should also make a regular bilingual dictionary available.
- While most of the class is engaged with their article and the Five-Step Literacy Routine, you may wish to provide additional small-group or individualized instruction based on students’ needs and your own instructional goals. Such instruction could include reteaching the lesson strategy by presenting it in a different way using one of the Lesson Extensions or working on a particular state standard or skill. We recommend that you never work with small groups larger than five students.
 - If the majority of the students in your class have trouble reading and comprehending “The Man Who Loved Words,” consider using the “jigsaw reading” method. Place your students in pairs and assign each pair a paragraph or two from “The Man Who Loved Words.” Each pair will read their assigned paragraphs several times in order to become “experts” on those particular paragraphs. Then, each pair is invited to share insights about the assigned paragraphs with the rest of the class. This method encourages cooperation and discussion, while reducing the reading load for students who need extra support.

During Reading

Student Practice (15–25 minutes)

- Next, have students work independently to apply their learning using the Five-Step Literacy Routine with “The Man Who Loved Words.”

Five-Step Literacy Routine

1. **Set a schema.** Students should respond to the prompt, which you have scheduled for email delivery.

Today’s news article is about a man who overcame great odds to become a famous poet and novelist. What do you think it takes to be a great writer?

2. **Read for information or enjoyment.** The email directs students to “The Man Who Loved Words.”

3. **Demonstrate mastery.** After reading the passage, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.

4. **Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *Why were words so important to Christopher Nolan?*

5. **Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *What do you feel is the best way to deal with a problem in your life?*

- *Talk to a friend about it*
- *Write a story or poem about it*
- *Spend time helping others*

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including these academic terms: *figurative language*, *metaphor*, and *simile*.

Lesson Extension

Give students even more practice with the structure of language.

This **recognition** activity works well for beginning English learners.

In this activity, the student perceives and recognizes the structure and meaning of a sentence. Review similar structures and make comparisons.

Use concrete objects, illustrations, or acting out to show meaning for beginning students and explain more complex or abstract meanings in simple language to intermediate students. Give several examples for each item: *I am clapping*; *I am reading*; *I am sleeping*. Test comprehension by saying a sentence and having the student act it out or point to an appropriate object or illustration.

Lesson Masters

Figurative Language Match-Up

Directions: Draw lines connecting the pairs of figurative-language sentences and their literal translations.

Figurative-Language Sentences	Literal Translations
The rainbow was a box of crayons.	He has a bright and friendly smile.
The empty house was as quiet as a library.	The chocolate was really smooth.
The chocolate tasted as smooth as silk.	The rainbow was very colorful.
His smile is like a ray of sunshine.	The empty house was very quiet.

Excerpt from "The Man Who Loved Words"

The next day, Christopher wrote a poem that suggested the full extent of his imagination. His mind, he later wrote, was "like a spin-dryer at full speed; my thoughts fly around my skull while millions of beautiful words [flow] down in my lap." Nolan kept writing. He published his first collection of poetry at the age of 15. People loved the book, comparing it to the work of famous Irish writer James Joyce.



Lesson: Literary Nonfiction and Visualization

Preparation

Lesson Overview

In this lesson, students are introduced to the strategy of visualization. They warm up by listening to an excerpt from “Walking Above the Rain Forest,” a literary nonfiction story about a park in Ghana, and by using their imaginations to “see” what is happening in the article. This brief activity prepares students for direct instruction and modeling of visualizing. Next, students observe the process of creating a “visualization storyboard,” which is an excellent tool for understanding an article’s key points. When students can see what is happening in a text—that is, when they can visualize the action of the text in their mind’s eye—their comprehension of the text significantly improves.

Following your modeling of the storyboard, students complete the Five-Step Literacy Routine with the remainder of “Walking Above the Rain Forest.” The lesson closes with a whole-class wrap-up discussion during which students indicate their level of understanding for each of the new terms learned in this lesson. This lesson can be extended using the suggestions at the end, including sharing storyboards with classmates and reading more about the rain forest.

Do Before Teaching

1. Practice giving an energetic reading of the excerpt from “Walking Above the Rain Forest.”
2. Have students’ vocabulary journals ready for this lesson.
3. Be prepared to display the Visualization Storyboard lesson master, and photocopy this lesson master (one per student).

Learning Objective

Students will use visualization as reading strategy when reading literary nonfiction.

Pacing

45–90 minutes

Suggested Readings

Excerpt from “Walking Above the Rain Forest” by Achieve3000

“Walking Above the Rain Forest” by Achieve3000

Extra Support

- Ask for a volunteer to provide another way of describing the term *outskirts*.
 - Have another volunteer read the dictionary definition of the term *outskirts*, in both English and in the student’s native language.
 - Create a vocabulary journal entry for *outskirts*, reusing your explanation from this step and adding a picture to represent the concept of *outskirts* (e.g., a drawing of a town in the middle of the whiteboard/chalkboard with just a few small buildings on the outer edges of the board).
 - Repeat the same steps with the terms *endangered*, *relentless*, *remnant*, and *visualization*.
- Use a vocabulary activity to review any other difficult vocabulary in “Walking Above the Rain Forest.” This will provide students with the background knowledge needed to understand the text they will read independently. Such vocabulary includes *glimpse*, *cautious*, *medicinal*, *secretive*, and *agricultural*.

Teaching Routine

Before Reading

Introduce Lesson and Key Vocabulary (5 minutes)

- After students enter the classroom, tell them that this lesson will allow them to use their imaginations. Ask students to close their eyes as you read the excerpt below from “Walking Above the Rain Forest.” Encourage students to picture the story in their minds, with bright colors and as many details as possible.

Being somewhat afraid of heights, I stepped with shaking knees onto the narrow wooden walkway. I pulled myself along the rope handrails, careful not to look down. The bridge gave a little bounce and swayed as I walked. From all around, I heard the calls of birds and the rustle of unseen monkeys.

- Once you have finished reading the excerpt aloud, ask students to share what they imagined. If students seem stuck, share your own visualizations, such as, “I saw a bridge swaying high above the treetops, moving from side to side as the wind blew.”
- Next, pre-teach key vocabulary needed for understanding lesson instruction and independent reading. Use the vocabulary journal process with the terms *endangered*, *outskirts*, *relentless*, *remnant*, and *visualization*.
 - Display the term *outskirts* so that it is visible to all students.
 - Explain the concept of *outskirts* in your own words, e.g., “The outskirts of a town are far away from that town’s center. Usually, not many people live on the outskirts of a town, and there are fewer businesses there than closer to the middle of town.”

Provide Direct Instruction and Modeling (10 minutes)

- Explain that visualizing helps readers to “see” the text. When we visualize a story, we create clear mental pictures of the story’s key details and major events. Project the first paragraph of “Walking Above the Rain Forest” so that all students can see it clearly. Then, conduct a think-aloud that models the process of visualization. An example think-aloud is given below.

Sample Think-Aloud

ACCRA, Ghana (Achieve3000, September 25, 2008). I recently traveled to Ghana, where I signed up to take a guided tour through Kakum National Park. I was hoping to catch a glimpse of some of the park’s 300 species of birds and highly endangered forest elephants. I also wanted to see some of the park’s monkeys. These particular monkeys live nowhere else on Earth. In the end, the only wildlife I saw was one very long worm. Still, the experience was one that I won’t soon forget. I saw what the rain forest would look like if unspoiled by human activity.

[Point to “ACCRA, Ghana” dateline] *Before I even get into the story, I know that it takes place in Ghana—that’s a country in West Africa. OK, as I begin reading, I learn that the author took a trip to Kakum National Park. I haven’t been to Ghana, but I’ve been to a couple of national parks here in the United States. I picture them as big, beautiful places with trees reaching all the way into the sky.*

[Point to the sentence that begins “I saw what the rain forest...”] *Kakum National Park is in the rain forest. I can see that in my mind—there are thousands of giant trees, plus colorful flowers. Wow, when I really think about it, I can hear the forest, too. There are birds calling, and I can hear the wind making a swish sound through all of the leafy trees.*

- Next, introduce students to the concept of storyboards. Tell them that storyboards are used by filmmakers and television writers to plan out what happens in their movies and shows. When we visualize what happens in a story, we go through a very similar process. Project the second paragraph of “Walking Above the Rain Forest” so that all students can clearly see it, along with the Visualization Storyboard found in the Masters tab. Then, conduct another brief think-aloud. A sample is provided below.

Sample Think-Aloud

The tropical rain forest of Kakum National Park in southern Ghana is home to many rare animal species. However, spotting wildlife there is difficult. The forest is so thick that light barely pierces the treetops. Some of the animals are extremely timid. In addition, many of the animals are awake only at night. To better my odds of spotting the park’s cautious inhabitants, I went what is called “skywalking” on Kakum’s famous guided canopy walk. Its view of the forest is breathtaking.

[Point to sentence that begins “The forest is so thick that...”] *So, this national park is full of all kinds of cool creatures, but it’s tough to see them because the trees make everything so dark! I am going to draw a dense group of trees, with no cracks to let the sunlight in.*

[Point to sentence that begins “Some of the animals are...”] *Here, I find out that the darkness isn’t the only reason why it’s tricky to see the animals. They’re also pretty shy. I’ll draw a monkey hiding behind a tree, and a snake peeking out from under a rock.*

During Reading

Student Practice (15–25 minutes)

- Next, have students complete the Five-Step Literacy Routine with the remainder of “Walking Above the Rain Forest.”
- Distribute copies of the Visualization Storyboard for students to use as they read.

Five-Step Literacy Routine

1. **Set a schema.** Students should respond to the following prompt, which you have scheduled for email delivery:
How does “seeing” a story help us better understand it?
2. **Read for information or enjoyment.** The email directs students to “Walking Above the Rain Forest,” which is delivered at each student’s reading level.
 - Before reading the text, have students take two minutes to skim the text features in order to make predictions and to develop a general understanding of the big ideas.
 - Have students pause after previewing and before reading to write a one-sentence prediction statement (e.g., “I think the text will be about...because...”).
 - Ask students to fill in the Visualization Storyboard as they read.
 - While reading, students should also use the Reading Connections to note their thoughts about the passage.

Extra Support

- Remind students to refer to the bilingual picture dictionary at the bottom of the article as needed. If they need help with any words not found in this dictionary, they may refer to <http://www.google.com/dictionary>. You should also make a regular bilingual dictionary available.
- Circulate while students work, prompting them with reminders and questions such as:
 - *What sorts of pictures come to mind as you read this story? What do you think it would be like to walk above the rain forest?*
 - *What questions do you have so far? What is confusing? Are there any vocabulary terms that are unfamiliar?*

Extra Support

- While most of the class is engaged with the literary nonfiction story and the Five-Step Literacy Routine, you may wish to provide additional small-group or individualized instruction based on students’ needs and your own instructional goals. Such instruction could include vocabulary work, reteaching the lesson strategy by presenting it in a different way, or working on a particular state standard or skill. The reports in the Admin section of the Teacher’s Edition will provide the data you need to make these types of instructional decisions. We recommend that you never work with small groups larger than five students.
- Ahead of the Five-Step Literacy Routine, you may wish to give every student a printed copy of the text “Walking Above the Rain Forest” and have them draw pictures in the margins of what the story “looks like” to them.
- When introducing “Walking Above the Rain Forest,” show students this image, which depicts elephants in Ghana:
http://en.wikipedia.org/wiki/File:Elefanten_Mole_National_Park.jpg.

Extra Support

Depending on the level of English proficiency of your students, you may wish to read each question aloud to the whole class ahead of Step 3 and explain any difficult vocabulary or syntax used in the questions.

3. **Demonstrate mastery.** After reading the passage, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question:
Why is it important that the trees in Kakum National Park cannot be cut down?
5. **Form an opinion.** Students also participate in this Poll about the story so they can demonstrate opinions—the real manifestation of reading comprehension: *If you were the person traveling to Kakum National Park, which would be the most interesting activity to you?*
 - *“Skywalking” over the rain forest*
 - *Talking with the village’s chief*

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed.

Lesson Extensions

- Once students have finished reading the remainder of “Walking Above the Rain Forest” and have completed the Visualization Storyboard, pair each student with a partner and ask them to share storyboards. This activity will reinforce the notion that we all visualize differently. Our visualizations depend on our own imaginations and experiences, and all visualizations are valuable for better understanding a story.
- Create a “Rain Forest Reads” box for your classroom that contains high-interest books at a variety of reading levels. Possibilities include *Welcome to the Green House* by Jane Yolen, *Inside the Amazing Amazon* by Don Lessem, and *Red-Eyed Tree Frog* by Joy Cowley.

Lesson Masters

Visualization Storyboard





Chapter 2

Vocabulary Strategies

Download the resources in this chapter from the Teacher's Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

The ultimate goal of vocabulary instruction should be that students have the ability to start with a word they do not know, learn the word, use the word, and remember the word (Beers, 2003). To achieve that goal, students need to do more than writing the word five times on Monday, writing the definition and/or synonym and antonym throughout the week, and then taking a quiz on Friday. Students need to receive direct, explicit instruction in strategies they can use when they meet unknown words in a text they are reading. The strategies need to be varied, and the students need to learn not only how to use the strategies but also how to choose the appropriate strategy.

Achieve3000 has developed a bank of vocabulary lesson plans that help teachers directly and explicitly teach key vocabulary

strategies. Each day, our editors identify Key Words that are important for all students to understand in order to better comprehend the article. They also identify a list of Recommended Words that students who are reading articles at a sixth-grade-and-above reading level should understand. The Recommended Words are in addition to the words that have been identified within each of the grade-level passages and highlighted in the article dictionary. The Key Words and Recommended Words are listed in the Curriculum Key that is posted with the daily article.

Vocabulary lesson plans can be accessed in your Teacher's Guide and can also be printed directly from the Training and Support area of the online program. (See sidebar.)

Lesson: Contextual Analysis

Learning Objective

Students will learn the meaning of unfamiliar words by analyzing nearby context clues.

Pacing

45–55 minutes

Suggested Readings

Teacher's Choice

See also

- Chapter 8: English Language Learner Connections (Context Clues and Idioms).
- Chapter 9: Graphic Organizers (Context Clues)

Preparation

Brief Definition

Contextual analysis involves inferring the meaning of an unfamiliar word by analyzing text that is near it. Students benefit from learning about five types of context clues: definition, example, synonym, antonym, and general. (See table on next page: *Types of Context Clues*.)

Why Use This Lesson Plan?

This lesson plan suggests a sequence for classroom instruction about one word-learning strategy. Students need word-learning strategies because we cannot provide them with direct instruction in the meaning of all unfamiliar words.

Do Before Teaching

1. Select and print a news article that contains target words and several associated context clues. Of the target words, at least one should be familiar to students and at least one should be an unfamiliar word.
2. Write the target words on the board.
3. Draw the *Context Clues Graphic Organizer* on the board. (See Chapter 9: Graphic Organizers) You might want to have print copies of it available for your students.



Types of Context Clues

Type	Description	Example
definition	A definition of the unfamiliar word is stated directly in the text. SIGNAL WORDS: <i>is, are, means, refers to</i>	An American Goldfinch is a <u>small, yellow bird</u> . OR The American Goldfinch , a <u>small yellow bird</u> , is common in California.
synonym	Another word or phrase that is similar in meaning is used in the text. SIGNAL WORDS: <i>also, as, identical, like, likewise, same, similarly, too, or</i>	A school , or <u>group, of fish</u> moves in a harmonious pattern through the water.
antonym	Another word or phrase that is opposite in meaning is used in the text. SIGNAL WORDS: <i>but, however, in contrast, instead of, on the other hand, though, unlike</i>	I thought a tomato was a vegetable, <u>but</u> it turns out to be a <u>fruit</u> .
example	The text includes words or phrases that are examples of the unfamiliar word. SIGNAL WORDS: <i>for example, including, such as</i>	To use less salt in cooking, try fresh herbs , <i>such as</i> <u>basil, oregano, and rosemary</u> .
general	Nonspecific clues are spread over several sentences in a text.	Lacrosse is becoming more popular. <u>Players</u> have to be able to <u>run up and down the field</u> . They also have to use a <u>stick with a little net to throw the ball and make goals</u> .

Teaching Routine

Before Reading

Introduce Lesson

- Tell students that they will learn to use a strategy of analyzing context to understand the meaning of unfamiliar words.

Teacher Direct Instruction/Modeling

- Explain that context clues are the words, phrases, and sentences that surround an unfamiliar word. Introduce the five helpful kinds of context clues: definition, example, synonym, antonym, and general. (See table above.) You may want to focus on one or two types of context clues for students who are new to this strategy.
- Model the routine with the first word on your list. Complete the graphic organizer as you do each step. (See *Sample Graphic Organizer* on the following page.)
 - What context clues are in the sentence that contains the target word? (box 1)
 - What context clues are in the nearby sentences? (box 2)
 - Using the context clues, what is the meaning of the target word? (box 3)
 - What is the “real” meaning of the word? Does this confirm my meaning? (box 4)

Confirming a Word's Meaning

Remind students that they can confirm the meaning by checking a dictionary or glossary or by consulting with someone who knows the word.

Unhelpful Context Clues

Let students know that sometimes context does not provide enough clues to determine a word's meaning. Here are two cases:

- **Misdirective clues** lead to an incorrect meaning. Example: *The artist, who only wears black, paints with vibrant colors.*
- **Nondirective clues** give no assistance in figuring out the meaning of a word. Example: *When we last spoke, she sounded ebullient.*

During Reading

Student Practice

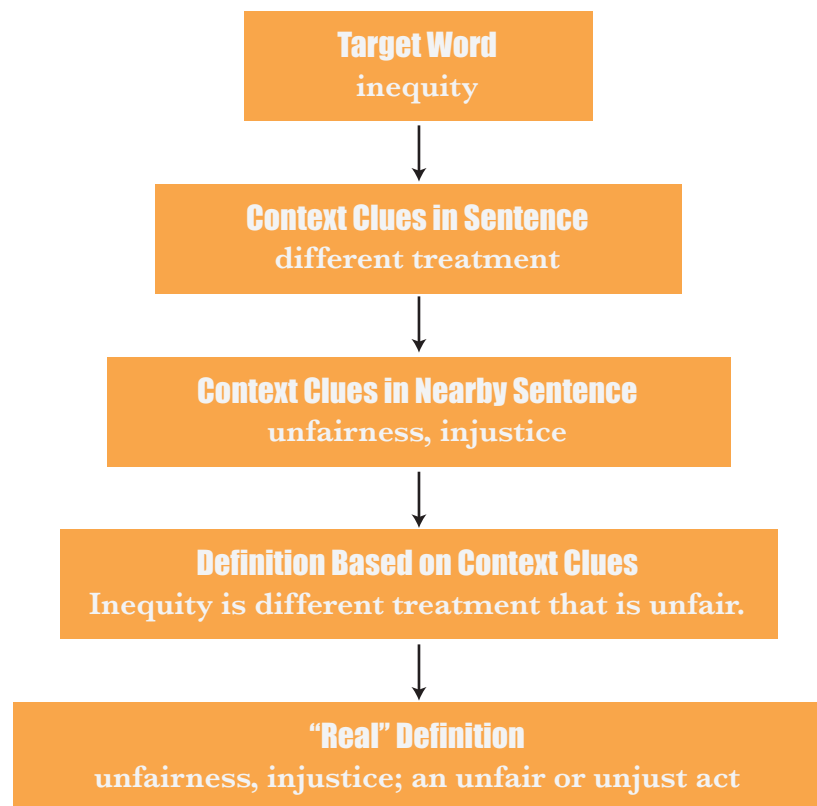
- Ask students to read the news article and identify the remaining words and context clues. As they read, ask them to fill in the first three boxes of the graphic organizer for each additional word.
- Have students come up with student-friendly definitions.

After Reading

Student Practice

- In small groups or as a class, discuss the student definitions (box 3). Provide feedback that includes accurate student-friendly definitions, and ask them to confirm the meaning that they came up with (box 4).
- Have students add their words to their student-friendly dictionaries.

Sample Graphic Organizer



Lesson: Word Parts Strategy Prefixes

Preparation

Brief Definition

A prefix is a word part that is added to the beginning of a root word and changes its meaning. Students can better learn the meaning of words with prefixes by knowing the meaning of the most common prefixes. An example of a prefix is *in-* in the word *invisible*.

Why Use This Lesson Plan?

This lesson plan suggests a sequence for classroom instruction about one word-learning strategy. Students need word-learning strategies because we cannot provide them with direct instruction in the meaning of all unfamiliar words. Approximately 60% of the new words a student encounters can be learned by analyzing their structure.

Prefixes are easy for students to locate because they occur at the beginning of a word. Also, there are relatively few prefixes; only twenty prefixes account for about 97% of prefixed words. (See list on the following page.) Of those twenty, only four prefixes (*un-*, *re-*, *in-*, and *dis-*) account for 58% of prefixed words.

Do Before Teaching

1. Read through the lesson plan.
2. Select and print a news article that contains at least two to five words with prefixes. Prefixes that share a common meaning are good choices. For example, *un-*, *in-*, and *im-* all mean “not.”
3. Write the words on the board.
4. Write the prefixes and their meanings on the board. (See the following page.)
5. Draw the *Sample Prefixes Graphic Organizer* on the board. (See the following page.)
6. Print copies of the *Sample Prefixes Graphic Organizer* for students, if necessary. Note that students can also copy the graphic organizer that you’ve drawn on the board.

Learning Objective

Students will learn the meaning of words with prefixes by analyzing their parts.

Pacing

45–55 minutes

Suggested Readings

Teacher’s Choice

See also

Chapter 9: Graphic Organizers (Prefixes)

Limitations

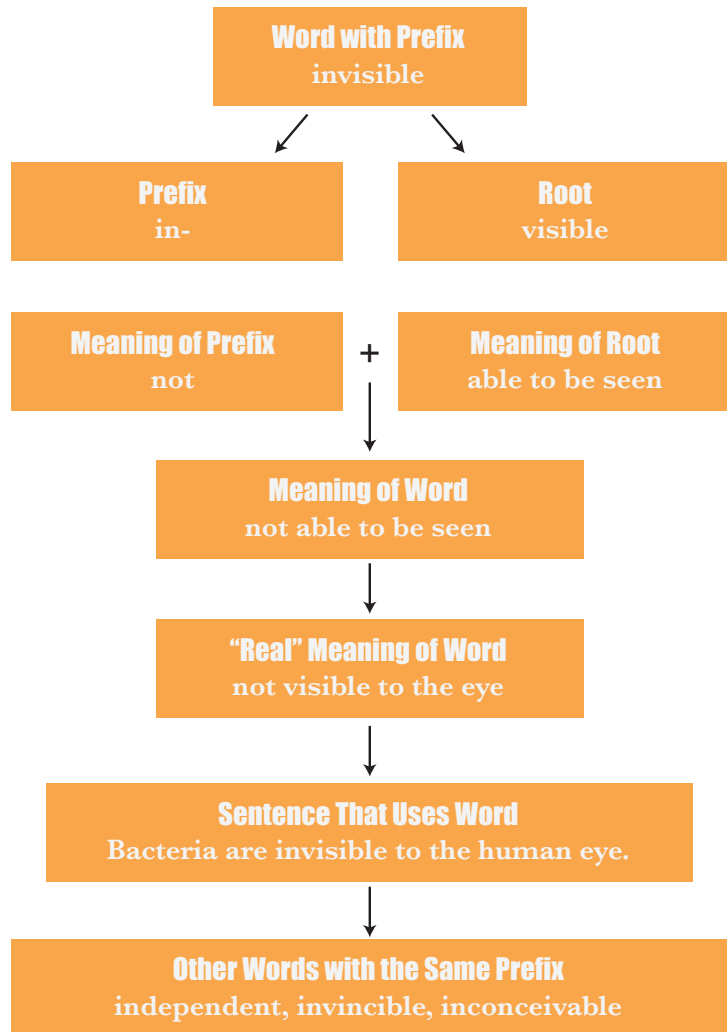
- Some words look as if they begin with a prefix but do not. Examples: *unite*, *under*, *uncle*
- Some root words do not make sense when they are separated from their prefixes. Example: *increase*

Frequently Used Prefixes

These prefixes are listed in order of frequency, from *un-* to *under-*.

Prefix	Meaning	Prefix	Meaning
un-	not	pre-	before
re-	again, back	inter-	between
in-, im-, il-, ir-	not	fore-	before
dis-	not, opposite of	de-	not, opposite
en-, em-	cause to	trans-	across
non-	not	super-	above
in-, im-	in, on	semi-	half
over-	too much	anti-	against
mis-	wrong	mid-	middle
sub-	under	under-	below

Sample Prefixes Graphic Organizer



Teaching Routine

Before Reading

Introduce Lesson

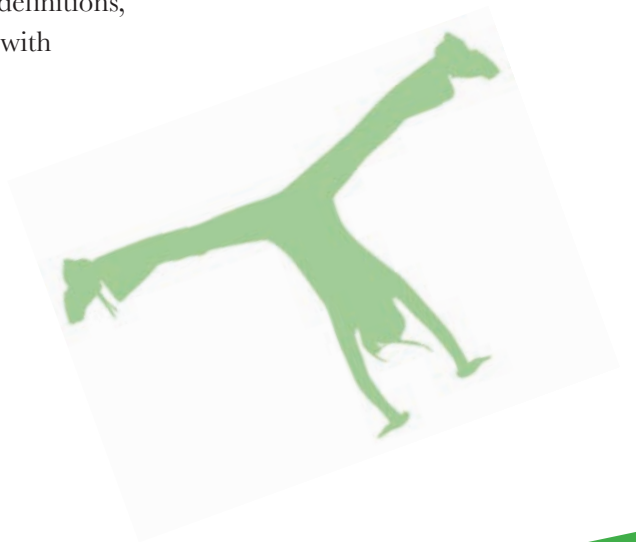
- Tell students that they will learn to use a strategy to understand the meaning of words with prefixes.

Teacher Direct Instruction/Modeling

- Explain that some words are made up of prefixes and roots.
Readers often determine the meaning of these words by understanding the meanings of the prefix and the root separately.
Give some simple examples.
- Model the routine with the first word on your list. Complete the first six boxes of the graphic organizer as you do each step. (See *Prefixes Sample Graphic Organizer* on previous page.)
 1. What is the prefix? (box 1)
 2. What is the root? (box 2)
 3. What is the meaning of the prefix? (box 3)
 4. What is the meaning of the root? (box 4)
 5. What is the meaning of the word? (box 5)
 6. What is the “real” meaning of the word? Does this confirm my meaning? (box 6)

Student Practice

- Now, ask students to fill in the first five boxes of the graphic organizer for each additional word.
- Have students write student-friendly definitions of each word to use during the lesson.
- In small groups or as a class, discuss the student definitions (box 5). Provide feedback that includes accurate student-friendly definitions, and ask them to confirm the meaning that they came up with (box 6).



During Reading

Teacher Direct Instruction/Modeling

- Identify the sentence in the article that uses the word you modeled. Write the sentence in the graphic organizer (box 7).

Student Practice

- Ask students to identify the remaining words in the article as they read.
- Ask them to use the graphic organizer when writing down the sentences that contain the words (box 7).

After Reading

Student Practice

- In small groups or as a class, ask students to discuss their understanding of the words after reading the news article. Ask them to think of other words that use the prefixes and add those words to the graphic organizer (box 8).
- Have students add their words to their student-friendly dictionaries.



Lesson: Word Parts Strategy Suffixes

Preparation

Brief Definition

A suffix is a word part that is added to the end of a root word and changes its meaning. Students can better learn the meaning of words with suffixes by knowing the meaning of the most common suffixes. For example, in the word *careful*, *ful* is a suffix.

Why Use This Lesson Plan?

This lesson plan suggests a sequence for classroom instruction about one word-learning strategy. Students need word-learning strategies because we cannot provide them with direct instruction in the meaning of all unfamiliar words. Approximately 60% of the new words a student encounters can be learned by analyzing their structure.

Twenty suffixes account for more than 90% of all words with suffixes. (See list below.) Three suffixes (*-s/-es*, *-ed*, *-ing*) occur most often in reading materials. These are called “inflectional” suffixes; they change the form of the word, but not its part of speech. These include verb forms, plurals, and comparatives and superlatives. The remaining suffixes are “derivational.” These are more like prefixes in that they can alter the root’s meaning. These include suffixes such as *ly* and *ful*.

Frequently Used Suffixes

The highlighted suffixes are inflectional suffixes. The rest are derivational.

Suffix	Meaning	Suffix	Meaning
-s, -es	more than one	-ity, -ty	state of
-ed	past-tense verbs	-ment	action or process
-ing	verb form/of present participle	-ic	having characteristics
-ly	characteristic of	-ous, -eous, -ious	possessing qualities of
-er, -or	one who	-en	made of
-ion, -tion, -ation, -ition	act, process	-er	comparative
-able, -ible	can be done	-ive, -ative, -itive	adjective form of a noun
-al, -ial	having characteristics of	-ful	full of
-y	characterized by	-less	without
-ness	state of, condition of	-est	superlative

Learning Objective

Students will learn the meaning of words with suffixes by analyzing their parts.

Pacing

45–55 minutes

Suggested Readings

Teacher’s Choice

See also

Chapter 9: Graphic Organizers (Suffixes)

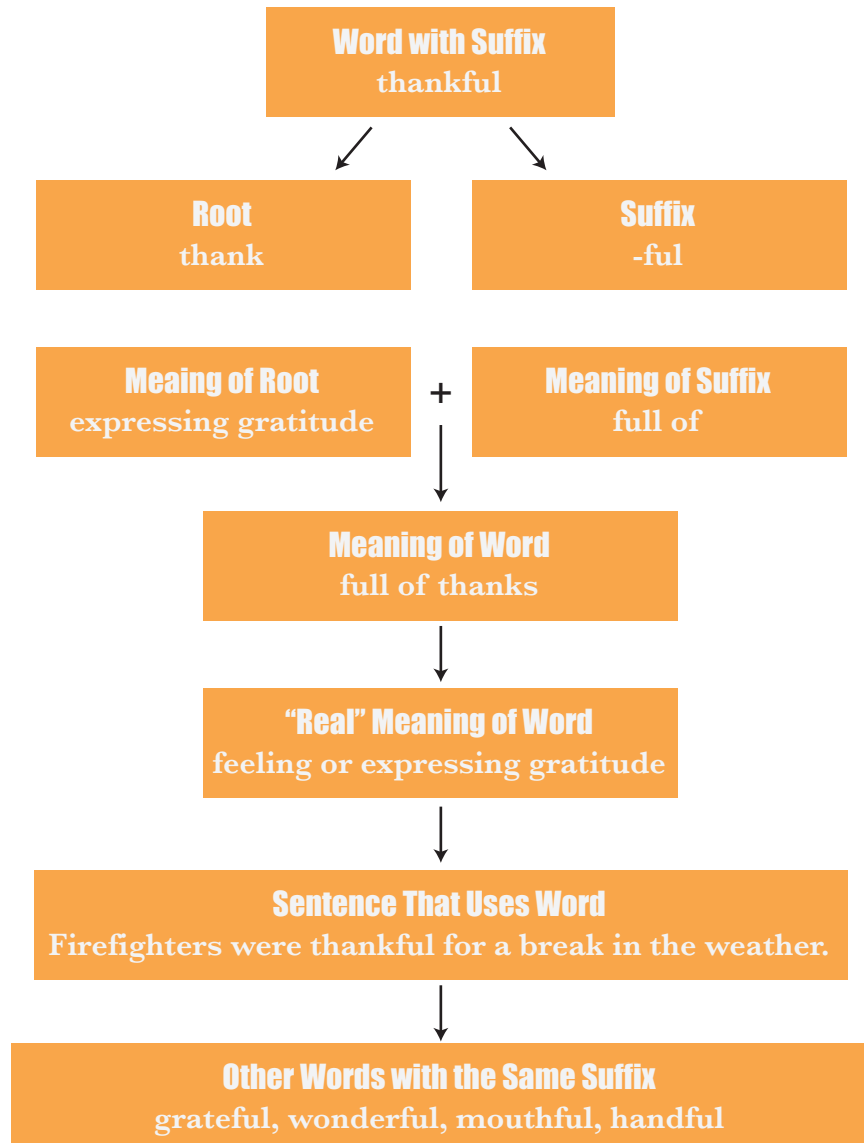
Student-Friendly Definitions

Students may find it difficult to grasp a word's meaning from its dictionary definition. Create a student-friendly definition that characterizes how the word is typically used. Use everyday language and examples that are clear and accessible to students.

Do Before Teaching

1. Read through the lesson plan.
2. Select a news article that contains at least two to five words with suffixes. Begin by selecting either inflectional prefixes or derivational prefixes.
3. Write the words on the board.
4. Write the suffixes and their meanings on the board.
(See previous page.)
5. Draw the *Suffixes Graphic Organizer* on the board. (See below.)
6. Print copies of the *Suffixes Graphic Organizer* for students, if necessary.
Note that students can also copy the graphic organizer that you've drawn on the board.

Sample Graphic Organizer



Teaching Routine

Before Reading

Introduce Lesson

- Tell students that they will learn to use a strategy to understand the meaning of words with suffixes.

Teacher Direct Instruction/Modeling

- Explain that some words are made up of roots and suffixes. Readers often determine the meaning of these words by understanding the meanings of the root and the suffix separately. Give some simple examples.
- Model the routine with the first word on your list. Complete the graphic organizer as you do each step.
 1. What is the root? (box 1)
 2. What is the suffix? (box 2)
 3. What is the meaning of the root? (box 3)
 4. What is the meaning of the suffix? (box 4)
 5. What is the meaning of the whole word? (box 5)
 6. What is the “real” meaning of the word? Does this confirm my meaning? (box 6)

Student Practice

- Now ask students to fill in the first five boxes of the graphic organizer for each additional word.
- Have students write student-friendly definitions of each word to use during the lesson.
- In small groups or as a class, discuss the student definitions (box 5). Provide feedback that includes accurate student-friendly definitions, and ask them to confirm the meanings that they came up with (box 6).

Confirming a Word's Meaning

Remind students that they can confirm the meaning by checking a dictionary or glossary or by consulting with someone who knows the word.

Student-Friendly Definitions

Students may find it difficult to grasp a word's meaning from its dictionary definition.

Have students create a student-friendly definition that characterizes how the word is typically used.

They should use everyday language and examples that are clear and easy to understand.

During Reading

Teacher Direct Instruction/Modeling

- Identify the sentence in the article that uses the word you modeled. Write the sentence in the graphic organizer (box 7).

Student Practice

- Ask students to identify the remaining words with suffixes as they read.
- Ask them to use the graphic organizer when writing down the sentences that contain the words (box 7).

After Reading

Student Practice

- In small groups or as a class, ask students to discuss their understanding of the words after reading the news article. Ask them to think of other words that use the suffixes and add those words to the graphic organizer (box 8).
- Have students add their words to the student-friendly dictionary that they are creating.



Lesson: Word Parts Strategy Word Families

Preparation

Brief Definition

A word family is a group of words that share the same root. For example, *reread*, *reading*, *readable*, and *reader* all share the root word, *read*. A root is a single word that cannot be broken down into smaller words. Most often, when students understand the meaning of the root word, they can guess or infer the meaning of words in the word family.

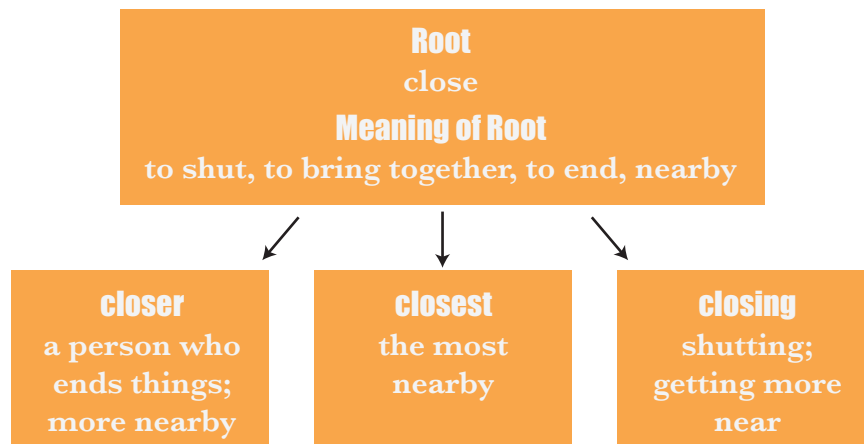
Why Use This Lesson Plan?

This lesson plan suggests a sequence for classroom instruction about one word-learning strategy. Students need word-learning strategies because we cannot provide them with direct instruction in the meaning of all unfamiliar words. Approximately 60% of the new words a student encounters can be learned by analyzing their structure.

Do Before Teaching

1. Read through the lesson plan.
2. Select a news article that contains words from the same word family.
3. Write the words from the news article on the board.
4. Draw the *Sample Word Family Graphic Organizer* on the board.
(See below.)
5. Print copies of the *Sample Word Family Graphic Organizer* for students, if it's needed.

Sample Word Family Graphic Organizer



Learning Objective

Students will learn the meaning of words in a word family by understanding the meaning of the root word.

Pacing

45–55 minutes

Suggested Readings

Teacher's Choice

See also

Chapter 9: Graphic Organizers
(Word Families)

Student-Friendly Definitions

Students may find it difficult to grasp a word's meaning from its dictionary definition. Create a student-friendly definition that characterizes how the word is typically used. Use everyday language and examples that are clear and accessible to students.

Teaching Routine

Before Reading

Introduce Lesson

- Tell students that they will learn to use a strategy to understand the meaning of words based on word families.

Teacher Direct Instruction/Modeling

- Explain that word families are groups of words that share the same root. Remind them that a root is a single word that cannot be broken into smaller words.
- Write a simple example of a word family on the board. Use a word family of your choice or use the word family in the *Sample Word Family Graphic Organizer* on previous page.
- Model the following routine as you complete the graphic organizer:
 1. What is the root?
 2. What is the meaning of the root?
 3. How does the meaning of the root help you guess or infer the meaning of each of the words in the word family?
 4. What other words belong to this word family?

Student Practice

- Read a short passage that contains at least three words from the same word family. You can write your own passage or use the following:
Sophie noticed movement in the tree branches. She moved closer to the window to check it out. Several small birds were moving from branch to branch, shaking the leaves.
- Ask students to follow the routine that you modeled and complete the graphic organizer.
- Have students create student-friendly definitions of each word.
- In small groups or as a class, discuss the student definitions. Provide feedback that includes accurate student-friendly definitions and ask them to confirm the meanings that they came up with.
- Optional extension activity: Have students enter their words into a student-friendly dictionary.

During Reading

Teacher Direct Instruction/Modeling

- Identify a sentence from the article that contains one word from the word family.

Student Practice

- Ask students to identify other words from the article (and from elsewhere) that are part of the same word family.
- Challenge students to identify other word families within the news article.

After Reading

Student Practice

- After they are finished reading the news article, ask students to fill in a graphic organizer for each word family.
- In small groups or as a class, ask students to share their graphic organizers. Have them think of other words that belong to the word families and add them to the graphic organizer.

Look for additional resources in this book for teaching vocabulary in the following chapters:

- Chapter 3: Pre-Reading Activities
- Chapter 8: English Language Learner Connections (Context Clues and Vocabulary Learning Strategies Lessons)
- Chapter 9: Graphic Organizers

See also the “Getting Started” chapter in *Using Achieve3000 in Your Classroom* for information on setting up the vocabulary journal process.



Chapter 3 Pre-Reading Activities

Download the resources in this chapter from the Teacher's Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

Have you ever read an article about something you had never heard of and struggled to understand it, even though you could easily read the words? On the other hand, have you ever read a book that challenged your reading abilities, but because you had such a vast knowledge of the topic and your interest was so great, you had no problems reading and comprehending the book?

Comprehension involves taking new information and “hooking” it onto the information already known. A student’s background knowledge is one of the strongest determinants of academic achievement (Marzano, p. 136). Students who have had varied life experiences and exposure to a print-rich environment have more extensive background knowledge that sets them up for success in multiple reading experiences. But students who have been deprived of experiences and exposures to print have more limited background knowledge. It is therefore

up to the classroom teacher to introduce this information to students before they read the text.

Achieve3000 has developed a selection of pre-reading activities that can improve your students’ reading comprehension, strengthen word acquisition and retention, and encourage daily writing. These short activities should be completed before your students start working on the daily reading passage.

Each day, our curriculum specialists select the pre-reading activities that are best supported by the daily reading passage and post them in the Curriculum Key. The entire bank of activities is provided here in the Teacher’s Guide and is available online in the Training and Support area of the online program. (See sidebar.) You can print PDF versions and use them as templates, or you can download Microsoft Word versions and customize the text as desired.

Activating Prior Knowledge

A Group Cluster

Have students work together to fill in a cluster diagram to help them access their collective prior knowledge about a topic.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Teacher Guide**

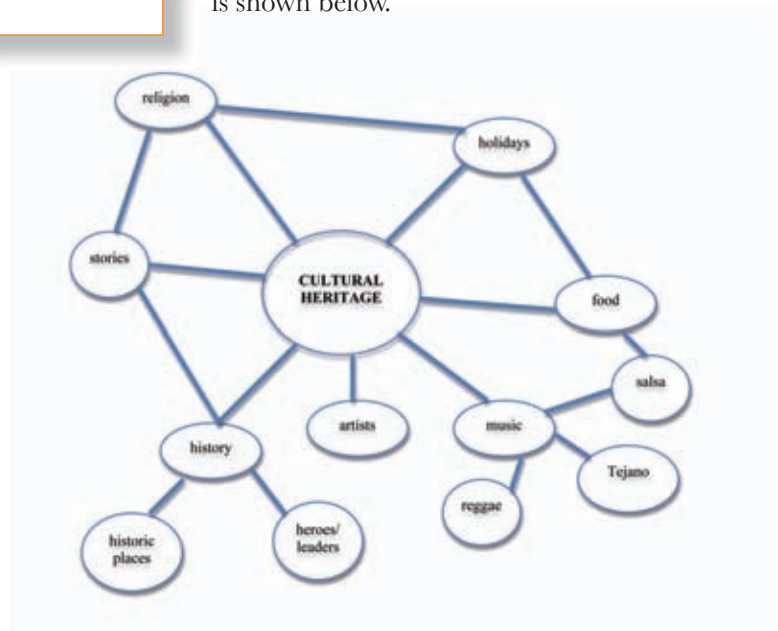
A Group Cluster

1. Remind students about the importance of activating their prior knowledge before reading something new.
2. Draw a cluster diagram on the board and write a term that relates to the article in the center of the cluster.
3. Ask each student to contribute a unique bit of information relating to that term, and write it in one of the cluster's bubbles.
4. After the diagram is complete, have students read the article.
5. Return to the cluster and ask students to determine which aspects of the cluster diagram were addressed in the article.

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Cluster Example

An example of a group cluster is shown below.



K-W-F-L

Students activate prior knowledge by completing a K-W-F-L chart to identify what they already know (or think they know) about a topic, what they want to learn, where they can find more information, and ultimately, what they learned.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Teacher Guide**

K-W-F-L

1. Introduce the topic to your students. "Today's article is about _____."
2. As a class, have students fill in K-W-F.
3. Have students read the article.
4. Complete L.
5. Return to the chart and have a class discussion to correct any erroneous information in K.
6. **Extension:** Have students research any questions that have not been answered.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Student Worksheet**

K-W-F-L

K What I Know	W What I Want to Know	F Where I can Find Out	L What I Learned

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Acquiring Vocabulary

Guess My Meaning

Students match vocabulary words to given definitions prior to and then after reading the article.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Guess My Meaning

1. Recite the definitions of the required, and if desired, the recommended words.
2. Have students write the definitions on their student worksheets.
3. Students should guess the corresponding word, filling in all the ones that they know.
4. Students should then read the article.
5. After reading is complete, instruct students to review their worksheet. Did they guess the words correctly? Did the article have a different word? Can they find the words that they did not originally know?

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Student Worksheet

Guess My Meaning

Word Definition	Word from the article

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Namely Nouns

Students classify a group of nouns that are selected from the article.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Guess My Meaning

1. Recite the definitions of the required, and if desired, the recommended words.
2. Have students write the definitions on their student worksheets.
3. Students should guess the corresponding word, filling in all the ones that they know.
4. Students should then read the article.
5. After reading is complete, instruct students to review their worksheet. Did they guess the words correctly? Did the article have a different word? Can they find the words that they did not originally know?

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Student Worksheet

Guess My Meaning

Word Definition	Word from the article

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Relate a Word

After being presented with a required word from the article, students create a cluster map of sensory words relating to it.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Teacher Guide**

Relate a Word

1. Select one of the required key words from the article and write it on the board.
2. Explain to the class that the article relates in some way to that word.
3. Have students write the word in the center of the cluster map. Then, have students use the cluster map to brainstorm sensory words (e.g., smooth, bitter-sweet, silky, shattering) that relate to the required word.
4. Revisit and revise the cluster maps after students read the article.

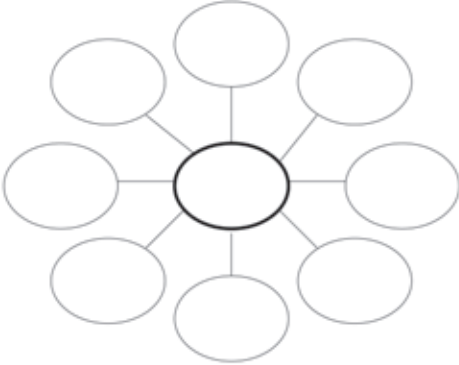
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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Student Worksheet**

Cluster Map

Use this cluster map to collect your ideas. Write the required word in the center of the cluster. Add sensory words that relate to that word in the other bubbles. (Add more word bubbles if you need them.)



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Start with Similes

Students write a simile related to the article's topic.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Start with Similes

1. Write an incomplete simile on the board that is related to the topic of the article. For example, *Alaska is like a _____.*
2. Ask students to complete the simile on the worksheet.
3. Have students read the article.
4. After reading, ask students to write new similes that better reflect what they've just read.

Extension: Ask students to write additional similes using other content in the article.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Student Worksheet

Start with Similes

1. Copy the simile from the board and finish it.
2. Copy the simile from the board again. Write a new simile after you finish reading the article.
3. Write new similes using information from the article.

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Vocabulary Knowledge Ratings

Students rate their familiarity with vocabulary words from the article prior to reading and then adjust those meanings, as needed, after reading.

Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Pre-reading Activity
 Teacher Guide

Vocabulary Knowledge Ratings

1. Write the required vocabulary words from the Curriculum Key on the board.
2. Have students write each word on the worksheet.
3. Ask students to put a checkmark in the column that describes their knowledge of the word.
4. For students who checked "can define," have them write a brief definition in the pre-reading box. For students who checked "don't know," have them leave the pre-reading definition box blank.
5. Have students read the article. As they read, they should think *what is the meaning of this word as it is used in the article?*
6. After reading the article, students who had a pre-reading definition should adjust their definitions in the post-reading box, if needed. For those students who did not write a definition, ask them to write a definition of the word based on the context of the article.

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Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Pre-reading Activity
 Student Worksheet

Vocabulary Knowledge Ratings

Word	Don't Know	Have seen or heard	Can define	Pre-reading definition	Post-reading definition

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Creating a Sequence

Signal the Sequence

Help students learn vocabulary associated with putting events in order.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Signal the Sequence

1. Open the Curriculum Key and read aloud one statement from a key concept that uses vocabulary to signal-sequencing (e.g., *first, next, then, initially, before, after, when, finally, preceding, following*). - Ask students, "Which words signal that something happened before or that something is going to happen next?"
2. Give each student blank index cards. Students should write one sequencing word on each index card.
3. Instruct students to read the article-. As they come across each sequencing word, or one that has a similar meaning, students should write the corresponding event on their index card. After completing the article, all of the index cards should be filled out.
4. Have students share their sequencing stories with the class. Are they all the same? If there are differences, why might that be? Did some students find more sequencing words than others?
5. Optional: Ask students which sequences were critical to the telling of the news article and which were ones that the author could have left out. Why?

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Connecting to Content Areas

Dateline Data

Students use an outline map to pinpoint the article dateline in order to develop geography skills.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Teacher Guide**


Dateline Data

- To begin the activity, write the dateline of the article on the board and distribute an outline map of the world to each student.
 - Note:** A dateline is a brief piece of text included at the beginning of a news article that describes *where* and *when* the story was written. A typical KidBiz or TeenBiz dateline looks like this:
DAKAR, Senegal (Achieve3000, July 8, 2009)
- Ask your students to try to find the location listed in the article's dateline on their outline map. (Some students may be familiar with the location of the article, while others may need a few hints.) Prepare two or three clues for those students who are not sure of the location. Examples of clues might be: *This place is located on the northwest coast of Africa.* Or *this place shares a border with China.*
- Conduct a class discussion and ask students to make predictions about news events that could be connected to the article's dateline. For example, a teacher might ask, "What do we know about this location, and what might be going on there that would be in the news?"
- Then have students read the article. During reading, students should check the outline article map and adjust their outline maps if necessary. They should also note ways in which the dateline of the article relates to the news story.
- After reading the article, conduct a follow-up class discussion and ask students to compare their predictions with the news events described in the article.
- Extension activity:** Have students research the location and identify information about it, including its latitude, longitude, continent, nearby oceans, bordering countries/states, famous landmarks, and other grade-level appropriate map-reading skills.
- Extension activity:** Have students keep track of article datelines on the same outline map over a period of time and note if there are certain countries in the world that are more frequently reported on by KidBiz or TeenBiz. Have students speculate on reasons why.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Student Worksheet**



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Math Stumpers and Puzzlers

Students build their estimation skills by using statistical information from the article.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Math Stumpers and Puzzlers

1. Identify statistical information from the key concepts of the grade-level article. Place a question on the board for students to consider. An example of a suitable math question might be: *How many calories are in a Big Mac meal (including the Big Mac, medium fries, and a medium drink)?*
2. Students should write their guess on a piece of paper and place it in a bowl or jar.
3. Have students read the article and find the answer. Some students may be reading a lower level version of the article that does not contain the information. Have printed copies of the grade-level version available for their use.
4. Have students compare their estimate to the correct answer. Who had the closest estimate? What background knowledge did students use to help formulate their estimates?

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Timeline Puzzles

Given an event in history, can your students come up with events that took place both before and after? Create a class timeline of these events.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Timeline Puzzles

Please note: This activity is best used with an article that makes reference to an event in history.

1. On the board, write the event in history that is described in the article. (e.g., WWII, the Civil War, Civil Rights Movement, etc.).
2. Give each student five blank index cards or small pieces of paper and have students write the article event on one index card. Then have students use the other four cards to write two historic events they know happened before the article event and two events that happened after the article event.
3. Have students trade their cards with a partner and then shuffle the cards. Ask students to arrange the five cards in the correct sequence.
4. Optional: Collect the index cards from all of the students. Can students create a class timeline of all of the events that were suggested?

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Differentiating Between Fact and Opinion

Is It True or Not?

Help your students learn the language of factual and opinion statements.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Is It True or Not?

1. Read aloud or write on the board different statements from the article. Ask students, "Is it a fact or opinion? How do you know?"
2. Instruct students to read the article, keeping a log of any fact and opinion statements they read.
3. After students have finished reading the article, discuss with the whole class how many facts and opinions they found. What words/phrase clues pointed to those facts and/or opinions?
4. Are there factual statements that some students believe are opinions? Are there opinions that some students believe are facts? Explore these conflicting statements with students to help them better understand the difference between facts and opinions.

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Generating Questions

Become a Reporter

Students use the article's summary and photo to create fictional interview questions to ask the article's author.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Become a Reporter

1. Present the article summary statement to students, along with the photo.
2. Have students consider the topic and develop 3 to 5 questions they would ask the author/expert if they were interviewing that person about the subject.
3. Have students read the article.
4. Once complete, have students return to their questions to see if they were answered.
5. Discuss with the entire class those questions that were not answered. Ask students to speculate on why these questions were left unanswered and brainstorm on where they might go to find answers.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Student Worksheet

1. Write 3 to 5 questions for the author.
 - a)
 - b)
 - c)
 - d)
 - e)
2. After reading the article, write down answers to any of the questions that you posed above. Identify questions that were not answered.
 - a)
 - b)
 - c)
 - d)
 - e)

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Coming Up with Questions

Each student in the class comes up with a question about a topic and then determine if the article answers the question.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Coming Up with Questions

1. Remind students about the importance of activating their prior knowledge before reading something new.
2. Write a term on the board that relates to the article.
3. Have each student ask a question that relates to that term. Keep a list of the questions.
4. After each student has come up with one question, have students read the article.
5. Return to the questions and hold a class discussion to determine which questions were answered.
6. Ask students to consider the questions that were left unanswered. How would they go about finding the answers to these questions?
7. Optional: Divide students into pairs. Have each pair research and report to the class on one of the unanswered questions.

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I Wonder...?

Encourage students to raise questions about the key concepts of an article.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

I Wonder . . . ?

1. Read aloud each of the key concepts from the Curriculum Key and asks students what each one makes them think, or wonder about.
2. Ask students to complete the sentence that begins, "I wonder . . ." For each key concept, students should come up with a question that they wonder about, one that relates to the concept.
3. Have students read the article.
4. Post-reading, ask students whether or not the article provided the answer to the issue(s) they were wondering about. If not, where might they go to find the answer(s)?

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Identifying and Understanding Details

Anticipation Guide

Students are presented with a series of statements relating to the article about which they are asked to form an opinion. They then read the article and determine if there is evidence to support those statements.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Anticipation Guide

1. Scan the article and take four statements directly from the grade-level article. You might want to reverse some of the statements to challenge students more.
2. Have students write the statements on the worksheet below. Ask students to put a checkmark next to any statement with which they agree, in the column labeled *Me*.
3. Have students read the article. As they read, they should think *does the article agree with each statement?*
4. After reading the article, ask students to place checkmarks in the *Article* column to note which statements the article agreed with.
5. Have students compare their opinions with the statements presented in the article. Have them compare answers with other students.
6. **Extension:** Create a graph providing a visual representation of student opinions about each statement.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Student Worksheet

Anticipation Guide

Statements	Me	Article
1.		
2.		
3.		
4.		
5.		
6.		

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Dramatic Statements

Students develop a possible scenario in which a quotation, dramatic statement, or interesting detail from the article might have occurred.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Dramatic Statements

1. Select a quotation, dramatic statement, or interesting detail from the article (see samples below).
2. Write the quotation, statement, or detail on the board. Introduce it to the class.
3. Distribute the student work page (on the next page).
4. Have students work individually or in small groups to develop a possible scenario in which this quotation, dramatic statement, or interesting detail might have occurred.
5. Have students read the article.
6. Discuss with students how their story differed from the *real* article that they read.

Samples:

Example quote: "Except for weightlessness . . . the simulations will be as close to a real Mars mission as possible," said an ESA spokesperson.

Example dramatic statement: The ice sheets that cover a portion of Greenland retreated to an all-time low, and permafrost in Alaska warmed to record levels.

Example interesting detail: The *sQuba* travels like a submarine—either on the surface of the water or submerged.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Student Worksheet

Dramatic Statements

1. Statement: Your teacher has written a statement on the board. Rewrite it here.

2. Create a story that you think might have taken place that made someone write or say this statement.

3. Read the article.
4. Compare your description above with the way the statement was actually used in the article. How close was your prediction to the *real* story?

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Singing the News

Students work in pairs or small groups to develop new song lyrics for a familiar song based on the article's headline, key words, and lead paragraph.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Teacher Guide**

Singing the News

1. Present the article headline, key vocabulary, and lead paragraph of the grade-level article.
2. Ask your students to work in pairs or small groups to develop new lyrics for the first few lines of a familiar song based on this information.
3. Students should then read the article and finalize the song lyrics.
4. Students can either read or perform their finished songs for the class as a group.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Student Worksheet**

1. For what song will you write new lyrics?
2. Write your lyrics here:
3. Read the article. Then write additional lyrics to finish the song.

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Making Inferences and Predicting Outcomes

Create a Headline

Students predict the article's content by using the required vocabulary words to write a headline for what they expect to read.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity

Create a Headline

1. List the required words from the article.
2. Challenge students to predict the content of the article by using the required words to write a basic headline for what they expect to read.
3. Then have students write a "sensational" headline predicting what a more far-fetched topic for the article might be.
4. Have students read the article.
5. Revisit the headlines. Which student's headline came closest? Was it a basic or a sensational headline?

REQUIRED WORDS _____

BASIC HEADLINE _____

SENSATIONAL HEADLINE _____

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Guess Why I Said That?

Students make a guess about and write a possible dialogue for a quotation taken from the article.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Guess Why I Said That?

1. Pull any quote from the article and write it on the board.
2. Students should guess why they think the person made that statement.
3. Students should then read the article and see if their guess was close.
4. Students can then return to the quote and add dialogue that would fit into the article.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Student Worksheet

1. Write down the quote from the board.
2. Who do you think said this? Why did the person say it?
3. Read the article. Write a dialogue that includes this quote and will make sense within the article.

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In Between

Students use the first and last paragraphs of the article to speculate on what took place in between.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Teacher Guide**

In Between

1. Read aloud the first and last paragraphs of the grade-level article.
2. Ask your students to describe what they think happened in between.
3. Students should make guesses and write a few sentences or a paragraph describing what might have happened.
4. Have students read the article.
5. Lead a post-reading discussion to determine who was correct or closest to the actual events of the article. Pose the following question to your student: *What kind of clues did you use from the paragraphs to come up with your story?*

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Student Worksheet**

1. Write a one or two sentence summary of the first paragraph your teacher read.
2. Write a one or two sentence summary of the last paragraph your teacher read.
3. Write what you think may have happened in between the first and last paragraph.

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Infer the Meaning

Have your students make inferences about a story based on a photograph.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Teacher Guide**

Infer the Meaning

1. Print the article photo or project it onto a large screen in the classroom and ask students to carefully examine the photo.
2. Ask students, "What do you see in the photo? What are some things that you can't see that may have led to the things shown in the photo?"
3. Instruct students to write an inference statement on the student worksheet based on the photo and the class discussion.
4. Have students read the article and use the table on the student worksheet to note any specific clues/evidence that would support their inference. Ask students to modify their inference statements based on the information they learned from the article.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Student Worksheet**

1. Write an inference statement.
2. Write down words, phrases, quotes, or statements from the article that provide clues about the events in the article photo. Explain how this information supports/fails to support your inference.

Information from the article	Does the information support/fail to support the inference?

3. Look at each word, phrase, quote, or statement listed above. Did information from the article confirm or contradict your inference statement? Would you change your inference statement? If so, write the new inference statement here:

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Make a Prediction

Students make a prediction about the article's content based on the article's headline, photo, and map.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Make a Prediction

1. Write the headline of the article on the board.
2. Show students the photo from the article.
3. Show students the map from the article.
4. Ask students to predict what the article is about. List ideas on the board.
5. **Extension:** Have students create bookmarks by quickly illustrating a small picture on a strip of paper that visually describes their prediction.
6. After students have read the article, compare their predictions to the actual events of the article. Students can make new bookmarks to represent the *real* story. Display bookmarks.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Student Bookmarks

--	--	--

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To Infer or Not to Infer? That Is the Question

Students can practice making inferences from statements made in an article.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

**To Infer or Not to Infer.
That Is the Question.**

1. Explain to students that authors can imply or suggest ideas from statements or quotes written in an article.
2. Select a passage from the article and write it on the board. Pair up students and have each pair determine if an inference can be drawn from the passage on the board. Ask each pair to write down any inference they might draw based on the passage, making sure that their inference is not explicitly stated in the article.
3. Have each pair present their inference and have other students vote on whether or not they agree with it.
4. Optional: As students read the article, have them draw other inferences from what they read.

Example passages and inferences:

An article states:
"It's common for people here to say, 'I'm going to the beach so I can breathe,'" said Raji Bear. Bear, a councilwoman, who is a member of an air pollution board for the San Joaquin Valley, where Arvin is located.

Possible Inference: *The air at the beach must be cleaner than the air in the town of Arvin.*

An article states:
Double Dutch is scored on a point system, and there are several requirements to a routine. "You have to do an aerial, which is like a flip. You have to do a rapid dance with some fancy footwork, you have to do a rope trick, and you have to do a cheer, an ending that your whole team takes part in," explained Ruth Payne, who coaches Double Dutch.

Possible Inference: *Competing in a Double Dutch jump rope competition takes a lot of coordination and practice.*

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Reading for Purpose

Practice with Purpose

Students identify purpose(s) for reading (e.g., to find the main idea, to generate questions, or to learn new words).

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Practice with Purpose

This pre-reading activity guides students on how to identify/focus their purpose for reading.

1. On slips of paper, write down each of these purposes for reading. Include any others you might think of. Make sure there is one slip of paper for each of your students (duplicate purposes, as needed). Slips are reusable for any article.
 - Read to find the main idea
 - Read to learn new information
 - Read to generate questions
 - Read to summarize important ideas
 - Read to respond to the thought question
 - Read to answer the multiple-choice questions
 - Read to learn a new word
 - Read for enjoyment
2. Have each student select a slip of paper with a purpose. Alternatively, you can have all students read for the same purpose.
3. Review the purpose with each student. Be sure they understand their purpose for reading.
4. After reading the article, have students present what they found from reading the article, based on their purpose.
5. Generate a class discussion comparing and contrasting the methods by which students read the article. How does each purpose affect the reading process?
Consider these questions as well:
 - How is reading a novel different from reading a news article?
 - How is reading a text book different from reading a news article?

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Student Worksheet

Practice with Purpose

What is your purpose for reading? _____

What did you do differently as you read to meet your purpose?

What did you learn from this article? Be sure to keep your purpose for reading in mind when you answer this question.

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Resolving Problems

Find a Solution

Students brainstorm possible solutions to a stated problem or dilemma chosen from the article.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Find a Solution

1. Scan the article and select a problem or dilemma to present to the class.
2. Write the problem or dilemma on the board.
3. Divide students into pairs or small groups to brainstorm possible solutions to the stated problem. Students should record the problem and their solution ideas on the worksheet.
4. Have students read the article.
5. Then, have student groups revisit their solutions. Would they modify their pre-reading solutions using the new information they've gleaned from the article, or did the article confirm their ideas?

Extension: Pre-reading—Present all solutions to students and have them vote on the solution they think is best. Post-reading—have students vote again on the solution they think is best. Did the vote change? Why?

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Student Worksheet

1. Write the problem or dilemma.
2. Write possible solutions for the problem or dilemma.
 - a)
 - b)
 - c)
 - d)
3. Look at each solution above. Did information from the article confirm or contradict your ideas for solving the problem? What, if anything, would you change about your proposed solutions?
 - a)
 - b)
 - c)
 - d)

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Write a Solution Letter

Students write a letter explaining how they would solve a problem.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity

Write a Solution Letter

1. Read a sentence or short passage that clearly states the problem that is discussed in the article.
2. Have students (independently or in pairs) write a fictional (short) letter to the person/people involved in the problem, advising how they might solve it.
3. Read/share letters aloud.
4. Read the article.
5. Optional post-reading activity: have students write a second letter. Are ideas different this time around, now that students have gleaned details from the article? Have students identify what changed and what didn't.

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Understanding Cause-and-Effect

Concentrate on Cause-and-Effect

Play a game of Cause-and-Effect Concentration to help your students understand these causal relationships.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity
Teacher Guide

Concentrate on Cause-and-Effect!

1. Introduce or review cause and effect relationships by playing a pre-reading game of the traditional memory game, *Concentration*.
2. Prior to students reading the article, identify a handful of cause and effect relationships in the article and write each one as a simple sentence or phrase on individual index cards. Write the *cause* on one card, the *effect* on the other. Make sure there is one *cause* index card for each *effect* index card, even if the same cause or effect is repeated.
3. Mix up and turn all cards over on a desk or tape to a chalkboard, blank backs facing students.
4. Have students turn over one card, then another. All players should see the two turned-up cards. If students determine that these cards match as a logical cause/effect relationship, remove them from the layout and keep going. If students determine they are not a logical cause/effect relationship, return the cards to their places facedown. (Students should be noting the turned-up cards for possible matches later).
5. Continue until all the matches have been made.
6. As students read the article, have them verify their cause/effect pairs with information from the article.

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Visualizing Details

Picture This

Students draw a picture of a new invention/technology based on a brief overview.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Pre-reading Activity

Picture This

1. Present a brief preview of the invention/technology that is described in the article.
2. Hand out drawing paper and ask students to draw a picture that depicts their understanding of the new invention/technology.
3. Have students read the article.
4. Optional post-reading activity: Ask students to write a paragraph comparing their drawing to the description of the invention in the article.

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Take a Photograph

Students read a paragraph that is rich with details to create a visual representation of that paragraph.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Teacher Guide**

Take a Photograph

1. Select a paragraph from the grade-level article that is rich with detail. Read that paragraph aloud to students.
2. Have students imagine themselves as photographers who have been assigned the task of taking a photo that would capture the important key points in the paragraph.
3. Students should identify two or three words or phrases that help them create a visual representation of the paragraph.
4. Students should then either write a description of the photo or actually draw it.
5. Have students read the article.
6. Ask students to identify other details from the article that they would use to refine their photo.

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Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Pre-reading Activity
Student Worksheet**

1. Identify 2-3 words or phrases that help you determine what type of photograph you would include with this article.
2. Describe your photograph below.
3. After reading the article, identify other words or phrases from the article that would change the photograph you would include with the article.
4. Describe how your photograph would change from your description above.

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Writing a Summary

Send a Telegram

Have students write a telegram that provides only the most essential details of an event.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Post-reading Activity
Teacher Guide

Send a Telegram

Please note: This activity is best done as a post-reading activity, to help students develop their skills in summarizing.

1. Introduce the article by reading aloud the article title, the article summary, and by showing the photograph.
2. Students should then read the article.
3. Instruct students to then send a (fictional) telegram to a newspaper, describing the story. Challenge students to use as few words as possible—like in real telegrams—to provide a summary of the article, with only the main ideas relayed but no insignificant details.
4. Have students read their telegrams aloud. Does everyone agree that the telegrams convey the correct information? Are some telegrams too detailed? Are some missing important information?

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Chapter 4 Fluency

“Fluency provides a bridge between word recognition and comprehension” (National Institute for Literacy, p. 22). In order to build strong, independent readers, therefore, we must build fluent readers.

Fluency is the ability to read accurately, smoothly, and easily at a good pace and with good phrasing and expression (Beers, p. 205). Because short-term memory can hold only a limited amount of information at a time, it is important that word recognition and decoding be automatic so that readers can focus their attention on understanding what they are reading—not on trying to figure out the meaning of the words. For this reason, the development of fluency is critical for the development of comprehension.

Activities and lessons can be explicitly taught by teachers so that students can learn and enhance the key skills involved in developing fluency. Achieve3000 has included some of these key activities in this chapter of the Teacher’s Guide and online in the Teacher’s

Edition of the program. The Training and Support area of the online program is continually updated with fluency materials. (See sidebar.) Among the key activities, you will find numerous Reader’s Theaters, which are not only effective but also highly motivating for students. You will also find, both here and online, a direct instruction lesson on fluency that can be used in both whole-group and small-group instruction.

In addition to instructional opportunities, research tells us that repeated readings and audio are effective in building fluency. Each Achieve3000 article provides students with the opportunity for repeated readings, and audio is included in articles at the third-grade level and below. Assessment is also critical in order to monitor student progress. Articles specifically designed for assessing fluency are posted on the first Monday of each month in the Read Aloud area of the News section. Teachers use these articles in their fluency assessment process.

Download the resources in this chapter from the Teacher’s Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

Understanding the Key Elements of Fluency

Accuracy

Description

In order to become fluent readers, students must be able to recognize and decode printed words accurately and automatically. If students devote most of their attention to sounding out words, they may not be able to apply enough cognitive attention to understanding the text. Readers who are proficient and accurate possess the ability to unconsciously, automatically, and accurately decode print. This is referred to as “automaticity.”

Why Does Oral Reading Need to Be Accurate?

When words are not read accurately, the miscues, or deviations from the text, can distort an author’s intended meaning and affect a student’s comprehension. By analyzing students’ oral reading miscues and identifying possible problems, teachers can tailor their reading instruction to reinforce automatic sight-word recognition and improve decoding skills.

Phrasing

Description

Oral reading fluency involves reading a series of phrases seamlessly, instead of word-by-word. Smooth and expressive phrasing is a sign that the reader is actively trying to make sense of the text. Fluent phrasing involves observing punctuation marks and using variations in pitch, stress patterns, pauses, and rhythmic patterns.

Why Is It Important to Read in Meaningful Phrases?

Some students may be able to correctly read all of the words in a passage but still not understand the text if the words are not read in natural, meaningful phrases. Reading word-by-word can frustrate students and keep them from completely comprehending what they read.

Flow

Description

Another aspect of students' oral reading fluency is their ability to read a passage smoothly. A student can be considered a smooth reader if he/she is able to read a passage without stopping, stuttering, or rereading. Generally, the flow of oral reading will improve as students become more confident readers.

Why Consider Flow as a Dimension of Oral Reading Fluency?

A student needs to be able to read a passage smoothly in order to understand the flow of the language and the meaning of the print. If readers pause, repeat, and deviate from the text while reading aloud, the flow of the language is disrupted, making comprehension difficult. If a student has difficulty reading aloud smoothly, it may be a sign that the reading material is too difficult.

Pace

Description

Reading pace (or the rate of reading) is an important part of being a good oral reader. If students read at an appropriate pace for their grade, they have time to understand what they are reading. As readers become more fluent, they learn to adjust their pace to fit their purpose for reading. Students need to have an adequate sight vocabulary as well as sufficient word identification strategies in order to be able to read at a pace that is consistently conversational.

The following is a suggestion for an adequate reading rate by grade level (Harris and Sipay, 1990):

GRADE	WPM	GRADE	WPM
1	60–90	6	195–220
2	85–120	7	215–245
3	115–140	8	235–270
4	140–170	9	250–270
5	170–195	10–12	250–300

Why Do We Need to Measure a Student's Oral Reading Pace?

While reading pace is only one component of fluency, it is an important indicator of grade-level-appropriate reading progress. Teachers can keep track of students' oral reading rates and adjust their instruction to fit the reading needs of students.

Additional Reading

“Bringing Together Fictional and Informational Texts to Improve Comprehension”

http://doc.achieve3000.com/article/bringing_together.pdf

“Building and Assessing Oral Reading Fluency”

http://www.autoskill.com/pdf/AutoSkill_ORF_alignment.pdf

“Fluency: An Introduction”

<http://www.readingrockets.org/article/3415>

“Fluency: Bridge Between Decoding and Reading Comprehension”

<http://doc.achieve3000.com/article/fluency.pdf>

“Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers”

http://doc.achieve3000.com/article/oral_reading_norms.pdf



Lesson: Oral Reading Fluency

This lesson plan suggests a sequence for classroom instruction that emphasizes the qualities of fluent oral reading: accuracy, phrasing, flow, and pacing. Using the rubric as a blueprint not only helps students understand and apply fluent oral reading strategies but also helps to prepare them for assessments in the future. The lesson plan is designed to address one component of fluency at a time.

Preparation

Brief Definition

Fluency can be defined as the process of reading words and phrases with appropriate and efficient accuracy, phrasing, flow, and pacing. It is a critical component of reading comprehension and an essential key to literacy. Research identifies fluency as a principal step in bringing word recognition (decoding) and comprehension together. This lesson plan can be used to provide *an introduction to the four traits of oral reading fluency* and to help students understand how fluent reading contributes to better reading comprehension.

Two *Oral Reading Rubrics* are provided—a teacher version and a student version—to support fluency instruction and help teachers and students monitor progress in each component of fluency.

Why Use This Lesson Plan?

Teaching students to identify and use efficient fluency techniques is an important part of reading instruction. This lesson plan suggests a sequence for classroom instruction that emphasizes the qualities of fluent oral reading. Using the rubric as a blueprint not only helps students to understand and apply fluent oral reading strategies but also to prepare them for assessments in the future. The lesson plan is designed to address one component of fluency at a time.

Learning Objectives

Students will do the following:

- Understand the traits comprising effective and fluent oral reading.
- Evaluate the proficiency of teacher-modeled reading using an Oral Reading Rubric.

Pacing

45–55 minutes

Suggested Readings

Teacher's Choice

Building Confident Readers

While students may practice the fluency traits in groups or pairs, teachers should not evaluate a student's oral reading fluency in a public, whole-class setting (a.k.a. round-robin) or even within small groups. To avoid any embarrassment, oral reading fluency checks should always be conducted in an individual setting with the student. During this time of direct instruction, use your own reading or a recording of another adult's voice as a model to instruct students about how to use the scoring rubric.

Do Before Teaching

1. Read through the lesson plan and both *Oral Reading Rubrics*—the teacher version and the student version (see Chapter 10: Rubrics and the thumbnails on the following page). Review the section at the beginning of this chapter, titled “*Understanding the Key Elements of Fluency*.”
2. Select one aspect of oral reading as a focus for the lesson.
3. Pre-record yourself (or another adult) reading different levels of the same news article. The readings should reflect a diverse selection of proficiency levels as per the scoring criteria on the rubric. These samples will be handed out to students to evaluate. Be sure that the number of recordings corresponds to the number of working groups you create in the classroom.
4. Print a copy of the student version of the *Oral Reading Rubric*.
5. Print copies of each level of the pre-recorded article for small-group work.

Teaching Routine

This lesson can be repeated for each trait. Recommended order of instruction: Accuracy, Phrasing, Flow, and Pace.

Before Reading

Introduce Lesson

- **Activate prior knowledge.** Ask students to think about the best oral readers they know, whether they're parents, siblings, or other students in the class. Ask them to think about the characteristics that make the person a good reader, and briefly discuss these traits with the class. (Students may suggest reading with expression, pronouncing words clearly, and so on). Tell students that your goal is to help them understand one of the traits that contributes to fluent oral reading and why it's important.

Teacher Direct Instruction/Modeling

- Explain that there are four traits that comprise effective and fluent reading. Give a brief overview of the one trait that you will explore in this lesson, and explain why it is an important part of oral reading fluency. Point out ways that proficiency with the trait helps students to better understand what they read. (Refer to the section at the beginning of this chapter titled “*Understanding the Key Elements of Fluency*,” if necessary.)
- Use a projector and display an enlargement of a favorite article (grade-level version) so that students can clearly see the text. Select one short passage from the article to read aloud. In the first reading, demonstrate a good model of the trait. In the second reading, provide a poor model. Model the readings in a way that clearly demonstrates important qualities of the trait.
- Conduct a whole-class discussion about your oral reading models.
- Display an enlargement of the student version of the *Oral Reading Rubric* (see Chapter 10: Rubrics). Show only the trait that you are focusing on today, and explain how the scoring reflects four levels of competency.
- Ask students to consider your two oral reading models. Where would students place each reading on the scoring rubric?
- Ask students to briefly share their thinking and explain their scoring rationale to a partner.

Oral Reading Rubric—Teacher

Criteria	4 points	3 points	2 points	1 point
Accuracy Reading is meaningful and word recognition is automatic. Unfamiliar words are quickly decoded and read accurately. (80% accuracy)	The reading is mostly accurate with some successful self-corrections. Occasionally, a word may be misread without correction.	The reading contains many attempts to decode words, several unsuccessful self-corrections, and/or complete stalls during difficult sections.	Reading contains many mistakes and multiple, unsuccessful decoding attempts. Substitutions can typically be “guessed” at words with little attempt to maintain meaning.	(less than 85% accuracy)
Phrasing Reading is generally well-phrased with large, meaningful phrases. Punctuation and sentence structure are interpreted accurately.	Reading is naturally phrased for the most part, with careful attention to some of the punctuation.	Reading is primarily choppy in small 2- or 3- word phrases. Some attention to punctuation is present.	Phrasing is monotonous, with little attention to phrase boundaries. Words may be stressed incorrectly and/or read word-by-word.	
Flow Reading is consistently smooth with self-corrections made automatically.	The reading may have some breaks in flow because of pauses and difficulty with specific words.	During difficult sections, the hesitations and pauses are frequent and disruptive.	Each word is read as a single entity, severely limiting the flow of the passage. As a result, meaning is usually obscured.	
Pace Reading is consistently conversational and well-paced throughout the entire passage.	Reading is sometimes conversational but may include portions that are moderately slow OR inappropriately fast.	Reading is a hasty combination of fast and slow with minimal consistency.	The reading is slow, word-by-word, and noticeably laborious. Meaning and content are obscured by the difficult reading pace.	

Adjust Reading Levels for Fluency

If students are struggling to read grade-level versions of news articles fluently, they can build confidence by practicing with articles and texts that are at their reading level or one year below.

Oral Reading Rubric—Student

	4 points	3 points	2 points	1 point
Accuracy Did I read the words correctly?	I made only a couple of mistakes when I read and I quickly fixed my errors and continued to read.	I made several mistakes while I was reading, but I fixed most of my errors and continued to read.	I made many mistakes while I was reading, but I was able to fix some mistakes, but there were some words that I didn't know.	I made a lot of mistakes when I read, and I was able to fix a few of them. I had to guess at some words.
Phrasing Did I group words together and watch for punctuation marks?	I read in meaningful word groups and paid attention to most punctuation marks.	I used some meaningful word groups and paid attention to most punctuation marks.	I read mostly word-by-word and grouped at some of the and punctuation.	
Flow Did my reading sound smooth?	My flow of reading sounded smooth throughout the entire passage.	My flow of reading sounded mostly smooth, but I repeated or reread some parts.	At times my flow of reading sounded smooth, but I also reread or repeated many parts. It sounded choppy.	My reading sounded mostly choppy and not very smooth.
Pace Did I read too slow, too fast, or just right?	I read at a pace that consistently sounded like a conversation.	I read at a pace that sometimes sounded like a conversation. At times I read too fast or too slow.	I read at a somewhat slow pace and pointed to some of the words as I read.	I read very slowly and pointed to each word as I read.
Self-Monitoring (for students only) Did I make changes as I read in order to understand the meaning?	I made a few corrections by rereading, sounding out words, and skipping over parts that didn't make sense.	I made some corrections while I was reading, but once or twice I got stuck and needed help.	I tried to sound out some words, but I stopped reading when I asked for help.	I needed someone's help to read most of the words.

During Reading

Student Practice

- Divide students into groups and give each group one pre-recorded oral reading sample that you created, copies of the matching article, and copies of the student version of the *Oral Reading Rubric*.
- Have groups listen to the recording, read along silently, and think about how the reading corresponds with the rubric. Within the group, have students share their thoughts about the sample based on the rubric.
- Circulate among groups, monitor the discussions, and check for understanding.
- Assign a recorder from each group to write down the title of the article, a score on the rubric, and a statement that summarizes the reasons for why they evaluated the reading the way they did.
- Exchange recordings and repeat the activity.

After Reading

Discuss, Summarize, and Model

- **Discuss.** After group work, conduct a class discussion about the trait and the rubric. Ask students to give concrete examples from the recordings that demonstrate the criteria for each trait.
- **Share.** Ask the recorders to share their groups' summary statements and compare the way they scored each article.
- **Read a score of four.** End the lesson on a high note by using an article to perform a brief choral reading (i.e., read the same text aloud in unison) with the class that would be scored as a "4" on the rubric.





Read Aloud

The Real Bat-Man (Grades 4-10)



AP Photo

BATON ROUGE, Louisiana (Achieve3000, November 16, 2009). Jack Marucci is a sports trainer at Louisiana State University. But he has interests outside of work, too. He makes hand-crafted baseball bats. Players on many teams in Major League Baseball (MLB)

use them. Albert Pujols of the St. Louis Cardinals is one. Mark Teixeira of the Yankees is another. Marucci also makes bats for players with the Dodgers and Phillies.

The first bat Marucci made was for his 7-year-old son, Gino. Gino wanted a wooden bat. But most children's bats are made of metal. Marucci couldn't find a child-size wooden bat. So he made a wooden one by hand. He used an adult bat as a model.

In 2003, Marucci told Eduardo Pérez about the bat. Pérez played for the Cardinals. He wanted his own handmade bat. He was the first MLB player to use a Marucci bat in a game. Soon, Marucci was making bats for many professional players. He uses wood from maple and ash trees. Each bat costs \$75 to \$100.

Marucci thinks of bat making only as a hobby. He says it's good to have interests outside of work. He thinks it makes people more creative.

Information for this story came from AP.



News DEPARTMENTS
Career Options
Across the US
World Beat
Science Scene
History
Space
Health
Environment
Business
Sports Extra
Arts and Entertainment
Animals in Action
Kids In The Spotlight
Eye On People
Education
Spotlight on Teens
Timely Features
Read Aloud

Read Aloud Article
Sample of a Read Aloud article written at a 3rd grade reading level.

Assessing Fluency

Download forms in this chapter from the Teacher's Edition of the online program by following this path:

- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.

Once a month, Achieve3000 posts an article that can be used to assess students' oral reading fluency. The system times each student's reading, and we recommend that teachers score the student's oral reading using the online scoring system and the *Reading Fluency Record Log* that is provided on page 134. You can print out an individual rubric for each one of your students directly from the Read Aloud article. Or, you can use the *Reading Fluency Record Log* to keep track of your entire class.

For most effective assessment, we recommend structuring the fluency assessment as follows:

- Print a copy of the *Reading Fluency Record Log*, which can be downloaded from the Training and Support area of the Teacher's Edition. (See sidebar.)
- Schedule a time with each of your students individually.
- During your time with the student, listen to him/her read the story aloud. As the student reads, do the following:
 - Use the timer embedded within the story to time the reading.
 - Mark down the number of words read *incorrectly*.
 - Use the rubric to rate the student's accuracy, phrasing, smoothness, and pace.
- After the student has read, score his/her work in the Read Aloud report in the Teacher's Edition as described on the following page.

Grading Student Fluency

1. Log in to your Achieve3000 Teacher's Edition.
2. Click *Admin* at the top of the screen.
3. Click the + sign to expand *Student Work*.
4. To the right of *News*, select *Read Aloud*.
5. The page that appears has a series of drop-down boxes. Use the drop-down boxes to customize your report, if desired.
6. Click *View Report*.
7. A list of activities appears on the screen. By default, the activities are sorted by the ones that were completed most recently. Click the appropriate header to sort the activities by user, activity name, or section. For example, to sort the report by student name, click *User*.
8. Click the title of an assignment to view the details about the student's fluency assignment.
9. Type the number of errors made while reading into the *Incorrect Words* field. The *Words Correct Per Minute* field is calculated automatically.
10. If desired, type a grade and comment in the *Grade* and *Comment* boxes.
11. Leave the *Email comment to student* checkbox checked if you would like to send a copy of the comment to the student via email.
12. Click *Save* and *Close*.

Fluency Practice Activities

Elementary

Consider using the following activities to provide students with opportunities to practice the different traits of fluency: accuracy, flow, pace, and phrasing.

Take a Cue

Fluency Emphasis: Phrasing

Print out copies of an article that is one or two levels below the instructional reading level of most of your students. Mark off the first 50–100 words in the article and read that selection aloud, modeling fluent reading. Distribute copies of the selection and the *Taking a Cue* worksheet to students. Review the “cue symbols” on the worksheet and what they mean. Then, ask students to mark appropriate “cues” within the text of the article as you read the passage aloud again. Divide students into pairs and have them practice reading the article passage, observing phrasing cues as they read.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Student Worksheet
Taking a Cue

Article Title: _____
Article Passage (copy/paste 50-100 word passage here):

Cue Symbols:

- / = short pause
- // = long pause
- ⊗ = stop
- word (underlined word) = emphasize word

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Automatic Audio

Fluency Emphasis: Flow, Accuracy

Make audio recordings of fluent readers reading grade-level versions of favorite articles. This can be done by using teachers or other fluent readers. Play the recording and read the article with one student or a small group of students. Then, place the recording and a copy of the article in a large plastic bag and allow students to “check out” the article and the recording. Encourage students to practice reading the article at home with their parents.

Post Script

Fluency Emphasis: Accuracy, Phrasing

Have students make up an extension to a news story of your choosing. Their addition can pick up where the article ends or can be developed based on an idea presented within the article. Make audio recordings while students discuss their post script ideas with a partner or a small group. Then, have students transcribe their recordings onto the worksheet. They should add cues within the text of these additions. Have students take copies of the post script home to read aloud to their families.

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Student Worksheet
Post Script

Article Title: _____

Listen to the recording of your ideas and write out the sentences below:

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Think About It

Fluency Emphasis: Accuracy, Self-Monitoring

Read aloud an article for the class and conduct a think-aloud as you read. In other words, while you are reading the article, deliberately misread a word or phrase, stop reading, and then share your thinking with the class.

Here's an example from reading level 4 of "Have a Question? Ask Dr. Robot":

Article: Have robots taken the place of doctors? Not exactly; however, robots are making it easier for doctors and their patients to communicate.

Teacher: "Have rockets taken the place of doctors? Not exactly; however, rockets are making it easier for doctors and their patients to communicate."

Wait a minute! Does that make sense? How could "rockets" make it easier for doctors and their patients to communicate? I think I've made a mistake. Let me try that again. The title of this article is "Have a Question? Ask Dr. Robot." I think I may have misread the word *robot* as *rocket*.

Follow Up: Ask students to respond to the activity by writing about a time that they misread a word or phrase and it changed the meaning of the text. Then, have students write about the ways that they can monitor the accuracy of their oral reading in order to better understand the text.

The “Greatest Article” Party

Fluency Emphasis: Flow, Accuracy, Phrasing, Pace

Hold a “Greatest Article” party in your classroom. Start by brainstorming a list of favorite articles with the whole class. Then, assign volunteers to select an article from the list and practice reading aloud a short passage from it (encourage students to practice at home to become more fluent). Students should be allowed to practice reading until they are completely fluent with the passage. On the day of the party, ask students to dress like an expert from the article or bring a prop from home that represents the article’s content. Have students take turns performing their passages aloud for the class.

Be the Expert

Fluency Emphasis: Phrasing

Each student writes a brief descriptive passage about an expert from any news story. (Some upper-level readers may choose to include a quote in their descriptive passage.) Have students read the description aloud, focusing on phrasing and expression. Afterward, challenge the class to guess which expert they have described. Can they identify the article from which this expert was selected?

Archived Articles

Fluency Emphasis: Accuracy

Using construction paper and copies of several articles within a specific topic (i.e., space science, history, endangered animals, sports, robotics, and so on), create leveled books for students to “check out” and use to practice fluent reading at home.

Turn Down the Volume

Fluency Emphasis: Flow, Phrasing

Select an engaging article that is one or two levels below the student's instructional reading level. Sit near the student and together begin reading the article aloud with appropriate flow and phrasing. As the student becomes more fluent, slowly decrease the volume of your voice until he/she is reading alone.

What If We Left It Out?

Fluency Emphasis: Accuracy

Use the grade-level version of a recent article to help students understand how omitting words can change the meaning of a sentence or passage. Start by writing each word of a sentence on word cards and place the word cards in a pocket chart or on the board. Then, remove one word and ask students to read the sentence. Ask students if the omission changes the author's intended meaning of the text. Use sentences like the following, taken from "A Car That Swims":

The car is able to run underwater because of the design of its motors.

(Remove the word underwater.)

Is there any chance that the sQuba will go from being a concept car to being available to consumers?

(Remove the word concept.)

Rinspeed calls the sQuba the first real submersible car.

(Remove the word submersible.)



Fluency Practice Activities

Secondary Students

Download forms in this chapter from the Teacher's Edition of the online program by following this path:

- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.

Consider these activities when you are looking to provide students with opportunities to practice the different traits of fluency: accuracy, flow, pace, and phrasing. All the masters for these activities can be accessed in the Training and Support area of the Teacher's Edition. (See sidebar.)

Take a Cue

Fluency Emphasis: Phrasing

Print out copies of an article that is one or two levels below the instructional reading level of most of your students. Mark off the first 50–100 words in the article and read that selection aloud, modeling fluent reading. Distribute copies of the selection and the worksheet to students. Review the “cue symbols” on the *Taking a Cue* worksheet and what they mean. Then, ask students to mark appropriate “cues” within the text of the article as you read the selection aloud again. Divide students into pairs and have them practice reading the selection, observing phrasing cues as they read. (See worksheet below.)

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

Student Worksheet
Taking a Cue

Article Title: _____
Article Passage (copy/paste 50-100 word passage here): _____

Cue Symbols:

/ = short pause
// = long pause
⊗ = stop
word (underlined word) = emphasize word

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Post Script

Fluency Emphasis: Accuracy, Phrasing

Have students make up an extension to the news story. Their addition can pick up where the article ends or be developed based on an idea presented within the article. Make audio recordings while students discuss their post script ideas with a partner or a small group. Then, have students transcribe their recording onto the worksheet. They should add cues within the text of these additions. Have students take copies of the post script home to read aloud to their families.

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Post Script

Article Title: _____

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Read aloud an article for the class and conduct a think-aloud as you read. In other words, while you are reading the article, deliberately misread a word or phrase, stop reading, and then share your thinking with the class.

Here’s an example from reading level 4 of “Have a Question? Ask Dr. Robot”:

Article: Have *robots* taken the place of doctors? Not exactly; however, *robots* are making it easier for doctors and their patients to communicate.

Teacher: “Have *rockets* taken the place of doctors? Not exactly; however, *rockets* are making it easier for doctors and their patients to communicate.”

Wait a minute! Does that make sense? How could “rockets” make it easier for doctors and their patients to communicate? I think I’ve made a mistake. Let me try that again. The title of this article is “Have a Question? Ask Dr. Robot.” I think I may have misread the word *robot* as *rocket*.

Follow Up: Ask students to respond to the activity by writing about a time that they misread a word or phrase and it changed the meaning of the text. Then, have students write about the ways that they can monitor the accuracy of their oral reading in order to better understand the text.

The “Greatest Article” Party

Fluency Emphasis: Flow, Accuracy, Phrasing, Pace

Hold a “Greatest Article” party in your classroom. Start by brainstorming a list of favorite articles with the whole class. Then, assign volunteers to select an article from the list and practice reading aloud a short passage from it (encourage students to practice at home to become more fluent). Students should be allowed to practice reading until they are completely fluent with the passage. On the day of the party, ask students to dress like an expert from the article or bring a prop from home that represents the article’s content. Have students take turns performing their passages aloud for the class.

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Fluency Emphasis: Phrasing

Each student writes a brief descriptive passage about an expert from any news story. (Some upper-level readers may choose to include a quote in their descriptive passage.) Have students read the description aloud, focusing on phrasing and expression. Afterward, challenge the class to guess the expert they have described. Can they identify the article from which this expert was selected?

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Fluency Emphasis: Accuracy

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Fluency Emphasis: Accuracy

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The car is able to run underwater because of the design of its motors.

(Remove the word underwater.)

Is there any chance that the sQuba will go from being a concept car to being available to consumers?

(Remove the word concept.)

Rinspeed calls the sQuba the first real submersible car.

(Remove the word submersible.)

Fluency Practice: Reader's Theaters

There is overwhelming evidence that repeated guided oral reading improves reading fluency and comprehension. Reader's Theaters truly engage students and are one of the most popular ways of providing the repeated reading experience. Text comes alive for students! Students will enjoy the various roles in the Achieve3000 Reader's Theaters.

Five Reader's Theater activities are described on the following pages:

"Lost in Space"

"The Missing Pizza with Extra Idioms"

"Pirates"

"Letting Pigs Be Pigs"

"The Name Game"

Lost in Space

The Burton family wins a trip to space, but the experience is not what the family expects.

Genre: Science Fiction

Summary: The Burton family wins a trip to space, but the experience is not what the family expects.

Activity Master: “Lost in Space” script, which can be accessed in the Training and Support area of the Teacher’s Edition (See sidebar.)

Related Article: “Hawaii: A Base for Space?”

Suggested Props: remote control, six chairs

Number of Readers: 13

Reading Level Range: PRE-5

Character Levels and Vocabulary

Character	Reading Level	English Proficiency Level	Vocabulary
Narrator 1	5	Advanced	economy frequently Rocketplane Global vertical descent
Narrator 2	1-2	Beginning	crowd backward
TV Announcer 1	5	Advanced	liverwurst
TV Announcer 2	4	Beginning	Fido
TV Announcer 3	4	Intermediate	technology permanently
TV Announcer 4	4	Intermediate	weightlessness paradise
Sandra Burton	2-3	Intermediate	commercials boredom simulation
Gary Burton	2	Intermediate	simulation episodes
Ben Burton	2	Intermediate	implanted aliens fantastic
Tanya Burton	1-2	Beginning	pretend amazing
Trudy	2	Intermediate	adventure simulated
Denise	PRE-1	Beginning	orbit simulation
Bill	3	Intermediate	weightlessness false modesty realistic

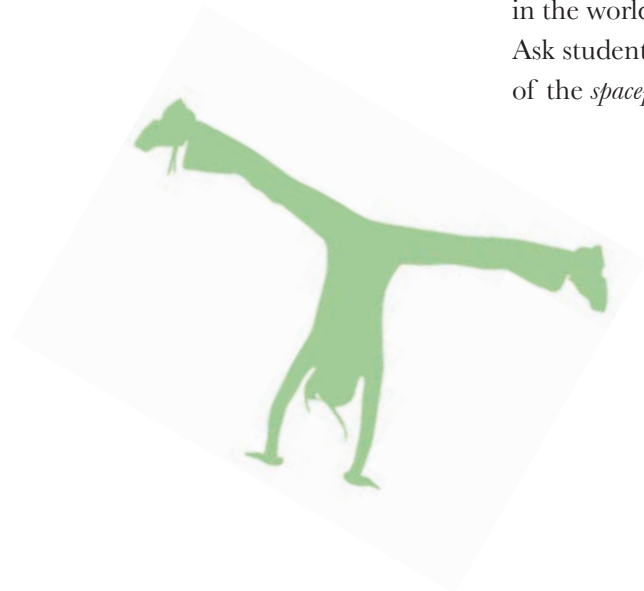
(See activity 3 below for additional information about this part.)

Download forms in this chapter from the Teacher’s Edition of the online program by following this path:

- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.

Teaching Suggestions (Background Content)

1. **Activity 1 (Social Studies/Science):** After students have read “Hawaii: A Base for Space?” conduct a class discussion about the future possibilities for space tourism and encourage students to explore the website for *Rocketplane Global*.
2. **Activity 2 (Science):** Introduce students to the concept of weightlessness. Scientists actually refer to this as *microgravity*, or the small amount of weight people and objects actually have in space. After students have conducted background research in the library or on the Internet, ask them to complete a *Key Points* graphic organizer from the Writing Center.
3. **Activity 3 (The Arts/Drama):** Review with students that *Star Trek* was a science fiction television series. The original *Star Trek* was created by Gene Roddenberry and debuted in 1966. The show followed the interstellar adventures of Captain James T. Kirk and the crew of the Federation Starship Enterprise. The part of Captain James T. Kirk was played by the actor William Shatner; hence, the Reader’s Theater part for “Bill.”
4. **Activity 4 (Geography):** Review with students the idea that global spaceports are the locations on Earth that are considered ideal for launching space vehicles into orbit. These spaceports are usually located in countries or areas that are close to the equator. This is due to the fact that the earth’s rotational velocity is strongest at the equator and weakest at the poles. Therefore, a space vehicle leaving from an area near the equator benefits from the added boost supplied by the planet’s rotation. Have students locate the equator on an outline map of the world. Then, have students locate Hawaii and any other areas in the world that could be considered ideal locations for spaceports. Ask students to compare the locations that they identified with some of the *spaceports* around the world that are being constructed today.



Teaching Suggestions (Reader's Theater)

1. Pre-teach character names, situations (i.e., at home watching TV, at the office of the space tourism agency, aboard the spaceship), references (i.e., TV ads, snorkeling in Hawaii, *Star Trek*) and other relevant vocabulary words. *(See character level table for specific vocabulary words.)*
2. Assign parts based on each student's reading level and English proficiency level. Students who don't have a speaking part can participate by setting up scenery for the stage, filming the readers, or acting as part of the cheering crowd watching the tourists head for the spaceship.
3. Assess your students' comfort level with reading aloud in front of an audience. Some groups of students will love the opportunity to perform a Reader's Theater for an audience, while others may be self-conscious and would feel more comfortable performing the script in an informal setting. Choose how your students will perform the script based on their needs and preferences. The final reading may take place in front of the class or other classes in the school, or in a small-group setting with only the readers listening and participating.
4. Hand out copies of the script a few days before the presentation and have students read through their parts, both silently and aloud. Have students highlight their dialogue in their copy of the script. They should mark only words they will speak, not specific stage directions.
5. Encourage students to mark any places they may need to pause with two slashes (“//”). Other important notes about changes in voice and expression, as well as stage directions, can be written in the margins of the script.
6. Model how to read some of the dialogue for each character so that students can imitate your phrasing, flow, and pace. Encourage students to think about how the character would sound and how he/she would feel about what's happening in each situation.
7. Provide students who are performing the Reader's Theater with an opportunity to rehearse the entire script together before presenting it to an audience.

Presentation Suggestions

Encourage students to think about the following as they present the Reader's Theater to an audience:

- Hold the script in front of your body but below your face.
- Speak clearly and not too fast.
- Speak loudly enough for people in the back of the room to hear.
- Speak with feeling and make it sound like a real conversation.
- If the audience responds or laughs, stop reading until they are listening again.
- If you make a mistake, continue reading and pretend it was right or, if necessary, quickly correct for meaning.
- Stay in character throughout the presentation.

First page of the script for “Lost in Space”



The Missing Pizza With Extra Idioms

Two hungry detectives and their friends go looking for some missing pizzas.

Genre: Mystery

Summary: Two hungry detectives and their friends go looking for some missing pizzas.

Activity Master: “The Missing Pizza with Extra Idioms” script, which can be accessed in the Training and Support area of the Teacher’s Edition.

Related Article: “Now They’re Cooking”

Suggested Props: empty pizza box, cell phone, hairdressing supplies (hair dryer, curling iron, and so on), magnifying glass

Number of Readers: 10

Reading Level Range: 1–7

Character Levels and Vocabulary

Character	Reading Level	English Proficiency Level	Vocabulary
Narrator 1	5	Advanced	detective agency fingerprints
Narrator 2	1	Intermediate	Google search elevator
Detective Bob Gumshoe	2	Intermediate	anchovies bifocal glasses ambulance
Agent Sonia Sleuth	4	Advanced	fruitless overestimating appetite dastardly nauseous
Kip Culp	7	Advanced	suspicious logic reasoning
Frieda Fib	6	Advanced	restaurant midnight
Arnie	3	Intermediate	detective agency unwieldy suspects garlic-breath
Alice	2	Intermediate	appreciate invitation detective garlic-breath

Character	Reading Level	English Proficiency Level	Vocabulary
Pizza Man	2	Intermediate	delivery accusation
Pizza Boss	4	Intermediate	customers complain employee

Teaching Suggestions (Background Content)

- Activity 1 (*Figurative Language*):** After students have read the article “Now They’re Cooking,” ask students to click on the *Word Wise* icon at the bottom of the article and read about idioms related to cooking. Then, conduct a class discussion about idioms and common English expressions.
- Activity 2 (*Language Arts*):** Ask students to find examples of idiomatic expressions, identified in bold font, within the script “The Missing Pizza, with Extra Idioms.” Then, have students use the expressions to construct a table like the one below. After students have completed a table, challenge students to use as many of the expressions as they can in a brief fictional story or paragraph.

Idiomatic Expression	Literal Meaning	Translated Meaning
barking up the wrong tree	A dog is barking at a tree.	Someone is looking for something in the wrong place.
opened up a whole can of worms	Someone is using an opener to open a container of canned worms.	Someone is doing something that will likely cause a lot of problems.
Your eyes are bigger than your stomach.	A person’s eyes are huge compared to the size of his/her stomach.	Someone is overestimating the amount of food he/she is able to eat.

- Activity 3 (*Language Arts*):** Use the idioms and expressions from the activity above to play a game of Concentration™. Start by having students create pairs of matching cards. On one card, ask students to list the idiom and illustrate its literal meaning; i.e., for “hold your horses,” students illustrate someone holding several horses. Then, on the matching card, have students list an explanation of the idiom’s meaning. Divide students into small groups and have them take turns matching an idiom to its translated meaning.
- Activity 4 (*Language Arts*):** Divide students into groups and have each group sort the idioms and expressions in the script into categories using a Cluster graphic organizer from the Training and Support area of the Teacher’s Edition. Some possible categories include money idioms, animal idioms, sports idioms, and so on.

Teaching Suggestions (Reader's Theater)

1. Pre-teach character names, character occupations (i.e., detective, hair dresser, pizza delivery man), settings (i.e., stairwell, detective agency, newsstand, restaurant), and other relevant vocabulary words. (*See character level table for specific vocabulary words.*)
2. Assign parts based on each student's reading level and English proficiency level. It's important to note that this script is not appropriate for beginning ELL students. In lieu of a speaking part, beginning ELL students can participate by setting up scenery for the stage, filming the readers, or acting as customers in the barbershop and/or passersby near the newsstand.
3. Assess your students' comfort level with reading aloud in front of an audience. Some groups of students will love the opportunity to perform a Reader's Theater for an audience, while others may be self-conscious and would feel more comfortable performing the script in an informal setting. Select how your students will perform the script, based on their needs and preferences. The final reading may take place in front of the class or other classes in the school, or in a small-group setting with only the readers listening and participating.
4. Hand out copies of the script a few days before the presentation and have students read through their parts, both silently and aloud. Have students highlight their dialogue in their copy of the script. They should mark only words they will speak, not specific stage directions.
5. Have students record the idioms for their speaking part on a chart similar to the one in Activity 2. Ask them to fill in the chart in order to clarify their understanding of the expressions they will be reading.
6. Encourage students to mark any places they may need to pause with two slashes (“//”). Other important notes about changes in voice and expression, as well as stage directions, can be written in the margins of the script.
7. Model how to read some of the dialogue for each character so that students can imitate your phrasing, flow, and pace. Encourage students to think about how the character would sound and how he/she would feel about what's happening in the story.
8. Provide students who are performing the Reader's Theater with an opportunity to rehearse the entire script together before presenting it to an audience.

Presentation Suggestions

Encourage students to think about the following as they present the Reader's Theater to an audience:

- Hold the script in front of your body, but below your face.
- Speak clearly and not too fast.
- Speak loudly enough for people in the back of the room to hear.
- Speak with feeling and make it sound like a real conversation.
- If the audience responds or laughs, stop reading until they are listening again.
- If you make a mistake, continue reading and pretend it was right or, if necessary, quickly correct for meaning.
- Stay in character throughout the presentation.

First page of the script for “The Missing Pizza with Extra Idioms”



Pirates!

Crewmembers of a 1717 Spanish fleet encounter pirates on their trip back from the New World.

Genre: Historical Fiction

Summary: Crewmembers of a 1717 Spanish fleet encounter pirates on their trip back from the New World.

Activity Master: “Pirates!” script, which can be accessed in the Training and Support area of the Teacher’s Edition.

Related Article: “When a Sinking Ship Is Good News”

Suggested Props: Telescope, large canvas bags, map, pirate hats, sailor hats

Number of Readers: 11

Reading Level Range: 1–4

Character Levels and Vocabulary:

Character	Reading Level	English Proficiency Level	Vocabulary
Narrator 1	4	Intermediate	commotion
Narrator 2	2-3	Intermediate	emeralds
Narrator 3	3	Intermediate	terrified
Captain Juan Portillo Fernandez	4	Advanced	navigator fortunate
Crewmember Lopez	1	Beginning	breeze swallow crossbones
Crewmember Alvarez	4	Advanced	valuable anchored
Crewmember Blanco	1	Beginning	captain
Blackbeard	2-3	Intermediate	hostage emeralds command raid
Pirate Smith	1	Beginning	rough booty
Pirate Dorsey	1	Beginning	valuable slippery
Pirate Chapman	2	Intermediate	emeralds pocketbook valuable

Teaching Suggestions (Background Content)

1. **Activity 1 (History):** After students have read the article “When a Sinking Ship Is Good News,” conduct a class discussion about Spanish treasure fleets that were used by the Spanish Empire from 1566 to 1790. These fleets were designed to transport a wide variety of items from the Spanish colonies to Spain. Some of the cargo included agricultural goods, lumber, and luxuries like silver and gold, gems, pearls, spices, sugar, tobacco, and silk.
2. **Activity 2 (History/Language Arts):** Have students learn about Edward Teach, or *Blackbeard*, the most notorious pirate in the history of seafaring. Students may also want to find out more about his flagship, the *Queen Anne’s Revenge*. Then, ask students to create a “wanted” poster for Blackbeard that illustrates some of their findings.
3. **Activity 3 (Literature):** Set the stage for the Reader’s Theater and bring the dangers of a hostile ocean alive by reading aloud excerpts from *The Mammoth Book of Storms, Shipwrecks and Sea Disasters: Over 70 First-Hand Accounts of Peril on the High Seas, from St. Paul’s Shipwreck to the Prestige Disaster* by Richard Lawrence. Then, ask students to generate a list of words and phrases that could be used to describe a storm on the high seas.



Teaching Suggestions (Reader's Theater)

1. Pre-teach character names, place names, ship names, and other relevant vocabulary words. (*See character level table for specific vocabulary words.*)
2. Assign parts based on each student's reading level and English proficiency level. Students who do not have a part can participate by decorating the stage area, providing special effects, and/or filming the presentation.
3. Hand out copies of the script a few days before the presentation and have students read through their parts, both silently and aloud. Have students highlight their dialogue in their copy of the script. They should mark only words they will speak, and not specific stage directions.
4. Encourage students to mark any places they may need to pause with two slashes (“//”). Other important notes about changes of voice and expression, as well as stage directions, can be written in the margins of the script.
5. Model how to read some of the dialogue for each character so that students can imitate your phrasing, flow, and pace. Encourage students to think about how the character would sound and how he/she would feel about what's happening in the story.
6. Provide students who are performing the Reader's Theater with an opportunity to rehearse the entire script together before presenting to an audience.

Presentation Suggestions

Encourage students to think about the following as they present the Reader's Theater to an audience:

- Hold the script in front of your body, but below your face.
- Speak clearly and not too fast.
- Speak loudly enough for people in the back of the room to hear.
- Speak with feeling and make it sound like a real conversation.
- If the audience responds or laughs, stop reading until they are listening again.
- If you make a mistake, continue reading and pretend it was right or, if necessary, quickly correct for meaning.
- Stay in character throughout the presentation.

First page of the script for “Pirates!”

Pirates!

Script

Related Article: “When a Sinking Ship Is Good News”

Characters: Narrator 1, Narrator 2, Narrator 3, Captain Juan Portillo, Fernando, Crewmember Lopez, Crewmember Alvarez, Crewmember Blanco, Blackbeard, Pirate Smith, Pirate Dorsey, Pirate Chapman

Summary: Crewmembers of a 1717 Spanish fleet encounter pirates on their trip back from the New World.

NARRATOR 1: It is the year 1717. A Spanish fleet is leaving the New World. There isn't a cloud in the sky or a whisper of wind in the air. For the flagship Malaga, this is bad news.

NARRATOR 2: The ships are headed northeast, to Spain, their beloved homeland. They have just left the New World, laden with treasure: silver coins, emeralds and pearls, and even sugar.

NARRATOR 3: The Malaga's captain, the highest-ranking member of the crew, wipes his brow. The air is hot and sticky.

CAPTAIN JUAN PORTILLO FERNANDEZ (to crewmember Lopez): Lopez, there is no wind.

CREWMEMBER LOPEZ: There is a small breeze, Captain.

CAPTAIN: But it's not enough.

CREWMEMBER ALVAREZ: Captain, surely you don't wish for a storm? I have heard stories of the storms that come to these parts. They bring strong winds, but not the kind you hope for.

CREWMEMBER BLANCO: That's not all. They make the sea angry.

LOPEZ: Yes, they make the sea rise up 100 feet. The stormy sea rises above ships. It swallows them.

CAPTAIN: I have been a captain for 20 years. I know what a storm can do. But I am not looking for a storm. I just want the wind to come.

BLANCO: Yes, we all want wind. Without wind, our ship does not move.

LOPEZ: And if we don't move, we'll never get to the open sea.

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Letting Pigs Be Pigs

A farmer finds a way to stop some beetles from ruining his apple orchard.

Realistic Fiction Summary: A farmer finds a way to stop some beetles from ruining his apple orchard.

Activity Master: “Letting Pigs Be Pigs” script, which can be accessed in the Training and Support area of the Teacher’s Edition

Related Article: “Letting Pigs Be Pigs”

Suggested Props: Apples, hats

Number of Readers: 5 readers, 4+ non-speaking parts

Reading Level Range: 0–7

Character Levels and Vocabulary:

Character	Reading Level	English Proficiency Level	Vocabulary
Narrator 1	7	Advanced	larva unappetizing sunbathing guinea fowl plum curculios
Narrator 2	2	Intermediate	guinea fowl orchard
Jim Koan, the farmer	5	Advanced	larvae Environmental Protection Agency pesticide guinea fowl solution pest-management
Charlie, the farmhand	1	Beginning	larvae losing
Dave Epstein, the EPA scientist	5	Advanced	larvae guinea fowl scientifically conclude
A few chickens	0	Beginning	(non-speaking)
A few guinea fowl	0	Beginning	(non-speaking)
A few pigs	0	Beginning	(non-speaking)
A bird of prey	0	Beginning	(non-speaking)

Teaching Suggestions (Background Content)

1. **Activity 1 (*Environment/Writing*):** What are some of the other characteristically undesirable “pests” that plague farmers throughout the world? Refer to the Wikipedia article about pests for background information and then engage students in a discussion about various pests and the ways they can destroy crops. During the discussion, brainstorm a list of pests and the crops that they attack. Then, divide students into groups and have each group select one pest to research in depth. Finalize the activity by having students draft a letter to a farmer describing the pest and their suggestions for helpful ways to control it.
2. **Activity 2 (*ELL Connection*):** For English Language Learners, obtain a copy of the *Oxford Picture Dictionary for Kids*. Pair an English language learner with an English-proficient student and have them discuss the topic Working on the Farm shown on pages 88 and 89. Words and pictures that correspond to the illustration can be found at the bottom of the page. Students can ask some of the following questions depending on the ELL students’ proficiency levels:

Beginning ELL Students

1. Show me the pigs, apples, orchard, cows, dog, and so on.
2. How many chickens do you see?
3. Tell me what this farmer is doing (*point to farmer*).

Intermediate ELL Students

1. Are the children *inside* the barn or *outside* the barn?
2. Where is the farmer in the truck going?
3. Where do the animals live?
4. Is it *daytime* or *nighttime*?

Advanced ELL Students

1. If the workers pick all the apples, what will happen next?
2. What is the boy with the stick doing?
3. What if the fence around the barnyard broke?
What would the farmer do?
4. What if the animals ran the farm?
How would the picture be different?

3. **Activity 3 (Language Arts):** Read aloud or have students read independently about famous fictional animals. Some possible titles include:

- *Farmer Duck* by Martin Waddell
- *Babe: The Gallant Pig* by Dick King-Smith
- *Charlotte's Web* by E. B. White
- *Going to Sleep on the Farm* by Wendy Cheyette Lewison

Then, using information from the article, have students create their own storybook for younger children about Mr. Koan's farm.

4. **Activity 4 (Science):** The path of energy from one organism to another is called a food chain or food web. The food web described in the article starts with a producer—the apple tree. Have students research and then draw a diagram of the food web in the article that starts with the apple tree and ends with a predator that might feed on the pigs (or the guinea fowl that Jim used before the pigs). Ask them to consider what would happen if one part of the food web was removed or if harmful chemicals, like pesticides, were added to the web.

5. **Activity 5 (Science):** Have students research the life cycle of a *plum curculio*. Then, have students represent their findings with drawings or with a *Sequence-of-Events Chart* from the Writing Center. Remind students to use the terms *egg*, *larvae*, *pupa*, and *adult*.



Teaching Suggestions (Reader's Theater)

1. Pre-teach character names, situations, and issues (i.e., a farmer, a farmhand, an EPA scientist, orchard, use of pesticides), references (i.e., Hoover vacuum), and other relevant vocabulary words. *See character level table for specific vocabulary words.*
2. Assign parts based on each student's reading level and English proficiency level. Students who don't have a speaking part can participate by setting up scenery for the stage, filming the readers, or acting as the chickens, guinea fowl, bird of prey, or pigs.
3. Assess your students' comfort level with reading aloud in front of an audience. Some groups of students will love the opportunity to perform a Reader's Theater for an audience, while others may be self-conscious and would feel more comfortable performing the script in an informal setting. Choose how your students will perform the script, based on their needs and preferences. The final reading may take place in front of the class or other classes in the school, or in a small-group setting with only the readers listening and participating.
4. Hand out copies of the script a few days before the presentation and have students read through their parts, both silently and aloud. Have students highlight their dialogue in their copy of the script. They should mark only words they will speak, not specific stage directions.
5. Encourage students to mark any places they may need to pause with two slashes (“//”). Other important notes about changes in voice and expression, as well as stage directions, can be written in the margins of the script.
6. Model how to read some of the dialogue for each character so that students can imitate your phrasing, flow, and pace. Encourage students to think about how the character would sound and how he/she would feel about what's happening in each situation.
7. Provide students who are performing the Reader's Theater with an opportunity to rehearse the entire script together before presenting it to an audience.

Presentation Suggestions

Encourage students to think about the following as they present the Reader's Theater to an audience:

- Hold the script in front of your body, but below your face.
- Speak clearly and not too fast.
- Speak loudly enough for people in the back of the room to hear.
- Speak with feeling and make it sound like a real conversation.
- If the audience responds or laughs, stop reading until they are listening again.
- If you make a mistake, continue reading and pretend it was right or, if necessary, quickly correct for meaning.
- Stay in character throughout the presentation.

First page of the script for "Letting Pigs Be Pigs"



The Name Game

Two men set out to count butterflies and get into an argument with a birdwatcher.

Genre: Realistic Fiction

Summary: Two men set out to count butterflies and get into an argument with a birdwatcher.

Activity Master: *The Name Game* script, which can be accessed in the Training and Support area of the Teacher's Edition

Related Article: *How Are the Butterflies Doing?*

Suggested Props: Three pairs of binoculars, three notepads and pencils, hats

Number of Readers: 6

Reading Level Range: 2–5

Character Levels and Vocabulary:

Character	Reading Level	English Proficiency Level	Vocabulary
Narrator 1	2	Intermediate	abbot monastery binoculars
Narrator 2	5	Advanced	Piedmont Wildlife Refuge entomologist amateur birdwatcher
Narrator 3	2	Beginning	Insects
Jerry Payne	2	Beginning	barbeque-flavored buttonbush
Francis Michael Stiteler	4	Intermediate/Advanced	investigate pearl crescent ornithologists Horace's duskywing Byssus skipper zarucco duskywing
Rona Decker	3	Intermediate	vertical yellow-bellied sapsucker ornithologists cubic zirconium gnat-catcher cedar waxwing chuck-will's widow

Teaching Suggestions (Background Content)

- Activity 1 (Writing):** Have students look at pictures of butterflies and birds and write descriptions of them, using descriptive language. Use questions like the following to focus students' descriptions:
 - What kinds of colors do you see on the butterflies and birds? Are they dark, light, bright, dusky, glittering?
 - Can you see any shapes in their silhouettes or the outlines of their flight patterns?
 - How does this butterfly or bird make you feel when you look at it? Extend the activity by having students compare and contrast a butterfly and bird mentioned in the script using a graphic organizer such as a *Venn diagram*.
- Activity 2 (Science):** For flight to occur, four physical forces (thrust and drag, lift and weight) must all work together to produce flight. Have students investigate the origins of flight in birds and butterflies by viewing a video about the *evolution of flight*.
- Activity 3 (Environment):** How do trees and other elements of nature attract and protect wildlife? Invite students to learn how to attract butterflies and birds by providing a varied, long-term food supply and sufficient shelter. Information about host plants and creating bird and butterfly habitats can be found in the library or on the Internet.
- Activity 4 (Language Arts):** Have students make lists of butterfly names and bird names and compare the two. Then, have students create a haiku about butterflies and/or birds. Haiku is a form of Japanese poetry. Each haiku is a triplet (three-line verse) composed of 17 syllables. A haiku poem does not rhyme, but describes a feeling, scenery, or a situation.

Each line has a specific syllable count:

Line 1 is 5 syllables

Line 2 is 7 syllables

Line 3 is 5 syllables

In short, a haiku creates a word picture using only 17 syllables in 3 lines.



5. **Activity 5 (Art):** Help students create butterflies and birds that look like stained glass windows by using crayon shavings and wax paper. Complete directions can be found on the Internet.
6. **Activity 6 (Careers):** Investigate the difference between *entomologists* and *ornithologists*. Which aspects of the careers are similar? Which are different?

Teaching Suggestions (Reader's Theater)

1. Pre-teach character names, titles, and situations (i.e., abbot of a monastery, an entomologist, an ornithologist, Piedmont National Wildlife Refuge, Piedmont, Georgia), references (i.e., Ruffles potato chips), and other relevant vocabulary words. (*See character level table for specific vocabulary words.*)
2. Assign parts based on each student's reading level and English proficiency level. Students who don't have a speaking part can participate by setting up scenery for the stage or filming the readers.
3. Assess your students' comfort level with reading aloud in front of an audience. Some groups of students will love the opportunity to perform a Reader's Theater for an audience, while others may be self-conscious and would feel more comfortable performing the script in an informal setting. Choose how your students will perform the script, based on their needs and preferences. The final reading may take place in front of the class or other classes in the school, or in a small-group setting with only the readers listening and participating.
4. Hand out copies of the script a few days before the presentation and have students read through their parts, both silently and aloud. Have students highlight their dialogue in their copy of the script. They should mark only words they will speak, not specific stage directions.

5. Encourage students to mark any places they may need to pause with two slashes (“//”). Other important notes about changes in voice and expression, as well as stage directions, can be written in the margins of the script.
6. Model how to read some of the dialogue for each character so that students can imitate your phrasing, flow, and pace. Encourage students to think about how the character would sound and how he/she would feel about what’s happening in each situation.
7. Provide students who are performing the Reader’s Theater with an opportunity to rehearse the entire script together before presenting it to an audience.

Presentation Suggestions

Encourage students to think about the following as they present the Reader’s Theater to an audience:

- Hold the script in front of your body, but below your face.
- Speak clearly and not too fast.
- Speak loudly enough for people in the back of the room to hear.
- Speak with feeling and make it sound like a real conversation.
- If the audience responds or laughs, stop reading until they are listening again.
- If you make a mistake, continue reading and pretend it was right or, if necessary, quickly correct for meaning.
- Stay in character throughout the presentation.

First page of the script for “The Name Game”

The Name Game

Script

Related Article: “How Are the Butterflies Doing?”

Summary: Two men set out to count butterflies and get into an argument with a birdwatcher.

Characters: Narrator 1, Narrator 2, Narrator 3, Jerry Payne, Francis Michael Stetler, Roni Decker

Props: Three pairs of binoculars, three notepads and pencils, hats

Setting: Piedmont National Wildlife Refuge, Piedmont, Georgia. Jerry Payne and Francis Michael Stetler are driving a rusty van through the park. Payne is driving; Stetler is holding up a pair of binoculars, looking for butterflies.

NARRATOR 1: How many butterflies are there?

NARRATOR 2: Jerry Payne and Francis Michael Stetler are trying to find out. They’re driving through Piedmont Wildlife Refuge in Georgia, looking for butterflies.

NARRATOR 3: Jerry and Francis are not only out to count the butterflies. They must also look at them closely.

NARRATOR 2: It’s not always easy to tell which butterfly is which. But Jerry knows all about insects—he’s an entomologist.

NARRATOR 1: For Francis, butterflies are more of a hobby. He’s an artist—the head of a monastery.

NARRATOR 3: But Francis loves these insects. He loves their colors. He loves the patterns on their wings. And he loves their names.

NARRATOR 1: For the moment, Francis and Jerry have something else on their minds—food.

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Chapter 5 Emerging Literacy

Download the resources in this chapter from the Teacher's Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

Have you ever asked an older struggling reader this question: “How do you know when someone is a good reader?” The answer is almost always the same. “Well, duh ... it’s those guys who read all the words correctly.”

For many people, especially students, the concept of being a good reader is primarily focused on “reading the words correctly”—a result of developing automaticity of phonics and phonemic awareness skills. They fail to realize that recognizing or decoding the words with accuracy is only one of the initial steps in the reading process when the goal is comprehension.

Literacy development includes the development of phonics and phonemic awareness skills, whether in the “budding

young beginning reader” or the “adolescent struggling reader.” These skills are part of the development process. Yet, the ways in which the “budding young beginning reader” and the “adolescent struggling reader” learn and master these skills may look completely different.

Achieve3000 provides multiple opportunities for the teacher to reinforce the development of these skills with the small groups or individual students who need this type of instruction. In this chapter, you will find a description of our general approach and a sample of the activities that can be applied to any of our articles. More activities and help can be found in the Training and Support area of the Teacher’s Edition. (See sidebar).

General Suggestions

Phonics instruction teaches students to recognize the relationship between individual sounds in words (phonemes) and the letters that represent those sounds in written language. Students who learn phonics know for example that the letter *k* stands for the sound /k/.

Students who have strong phonics skills do the following:

- name of the letters of the alphabet.
- recognize the sounds that consonants make in known words including combinations of letters such as *sh*, *ch*, *tr*, *gl*, and so on.
- recognize the sounds that vowels and vowel combinations make in known words.
- use their knowledge of letter sounds to blend sounds when sounding out unknown words.
- use their knowledge of letter sounds to spell words by breaking, or segmenting, them into individual sounds.

Research has shown that students need direct, explicit instruction in order to master these skills.

When students struggle with phonics and these skills are not strong, their word recognition is not automatic. That lack of automaticity will cause poor fluency, which in turn impacts comprehension. Research has shown that students need direct, explicit instruction in order to master these skills. In the Achieve3000 program, we plan for you to address the phonics and phonemic awareness needs of your students in the Small Group Rotation part of the Instructional Model.

The Achieve3000 articles are excellent tools for students to practice the application of phonics skills. Here are some basic practices you can implement with almost any of the articles:

- Select a sound you want to emphasize with an article and, prior to class, identify the words that help teach the sound. Have students in a small group identify these words, create a crossword puzzle with the words, search for a word in the article, and so on.
- Have available letter tiles, cards, magnetic letters, and so on, for constructing and deconstructing words from the article.
- With the students who need the guidance, use the time during a read-aloud or writing to model the process of sounding out an unfamiliar word.

In addition to the above strategies that can be used with any article, you can find specific phonics and phonemic awareness activities and lessons from the Training and Support area of the online Teacher's Edition. In this chapter, you will find examples of the types of activities and lessons available in the program.

For lessons on alphabetic knowledge, discriminating phonemes, and sight words, see Chapter 8: English Language Learner Connections. Many of the activities in these lessons are suitable for the mainstream classroom.

Activities and Lessons

Lesson: Hands-Up for Beginning Letter Sounds

Instructional Focus: Letter-Sound Correspondences—Initial Consonants

1. Select a required vocabulary word from the article and write the word and its initial uppercase and lowercase letter on the board (If any other required or recommended vocabulary words start with the same initial letter, list those words on the board too.)
2. As a class, introduce or review the sound (or sounds) associated with the letter. Ask students to place the letters of the word in sound boxes on the student worksheet. Lead the activity by asking questions such as the following:
 - What is the *first* sound you hear in _____?
 - What sounds do you hear *after* the first sound in _____?

Student name: _____ Teacher Name: _____
Class: _____ Date: _____

**Hands-Up for Beginning Letter Sounds
Student Worksheet**

1. Your teacher wrote a word and a letter on the board. Write that word in the boxes below. Use one box for each letter of the word. Draw a line through any boxes that you don't use.

--	--	--	--	--	--	--	--

2. Write a list of words that begin with the same letter sound as the word in the boxes. Write as many words as you can think of.

3. Your group created a new headline for the article. Write it below.

4. Using words that begin with the same sound, write down any other headlines that you can think of.

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3. Then, brainstorm a list of words that begin with the same letter. Instruct students to write these words on the student worksheet. Ask students to examine the list and look for ways that the words are similar or different (e.g., some words may rhyme, some may share another letter, some may be related to a similar topic, some may be opposites, and so on).
4. Read aloud a lower-level version of the article to the class. While reading, pause and emphasize the required vocabulary word as well as any other word that begins with the same sound. Ask students to raise their hands whenever they hear you read a word that begins with the consonant sound.

Content Connection: Divide students into groups and have each group write an alliterative headline that uses the required vocabulary word and other words that begin with the same letter. (For example: Fliers Fight the Flu, Henry Hailed a Houseboat on the Hudson, and so on.)

Additional Resources

(Suggested books for teaching alliteration)

Avaricious Aardvarks and Other Alphabet tongue Twisters by Sandy Sheppard, et al.

Busy Buzzing Bumblebees and Other Tongue Twisters by Alvin Schwartz

Four Famished Foxes and Fosdyke by Pamela Duncan Edwards

Six Sick Sheep: One Hundred One Tongue Twisters by Joanna Cole, et al.

Some Smug Slug by Pamela Duncan Edwards

Sight Words and Decoding Activities

Use Images to Develop Specificity in Speaking and Writing and to Teach High-Frequency and Sight Words in Context

Use the following activities to guide students as they practice both concrete high-frequency vocabulary, such as *bicycle*, *bedroom*, and *cat*, as well as more abstract sight-word vocabulary that may be difficult to define, such as *a*, *an*, *the*, *big*, and *small*.

Word Sort 1

This activity helps students develop sight word knowledge, reading fluency, syntax, schema, and background knowledge. It also helps students develop specificity in oral and written language.

Procedure

1. Copy and cut out the images on this page (Sight Words in Context [1A-determiners and nouns] and Sight Words in Context [1B-more detailed phrases]). Provide one set of all image cards to each student (or place one set at a work station for a rotational model).
2. Review each image card with the student or the group, giving at least two or three examples of the words or phrases in simple contexts (e.g., *Have you ever ridden on a bicycle?*).
3. Model one possible grouping of words and phrases (e.g., **things in nature**: a flower, a leaf, a feather, a tree).
4. Ask students to come up with their own logical groupings of the word/phrase cards independently and have them share in pairs, small groups, or with the whole class.
5. Call attention to the determiner/noun vs. more-detailed description pairs, if students do not do so first.
6. Add these cards to the classroom word wall and practice them in more complex contexts over time; for example, by having students generate their own written or oral descriptions for each picture.



Word Sort 2

This activity helps students develop schema and background knowledge about high-frequency terms, basic interpersonal and social vocabulary terms, and Tier 2 vocabulary terms.

Procedure

1. Copy and cut out the images on this page (Sight Words in Context [1C-simple pairs]). Provide one set of all image cards to each student (or place one set at a work station for a rotational model).
2. Review each image card with the student or the group, giving at least two or three examples of the words or phrases in simple contexts (e.g., *Amy rode her bicycle to the beach every day*).
3. Model one possible grouping of words and phrases (e.g., **places:** *a bedroom, a kitchen, a casual diner, a fancy restaurant*).
4. Ask students to come up with another logical grouping of words and phrases (e.g., **places at home:** *a bedroom, a kitchen*; **places in the community:** *a casual diner, a fancy restaurant*; **animals:** *a sleeping dog, a sleeping cat*; **singular/plural:** *a pinecone, two pinecones*).
5. Add these cards to the classroom word wall and practice them in more complex contexts over time. Or, have students bring in their own set of pictures with oral or written descriptions.



For lessons on alphabetic knowledge, discriminating phonemes, and sight words, see Chapter 8: English Language Learner Connections. Many of the activities in these lessons are suitable for the mainstream classroom.



Chapter 6 The Writing Center

Download the resources in this chapter from the Teacher's Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

Reading and writing, unlike language development, do not come naturally. These skills have to be taught and practiced in order to be learned. But they are *learned* quite naturally *together*.

Gains in reading comprehension often transfer to a student's ability to write more clearly. Students who are fluent writers become more aware of subtleties in text when they are reading. This makes sense when you think about the receptive and expressive language development of your students. Students' listening vocabulary is usually their highest vocabulary level because they can listen to and understand language at a much higher level than they can read. It's often more difficult to read and understand words they have not heard spoken. Students can usually read at a higher level than they can write. If they have never heard or read the word, they can't use the word in their writing. So as listening comprehension and reading comprehension levels increase, writing levels can more easily increase.

Effective literacy teachers create writing environments in which children are given time to write, time to respond to writing, and ownership of their writing. With Achieve3000, students are able to directly tie the writing assignments to what they have read. This increases both comprehension development and writing skills.

The Writing Center offers four areas of writing instruction and practice: The Writing Process, Fluency Writing, Test Prep, and Mechanics. The online program allows the students to do their writing both online and offline. The writing can easily be scored online, and the data is consolidated for reports that help the teacher in the intervention process.

In this chapter, you will find in-depth information on The Writing Center and examples of the types of prompts found in the online Achieve3000 programs.

The Research Base: The Writing Center in KidBiz3000, TeenBiz3000, and Empower3000

Responding to recent reports that point out that our nation's literacy crisis includes writing as well as reading (Writing Next, National Commission on Writing), Achieve3000 has expanded writing opportunities within its Web-based literacy solutions.

The crisis in writing is characterized by more than just poor performance in the academic setting. The National Commission on Writing reports that not only are weak writers unprepared for college, they are unprepared for work. Employers say that an employee's writing skill has a direct bearing on hiring and promotion in many jobs, even jobs in construction, manufacturing, and service industries.

Understanding the scope of this crisis has prompted educators and researchers to focus on the roles and goals of writing instruction. The twin roles of writing instruction have long been described as "learning to write" and "writing to learn." Learning to write is the more straightforward and measurable of the two. It involves combining skills such as handwriting, spelling, vocabulary, and grammar with processes and strategies such as planning, writing, and revising text.

Writing to learn casts a much larger net, covering all subject areas as well as students' abilities to reflect on their own cognitive processes. Students are frequently called upon to demonstrate their knowledge of a subject by writing about it (Keys, 2000; Shanahan, 2004; Sperling & Freeman, 2001, as reported in *Writing Next*, p. 10). And if they are fortunate, they come to use writing as a tool to help them articulate and sort through their thinking.

By considering both of these roles in addition to the need for writing beyond the school setting, *Writing Next* articulates the goal of writing instruction in the following way: Modern writing instruction in the United States recognizes that students need to write clearly and for a wide variety of real-life purposes. Thus, *flexibility* is now perhaps the most prized goal of writing instruction because the fully proficient writer can adapt to different contexts, formats, and purposes for writing (*Writing Next*, p. 22).

To help students achieve the fundamental goal of flexibility, Achieve3000 offers students opportunities to write in different *contexts* and *formats*, and for different *purposes*. (See Table 1.) At the same time, Achieve3000 also concentrates on the 11 elements that *Writing Next* identified as being effective as part of a writing instruction program (see Table 2): writing strategies, summarization, collaborative writing, specific product goals, word processing, sentence combining, prewriting, inquiry activities, process writing approach, study of models, and writing for content learning.

Thus, *flexibility* is now perhaps the most prized goal of writing instruction because the fully proficient writer can adapt to different contexts, formats, and purposes for writing (*Writing Next*, p. 22).

Writing Opportunities in the Writing Center

The Writing Center is dedicated to both learning to write and writing to learn. To strengthen the reading/writing connection, all writing opportunities are derived from informational text that students have encountered through the Five-Step Literacy Routine. This allows them to extend their comprehension of previously read material, while practicing and improving their writing skills (Close, Hull, & Langer, p. 202). The Writing Center offers students four opportunities to develop their writing skills: The Writing Process, Writing Fluency, Cross-Curricular Writing, and Test Preparation. Each of these opportunities, along with an explanation of its link to research, is presented on the following pages.

The Writing Center offers students four opportunities to develop their writing skills: The Writing Process, Writing Fluency, Cross-Curricular Writing, and Test Preparation.

Opportunities in the Writing Center to Increase Student Writing Flexibility

Table 1

Different Contexts	Different Formats	Different Purposes
<ul style="list-style-type: none"> • In various content areas (social studies, math, science, technology, language arts, etc.) • As part of test preparation • In response to software-directed assignments • In response to teacher-directed assignments • In response to and using information from a single or multiple text(s) • Using personal knowledge or experience • In school or home settings 	<ul style="list-style-type: none"> • Expository and persuasive essays and paragraphs • Various text structures: problem/solution, compare-and-contrast, cause-and-effect, sequence, procedure • Formal and informal letters • Timed writing modeled on writing assessments and in-class writing • Short response • Free-writing or journal writing • Graphic organizers • Poetry • Personal narratives 	<ul style="list-style-type: none"> • In various content areas (social studies, math, science, technology, language arts, etc.) • As part of test preparation • In response to software-directed assignments • In response to teacher-directed assignments • In response to and using information from a single or multiple text(s) • Using personal knowledge or experience • In school or home settings

How Achieve3000 Addresses the 11 Elements of Effective Writing Instruction

Table 2

11 Elements of Effective Writing Instruction

Writing Components in the Writing Center	1. Writing Strategies	2. Summarization (available as part of the Five- Step Literacy Routine)	3. Collaborative Writing	4. Specific Product Goals	5. Word Processing	6. Sentence Combining	7. Prewriting	8. Inquiry Activities	9. Process Writing Approach	10. Study of Models	11. Writing for Content Learning
The Writing Process											
Expository Essay Writing	X		X	X	X		X	X	X		
Expository Paragraph Writing	X		X	X	X		X	X	X		
Letter Writing	X		X	X	X		X	X	X		
Graphic Organizers	X						X	X	X		X
Writing Fluency											
Word and Picture Prompts				X	X						
Cross-Curricular Writing											
Math and Science Prompts				X	X						X
Test Prep											
Timed Writing				X	X				X		
Revising and Editing Activities						X				X	



TeenBiz 3000
Teacher's Edition

ADMIN | UNITS | SEARCH | STANDARDS 6 | LEVEL 6 | LANGUAGE English | SUMMER | STATE TX


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WRITING

Expository Essay Writing



THE WRITING PROCESS

- Expository Essay Writing
 - Cause and Effect
 - Compare and Contrast
 - Descriptive
 - Persuasive
 - Problem/Solution
 - Procedure
 - Sequence of Events
- Expository Paragraph Writing
- Letter Writing
- Graphic Organizers

WRITING FLUENCY

- Subject-Area Prompts

TEST PREP

- Timed Writing


Revising and Editing

MECHANICS

- Parts of Speech
- Punctuation
- Sentences
- Writing Helper


Everyone's Sewing! (Grades 4-10)
More young people are learning how to sew, a hobby that used to be associated mostly with grannies.

Write a cause-and-effect essay that explains the reasons for the increased interest in sewing among young people. Then, suggest another hobby that you think might grow for similar reasons, and explain why you chose this hobby. Read the article *Not Your Granny's Sewing Club* to learn more about the background of the new sewing craze.




How To Save the Giraffes (Grades 4-10)
The giraffes of Niger, known as West African giraffes, were once on the brink of extinction. Today, they are making a comeback, although their future is still uncertain.

Write a cause-and-effect essay that explains the ups and downs of the giraffes' story. Explain why the animals were nearly wiped out, and the effects of their comeback. Then discuss the future of the giraffes, based on past events. Read the article, *Looking Out for Giraffes*, to learn more about the giraffes.



What's Cooking? (Grades 4-10)
Cooking is big business. Across the country, more people are showing an interest in cooking. This has had an effect on businesses.

Write a cause-and-effect essay that explores the reasons why cooking is becoming more popular and how this has affected businesses. Based on what you have learned, decide on a type of food-related business you think would do well, and explain why. Read the article, *Now They're Cooking*, for ideas, and use some of your own.



What if School Were the Largest Building in Town? (Grades 4-10)
A century ago, 300 African Americans worked together to establish the town of Allensworth, California, a community that thrived for many years. Recognizing that education would be the key to their success, Allensworth residents placed great importance on learning. The town made the school the largest building in town.

Resources in the Writing Center

The information covered in this chapter only scratches the surface of all the resources available in the Writing Center. The follow table gives an overview of the topics covered via lessons and activities in the Center. Take time to explore all that the Writing Center has to offer your

Resources in the Writing Center		
The Writing Process		Writing Fluency
Expository Essay Writing Cause and Effect Compare and Contrast Descriptive Persuasive Problem/Solution Procedure Sequence of Events	Expository Paragraph Writing Cause and Effect Compare and Contrast Descriptive Persuasive Problem/Solution Procedure Sequence of Events	Subject Area Prompts Picture Prompts Word Prompts Math Prompts Social Studies Prompts Arts Prompts Quotation Prompts Physical Sciences Prompts Life Sciences Prompts Earth and Space Sciences Prompts Health and Nutrition Prompts
Letter Writing Formal Letter Friendly Letter Letter to the Editor	Graphic Organizers Both Sides Matrix Cause and Effect Graphic Organizer Cause and Effect Chain Character Web Cluster Compare and Contrast Matrix Compare and Contrast with a Venn Comparison Chart Debate Fact Feeling Journal Flow Chart Important Contributions K-W-L Chart Key Points Matrix Graphic Organizer Multiple Causes, Multiple Effects Multiple Causes, Single Effect Problem Solution Problem/Solution Chart Sequence of Events Chart Single Cause, Multiple Effects Single Cause, Single Effect The 5 W's Context Clues Prefixes Suffixes Word Family Graphic Organizer	Test Prep
		Timed Writing Essay
		Revising and Editing
		Mechanics
		Parts of Speech Noun Verb Adjective Adverb Conjunctions Confusing Words
		Punctuation Sentences Comma Apostrophe Colons
		Sentences Types of Sentences Simple Sentences Compound Sentences Complex Sentences Simple, Compound, and Complex Sentences
		Writing Helper

The Writing Process

Learning to use the writing process is part of the formal writing assignments within the Writing Center. In addition to teaching the writing process, these assignments teach students to write expository and persuasive essays and paragraphs as well as formal and informal letters. Each assignment offers step-by-step instruction about the development of both text structure and content.

The writing assignments all follow a five-step writing routine: Read, Prewrite, Draft, Revise, and Edit. This routine mirrors the process-based writing approaches advocated by the National Council for Teachers of English and the National Writing Project and supports the development of writing strategies. The consistent and easy-to-follow process helps students internalize writing strategies so that they can apply them independently.

Achieve3000 recommends that teachers embed teacher-led direct instruction in each phase of the writing process. To support this, teachers can comment on each phase of the writing process that students submit through the Writing Center.

Links to Research

- The writing assignments support explicit and systematic instruction of writing strategies and the writing process. Some of the strategies included are planning, revising, and editing. In addition, the consistently applied structure of the writing assignments prepares students to write independently. Of all the research findings related to writing instruction, instruction in writing strategies has the strongest impact on improving student writing (*Writing Next*, p. 15).
- The writing assignments always engage students in prewriting activities using an article-specific graphic organizer. These include, among others, gathering information, brainstorming, and visually representing information in semantic webs or graphic organizers. Even if taught independently from the rest of the writing process and other writing strategies, prewriting before a first draft is shown to improve the quality of student writing (*Writing Next*, p. 18). Research also shows that prewriting strategies, such as creating a visual representation of ideas, improves the quality of subsequent drafts (*Writing Next*, p. 18).

- Most written text in the academic world and the business world is expository text. This points strongly to the need for students to master expository writing. In addition, learning to write persuasively is important because persuasive text is at the foundation of advertising and advocacy (*Writing Next*, p. 9–10).

Examples of **Writing Process Prompts** that you will find within the online program:

Cause and Effect

Heart Group: Americans Ready to Start

You made or are about to make the decision to do one *new* thing every day to stay fit and healthy. Write an essay that describes your decision that explains why you made the decision, and what has happened as a result of that decision. Use information from the article and your own ideas.

Compare and Contrast

Two Planets

Write an essay that compares two newly discovered planets. You may write about their sizes, what they are made of, their temperatures, and more. Read “*Is This the Only Earth?*” to learn more about these two planets.

Persuasive

Who is Right?

Rhode Island may pass a new law. The law would create a special council to settle fights in kids’ sports. Some people like the law. Other people see problems with the law.

Do you think there should be a law like this? Write an essay to persuade your parents or other adult to agree with what you think. Use facts and reasoning from “*Trouble on the Field*” and from your own experience.

Additional Writing Process prompt categories are: Descriptive, Problem/Solution, Procedure, and Sequence of Events.

The Letter Writing section includes prompts for: Formal Letters, Friendly Letters, and Letters to the Editor.

Writing Fluency

Opportunities to develop writing fluency are built into the Word and Picture Prompts within the Writing Center Journal. They give students the opportunity to write creatively and freely, without regard to evaluative criteria.

Links to Research

- For word prompts and picture prompts, students write free responses, also called “free-writing.” Free-writing fosters writing fluency and helps student writers develop their voice in part by discouraging premature editing. In addition, free-writing is shown to help students discover better ideas and improve thinking (Elbow; Hayes).
- Combining journal writing with structured, formal writing assignments enhances students’ flexibility as writers.

Examples of **Fluency Prompts** that you will find within the online program:

Picture Prompts

What is this place, and what is this man doing here? Write a story about it.




Photo credit: AP/Wong Maye-E

Writing Prompts

Word Prompt: "education" (Grade 4)

Write as much as you can about a word.



Cross-Curricular Writing

Opportunities to write across the curriculum are included in the Math and Science Prompts. These prompt students to write reflectively about their problem-solving and inquiry processes within the areas of science and math.


Links to Research

- NCTM, NSTA, as well as the National Commission on Writing advocate that students use writing to reflect on how to solve a problem or set up an experiment. Writing improves understanding of the content and makes the processes transferable to new problems or experiments.
- In addition to helping students reflect on problem solving, research also shows that writing about a content area helps students learn the content (*Writing Next*, p. 20).

Examples of **Cross-Curricular Prompts** that you will find within the online program:

Math Prompts

Welcome to Owl City



PRINT

Read the math problem below. What steps would you take to solve it?

A young songwriter created three different albums. The albums have a total of 31 songs. The first album has seven songs. The second and third albums have the same number of songs. How many songs are on the songwriter's third album?

Social Studies Prompts

Looking Out for Your Country


PRINT

FOR THE TEACHER


Read these words:

"Patriotism is easy to understand in America; it means looking out for yourself by looking out for your country."
~Calvin Coolidge

Write About It
What do you think this quote about patriotism from President Calvin Coolidge means?
What is *your* definition of patriotism?

Arts Prompts

What Is It?


PRINT

FOR THE TEACHER

Alexander Calder was a famous American sculptor. A sculptor is a kind of artist who makes things, like statues, out of hard materials. The image below is a steel sculpture that Calder made in 1968.





Photo credit: Wikimedia Commons

Quotation Prompts

The Words of J.K. Rowling


PRINT


J.K. Rowling is a writer. She wrote the books about Harry Potter. Many kids read these books. Rowling once said:

"It is [what we choose to do]...that [shows] what we truly are, far more than [what we are good at]."
~ J.K. Rowling

Write About It
What do these words mean to you? Use examples and facts.

Physical Sciences Prompts

Straw Power!


PRINT

FOR THE TEACHER

Imagine that you soak a potato in water for 5 minutes. Then, you hold a straw tightly between your fingers. You stab the straw into the potato.

Write About it
Describe what would happen. Tell why.

Life Sciences Prompts

Changes



FOR THE TEACHER

Some insects and animals begin their lives one way. Then, they change into something different.

Write About It

Tell about one insect or animal that changes. How does the change happen?

Earth and Space Sciences Prompts

Salty Eggs



FOR THE TEACHER

Imagine that you conduct this experiment:

1. Place an egg in a glass of water.
2. Stir in some salt.

Write About It

Describe what you would observe after step 1, and then after step 2. Explain what this experiment has to do with principles of buoyancy.

Health and Nutrition Prompts

Time to Exercise

FOR THE TEACHER

Raj is eager to ride his bike every day.

Write About It

Tell how bike riding helps Raj's body and mind.

Test Preparation

Improved reading, writing, and thinking skills are the foundations for high-stakes tests; however, high-stakes tests are delivered in contexts that are not necessarily a natural part of literacy instruction. These contexts might include test-specific formats and time constraints.

To prepare students for the contexts of high-stakes tests, the Writing Center provides Timed Writing as well as standards-based Editing/Revising activities. The Timed Writing prompts give students practice writing in situations that are similar to essay tests and in-class essay writing. The prompts mimic prompts that are found on essay tests, including those on standardized tests. Students are given suggestions for managing their time, along with an online timer to track their progress.

The Revising and Editing Activities expose students to grammar, usage, and mechanics. Students are given writing models and asked to decide if the model is correct and, if it is not, to choose a correct alternative. This prepares them for revising and editing their own work. In addition, this prepares them for standardized tests with similar components.

Links to Research

- By responding to the Timed Writing Prompts, students learn to set a goal for their writing. They also practice and learn strategies for managing their time and balancing the demands of responding to the prompt with time constraints (Ferretti, MacArthur, & Dowdy, 2000, cited in *Writing Next*, p. 17). At the same time, they are challenged to use the steps of the writing process even when in a timed setting.
- Writing in test-like settings helps students approach essay tests with more confidence. Such practice improves student performance on the tests.
- When students complete the Revising and Editing Activities, they identify and correct errors similar to the ones they might make in their own writing. This allows them opportunities to practice editing. They also have the opportunity to examine possible improvements to sentences and paragraphs, which provides practice for revising. By working with actual text, students are more likely to internalize the conventions of writing than by studying them out of context (*Writing Next*, p. 18).

Examples of **Timed Writing Prompts** that you will find within the online program

Example of 4th Grade Level Prompt

Prompt

President Barack Obama says U.S. students spend too little time in school. So he is asking schools to add class time. He is also asking them to have longer school years. That means making summer vacations shorter. He says this would help students do better on state tests.

What do you think of the president's plan to have a longer school year? Be sure to give details and examples in your answer.

Type your essay in the text box below. Be sure to start the timer when you begin writing.

Example of 10th Grade Level Prompt

Prompt

Writing Situation

President Obama says U.S. students spend too little time in school. The president is therefore asking for schools to increase class time, stay open later, and extend the school year by shortening summer vacation. The president says this would give teachers and students more time to engage in classroom activities. It would also help U.S. students to better compete with students in other countries.

Directions for Writing:

What is your opinion of President Obama's plan to extend the school year? Be sure to give details and examples to support your response.

Type your composition in the text box below. Be sure to start the timer when you begin writing.

Example of Online Revising and Editing Activities

Why is the underlined word an **adjective**?

The Clean Air Act gave the government the power to set and enforce national standards.

- A It is an action word.
- B It describes another word in the sentence.
- C It is one of the middle words in the sentence.
- D It names a thing.

Which sentence is a *simple sentence*?

- A Recognized the students.
- B The mockingbirds recognized the students.
- C The mockingbirds recognized the students; they made noise.
- D The mockingbirds recognized the students, and then they made noise.

Lesson: Using the Rubric to Write a More Dynamic Answer to the Thought Question

Preparation

Do Before Teaching

1. Check class data to ensure that students aren't still struggling with activity usage and that the Thought Question quality needs improvement or has low usage.
2. Find an article for which students have already completed the activity but not the Thought Question, or for which they did the Thought Question but did a poor job. Use your teacher login to re-assign the same article to the students.
3. Use the sample Thought Questions that go with this lesson. A separate sample sheet is provided for high school, middle school, and elementary school students. Each sample sheet shows at least three samples of a Thought Question with a student response and question prompt that will be easy for students to understand and read without having read the article. The first example models a Thought Question of mediocre quality, the second should be poor, and the last is a Thought Question of high quality that the students should be able to see as a model.
4. Prepare to share copies with students by sending the sample document with "Include In Your Answer" via the student's Achieve3000 email. Alternatively, you can use your projector or an interactive board to display the samples, or you can distribute these on a paper hand-out.
5. Print out and cut Achieve3000 Bucks prior to the lesson.
6. Verify availability of a projector or interactive board.



Learning Objective

Students will be able to use a rubric to assess their own writing and increase the quality of the Thought Question.

Pacing

45–60 minutes

Materials

- Copy of the Rubric
- Copies of Sample Thought Questions
- KidBiz/TeenBiz/Empower Bucks for incentive and game
- PowerPoint created for this lesson (game questions are at the end of the PowerPoint slideshow)

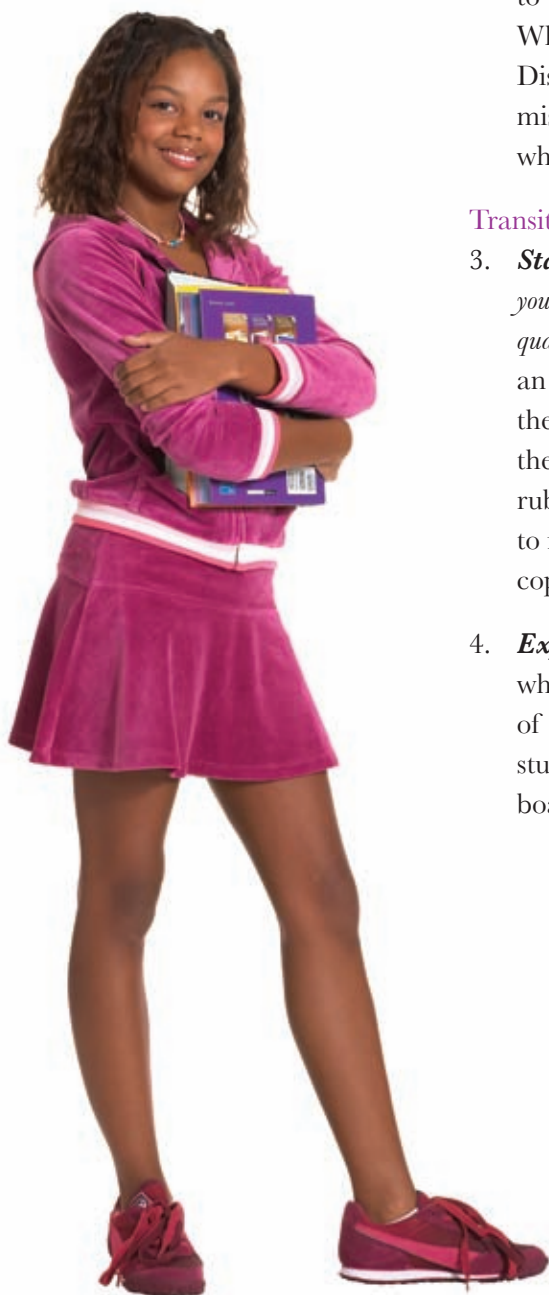
Teaching Routine

Lesson Hook Activity (10 minutes)

1. **Explain:** Introduce and set the expectations for the session. Ask students to work in pairs to brainstorm a list of things that characterize bad writing. Give them 2–3 minutes. Then, have everyone report back to the class.
2. Show a short slideshow from the beginning of the PowerPoint presentation that includes funny mistakes in writing. Ask students to write down the errors and note what kind of mistakes they are. When the slideshow is over, have them report some of their results. Discuss the results of poor writing—how these errors can lead to miscommunication and doubts about the writer’s professionalism or whether the writer is worthy of being taken seriously.

Transition: Lesson Purpose (5 minutes)

3. **State purpose for the lesson:** *Today we will use the rubric provided in your KidBiz/TeenBiz/Empower program to assess your work and increase the quality of the Thought Questions you write.* Tell students they will have an opportunity to revisit the types of mistakes when they work with the day’s Thought Question. Have students look at the rubric for the Thought Question samples. Ask students if they know what the rubric is. Where have they seen it before? (i.e., Do they know where to find it in the Thought Question?) Have them log in and open their copy of the rubric on their computer.
4. **Explain:** Tell students that they get to be the teacher for a little while. Have students open the email you sent them with samples of student work. Alternatively, you can distribute handouts or have students view the examples on the projector screen or interactive board from your computer.



Review Rubric Parts (10–15 minutes)

5. Review the four categories with them as a class. Explain that a perfect grade would be sixteen points and each task is worth four points.
6. Model how to separate and grade one section at a time. Read aloud the first section (this should be the mediocre reading—not the poorest but not the highest quality). Have students discuss the first reading in pairs or groups and give it a score of 1-4 on *Task Completion*. Call on two or three groups to report their scores. This helps you show students that while scoring *Task Completion*, they must overlook other components of the writing, such as spelling and grammar, which are graded separately. Once the score for task completion is decided by the class, move on to the next point—for example, *Main Idea and Details*—and repeat the process. Depending on the age and level of the class, you may decide to focus on only two rubric points.
7. Have students work in pairs to grade the other two writing assignments: the very poor example and the very good example. When they are finished, use a show of hands to see how they assessed each writing. Ask students which writing assignment most resembles their work.

Explain the Task and Implement the Use of the Rubric (15 minutes)

8. **Explain:** Now explain to students that you've reassigned an article to them that they've completed recently. Have them quickly regroup their thoughts on the article by asking them what they remember about the article. What did they learn? Can anyone summarize it? If their recollection of the article is fuzzy, have them re-read the article and/or complete the summarize Reading Connections for the first and last paragraph. Alternatively, you can introduce a graphic organizer to help students organize their thoughts for the writing prompt.
9. With the Thought Question prompt open, look at the rubric again. Have students look at each point again. What is one way you can be sure you do well on each section? What tools are provided to you in *KidBiz/TeenBiz/Empower*?

10. Ask students to read the question prompt quietly. Then, ask them to look up and tell you in their own words what the question asks them to do. Then, ask them to begin writing.
11. Explain to students that they will receive a *KidBiz/TeenBiz/Empower Buck* once they've completed the assignment and that this will be used in a game that will be played later on. Ask students to raise their hands when they've completed their writing assignments with all the points on the rubric. Monitor the class, and as each student finishes the writing (within a reasonable amount of time), hand out the Bucks.

Debriefing Activity (5 minutes)

12. Using the question on the PowerPoint slides, review the tools available to students to help them write better Thought Questions. Have students work in pairs or groups. Explain that the group with the most bucks at the end of the game wins. To score points, students must write their answers down on a slip of paper and hold it in the air. The students with the correct word or phrase (written with standard spelling, punctuation, etc.), wins the points for that question. For lower grades, consider allowing them to have their Thought Question open so they can search for the answers if the activity is difficult.

After the Lesson

Demonstrate that students can see their posted grades in their student Portfolios. Review some of the Thought Questions from students' work of that day and compare them to the students' previous attempts at the same question. Is there evident improvement? If students still appear to be struggling, show them how they might benefit from expository writing activities (when they lack structure) or picture prompts (when they lack creativity).



Using “Include in Your Answer” to Write a More Dynamic Response to the Thought Question

Preparation

Do Before Teaching

- Check class data to ensure that students aren’t still struggling with activity usage and that the Thought Question quality needs improvement or has low usage.
- Find an article for which students have already completed the activity but not the Thought Question, or for which they did the Thought Question, but did a poor job. Use your teacher login to re-assign the students the same article.
- Use the sample Thought Questions that go with this lesson. A separate sample sheet is provided for high school, middle school, and elementary school students. Each sample sheet shows at least three samples of a Thought Question with a student response and question prompt that will be easy for students to understand and read without having read the article. The first example models a Thought Question of mediocre quality, the second should be poor, and the last is a Thought Question of high quality that the students should be able to see as a model.
- Prepare to share copies with students by sending the sample document with “Include In Your Answer” via the student’s Achieve3000 email. Alternatively, you can use your projector or an interactive board to display the samples, or you can distribute these on a paper hand-out. Print and cut out Achieve3000 Bucks prior to the lesson.
- Verify availability of a projector or an interactive board.

Learning Objective

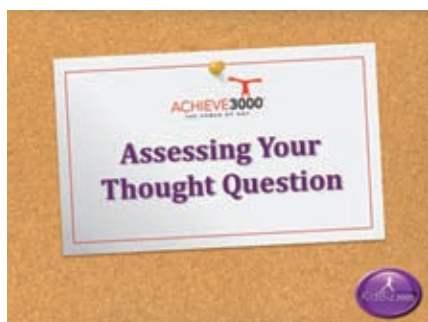
Students will be able to use “Include In Your Answer” to assess their own writing and increase the quality of the Thought Question.

Pacing

40–60 minutes

Materials

- “Include In Your Answer”
- Copies of Sample Thought Questions
- KidBiz/TeenBiz/Empower Bucks for incentive and game
- PowerPoint created for this lesson (game questions are at the end of the PowerPoint slideshow)



Include In Your Answer KidBiz Student Sample Writings

Include In Your Answer

- At least one paragraph
- If you can, use the words *moment* and *hunt*.

Activity: Our Day with the Polar Bears

Let's say you are watching an animal that you like. Write a story about the animal. Include information about where the animal lives and how it behaves. Tell about how you feel while watching it.

Include In Your Answer

Write your story below.

Sample 1

Zander Brock

I'm watching a pig it lives at a barn. It rolls in mud.

Sample 2

Zander Brock

I like mongoose. It eat mice. i can only see it for one moment. then he go away

Sample 3

Zander Brock

I see my dog do funny stuf.She lives at my house.And one funny thing she did was we were blowing bubbles and she was eating it,and jumps sometimes.

Sample 4

Albert Breslin

I am going to tell you a story about watching birds. My favorite bird is the pigeon. It lives all over the world. It only hunts bugs and bread. I am happy in the moment I watch this bird.

Include In Your Answer TeenBiz Student Sample Writings

Include In Your Answer

- Two paragraphs, each with the following:
 - A topic sentence
 - At least two sentences containing supporting details
 - A concluding sentence
- If you can, use the words *goal* and *opportunity*

Activity: Dudamel: Changing Young People’s Lives

Gustavo Dudamel said culture is necessary in life. He believes culture is as important as health, education, and food. Do you agree? Explain your answer. What do you think is necessary in life? Again, be sure to support your answer.

Support your answer with details from the article and ideas of your own.

Include In Your Answer

Write your story below.

Sample 1	Angelica Camacho
<p>Yes, I do agree that culture is one of lifes necessities, along with health, education, and food. Culture is one of life necessities because everyone has different beliefs and their own religns. Health is what you need to live a long life. Education is what you need for a good job and a successful future. Food prevents you from starving and helps you live.</p> <p>What I consider of life’s necessities is that you need friends and families because you need people to support you through out your life. You also need technology because technology is more faster and more efficient.</p>	

Sample 2	Zander Brock
<p>Yes I do agree with Dudamel because if it was not important than all of the traditions and customs of a family would be done. Another reason why I agree is because a tradition that you may have may be the thing that someone you know has a tradition.</p>	

Sample 3	Albert Breslin
<p>I don’t think it is as important as food but i do feel it is important. i think food and water is most important in life because without that you cant survive Culture is very important in life but i don’t believe that it is most important.</p>	



Sample 4**Ashley Heuser**

Yes, I agree with Mr. Dudamel. Culture is as important as health, education, and food, because culture leads you on a path to your goals. As Mr. Dudamel said "...the orchestra is an indispensable tool for teaching discipline and teamwork." I too believe that music teaches discipline and teamwork. In my case I do soccer and boy scouts to teach me discipline and teamwork.

Another necessity is having supportive home life for guidance. I'm lucky that I have supportive parents. Not every kid has a supportive family, that's why it's important for kids to be involved in extracurricular activities. Fun is also important. Without fun you will have too much stress and you will have too many thoughts in your head. Fun allows you to forget about bad thoughts. In the article it talks about the kids getting instruments and having the opportunity to perform at the Hollywood bowl, so they have to be having fun to be doing that. That's why I agree with Mr. Dudamel that music is an important necessity.

Include In Your Answer Empower Student Sample Writings

Include In Your Answer

- At least three reasons why one might take a driver's ed class
- An explanation for each reason you listed
- If you can, use the words *instruction* and *vehicle*.

Activity: Driver's Ed Turns 75

People often have a choice: They can take driver's education classes or learn to drive on their own. List at least three reasons why a person might choose driver's education classes. Provide an explanation for each reason.

Support your answer with details from the article and ideas of your own.

Include In Your Answer

Write your story below.

Sample 1	Angelica Camacho
<p>One reason is that you get to learn from someone that has experience and knows what they are doing. Another reason is that it is safer when trying to drive for the first time because both the student and teacher have control of the driving. Last is that you could learn more things with an experienced person that would not learn when you are by yourself. In the driver's education classes you watch videos that show you the different techniques in driving.</p>	

Sample 2	Zander Brock
<p>Drivers education classes are better because you get personal attention, to watch educational videos, you get to learn all the correct signals and laws.</p>	

Sample 3	Albert Breslin
<p>There are many reasons why a person might want to take driver's education instead of learning to drive alone. The student can gain information about smart driving, a step by step process on how to drive, and the chance to learn from professionals.</p> <p>Drivers must learn all of the signs and situations they will face when behind the wheel. Good instruction prepares the driver for any situation and makes them more cautious.</p> <p>The instructors give step by step instructions on what to do when you park, reverse, or drive a vehicle. There are many stages that one has to pass.</p> <p>These young drivers are taught by very wise teachers who have experience driving. They can teach them well because they can relate to their thoughts. They know what it was like to be a teenager getting their license.</p>	

Teaching Routine

Lesson Hook Activity (10 minutes)

1. **Explain:** Introduce and set the expectations for the session. Ask students to work in pairs to brainstorm a list of things that characterize bad writing. Give them 2–3 minutes. Then, have everyone report back to the class.
2. Show a short slideshow (use the images at the beginning of the PowerPoint presentation) that includes funny mistakes in writing. Ask students to write down each error and note what kind of mistake it is. When the slide show is over, have them report some of their results. Discuss the results of poor writing; how these errors can lead to miscommunication and doubts about the writer’s professionalism or whether the writer is worthy of being taken seriously.

Transition: Lesson Purpose (5 minutes)

3. State purpose for the lesson: *Today we will use the “Include In Your Answer” provided in your KidBiz/TeenBiz/Empower program to assess your work and increase the quality of the Thought Questions you write.* Tell students they will have an opportunity to revisit the types of mistakes when they work with the day’s Thought Question. Have students look at the “Include In Your Answer” for the Thought Question samples. Ask students if they know what it is. Where have they seen it before? (i.e., Do they know where to find it in the Thought Question?)
4. **Explain:** Tell students they get to be the teacher for a little while. Have them go into their Achieve3000 emails and open the email you sent them with samples of student work. Alternatively, you can distribute handouts or have students view the examples on the projector screen or interactive board from your computer.



Review “Include in Your Answer” (10–15 minutes)

5. Review all the requirements of the “Include In Your Answer.”
Explain that meeting all the criteria is a thumbs-up. Not meeting all the criteria is a thumbs-down. To get a thumbs-up, learners must use one or both of the vocabulary words of the day, as suggested in the “Include In Your Answer.”
6. Model how to separate each point and check the writing. Read aloud the first point (this should be the mediocre reading—not the poorest but not the highest quality) and ask students to give it a thumbs-up or a thumbs-down. Give students a few minutes to think and read. Call on the class to physically show a thumbs-up or thumbs-down for this writing for the first point only, which addresses writing length. This helps you to show students how to assess their work analytically. Once the bulleted points have been addressed, you can ask for an overall thumbs-up or thumbs-down.
7. Have students work in pairs to grade the other two writing assignments: the very poor example and the very good example. When they are finished, use thumbs-up and thumbs-down to see how they assessed each writing. Ask them which writing assignment most resembles their work.

Explain the Task and Implement the Use of the Rubric (15 minutes)

8. **Explain:** Now explain to students that you’ve reassigned an article to them that they have completed recently. Have them quickly regroup their thoughts on the article by asking them what they remember about the article. What did they learn? Can anyone summarize it? If their recollection of the article is fuzzy have them reread the article and/or complete the summarize Reading Connection for the first and last paragraph, or you can introduce a graphic organizer to have them re-organize their thoughts.
9. With the Thought Question prompt open, have each student look at the “Include In Your Answer” for their question. Have students look at each point again. What are some other ways you can be sure you write a good Thought Question? What tools are provided to you in the online program?

10. Ask students to read the question prompt quietly. Then, ask them to look up and tell you in their own words what the question asks them to do. Then, ask them to begin writing.
11. Explain to students that they will receive a *KidBiz/TeenBiz/Empower* Buck once they have completed the assignment and that this will be used in a game that will be played later on. Ask students to raise their hands when they've completed their writing assignments with all the points on the rubric. Monitor the class, and as each student finishes the writing (within a reasonable amount of time), hand out the Bucks.

Debriefing Activity (5 minutes)

12. Using the question on the PowerPoint slides, review the tools available to students to help them write better Thought Questions. Have students work in pairs or groups. Explain that the group with the most Bucks at the end of the game wins. To score points, students must write their answers down on a slip of paper and hold it in the air. The students with the correct word or phrase, written correctly (with correct spelling, punctuation, etc.), wins the points for that question. For lower grades, consider allowing them to have their Thought Question open so they can search for the answers if the activity is difficult.

After the Lesson

Demonstrate to students that they can see their posted grades in their student Portfolios. Review some of the Thought Questions from students' work of that day and compare them to the students' previous attempts at the same question. Is there evident improvement? If students still appear to be struggling, they might benefit from expository writing activities (when they lack structure) or picture prompts (when they lack creativity).



Chapter 7

Cross-Curricular Lessons

Download the resources in this chapter from the Teacher's Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

Literacy instruction is no longer limited to language arts class. Among the fifteen recommendations of *Reading Next* for improving middle and high school literacy achievement is a call for the following:

“Effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area” (Biancarosa & Snow, 2006).

Achieve3000 provides flexible tools for use in the content-area classroom. The ability to search for reading materials that integrate well with topics already being covered in class, along with flexible lessons and activities, make incorporating reading and writing instruction

easy. In addition, Achieve3000 offers several lessons designed specifically for teaching content-area reading, including lessons on Previewing Text and Visual Features, Note-Taking Strategies, Reading and Interpreting Charts, and Primary and Secondary Sources. These lessons and more have been included in this chapter for easy reference and can be downloaded from the Training and Support area of the online program. (See sidebar.)

See also the content-area resources in the following chapters:

- Chapter 1: Reading Comprehension Strategies (Making Inferences)
- Chapter 3: Pre-Reading Activities
- Chapter 4: Fluency Activities and Lessons (Reader's Theaters)
- Chapter 6: The Writing Center

Lesson: Previewing Text and Visual Features

Learning Objective

Students will be introduced to history and social studies while they learn to use text and visual features.

Pacing

45–90 minutes

Suggested Readings

“What Is History?” by Jim Bartlett

“The Branches of Government”
by Achieve3000

Preparation

Lesson Overview

In this lesson, students are introduced to history and social studies while they learn to use text and visual features. Students warm up by piecing together text clues from, and making predictions about, the social studies text you will read. This activity primes students for receiving direct instruction and modeling in using text and visual features as a strategy for previewing the text before reading and for finding information. Next, students apply this previewing strategy when they complete the Five-Step Literacy Routine with “The Branches of Government,” an article about the system of checks and balances in the United States. The lesson closes with a whole-class wrap-up discussion and the vocabulary journal process using new terms learned in this lesson. This lesson can be extended using the suggestions at the end, including analyzing photos and creating the front page of a historically accurate newspaper.

Do Before Teaching

1. Photocopy and cut out the sentence strips from “What Is History?” (one per student; it is fine if there are duplicates).
2. Have students’ vocabulary journals ready for this lesson.



Teaching Routine

Before Reading

Introduce Lesson and Key Vocabulary (5–10 minutes)

- As students enter the classroom, give each a sentence strip from “What Is History?” Tell students that each strip contains a line from an article. Tell students to walk around the room, sharing their text clues and talking with one another about what they think the text will be about. Encourage students to read the lines aloud to one another.
- When students are ready, bring the class together and ask for predictions about the text based on the clues they shared with one another. As a group, develop a one-sentence prediction statement that uses this structure:

“We think the text will be about _____ because _____.”

Write this so it is visible to all students. Students should surmise that the text provides information about social studies, history, and historical events. Tell students they will read the text later in this lesson, when they can find out whether their predictions are accurate.

Provide Direct Instruction and Modeling (10 minutes)

- Explain that skillful readers don’t just jump into reading the first sentence. They preview the text before reading, quickly scanning the title, any subtitles, any photos and captions, and any other text or visual features, to get an overall idea about the concepts in the text. Previewing involves thinking about what the various text and visual features could mean and how they might relate, which is often all the reader needs to do to have an idea of what the text is mostly about. The goal of previewing text and visual features is to activate prior knowledge about the ideas in the text so that the reader is well-prepared to read it. Previewing helps you to get your mind warmed up and to begin to know what to expect from the text. It will also help you better understand the text and remember more of what you read later.
- Project the article “What Is History?” so that it is visible to all students. Tell students that you will use the think-aloud technique to demonstrate how skillful readers preview a text before reading. A sample think-aloud follows for your reference.

Extra Support

Allow ELLs to use a bilingual dictionary and/or to confer with classmates who also speak their home language to assist in interpreting their sentence strip, as needed.

What Is History? (Grades 6–8)



History is the study of past events. It's about famous dates like 1492 and 1776, and famous people like George Washington, Eleanor Roosevelt, and Martin Luther King, Jr. But history is more than just names and dates and

things that happened. It's also about *why* those things happened. Put together the when, the who, and the why, and the story that results is what we call *history*.



You Are a Historian

Did you know that you are a historian? In fact, on the subject of your own life, you are the best historian there is. Nobody knows

Sample Think-Aloud

First, I'll read the title to get an idea of what this passage will be about. The title is "What Is History?" That's interesting—it's almost like the title is asking *me* a question. I'll try to answer it: History is a bunch of important stuff that took place a long time ago. There are a lot of famous people in history, and we learn about them in school. Next, I'll study the photograph and its caption. That looks kind of like an old church. When I roll my cursor over the photo, a caption pops up. It says, "This photo of the Alamo in San Antonio was taken around 1922, 86 years after the famous battle there."

That's kind of what I was saying: History is full of important events, like the battle at the Alamo.

Next, I'll scan the article to look for subtitles. Subtitles are like titles for each major section, so they can give me the big ideas in the text.

The first subtitle is "You Are a Historian." That makes me think that maybe anybody can study history. Or, maybe it's saying that there are certain *parts* of history that I know particularly well.

I'll see whether the next subtitle can give me any extra clues about this article. The next subtitle is "What Historians Do." That's good—I bet this section will tell me about a historian's work and what kinds of questions he/she tries to answer

The next subtitle is "History and the World of Social Studies." I take a social studies class in school, and we definitely learn about history, plus some other things. This section will probably be about how history is one part of a bigger subject area—social studies.

I also notice that this article contains some words in italics. I can see that *why*, *how*, *who*, *what*, and *when* are in italics. I bet that means these words are important.

After having previewed the title, photo, caption, subtitles, and italicized words, I think this article will be a good introduction to history. It might make me think about history in a new way, and it will probably explain what historians do to understand the past. (Write your prediction statement so that it is visible to all students.)

What Historians Do

A historian's main job is to add the *why* and the *how* to the *who* and the *what*.

History and the World of Social Studies

History is just one part of social studies. To understand what social studies means, think about the fact that the word "social" means being involved with people in a community. A community may be made up of not just friends and family, but everyone we

- Next, have students follow along silently as you read the full article aloud, modeling fluent reading. This time, do not stop to think aloud. After reading, discuss the predictions you made when you previewed the title, photo, caption, subtitles, and italicized words. Were your predictions accurate? Did your predictions differ from the text? In what way? Remind students that the goal of this activity is not that they should accurately guess the subject of the text; it's to activate their prior knowledge about the ideas in the text so that they are well-prepared to read it.

During Reading

Student Practice (15–25 minutes)

- Next, have students work independently to apply their learning using the Five-Step Literacy Routine with “The Branches of Government.”

Five-Step Literacy Routine

- 1. Set a schema.** Students should respond to the following prompt, which you have scheduled for email delivery: *What is history?*
- 2. Read for information or enjoyment.** The email directs students to the article “The Branches of Government,” which is delivered at each student’s reading level.
 - Before reading the text, have students take two minutes to preview the text features (the title, photo, caption, subtitles, words in bold or italics) in order to make predictions and to develop a general understanding of the big ideas.
 - Have students pause after previewing and before reading to write a one-sentence prediction statement (e.g., “I think the text will be about _____ because _____”).
 - While reading, students should use the Reading Connections to note their thoughts about the passage.
- 3. Demonstrate mastery.** After reading the passage, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
- 4. Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *Explain why the system of “checks and balances” is so important to the United States.*
- 5. Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *If you were in the United States government, in which branch would you most like to serve?*
 - *The legislative branch*
 - *The executive branch*
 - *The judicial branch*

Extra Support

Pre-teach difficult vocabulary, idioms, and figurative language as needed, based on the proficiency levels of your students.

Extra Support

- Circulate while students work, prompting them with reminders and questions such as the following:
 - Remember to preview the article’s text features before reading.
 - How would you summarize the text based solely on the title, photo, caption, subtitles, and dictionary? What is your prediction statement?
 - What questions do you have so far? What is confusing? Are there any vocabulary terms that are unfamiliar?
- While most of the class is engaged with their article and the Five-Step Literacy Routine, you may wish to provide additional small-group or individualized instruction based on students’ needs and your own instructional goals. Such instruction could include reteaching the lesson strategy by presenting it in a different way using one of the Lesson Extensions or working on a particular state standard or skill. The reports in the Admin section of the Teacher’s Edition will provide the data you need to make those types of instructional decisions. We recommend that you never work with small groups larger than five students.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed. Ask students whether the predictions they made before reading were accurate. What did they predict that was inaccurate? Make sure students understand that previewing text and visual features is a good way to develop predictions and a general understanding of the text before reading. These strategies are important for reading social studies texts, but they are also helpful for reading any other kind of text.
- To wrap up, use the vocabulary journal process with the terms *history*, *preview*, *social studies*, *text feature*, and *visual feature*.
 - Display the term *history* so that it is visible to all students.
 - Explain the concept of *history* in your own words, e.g., “History is everything that has happened in the past. Historians, people who study and write about history, tell not just the *who*, *what*, and *where* of the past, but more importantly the *why* and *how*.”
- Create a vocabulary journal entry for *history*, reusing your explanation and adding a picture to represent the concept of *history* (e.g., A historian holding up a photo of the Alamo and asking, in a word bubble or thought bubble, “*Where* is this and *who* was there? *When* did this happen—and *how* and *why*?”).
- Ask students to create their own vocabulary journal entries for the term *history*. They should try to come up with their own descriptions and visual depictions rather than mimicking your entry.
- Repeat the steps above with the terms *preview*, *social studies*, *text feature*, and *visual feature*.

Extra Support

- Tell Spanish-speaking students that the English word *history* is cognate with the Spanish word *historia*. Pronounce the English word *history*, then pronounce it phoneme-by-phoneme, and have students mimic your full word and phoneme-by-phoneme pronunciations.
 - Ask for a volunteer to provide another way of describing the term *history*.
- Have another volunteer read the dictionary definition of the term *history*, in both English and in the student’s native language.
 - Ask students to name examples of historical events. Provide examples from students’ home cultures (e.g., Spanish conquest of the Aztec Empire, Mexican war of independence).

Lesson Extensions

- The photograph of the Alamo in the article “What Is History?” is an example of a primary source. Photographs can reveal clues about the past. Have students find historic images in texts and/or on the Internet in such places as The National Archives. Analyze the images together as a whole class. What do these moments in time reveal about the subject, time period, culture, politics, and so on? What do the images not reveal? Extend the activity by having students look at their own family photographs, also primary sources, and ask them to consider what their photographs might reveal to someone looking at them in the future.
- “What Is History?” mentions 1776, the year the United States celebrate the beginning of its nationhood. 1776, MDCCLXXVI, is the number shown at the bottom of the pyramid on the American dollar bill and on the tablet held by the Statue of Liberty. Provide background about the American Revolution. Then, give students time to research the American Revolution and create the front page of a historically accurate newspaper, documenting important events and people of the time period. Students can write news articles from the point of view of a reporter on the scene, or create mock interviews with politicians or military leaders. They might choose to write an editorial or create a political cartoon. Their newspapers can focus on any time period starting in 1775, when the war began at Lexington and Concord, Massachusetts, and ending in 1783, when the Treaty of Paris was signed.
- Teach students an effective note-taking strategy, in which they structure their notes using the title and subtitles. Beneath each heading, students should write a summary sentence about the section. Related unit readings include “Freedom: How We Got It,” which is about the Constitution, and “A Puzzle From the Past,” which is about the Battle of Chelsea Creek, which took place during the Revolutionary War.
- Encourage ELLs to access prior knowledge and take educational advantage of the cultural heritages present in your classroom by having some of your ELL students share about the history of their homelands.

Lesson Masters

Sentence Strips from "What is History?"

What Is History?

History is the study of past events.

You Are a Historian

Did you know that you are a **historian**?

What Historians Do

History and the World of Social Studies

History is just one part of **social studies**.



This photo of the Alamo in San Antonio was taken around 1922, 86 years after the famous battle there.



Lesson: Previewing Text Organizers and Finding Information

Preparation

Lesson Overview

Text organizers are the parts of a book that allow us to find information quickly and effectively. For second language learners, reading history or social studies textbooks in a non-native language can seem daunting at first. But understanding how to use a book’s text organizers (such as its table of contents, index, and glossary) makes it less difficult to locate key information.

In this lesson, you help students identify and use several types of text organizers. Students are introduced to the concept of text organizers when they are asked to write a book title based solely on a table of contents. Then, using direct instruction and modeling, you show students how to find information in a textbook by locating and interpreting a variety of text organizers. Next, students gain practice using text organizers by participating in a “scavenger hunt” using their own textbooks. Following this paired activity, students apply their learning independently using the Five-Step Literacy Routine with a table of contents from a history textbook. The lesson closes with a review of the concepts learned and an opportunity to record new vocabulary in students’ vocabulary journals.

Learning Objective

Students will identify and use several types of text organizers.

Pacing

45–90 minutes

Suggested Readings

History or social studies textbook

History textbook table of contents
by Achieve3000

Do Before Teaching

1. Prior to teaching this lesson, ask students to bring their history or social studies books to class. You may want to send home a reminder note to parents and guardians.
2. Borrow a history or social studies book from a colleague for the direct-instruction portion of this lesson. (If possible, borrow several books, just in case some students forget to bring their own.)
3. Locate several examples of text organizers in the history or social studies book. Make photocopies of these text organizers equal to the number of students in your class. (Alternatively, create transparencies from these pages.)
4. Make “Scavenger Hunt” strips for the guided practice portion of this lesson. These topic strips should relate to the history or social studies textbooks that students are using this year (e.g., Mexico’s war of independence). Write each topic on a sheet of paper in such a way that the individual topics may be cut into strips. Place all of the “Scavenger Hunt” strips in a bowl or other container.

Extra Support

- If students are having trouble creating a title (and making predictions), walk through the room and offer help on an individual basis.
- For ELLs who may not have had much experience with books, begin this activity by explaining what a table of contents is. Hold up a book, flip to the table of contents, and point to it. Explain that the table of contents tells generally what is in the book and on what page each section begins. Model by pointing to a particular chapter in the table of contents, then flipping to that chapter in the book, using gestures to show the connection.
- For students at the beginning levels of language proficiency, provide a version of the table of contents in the home language, or allow them to work in pairs or groups with more proficient students who share the home language. Allow students to use a bilingual dictionary as they work.

Teaching Routine

Before Reading

Introduce Lesson: Bell-Ringer Activity (5 minutes)

- This low-stakes activity allows students the opportunity to familiarize themselves with the features and layout of a table of contents. The activities later in this lesson will provide more in-depth practice with using academic tables of contents and other text organizers.

Project the “Mystery Table of Contents” so that it is visible to all students as they enter the classroom. Students should study the table of contents and respond to the prompt.

- When students are ready, ask for volunteers to share their proposed book titles. Why do students think their titles would fit with the contents of this book? What text evidence can students cite to support their opinions? Lead students to realize that even without a book cover or title, a reader can predict the contents of the book based solely on the information in the table of contents. Tables of contents can help the reader locate information in the text, but they also provide a way of previewing the book’s contents.

Provide Direct Instruction and Modeling (10–15 minutes)

- Explain that a table of contents is a text organizer. Footnotes, glossaries, and indexes are also text organizers. Text organizers help us locate information in a book. Text organizers can also tell us where a certain chapter begins, and sometimes, as in the case of glossaries, provide us with the meaning of an unknown word. History and social studies textbooks always include several kinds of text organizers.
- Describe four main types of text organizers. List examples of these four text organizers as you define and discuss them:
- *Table of contents:* Tell students that every history or social studies textbook has a table of contents. The table of contents provides an overview of what is in the book. Ask student volunteers to share two or three entries found in their books' table of contents.
- *Footnotes:* Using your history or social studies textbook as an example, show students that a footnote appears at the bottom (or “foot”) of a page. Ask a volunteer to find a footnote in his/her own textbook. Ask students why this type of text organizer is useful (e.g., because it provides supporting information about a new concept).
- *Glossary:* Flip to the back of your history or social studies textbook and show students the glossary. Explain that a glossary is like a mini-dictionary. It provides definitions for many of the academic or unknown words in the book. Remind students that a glossary is organized alphabetically.
- *Index:* Like a glossary, an index is usually found in the back of a book. Also like a glossary, an index is always in alphabetical order. Explain to students that the index provides a very detailed list of the topics in the book. When doing research, it is much faster to look up a topic in the index than to flip through hundreds of pages to find it.

Model using the index in the history or social studies book you borrowed from a colleague. Project this text and distribute photocopies. Think aloud during this process, modeling for students the way in which proficient readers use an index (e.g., “On which page can I find information about the Civil Rights Movement?”; “I know that an index entry for ‘Revolutionary War’ will come *after* one for ‘Civil War,’ because an index is always in alphabetical order”). Complete a similar process for the table of contents, footnotes, and glossary.

Extra Support

Tell Spanish-speaking students that the English word *glossary* is cognate with the Spanish word *glosario*. Pronounce the English word *glossary*, then pronounce it phoneme-by-phoneme and have students mimic your full-word and phoneme-by-phoneme pronunciations.

Extra Support

- If students need extra help, reconvene the class and have each pair describe which items they found and where they found them.

- Encourage students to talk about the process of searching for information and how text organizers help readers find what they need.

Encourage students to use the academic vocabulary emphasized in this lesson, for example:

Student: I found the section on the Mexico war of independence.

Teacher: Which text organizer did you use to find that information?"

Student: The table.

Teacher: Can you be more specific?

Student: (hesitates)

Teacher: The table of...?

Student: ...the table of contents!

Teacher: Taken altogether, that is a great sentence.

*Would you put that whole sentence together for everyone to hear?
"I found the section..."*

Student: I found the section on the Mexico war of independence by using the table of contents.

- Allow ELL students to work in pairs with more proficient English speakers. Allow students to use a bilingual dictionary as they work.

Small-Group Practice (5–10 minutes)

- Place students in pairs, and ask them to share a history or social studies book (either one that they have brought or one that a colleague has provided). Tell them to begin flipping through the books, pausing to review any text organizers like the ones they have studied in this lesson (table of contents, footnotes, index, glossary).

Have one student from each pair pick a “Scavenger Hunt” topic strip out of the bowl. Once each pair has a topic strip, tell students to scan the table of contents, the footnotes, the index, and the glossary of their textbooks for items that relate to their topic. Students should also note the page numbers on which the items are found.

During Reading

Student Practice (15–25 minutes)

- Next, have students work independently to apply their learning using the Five-Step Literacy Routine with a sample history table of contents.

Five-Step Literacy Routine

- 1. Set a schema.** Students should respond to the prompt, which you have scheduled for email delivery.
Today you will look at a table of contents for a textbook. What can you find out from a table of contents?
- 2. Read for information or enjoyment.** The email directs students to the history table of contents.
- 3. Demonstrate mastery.** After reading the passage, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
- 4. Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *Take a look at the Table of Contents. Think of three questions you would ask to see if someone reading it understands it.*
- 5. Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *Do you find it difficult to read a table of contents?*
 - *Very difficult*
 - *A little difficult*
 - *Not difficult at all*

After Reading

Whole-Class Wrap Up (10–20 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including these academic terms: *footnote*, *glossary*, *index*, *table of contents*, and *text organizer*.

Lesson Extensions

- Photocopy text organizers from other history or social studies books (or from books from different academic subjects). Have students play another round of the “Scavenger Hunt” game.
- Photocopy a page from a content-area textbook at your students’ grade level and have students work in pairs to find words that are unfamiliar to them. Ask students to use a dictionary to look up the words, and then have them add the definitions, as footnotes, to the photocopied page.
- Have students choose new words that they did not previously know from the text organizers used in this lesson to add to their vocabulary journals.
- Have students practice alphabetizing skills by putting a list of “mixed up” glossary items in the correct order.
- Guide students as they practice pronouncing, spelling, and writing sentences using these school-related vocabulary words practiced in this lesson: *book*, *footnote*, *glossary*, *index*, *page number*, *table of contents*, *textbook*, *text organizer*, and *title*.
- Have students get back into their pairs from the small-group practice activity and share their vocabulary journal entries for the academic terms learned in this lesson: *footnote*, *glossary*, *index*, *table of contents*. Students should explain their descriptions and drawings to one another and explain how they represent the meaning of the terms. Students may wish to modify their own entries and their level of understanding after this activity.

Extra Support

- Pre-teach difficult vocabulary as needed, based on the proficiency levels of your students.
- Allow ELL students to refer to a bilingual dictionary as they work through the five-step process.
- Allow ELL students extra time to complete the tasks.
- Encourage students to carefully read through the table of contents. What do they think the textbook is about?
- If students need help with any words in the table of contents, they may refer to <http://www.google.com/dictionary>. You should also make a regular bilingual dictionary available.
- While most of the class is engaged with their article and the Five-Step Literacy Routine, you may wish to provide additional small-group or individualized instruction based on students’ needs and your own instructional goals. Such instruction could include reteaching the lesson strategy by presenting it in a different way using one of the **Lesson Extensions** or working on a particular standard or skill. The reports in the Admin section of the Teacher’s Edition will provide the data you need to make such instructional decisions. We recommend that you never work with small groups larger than five students.



Mystery Table of Contents

Directions: Look at the following table of contents. What would be a good title for this book? Why do you think your title would fit with the contents of this book? Use text evidence to support your response. Write your response on paper and be prepared to share.

CONTENTS

1: Introduction	ii
2: The History of Comics	3
3: The Vocabulary of Line	19
4: A Word About Color	37
5: Putting It All Together	65



Lesson: Note-Taking Strategies

Preparation

Lesson Overview

Students learn different ways of taking notes as they read for information or for studying purposes.

Do Before Teaching

1. Photocopy the *The Lost City thinking tree* and blank *Double Journal* lesson masters for each student.
2. Be prepared to project the *thinking tree*, “Wilmot Lake,” and *Double Journal* lesson masters.
3. Have students’ vocabulary journals ready for this lesson.

Teaching Routine

Before Reading

Introduce Lesson: Thinking Tree Activity (10 minutes)

- Distribute the *The Lost City thinking tree* lesson master. Explain to the students that this is called a thinking tree. When you read for information or to study, you often take notes. This is one way that you can take notes.
- Ask the students to look at the thinking tree for “The Lost City.” Read each entry out loud while the students follow along to themselves. When you have finished, ask volunteers to explain how the thinking tree works. Guide the discussion so the students understand that the title of the story was “The Lost City,” the next line shows the most important ideas in the story, and below each important idea are details about the important idea.
- Project the “Wilmot Lake” lesson master so all the students can see it. Read the story out loud while the students follow along silently. When you have finished, complete the blank thinking tree with the students as a class activity. Use a think-aloud strategy and involve volunteers. Have the students complete their blank sheets based on the story. Circulate among the students to make sure that they complete the sheet correctly. This activity, in addition to teaching students about a thinking tree outliner, helps them identify important ideas and details in a story.

Learning Objective

Students will learn different ways of taking notes as they read for information or for studying purposes.

Pacing

45–90 minutes

Suggested Readings

“Wilmot Lake”

“Rescue Dogs”

Provide Direct Instruction, Modeling, and Guided Practice

(20–30 minutes)

- Review with the students some of the reasons that they read. Use examples like reading for fun, reading to find information, and reading to learn to do something. Some examples are reading a book for fun, reading a newspaper article about a soccer match, and reading a magazine article so you can learn a snowboard trick.
- Explain that when you read for fun, you usually don't take notes. When you read for information or to learn something, you may want to take notes. This is especially true when you study for school. Taking notes helps you learn as you read, and you have the notes to look at later when you study.
- There are different ways to take notes. One way you learned already is using the thinking tree. There are other ways to take notes. It is important to try different ways so you learn which way works best for you.
- Write the following general note-taking steps on the board. Encourage the students to copy these down.
 - Think about what you are reading. Try to understand it.
 - Write down the most important ideas.
 - Under each important idea, write the supporting details.
 - Use your own words when you write the important ideas and details. This will help you understand the material.
 - Be sure to write neatly. You have to be able to read your notes afterward.
 - Write the name of the book and the chapter for your notes. This will be useful if you have to go back to the book and review the material.
 - Don't try to write everything.
- Project the title of the article you wish to model. Read the article aloud and have the students follow along silently. Encourage the students to listen carefully and think about the important ideas and details. For now, you do not want them to take notes. It is important that the students hear the selection read correctly.
- When you have finished, skim the article paragraph by paragraph. Ask volunteers to identify important ideas and details in each paragraph. Write the ideas on the board using the outline format shown below.

- Important idea 1
 - Detail 1
 - Detail 2
- Important idea 2
 - Detail 1
 - Detail 2
- Explain to the students that this is another common way that people take notes. This approach is very flexible and can be used with a lot of different material.
- Pre-teach the vocabulary needed for understanding the independent reading for the lesson. Pronounce the words carefully and have students say them aloud.

During Reading

Student Practice (15–25 minutes)

- Next, have students work independently to apply their learning using the Five-Step Literacy Routine.

After Reading

Whole-Class Wrap Up (5–10 minutes)

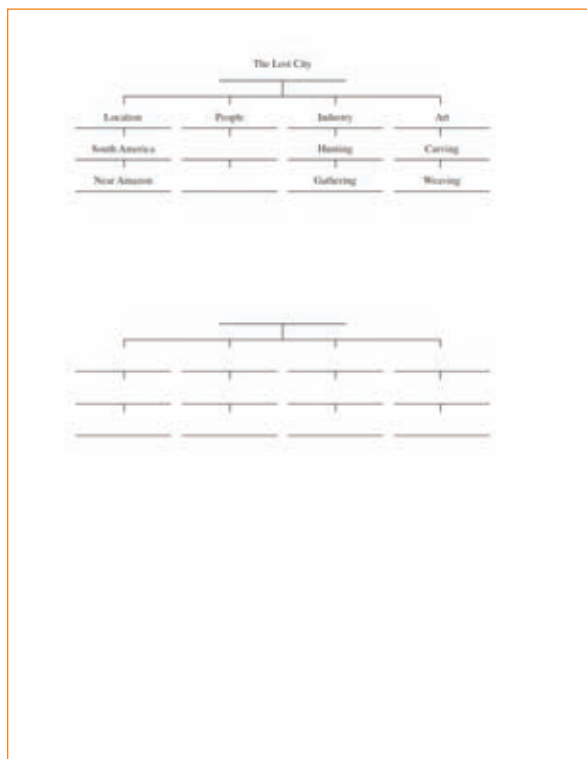
- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed.
- Have students return to their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson.



Lesson Extensions

- Project the *Double Journal* lesson master about the lost city. Explain to the students that this is another way to record research findings. Point to the left-hand column and show that this is information that came from the story. The right-hand column contains the readers' thoughts about the information in the story. By using a double journal to take notes, you can summarize the information in the story and write what you think about it. In this journal, the writer compared the story to an adventure movie and made a connection with what was already known about pyramids. The writer drew a conclusion about food and asked a question about the stone carvings.
- Distribute a copy of the blank *Double Journal* form to each student. Bring in copies of several national or local newspapers. Have the students form groups of three or four and give each group a newspaper. Have each student choose a story in the paper and complete a double journal about it. Encourage the students in each group to help one another if needed. Circulate among the groups and check each student's work. Be sure the students know which information goes in each column.
- Project the "Rescue Dogs" lesson master. As a class activity, read the story out loud while the students follow along silently. After you have read the story, have the students form groups of three or four to write study notes about the story. One student in each group should write down the ideas in the outline form with headings and subheadings. Circulate among the groups to provide the students with any help they need. Remind the students to focus on the important ideas and to summarize these ideas in their own words.

Lesson Masters



Wilmot Lake

Wilmot Lake is near the town of Harris. The lake is more than five miles long from one end to the other. It was formed by a dam on the Star River. The water in the lake is clear and cool.

The lake is important to the town. Water for the town comes from the lake. Money comes from the lake, too. How can this be? People from all over visit the lake. They buy things in the town. This money helps the people of the town.

In the summer, people like to swim and fish in the lake. There are lots of boats in the water. Some are sailboats and others are motorboats. People also use rowboats and canoes. Some campgrounds are around the shore of the lake. People love to go camping there in tents or trailers.

The lake is busy in winter, too. When it gets cold, the lake freezes. People can go ice fishing. Sometimes they pull shacks onto the lake. They stay inside the shacks to keep warm. The cut holes in the ice so they can fish. Some people joke that it is like fishing in your living room.

Double Journal

Notes from Text	My Thoughts and Connections
<p>Explorers found the lost city, but they have no idea what happened to the people.</p> <p>The biggest surprise was a step pyramid in the middle of the city.</p> <p>There was no evidence of farming.</p> <p>Most of the art was carving with a few paintings. The carvings were mostly stone.</p>	<p>This is like an adventure movie, but it's real.</p> <p>People made pyramids in other places like Mexico and Egypt. I wonder why?</p> <p>Maybe the jungle gave them so much food that they didn't have to grow their own.</p> <p>The story didn't say how big the stone carvings were. I'd like to know that.</p>

Double Journal

Notes from Text	My Thoughts and Connections



Rescue Dogs

Imagine that you are skiing. You halfway down the mountain and you hear a rumble. You look up the mountain and see a wall of snow. Within seconds, you are buried, unable to move. There is a pocket of air, so you can breathe. You are afraid, and you have no idea how long you have been buried.

Suddenly, you hear a scraping noise. A barking sound follows. In a little while, a hole opens up in the snow above you. A dog and some people are standing there. You are saved.

This story is made up, but things like this happen often. Almost all ski areas now have rescue dogs. The reason that dogs are so good at finding people is their sense of smell. They can smell about a thousand times better than a human.

Not all dogs can be trained as rescue dogs. Some breeds are better than others. The working, herding, and sporting dogs are the most easily trained. Even so, it is the individual dog rather than the breed that determines how well the animal will do.

Rescue dogs need a good work ethic. They must be able to work hard. They also must want to please their humans. They have to obey in situations that are dangerous.

A rescue dog can't be too small or too big. A small dog might not be strong enough for a rescue. A big dog might not fit in a small space. In addition, a big dog would be too hard to get into a rescue helicopter or onto a chairlift.

Most of the time, rescue dogs start training as puppies. This will help them bond with their human. They will learn to follow commands, like different people, and get along with other dogs. Some older dogs can be trained to be rescue dogs, but puppies are better. The earlier a dog is trained, the more people it can save.

The training for rescue dogs involves two partners, the dog and the person. They are trained as a team. In the beginning of the training, the dog is taught to find its handler through activities that the dog thinks are games. The task is simple, like finding the handler who is hiding behind a tree. The challenge becomes greater, going from just a few inches of snow to very deep snow. Eventually, the dog will be able to find any human as long as it can catch a scent.

A good rescue dog will ignore distractions. It will find the scent of a lost human in difficult conditions. The dog is also taught to signal when a person is found. It might bark, but it will always dig in the snow. This is a natural behavior for dogs, and is a good start to the actual rescue. Serving as rescue animals is one of the most important ways that dogs help humans.

Lesson: Listening for Main Idea and Supporting Details

Preparation

Lesson Overview

In this lesson, students learn listening strategies, including determining general meaning, main points, important details, and implicit ideas.

The lesson begins with an activity in which students each receive a line from an article. Students are asked to read their lines at random. Then, in a whole-class discussion, you lead students in formulating a statement of the general meaning of the selection based on what they have heard. You then read the article aloud, teaching and modeling listening and note-taking strategies in the process. Students practice the strategies in small groups before having an opportunity to practice them individually.

Do Before Teaching

1. Photocopy one copy of the *Teens Say: Stay in School! Sentence Strips* lesson master.
2. Make copies of the *Note-Taking Form* lesson master, three per student. Be prepared to display this lesson master too.
3. Be prepared to display the *Listening Strategies* lesson master.
4. Make copies of the *Three People Who Changed the World* lesson master, one per group or per pair, for the small-group practice activity. Each group will also need chart paper and a marker.

Learning Objective

Students will learn listening strategies, including determining general meaning, main points, important details, and implicit ideas.

Pacing

60–90 minutes

Suggested Readings

“Teens Say: Stay in School!”

“Three People Who Changed the World”

“Follow the Drinking Gourd”
Song Lyrics

Extra Support
Read the sentence strips aloud if any students need help decoding the text or understanding its meaning.

Teaching Routine

Before Reading

Introduce Lesson (5 minutes)

- Distribute the sentence strips to students as they enter class. Tell students that the strips are sentences from a news article. In a whole-class discussion, randomly call on students to read their sentence strips aloud. After all sentence strips have been read, ask the class what the article is mainly about. Did they get a general idea? Did they have to understand every word on the strips in order to get the general idea of what the article is about?
- Explain that the purpose of the activity is to show that students do not have to understand every word of what they hear, or even every sentence, in order to get a general idea of what the speaker is saying. Explain that in this lesson, students will learn listening strategies that will help them to understand and remember more of what they hear in class and elsewhere.

Provide Direct Instruction and Modeling (15–20 minutes)

- ELL students often have the mistaken belief that their limited language skills prevent them from applying listening and note-taking strategies that they learn about in school. Explain to students that whenever they are listening in class or in other situations, it is okay if they do not understand every word. They can often piece together the most important information from what they do understand.
- ELL students also may believe that they are expected to recall every detail of what they hear. This mistaken belief can block them from being able to listen selectively for the most important information, and they may have difficulty determining the main idea—they often can't see the forest for the trees. They also may experience despair and give up when they cannot grasp every detail.
- Explain to students that no one expects them to remember every detail or understand every word they hear. What they need to learn to do is to listen strategically—listen with a plan. This lesson will give them that plan.
- **Take notes.** Tell students that the first strategy for active listening and for being able to recall more of what they hear is to take notes. Distribute the *Note-Taking Form* to students. Tell them that they can recreate this form on their own notebook paper whenever they want to take notes about something they hear.



- ***Establish a purpose for listening.*** Explain that students do not have to write down every single thing when they are taking notes. Before they begin taking notes, they should know what they are listening for. Then, they should take notes when they hear something that fulfills their purpose for listening.
- Point out the three categories on their *Note-Taking Form*: *main points*, *important details*, and *general meaning*.

Students' purpose, or goal, for listening today will be to identify these three things. Explain that the main points are the most important big ideas. Explain that the important details are the ones that support or explain the big ideas. How can you tell whether an idea or detail is important?

- Listen for key words.
 - Listen for repetition and other cues, such as gestures, expressions, body language, or a change in voice tone that hint that an idea is important. This means that you need to watch the person speaking, not only focus on your paper.
 - Explain that the *main idea* of the whole listening selection is sometimes given in a sentence called the *topic sentence*. The *title* may also tell or give a hint about the main idea. In other cases, the listener has to add up the main points and most important details to figure out the main idea or general meaning on his/her own.
- Play the audio for the Level 3 article or have a proficient reader read aloud the article “Teens Say: Stay in School!” As it is read, model jotting down key main points and important details on the *Note-Taking Form* as you listen. Occasionally pause to model the following listening strategies:
 - asking questions about what you are hearing.
 - making predictions about what is coming next.
 - making connections between what you are hearing and your experiences.
 - making an inference about an idea that is only implied, encouraging students to “listen between the lines.”

Encourage students to pay attention to context clues when making inferences.

- After the reading, prompt students to put the main idea of the selection into a single sentence (e.g., “Three teenage girls delivered an important message over the airwaves: stay in school.”). Also ask why this selection is important. Model writing these conclusions in the box at the bottom of the *Note-Taking Form*.

Group Practice (25 minutes)

- Pre-teach key vocabulary in “Three People Who Changed the World.”
- Display the *Listening Strategies* lesson master for students to refer to as they practice.
- Divide students into small groups. Distribute blank copies of the *Note-Taking Form* and one copy of the article “Three People Who Changed the World” to each pair or group. Have students take turns passing the article around and reading it aloud, with each person reading a paragraph or two before giving the next person a turn. Tell students they should take notes while the other students read.
- Distribute chart paper and a marker to each group. Tell each group to discuss their notes about the most important ideas and key details and then formulate a statement describing the general idea of the selection. The groups should write their statements at the top of the chart paper.

Have students summarize the main points and key details of the article on the chart paper below their main idea statement. You can also have them represent these main points and details in the form of a graphic organizer.

- Bring the class together and discuss the groups’ main idea statements and summaries. Encourage debate and come to a consensus about the best main idea statement and summary.

During Reading

Individual Practice (15–25 minutes)

- Have students listen to and read the “Follow the Drinking Gourd” song lyrics. Give students another copy of the *Note-Taking Form* to use for taking notes as they listen, or model how they can draw this form on their own notebook paper.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- Bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching. Discuss the main ideas that students formulated from listening to “Follow the Drinking Gourd.” What key points and important details in the lyrics support the main idea? Ask volunteers to call out any difficult or unknown vocabulary. What strategies did they use to get back on track?
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including these academic terms: *main idea*, *detail*, *imply*, *implicit*, *topic sentence*, *title*.

Lesson Extensions

- Have students read an article from the list of Related Readings. Give them sentence strips that represent details from the article. Divide students into small groups and have them separate the details into important details vs. minor details. Give each group a piece of chart paper, a marker, and tape. Have them draw a vertical line down the center of the chart paper. On one side, they should tape the important details. On the other side, they should tape the minor ones. In a whole-class discussion, have each group present its decisions and give reasons for the choices.
- Have students each write one main idea sentence for his/her favorite movie. Pair students and have them read their sentences aloud to one another while partners guess the movie being described.
- Challenge students to use the Cornell notes system. Model the system using a Related Reading, then have students practice it using another Related Reading. (http://lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/cornellsystem.pdf)

Extra Support

Depending on your students' levels of English proficiency, you may wish to read the article aloud for the class. Pause after each paragraph to give students time to take notes.

Lesson Masters

"Teens Say: Stay in School!" Sentence Strips

At Jammin' 95.5, a hip-hop radio station, three Latino teen girls are recording an announcement for Latino students.

The sound of the girls' recorded voices booms from the studio's speakers. Ximena Manriquez, Stephanie Garnica, and Griselda Diego giggle as they listen to their own voices over the speakers.

"Think about it, Ximena," Stephanie recites. "Without [finishing school] you can pretty much forget about having the happy life you always wanted."

Stephanie continues, "We have to stay in school and represent."

The girls are there with a serious message to deliver: Latino youth should stay in school.

The three girls wrote the English-language public service announcement. They wrote a story in which the girls persuade a friend to stay in school. The girls' middle school principal, Perla Rodriguez, helped them along. Rodriguez hopes that the project will make people aware of something troubling in the state of Oregon, 50 percent of Latinos drop out of high school. The dropout rate for Latinos in Oregon is the same as the national rate. Educators like Rodriguez hope the public service announcement will be helpful. Rodriguez wants Latino teens to think twice before dropping out.

In the meantime, Rodriguez is pleased that three Latino teen girls are making a real difference.

The three girls truly understand that they can shape their own futures. For Stephanie Garnica, the experience opened a window into her future. Stephanie said, "It's taught me that life is not all about skipping school and getting bad grades. It has more to do with what you have in your future."

Rodriguez is worried about Latino teens.

Rodriguez says that too many students think that they cannot control their futures.

Many Latino students drop out before they even reach high school.

Many agree that the time is now for the girls' public service announcement.

Note-Taking Form

Name: _____ Date: _____

Notes on: _____

Main Points	Important Details
General Meaning	

Listening Strategies

1. Take notes.
2. Set a purpose for listening.
3. Listen for the main points—the most important big ideas.
4. Listen for important details that support the main points.
5. Listen for sentences that tell or hint at the general idea of the whole passage.
6. Listen for key words.
7. Listen for repetition and other cues that an idea is important.
8. Pay attention to gestures and expressions.
9. Make eye contact with the speaker.
10. Predict what the speaker might say next.
11. Connect what you hear to what you already know or have experienced.
12. Listen "between the lines."
 - o Add up the main points and most important details to determine the main idea.
 - o Ask, why is this selection important?
13. Draw conclusions about what you have heard.

Three People Who Changed the World

[Achieve3000, January 23, 2006]. February is Black History Month. Many African Americans deserve recognition for their contributions to helping people gain civil rights. Here are the stories of three of them.

Harriet Tubman



Library of Congress Photo

As a woman and a slave, Harriet Tubman had fewer rights than most Americans, but Tubman's ingenuity and drive enabled her to win freedom for herself and hundreds of others.

Harriet Tubman was born in about 1820 on a Maryland plantation. The daughter of two slaves, Tubman was put to work at age five. When she was twelve, Tubman protected a slave from punishment. A cruel overseer threw a two-pound weight at the other slave but missed, hitting Tubman on the head instead. For the rest of her life, Tubman experienced unpredictable blackouts as a result of this early injury.

In 1849, after spending her young adulthood as a field hand, Tubman decided to escape to the free North. She contacted a sympathetic white woman, who told her where she could find protection. Tubman could not flee at just any time, however—she decided that a Saturday night would be the best time to escape. Why? She knew that the plantation owner would not be able to post a runaway slave notice in the newspaper until Monday morning, so she would have plenty of time to cross into freedom. When night fell on Saturday, Tubman made her escape, following the North Star and eventually arriving in Philadelphia, Pennsylvania.

Once in the city, Tubman learned about the Underground Railroad, a network of antislavery northerners, mostly black, who provided shelter and directions for runaway slaves along the route to the North. Tubman resolved to return to the South, using the Underground Railroad to bring slaves north.

Throughout the 1850s, Tubman returned to the South several times, eventually rescuing about 300 slaves (including her parents, brothers, and sisters) and sending them to Canada. Tubman managed to get every single slave to freedom, largely because she used clever tactics to accomplish her goal. For example, Tubman wore various disguises to escape notice. She also carried sleeping powder, which she would give to babies who cried. This would put the babies to sleep so that they wouldn't reveal the runaways. In addition, Tubman did not allow any of the runaways to leave the group and return to the South, even if it looked as if the group would be discovered. "You'll be free or die," she would tell the group.

Lesson: Reading and Interpreting Charts

Preparation

Lesson Overview

In this lesson, students learn how to read several types of graphs and charts, a critical reading skill for math, science, and social studies course material. Students warm up by completing a survey about their media habits. You then use the data from the surveys to create a table, a pictograph, a bar graph, a pie chart, and a line graph. (Masters are provided.) Along the way, you describe and model graph-reading strategies, like reading the title and labels, looking for high and low numbers, and looking for patterns.

Next, you guide students as they work together in small groups to complete a graph-reading activity. Students apply their graph-reading skills when they complete the Thought Question that is part of the article “Where Will the Walkman Take Sony?” The lesson closes with a whole-class wrap-up discussion and the vocabulary journal process using new terms learned in this lesson.

Do Before Teaching

- Prepare copies of the *Student Survey* and the *Practice Activity: Bar Graphs*, one each per student.
- Be prepared to display the following masters: *Table*; *Pictograph*; *Bar Graph*; *Circle Graph*; *Line Graph*; *Steps for Reading Graphs, Charts, and Tables*; *Practice Activity: Bar Graphs*.

Resources

Create a Graph. This website from the National Council of Education Statistics (NCES) is an easy-to-use graph generator that students can use to create their own graphs. (<http://nces.ed.gov/nceskids/createagraph/default.aspx>)

Learning Objective

Students will learn to read tables, pictographs, bar graphs, pie charts, and line graphs.

Pacing

60–90 minutes

Suggested Readings

Sample graphs in the activity masters

“Where Will the Walkman Take Sony?” by Achieve3000

How Teens Use Media. This June 2009 report from the Nielsen Company contains a variety of graphs, charts, and tables on topics that are relevant to teens. (http://webcache.googleusercontent.com/se_arch?q=cache:7t6bHkusaWe7:blog.nielsen.com/nielsenwire/reports/nielsen_howteensusemedia_june09.pdf+genres+of+music+preferred+by+teens&hl=en&gl=us)

Teaching Routine

Before Reading

Introduce Lesson: Bell-Ringer Activity (5 minutes)

- Introduce the lesson with a student survey. As students enter the room, distribute a copy of the Student Survey to each one. Ask them to complete the survey and then turn it in. Tell students that today they will learn several ways to represent data such as the data you just collected.

Provide Direct Instruction and Modeling (20–25 minutes)

- Model creating a **table**. Display the *Table* lesson master. Tell students that one way to represent data is to put it in the form of a table. Tell them that the first thing this table needs—and that all graphs, charts, and tables need—is a **title** that tells readers what is being represented. Give your pictograph a title, such as “Leisure Activities of Students in [Name of Class].”

Point out that the table is made up of *rows* (horizontal) and *columns* (vertical). Tell students that a table needs *labels* or *headings* for the elements, or *variables*, being shown on the chart. This one already has two labels: “Activity” and “Number of Participants.” Quickly tally the data on the surveys directly on the lesson master (in the margin next to the list of activities) and write the number of participants for each activity in the appropriate box.

Extra Support






For the sake of your ELL students, explain that *leisure* is another word for free time or spare time, and *participants* are people who take part in something (notice the root word *part* in *participants*). A *variable* is an element, feature, or factor that is likely to vary or change.




- Model creating a **pictograph**. Display the blank *Pictograph* lesson master. Tell students that a pictograph (also called a pictogram) represents data in the form of pictures or symbols. Give your pictograph a title, such as, “Top Five Leisure Activities of Students in [Name of Class].” Tell students that you’ll need to list the categories (the five top activities that students chose) below “Activity.” Under “Number of Participants,” you’ll need to represent the number of people who chose each activity.

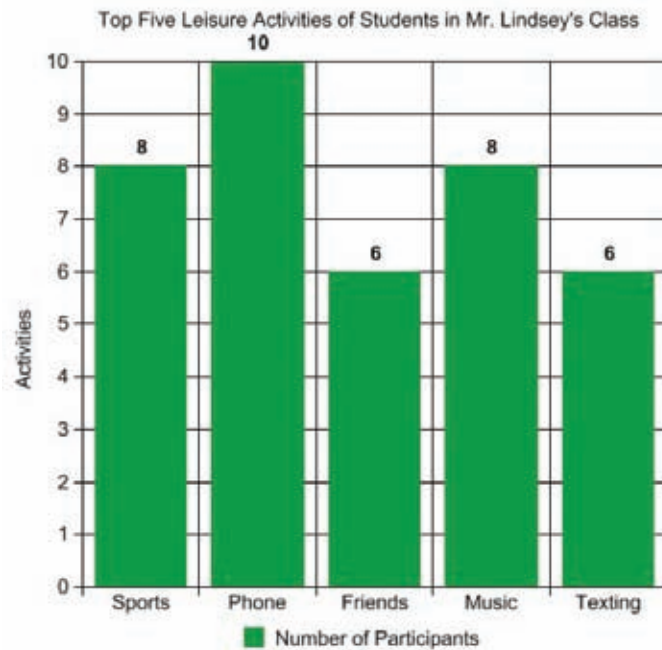
Based on the data you collected and tallied earlier, fill in the pictograph for the top five activities that your students selected, using a simple stick figure to represent two persons. Point out the **key** to your students. Explain that the reason your figure represents two persons instead of one is that this allows you to present more data in less space. For odd numbers of participants, let one half of a stick figure represent one person.

Title: Top Five Leisure Activities of Students in Mr. Lindsey's Class

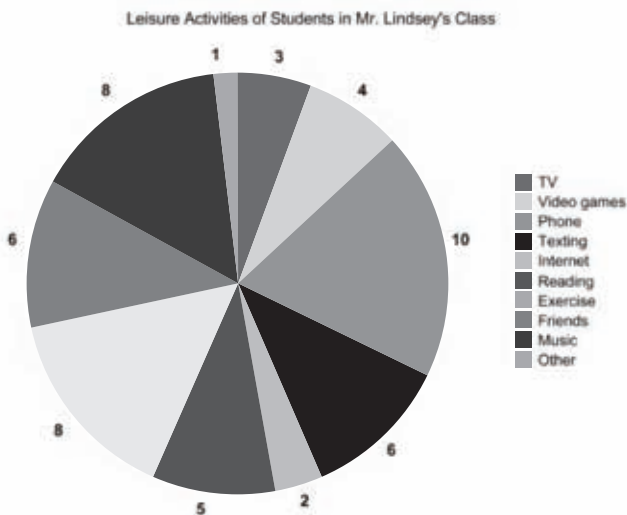
Activity	Number of Participants
Sports	
Talking on Phone	
Time with Friends	
Music	
Texting	

Key  = 2 people

- Model creating a **bar graph** using the *Bar Graph* lesson master and the same data you used in the pictograph above. Tell students that a bar graph can also be used to represent data visually. Give the graph a title. Point out the labels. Draw the bars and label each one at the bottom of the graph. Your finished bar graph might look something like this:



- Model creating a **pie chart** using the *Pie Chart* lesson master. (You will need to use all the data from the survey in the pie chart. When complete, your pie chart will have ten segments, unless some categories received no votes.) Tell students that a pie chart shows data as it relates to the whole. Give the pie chart a title. Draw slices (*segments*) for each category, and label each segment. Tell students that the numbers in the pie chart should add up to the total number of votes, or 100%. Your complete pie chart might look something like this:



- Model graph and chart reading with a **line graph**. Tell students that another way to represent data is with a line graph. A line graph is used to plot data over time. Tell them that the data you collected at the beginning of class is not suitable for a line graph, but that you have a line graph based on different data to show them. You will use this graph to teach them skills for reading graphs and charts.

Tell students there are four steps for reading charts, graphs, and tables. Model using the *Line Graph* lesson master.

- 1) **Look at the title. What is the topic?** (Average daily video game use)
- 2) **Look at the labels or headings. What are the variables? What's being measured?**
(Horizontal variable: years; Vertical variable: time; hh=hours, mm=minutes, ss=seconds; Lines: males and females, ages 12–17)
- 3) **Look at the highs and lows.**
(Highest value=approximately 44 minutes for males, 2005 Lowest value=approximately 6 minutes for females, 2003)
- 4) **Look for patterns and trends.**
Who uses video games more, males or females? (Males.)
Is usage for males increasing, decreasing, or staying the same? (Increasing, after a dip in 2007.) What about for females? (About the same.)

Tell students that now that they have a good overview of the graph, they are ready to use it to answer other related questions.

Small-Group Practice (10–15 minutes)

- Display the Reading Graphs, Charts, and Tables lesson masters for students to reference while completing the following activity.
- Have students work in small groups to complete the *Practice Activity: Bar Graphs*. Divide students into small groups and distribute copies of the activity. After most have completed the task, display the activity and go over their responses in a whole-class discussion.

Student Practice (15–25 minutes)

- Next, have students complete the Five-Step Literacy Routine for “Where Will the Walkman Take Sony?” Students will read and interpret a table in the Thought Question (Step 4).

Extra Support

While most of the class is engaged with their article and the Five-Step Literacy Routine, you may wish to provide additional small-group or individualized instruction based on students’ needs and your own instructional goals. Such instruction could include reteaching the lesson strategy by presenting it in a different way or working on a particular state standard or skill.

Five-Step Literacy Routine

1. **Set a schema.** Students read and reply to a daily email, which sets the stage for what they are about to read. Students start reading and writing in an informal environment that encourages them to make text-to-self connections.
2. **Read for information or enjoyment.** The email directs students to an appropriately leveled, nonfiction article or fictional story at the Achieve3000 website that engages and involves students via real-world topics or engaging stories.
3. **Demonstrate mastery.** After reading the article or story, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills. A table is included in the Thought Question for this article.
4. **Construct meaning.** Students build critical cognitive skills by writing responses to open-ended questions.
5. **Form an opinion.** Students also participate in a Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension.

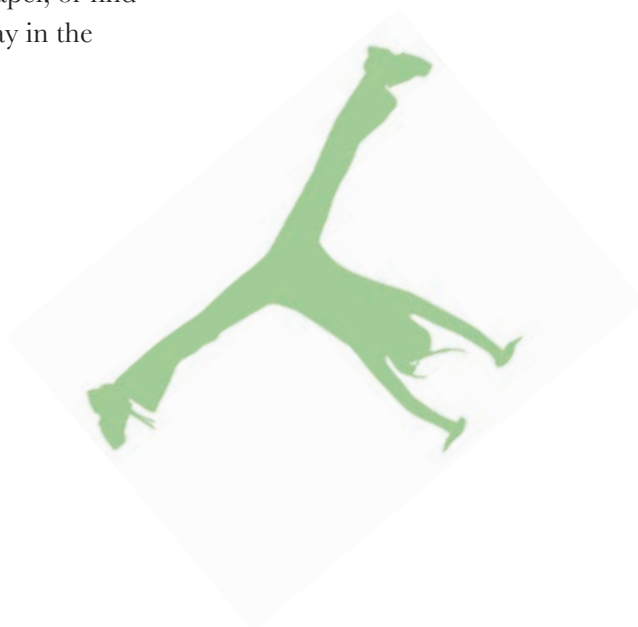
After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson.

Lesson Extensions










- Have students bring in examples of charts, graphs, and tables from their textbooks. Ask students to analyze them using the four steps for reading graphs, charts, and tables.
- Have students conduct a school survey on a topic of their choosing, ideally on an issue that is relevant to students at the school. Divide them into groups and have them decide how best to display the data. Then, have students create a graph in the form of their choosing and present it to the class. Ask them why they chose the form they chose. Have the class discuss and vote on how best to display the data. Then, submit the best graph, chart, or table to the school newspaper, or find another suitable way to publicize the data, such as a display in the hallway or cafeteria.



Lesson Masters

Student Survey


Which of the following activities do you participate in most during your spare time? Circle two.

Watching TV		Reading	
Playing video games		Exercising/playing sports	
Talking on the phone		Spending time with friends	
Texting		Listening to music	
Using the Internet		Other	

Pictograph

Title: _____

Activity	Number of People

Key  = 2 people

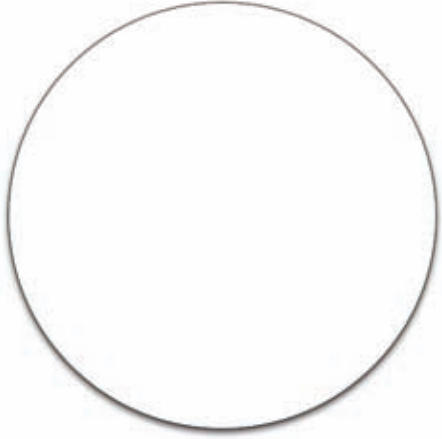
Bar Graph

Title: _____

Activities

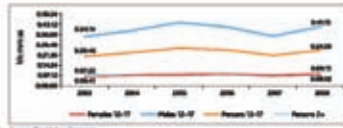
Circle Graph

Title: _____



Line Graph

Average Daily Video Game Console Use—U.S.

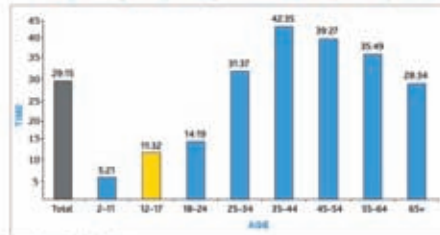


Steps for Reading Graphs, Charts, and Tables

1. Look at the title. What is the topic?
2. Look at the labels or headings. What are the variables? What's being measured?
3. Look at the highs and lows.
4. Look for patterns and trends.

Practice Activity: Bar Graphs

Average Monthly Time Spent Using Internet—U.S. (Hours)—January–March



Source: The Nielsen Company

1. What is the topic of this graph? _____
2. What are the variables? _____
3. What are the high and low values? _____
4. What patterns or trends do you see? _____
5. What conclusions can you draw from this graph? _____

Lesson: Using Primary and Secondary Sources

Learning Objective

Students will learn the difference between primary and secondary sources.

Pacing

45–90 minutes

Suggested Readings

“The Galveston Hurricane of 1900: One Story, Two Ways of Telling It”

“A Picture of Friendship”
by Achieve3000

“Found: Oldest Flute, Oldest Carving” by Achieve3000

Preparation

Lesson Overview

In social studies, students frequently use both primary and secondary sources for research. To choose the best sources for particular research tasks, it’s important for students to understand what primary and secondary sources are and how to tell the difference between them.

In this lesson, students read a primary and a secondary source. You will help students to understand and discuss the differences between these two types of sources by reading a passage about a newly discovered primary source. Next, students explore the differences between primary and secondary sources in a small-group activity. Throughout these steps, students learn how to use photographs and other primary resources to enhance their understanding of the historical context presented in secondary texts.

Students apply their learning independently using the Five-Step Literacy Routine with an article (a secondary source) that includes a photograph of an ancient flute (a primary resource). The lesson closes with a review of the concepts learned and an opportunity to record new vocabulary in students’ vocabulary journals.

Do Before Teaching

Be prepared to project the lesson masters.

Teaching Routine

Before Reading

Introduce Lesson: Bell-Ringer Activity

- Project “One Story, Two Ways of Telling It” so it will be visible to all students as they enter the classroom. Students should read the text and respond to the question, “How are these two paragraphs alike and different?”
- When students are ready, ask for volunteers to share their “alikes” and “differents.” Lead students to understand that the way an event is described by someone who was present at the event differs from the way an event is described by someone who was not actually present. Explain that the eyewitness report is a primary source, but a report written after the fact by someone who wasn’t there is a secondary source.

Provide Direct Instruction and Modeling

- Explain that when studying the past, we have two basic types of sources we can use for information. A primary source is something that has a direct link to a past event or person being studied. There are several different kinds of primary sources, including:
 - A written eyewitness description, such as the short description of the Galveston hurricane in the bell-ringer activity.
 - A book, newspaper article, magazine article, journal entry, or letter about an event written at the time of the event, such as a story about the hurricane written immediately after it happened, or the diary entry of a person who survived it. (This category includes autobiographies.)
 - A photograph related to an event, such as photos of buildings destroyed by the hurricane. (Films and audio recordings of events are also primary sources.)
 - An artifact (physical object) related to an event, such as a child’s toy found floating in the water after the hurricane, or a piece of debris.
 - An interview with a person involved in an event.

Write a list of primary sources so that it is visible to all students.

Ask students to contribute other examples of each type of primary source as they think of them, and add these examples to the list.

- Explain that secondary sources are those that interpret and analyze primary sources. Secondary sources are a step removed from the events they describe. The writer of the second description in the bell-ringer activity based it on the words of those who were present. The writer was most likely not present in person. Types of secondary sources include:

textbooks

encyclopedias

books and articles not written in the wake of an event or by someone involved in it, such as a book about the Galveston hurricane written in modern times

biographies (be sure to differentiate them from autobiographies, which are primary sources)

Point out that secondary sources often contain primary source materials. For example, a textbook chapter on the Galveston hurricane might quote eyewitnesses, or contain photos taken at the time of the disaster.

Extra Support

Tell Spanish-speaking students that the English word *photograph* is cognate with the Spanish word *fotografía*. Pronounce the English word again, then pronounce it syllable-by-syllable (pho/to/graph), and have students mimic your full-word and syllable-by-syllable pronunciations.

- Model using the article “A Picture of Friendship.” Post the article and accompanying photo and distribute copies. Read the article to the class, thinking aloud about how its contents represent both primary and secondary sources.

Take note that the photograph itself is a primary source about the life of Helen Keller. It is believed to be the earliest photo of Keller and her teacher, Annie Sullivan, taken together.

- Following paragraph 2, note the description of the photo. The doll in the photo is important because the first word that Annie spelled for Helen when they met was “doll.”
- Following paragraph 6, ask students, “In what way was Hope Thaxter Parks a primary source for the life of Helen Keller?” (Because she was a playmate of Helen’s, she could tell about Helen’s life in a direct and personal way.)
- Take note of the various types of source materials mentioned in the last half of the passage: photo albums, letters, diaries, the magazine and newspaper that printed the Keller photograph. Note how each is a primary or secondary source for the life and times of Helen Keller.
- Ask: Is this whole article a primary or secondary source about the life of Helen Keller? (It’s mostly secondary, but the photo is a primary source, and it mentions several other primary sources.)

Extra Support

If students need additional practice identifying primary sources, have them complete the *Cave Paintings* activity. This activity can also be used at the end of this lesson to reinforce and to assess students’ understanding of the concepts presented in this lesson. Students are asked to study a photograph and caption, identify whether it is a primary or secondary resource, explain how they know, and consider reasons for why ancient peoples might have created cave paintings.

Small-Group Practice

- In pairs or small groups, have students discuss and write a short answer for the following question: How is reading or studying a primary source different from reading or studying a secondary source? After 5 to 10 minutes, ask volunteers to share their answers with the class and discuss.

During Reading

Student Practice (15–25 minutes)

- Have students work independently to apply their learning using the Five-Step Literacy Routine with the article “Found: Oldest Flute, Oldest Carving.” Remind them to preview the photograph and caption, and think about how it contributes to the information presented in the article.

Five-Step Literacy Routine During Reading

1. **Set a schema.** Students should respond to the prompt, which you have scheduled for email delivery: *Scientists have discovered what they believe is the world’s oldest flute. What do you think the flute is made of? Where do you think it was found?*
2. **Read for information or enjoyment.** The email directs students to the article “Found: Oldest Flute, Oldest Carving.”
3. **Demonstrate mastery.** After reading the passage, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *What might such artifacts as a flute or the figure of a woman represent to the ancient people who created them?*
5. **Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *Do you believe that archaeologists will ever be able to explain the meaning of the flute and the figurine?*

Yes/No

Whole-Class Wrap-Up

- When all students have completed the Five-Step Literacy Routine, bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in the lesson, including *primary source* and *secondary source*.

Lesson Extensions

- Have students classify classroom or school library books as either primary or secondary sources and explain why.
- Divide the class into pairs. Have each member of the pair interview the other and write a brief biography of the other person. Remind students that they are primary sources for their own lives.
- Using YouTube or some other video library, have students find examples of primary-source news footage of a historical event such as the September 11 attacks, the 2003 start of the Iraq War, the 2004 Pacific tsunami, or other events you (or your students) choose.
- Have students complete the *Cave Paintings* activity. This activity can be used to support step 6 of the lesson. It can also be used to reinforce and to assess students' understanding of the concepts presented in this lesson. Students are asked to study a photograph and caption, identify whether it is a primary or secondary resource, explain how they know, and consider reasons for why ancient peoples might have created cave paintings. Afterward, have students pair up and share their responses with one another. Then, invite volunteers to share with the class.

Lesson Masters

The Galveston Hurricane of 1900: One Story, Two Ways of Telling It

Description #1

I was in the Tremont Hotel during the storm. . . . Men were praying throughout the night, and above the roar of the wind could be heard the crash of waves and the splash of water against the buildings. We expected the hotel to go down at any minute.

Description #2

Throughout the long night of the 1900 Galveston hurricane, the wind roared, sending waves crashing against buildings. Those inside the buildings feared they may not survive the night. Eyewitnesses said they heard people praying to be delivered from the storm's fury.

How are these two descriptions alike? How are they different? Explain.

Cave Paintings

The photograph below shows ancient cave paintings that were discovered in 1904 in Ardeche, France. The cave is decorated with around 300 paintings that were made almost 20,000 years ago. The paintings depict bears, owls, mammoths, rhinos and felines.



French cave painting photograph from <http://www.gutenberg.org/text/248>

Directions: Study the photograph and caption. Then respond to these questions:

1. Is the photo above a primary resource or a secondary resource? How do you know?

2. What are reasons ancient peoples might have created these cave paintings? What message or story do you think the paintings communicate to the viewer? Describe.





Chapter 8 English Language Learner Connections

Download the resources in this chapter from the Teacher's Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

Walk into any classroom today and you will most likely find a minimum of three or four different languages spoken in the homes of the students. The U.S. Census Bureau predicts that by 2030, students who speak a language other than English at home will constitute 40 percent of the school-age population.

Students whose home language is a language other than English often find themselves in need of strategies that will enable them to be successful in reading. This is a challenge to teachers because these students' needs are wide and varied—from newcomers who are just beginning to learn conversational English to students who need only a few support scaffolds in their reading and comprehension of text.

Developing background knowledge, acquiring vocabulary, and working with sight words are among some of the areas teachers must focus on with English language learners (ELLs) before students independently read the text. We begin this chapter with several activities that can be used with ELLs specifically. These activities can be applied to any Achieve3000 article. Then, we provide 15 lessons designed specifically for English Language Learners, ranging from phonics instruction to language learning strategies to more general literacy skills used in the context of planning and conducting an interview. All these activities and lessons are found here in the Teacher's Guide and in the Training and Support area of the online program. (See sidebar).

ELL Activities

To download the worksheets that accompany these activities, log into the Teacher's Edition of the online program and follow this path:

- Select the Training and Support tab to access the Learning Center.
 - Select the Lessons and Resources tab.

Act It Out

Prior to reading, write high-frequency words and/or the article's dictionary words on flash cards. Have students choose a card and pantomime the word on it for the class to guess.

Become an Expert

Assign each student one of the following: *who*, *what*, *when*, *where*, *why*, and *how*. Tell each student that they will read the article, paying close attention to any information that answers their assigned category. For example, the “when” representative would look for dates or times. The “who” representative would be focused on the people in the story. Then, have students write a phrase or sentence that gives the answer to their question.

Student name _____ Teacher Name _____
Class _____ Date _____

Medical Worksheet
Bingo Card

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Bingo

Have students write the required words vocabulary from the Curriculum Key on the abridged Bingo Card that we provide. The teacher then calls out the definitions (or for ELLs, the translations) and the class plays a short version of bingo. Then, read the article.

Building Sight Vocabulary

Write the article's required vocabulary words on the board. Have each student keep a “My Book of Words” notebook in which they write the words. Have them ask other students to give them the definitions. Encourage students to provide illustrations for each word or, alternatively, cut out pictures from magazines or newspapers that represent each word.

Choosing a Category

Choose a category of description (e.g., the shape of things) and ask students to give examples aloud (e.g., square, round). Use the terms aloud in simple sentences. Then, ask students to read the article, looking for things that would fit into the different categories.

Compound Word Practice

List compound words from the article and have students divide them by circling each part of the word. Then, have students identify the words while reading the article.

Describe a Person

Each student writes a complimentary, descriptive phrase about someone in the class. Students then read the description aloud and the other students guess whom they have described. List the descriptive words/phrases on the board.

Students then read the article and identify all people in the article. What kinds of words did the article use to describe these people? Have students keep an ongoing notebook of descriptors.

Dialogue Journal

Introduce the topic of the article through a dialogue journal entry. Write the following entry into each student's journal: "Today's article is about _____ [Fill in the article topic]."

Instruct students to write and illustrate three English words that relate to the article's topic. Have students look for their words in the article as they read. Afterward, write a response to the students' journal entries.

Student name _____ Teacher Name _____
Class _____ Date _____

Student Worksheet
Choosing a Category

Category: _____

Examples of the Category	Examples from the Article

Copyright © 2010 Achieve3000



Student name _____ Teacher Name _____
 Class _____ Date _____

Student Worksheet
Guess What's Next

Write the first one or two sentences from the news story:

What do you think will happen next?

Were you right? Yes No

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Guess What's Next?

Write the first sentence or two of the article on the board. Ask students to read the sentences aloud. Then, ask them to predict (aloud and/or in writing) what will happen next or how the article will end. If desired, act out their predictions. Then, read the remainder of the article. Whose predictions were closest?

Mix and Match

Divide a news article by sentences or paragraphs. Give one section to a student or pair of students. Have each student or pair read aloud their section, one by one. Then, after each section has been read aloud, ask students to put themselves into the correct order so that the news story makes sense (i.e., who has the first paragraph, the second, the last)? How can we tell? Is there more than one “correct” sequence?

Student name _____ Teacher Name _____
 Class _____ Date _____

Student Worksheet
Order Up!

Write the words listed on the board.

Re-write the words so they are in alphabetical order.

Copyright © 2008 Achieve3000

Order Up!

Select words from the article and write each word on a sheet of paper. Give each student a word. Have students arrange themselves so that the words are listed in alphabetical order. Alternatively, students can do this as an individual activity. List the required vocabulary on the board. Ask students to write the words down in alphabetical order.

Searching

Teacher recites the definitions (or translations for ELLs) of the required (and, if desired, recommended) words to the whole class. Students can write the definitions on the student worksheet. They try to guess the words and fill in the ones they know. Then, they read the article. If any words are not correctly guessed, the teacher instructs students to search the article for words that would match the definitions she gave. Or, if other words in the article fit the definitions that were guessed, those should be filled in.

Speak and Listen

Record the students' reading of the required words from the Curriculum Key or the first few sentences of the article. Listen to the tape with the students, noting any problem areas. Allow the students to try reading the same passage at a later date to see improvement.

Speak and Listen 2

Record the required vocabulary words ahead of time and have students listen to and repeat them. Ask students to then find the printed words in the article.

Trade Books

If you have access to leveled trade books in your library, these can be used to develop prior knowledge for daily news articles. Students can use the pictures to identify important content connected to the article. Have ELL students read and discuss the book with a partner.

Word Variety

Write the article's required words from the Curriculum Key on the board. Have each student take a different word. Ask them to come up with as many forms of the word and use those in different sentences— orally and/or in writing. Then, have students look for the words in the article to see the way(s) they were used.

To download the worksheets that accompany these activities, log into the Teacher's Edition of the online program and follow this path:

- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.

Student name _____ Teacher Name _____
Class _____ Date _____

Student Worksheet
Word Variety

Word: _____

Part of Speech	Sentence

How was the word used in the article? Which one does it match above?

Part of Speech	Sentence

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Lesson: Alphabetic Knowledge

Learning Objective

Students will develop knowledge of the letters, letter names, and letter sounds of the English alphabet.

Pacing

40–60 minutes

Suggested Readings

Letter-Sound Chart

Letters of the Alphabet Photo Cards

Letters of the Alphabet Cards

Alphabet Bingo Cards

Preparation

Lesson Overview

The alphabetic principle is composed of two parts:

- **Alphabetic Understanding**—Understanding that letters and groups of letters are used to represent the speech sounds of a language
- **Phonological Recoding**—Using letter-sound relationships to retrieve the pronunciation of an unknown word or to spell words

Most ELLs already have alphabetic knowledge and phonological recoding abilities in their home languages. But, depending on their home language alphabet and their literacy levels, they may have trouble developing English alphabetic knowledge and phonological recoding abilities. And of course, since letter-sound knowledge is prerequisite to effective word identification, and because our language is alphabetic, decoding is an essential and primary means of recognizing words (Bay Area Reading Task Force, 1996; Juel, 1991).

The activities in this lesson help students develop knowledge of the letters, letter names, and letter sounds of the English alphabet. To introduce this lesson, students are given letter cards and are asked to line up in alphabetic order. Next, you review the sounds of each letter of the alphabet with students. Students then practice speaking and identifying the letter sounds when they play alphabet bingo. The lesson closes with a review of the concepts learned and an opportunity to record new academic vocabulary (alphabet, letter, and sound) in students' vocabulary journals. You can extend the strategies used in this lesson with the Lesson Extensions.

Do Before Teaching

1. Copy, cut out, and mix up the *Letters of the Alphabet Photo Cards* and the *Letters of the Alphabet Cards* so that each student has both sets of alphabet letters. (See Lesson Masters.)
2. Prepare to play a song during the lesson warm up, such as “B.S.U.R.” by James Taylor (Flag, 1979).
3. Print and cut out the *Alphabet Bingo Cards* so that each student has a unique card. (See Lesson Masters.)
4. Have the *Letter-Sound Chart* available for reference as you review with students the sounds that each letter makes

Resources

Bay Area Reading Task Force (1997). A reading-writing-language source book for the primary grades. San Francisco, CA: University School Support for Educational Reform.

Juel, C. (1991). Beginning reading. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (pp. 759–788). New York: Longman.

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80, 437–447.

Teaching Routine

Introduce Lesson: *Bell-Ringer Activity* (5–10 minutes)

- Give each student an *Alphabet Photo Card* with a different letter of the alphabet on it, starting at “a” (e.g., if you have seven students, distribute cards “a” through “g”). Have students move around the room to music,* looking at each other’s *Alphabet Photo Cards* to decipher the letter. When the music stops, they must line up in order.

Extra Support

- Show students the small arrow in the upper left of the card, which indicates the correct orientation of the letter card.
- Help decipher any letters that may be confusing, given that these are real-world photos.

***Tip:** Use a song like “B.S.U.R.” by James Taylor (Flag, 1979). This song includes a chorus that can be transcribed entirely as letters: “Be as you are, as you see, as I am, I am. Be as you are, as you see, as I am, I am.” (B.S.U.R.S.U.C.S.I.M.I.M) For extra listening practice, have students listen to the song and transcribe the letter sounds they hear in the chorus. How are the individual letter sounds different from the sounds the whole words make?

Variations

- You can also play with missing letters (e.g., distribute a “c,” then an “f,” “k,” “o,” etc.). That way they are really learning the order, not just memorizing.
- As students learn the English letters and the sounds they make, repeat this game as a word recognition task. Tell students a word to make, such as “go.” Repeat this with other sight words or basic vocabulary words.
- Challenge: Group students and have them use two sets of alphabet cards to create a sentence that uses every letter of the alphabet at least once.

Extra Support

- Depending on your students' English language and literacy proficiencies, you may want to break up or repeat your review of the English alphabet letters and sounds across several days.

- Be sure to spend extra time reviewing sounds that are especially difficult for your English learners. For students whose first language is Spanish, the following sounds can be difficult to discern:

- Many students have trouble distinguishing the /b/ and /v/ sounds.

Emphasize that the /b/ sound is made with the lips together, whereas the /v/ sound is made by placing the bottom lip against the top row of teeth.

- Emphasize the pronunciations of the /y/ sound versus the /j/ sound, especially in words like *yet* and *jet*.

Provide Direct Instruction and Modeling (10–15 minutes)

- Display the *Letters of the Alphabet Cards* one at a time. Use the *Letter-Sound Chart* to guide you as you review the names of each letter and the different phonemes each letter can make (e.g., the letter “a” can make the sound ae as in *cat*, aw as in *caught*, and ay as in *Kate*).
 - Start by pronouncing the letter name. Then, say the sound it makes and give two example words: “A is for ae, ae, ae as in add and hat.”
 - Have students mimic your pronunciations of the letter names and the sounds they make.
 - Repeat this three times, checking individually to make sure each student is pronouncing the ae sound correctly.
 - Once you have completed all 26 letters, do a final check:
 - T:** What’s this?
 - S:** “A”
 - T:** And “A” is for...?
 - S:** “A” is for ae as in “hat.”

Provide Guided Practice and Independent Practice (15–20 minutes)

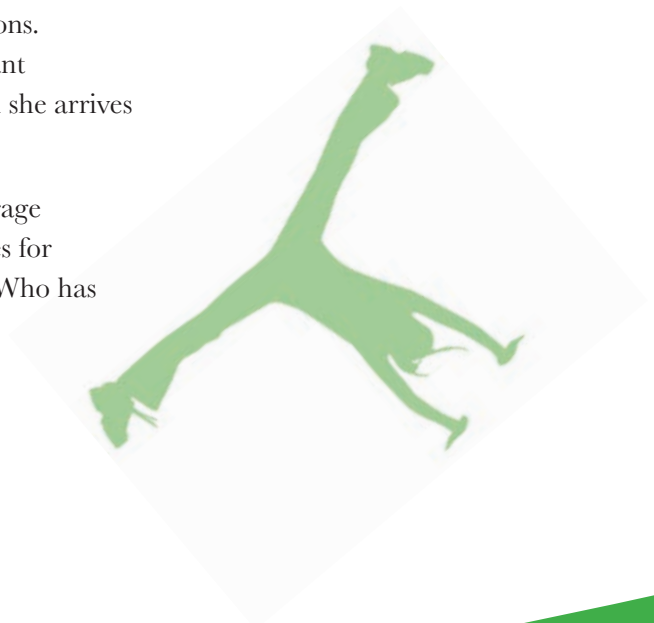
- Provide practice with English letters and sounds using *Alphabet Bingo*. Distribute the *Alphabet Bingo Cards* so that each student has a unique card. On each turn, draw a letter card at random. Pronounce the letter name, say the sound it makes, and have students mimic your pronunciations. Every player who has that letter on their card may write an “X” over that square. The first player to cover four squares in a row wins the game.

Whole-Group Wrap-Up (10–15 minutes)

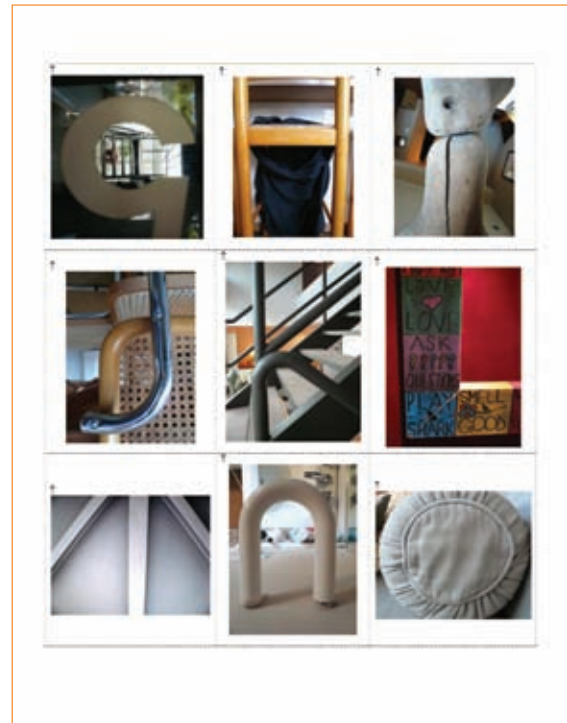
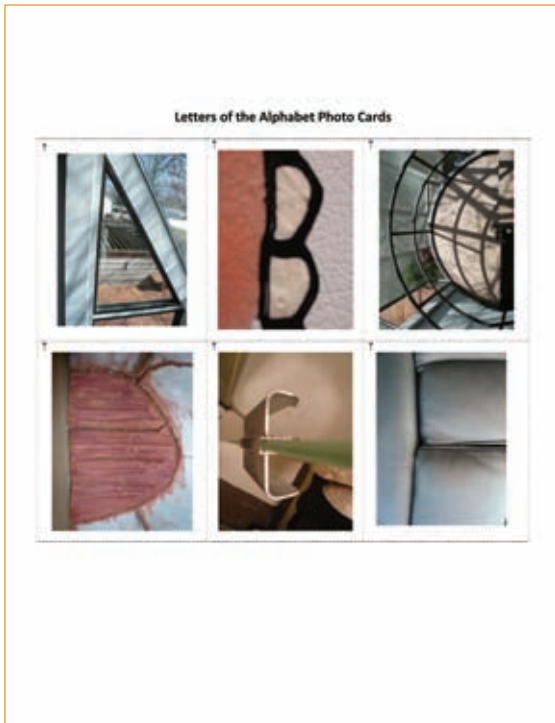
- Review the lesson, discuss any questions students have, and provide any necessary reteaching. As time permits, visit with each student individually and have him/her read each letter name aloud and say at least one sound that the letter makes. Place a checkmark on the back of each correct card. Encourage the student to practice any letter cards that do not receive a checkmark, and revisit these letters in later classes.
- Use the vocabulary journal routine to guide students as they enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson. Lesson terms including the academic terms *alphabet*, *letter*, and *sound*.

Lesson Extensions

- Create a class alphabet book. Have students take digital photos around the classroom or school of the letters they see in everyday objects. They should take multiples for each letter so they can later decide which photo best represents each letter.
- If any students need help with letter names or alphabetical order, use an alphabet song that is not too childish. Try typing *alphabet rap* into a search engine to find a song. One such rap can be found at <http://www.collegehumor.com/video:1769864>.
- For students whose home language uses a different writing system, provide sequencing activities using the letter cards to build left-right orientation.
- Have students practice writing the letters of the alphabet as they say the sounds. Make sure each student is forming the letters correctly, especially if his/her writing system is different from English.
- Play music for students. Sometimes students need a break from listening to unintelligible talk, which can be fatiguing. Listening to music can provide this break, and it is a wonderful way to build language structures, vocabulary, and English intonation.
- Find ways to expose students to alliteration by using it playfully, noting it in read-aloud books, and with poetry. (Alliteration is the use of repeating sounds such as “Peter Peter pumpkin eater.”)
- Use students’ names to create tongue twisters and alliterations. This will help them to develop awareness of initial consonant sounds (e.g., “Hello, Soggy Samantha, on a rainy day when she arrives in the classroom.”).
- Incorporate playful rhymes into your language, and encourage students to do the same: “Oh my, we have oodles of noodles for lunch today.” Or, “Where’s my marker marker bo barker? Who has seen my marker?”



Lesson Masters



Letters of the Alphabet Cards

A	B	C
D	E	F
G	H	I
J	K	L
M	N	O

P	Q	R
S	T	U
V	W	X
Y	Z	

Letter-Sound Chart

The letter...	Makes the sound...	Like in the words...
a	aw	add, hat
	aw	cat, father
	ay	has, play
b	b	box, cab
c	k	cat, machine
	k	cake, kick
d	d	dog, bed
e	eh	egg, mess
	ee	see, head
f	f	fun, fluffy
g	g	game, leg
	j	gem, edge
h	h	hat, here
i	ih	is, with
	ee	ice, high
j	j	jet, star
k	k	kite, ticket
l	l	like, land
m	m	man, time
n	n	not, sun
o	oh	out, zero
	oo	foot, boy
	oo	soon, two
	ow	cow, house
p	p	pie, cap
q	kw	quick, quiet
r	r	rabbit, car
s	s	sit, miss
t	t	ten, sit
u	uh	up, sun
	oo	true, blue
	yoo	music, unite
v	v	vet, give
w	w	win, away
x	ks	box, fox
	z	xylophone
y	y	yes, you
z	z	zip, buzz

Alphabet Bingo Cards

f	j	i	m
t	y	p	r
i	v	w	c
e	a	b	s
l	e	j	w
p	t	v	r
m	i	y	c
b	f	a	s
j	f	m	i
e	i	j	w
t	y	r	v
a	p	c	w
i	m	y	c
s	i	e	b
f	b	t	s

Lesson: Discriminating Phonemes 1

Learning Objective

Students will learn to discriminate several consonant and vowel sounds that are often problematic for English learners, including the *ch* and *sh* sounds; the *l*, *h*, and *w* sounds; and the long-*e* and short-*i* sounds.

Pacing

49–90 minutes

Suggested Readings

Cloze Sentences

Consonant and Vowel
Discrimination Word Pairs

“Snow White and the
Twelve Dwarfs?”

Preparation

Lesson Overview

Phonemic awareness is the ability to recognize and produce *phonemes*, the smallest units of language that are represented by sounds and letters (e.g., the *ch* in *chip*). In any language, phonemic awareness is an essential component of a solid sound system. And while most English learners already possess phonemic awareness in their home languages, they must learn many new phonemes that are unique to English.

Because our minds are trained to catalog phonemes in our first language, English learners naturally tend to apply the sounds of their home languages to English. However, this can sometimes cause problems since some English phonemes may not be present in students’ home languages and, therefore, may be difficult to distinguish auditorily, to pronounce, and to place into a meaningful context. For instance, Spanish-speaking students may speak, read, and write *ch* when *sh* should be used, because in Spanish, both digraphs produce the same sound (International Reading Association, 2001).

In this lesson, you help students discriminate several consonant and vowel sounds that are often problematic for English learners, including the *ch* and *sh* sounds; the *l*, *h*, and *w* sounds; and the long-*e* and short-*i* sounds. Students warm up by completing cloze sentences that have contrasting word pairs with these sounds (e.g., *chip* and *ship*). You then use visual, contextual, and linguistic supports to provide instruction in phonemic awareness while also explicitly teaching vocabulary words, their meaning, and their pronunciations. To help students integrate these new language structures, you then have them pair up and play the classic game “Go Fish!” using *Consonant and Vowel Discrimination Word Pairs*. After they are finished, they write sentence pairs using the word pairs and share them with their partner by reading them aloud. The lesson closes with a review of the concepts learned and an opportunity to record new academic vocabulary (*consonant* and *vowel*) in students’ vocabulary journals.

You can extend the strategies used in this lesson to other consonants and vowels that are sometimes difficult for English learners to distinguish, including the consonant sounds *v* and *b*, and the short-*e* and long-*a* vowel sounds. See the Lesson Extensions for more ideas.

Do Before Teaching

1. Make copies of the *Cloze Sentences (with ch/sh, l/h/w, e/i)* lesson master, equal to the number of students in your class.
2. Make copies of the *Consonant and Vowel Discrimination Word Pairs* lesson master so that you have one set for every pair of students. (If you have an odd number of students in your class, you will need to participate in the game as well.) Cut out and mix up the word pairs.
3. Make copies of the *Snow White and the Twelve Dwarfs?* lesson master if you plan to use the activity described in the Lesson Extensions to support this lesson.

Resources

Anthony, Susan C. (2006) *English as a Second Language Handbook*. Instructional Resources Company: Anchorage, Alaska.

Williams, J. (2001) Classroom conversations: Opportunities to learn for ESL students in mainstream classrooms. *The Reading Teacher*, 54(8), 750–757.

Teaching Routine

Introduce Lesson: Bell-Ringer Activity (5–10 minutes)

- Distribute copies of the *Cloze Sentences (with ch/sh, l/h/w, e/i)* to students as they enter the classroom. Have them complete the sentences silently on their own.
- When most students have completed the warm-up items, pair students and have them share their answers with one another. Provide support as they discuss and dispute responses and come to a consensus about the best answers.
- Call for volunteer pairs of students to share their answers. What clues did they use to figure out the answers (e.g., context, syntax, prior knowledge)? Correct mispronunciations as needed, making sure students are discriminating between the *ch* and *sh* sounds; the *l*, *h*, and *w* sounds; and the long-*e* and short-*i* vowel sounds.

Provide Direct Instruction and Modeling (10–15 minutes)

- Provide direct instruction and modeling in the pronunciation contrasts to which students were just introduced:
 - Tell students that this lesson focuses on seven sounds—five consonant sounds and two vowel sounds—that English learners sometimes have trouble distinguishing. These sounds are the *ch* and *sh* sounds, like in *chip* and *ship*; the *l*, *h*, and *w* sounds, like in *lip*, *hip*, and *whip*; and the long-*e* and short-*i* vowel sounds, like in *weep* and *whip*.
 - Project the *Consonant and Vowel Discrimination Word Pairs* picture-word cards, and pronounce each word as you show the corresponding picture (e.g., *cheap*). Have students mimic your pronunciation.
 - After pronouncing each word, show students how each sound is produced (e.g., /ch/ /ee/ /p/). Have students look at your mouth posture as you model each sound. Then, have students mimic your phoneme-by-phoneme pronunciation.

Extra Support

- Read the words in the word bank and the cloze sentences aloud. Model pronunciation of words as needed, emphasizing the *ch/sh*, *l/h/w*, and long-*e*/short-*i* sounds.
 - Distribute the **Consonant and Vowel Discrimination Word Pairs** picture-word cards for lower-proficiency or struggling students to use as clues when completing the cloze sentences.
 - Pair students to complete the activity as needed.

Extra Support

If students need additional instruction or practice in forming correct mouth postures to make the consonant sounds in this lesson, use the *Snow White and the Twelve Dwarfs?* activity described in the Lesson Extensions.

- After pronouncing each complete word and each word phoneme-by-phoneme, describe the meaning of the word (e.g., *cheap* means “inexpensive” or “costing very little money”). Ask a volunteer to explain how the picture relates to the word’s meaning (e.g., “The picture represents *cheap* because it shows 25 cents, which is not very much money”.)
- Pronounce the words from the warm-up cloze sentences in pairs: *cheap/chip*, *heap/hip*, *leap/lip*, *sheep/ship*, *weep/whip*. Pause after each pair and have students mimic your pronunciations.
- Finally, describe the contrasting meanings of the words in each word pair (e.g., *cheap* vs. *chip*: “Cheap means inexpensive. A *chip* is a snack food we eat.”).

Provide Guided Practice and Independent Practice (15–20 minutes)

- Pair students and distribute one set of the *Consonant and Vowel Discrimination Word Pairs* picture-word cards, face-down, to each pair. Explain the rules for playing the classic game “Go Fish”: First, players each draw two cards. They take turns trying to make pairs of contrasting word cards by asking opponents for cards that match the cards they already hold. Each time a pair is made, students can place the cards on the table. The goal is to match all cards so that no cards are remaining.

Remind students of the pairs they are trying to make: *cheap/chip*, *heap/hip*, *leap/lip*, *sheep/ship*, *weep/whip*. Model the game for students as needed and prompt them to use increasingly specific English conversation during play.

Student A: Sheep?

Teacher: Would you phrase that as a question?

Student A: Do you have the sheep?

Student B: Yes, I have the sheep. Here you go.

Student A: No, that’s not it. That’s a ship.

Extra Support

- Pull aside any students who require additional coaching in making the consonant or vowel sounds in this lesson. Reteach them one-on-one as needed. If possible, record these students as they pronounce the word pairs on the cards. Play back their recording and discuss any sounds that need further practice.
- Before this step, have students practice spelling the word-card words in writing: *cheap/chip*, *heap/hip*, *leap/lip*, *sheep/ship*, *weep/whip*. Tell students to watch out for the different spellings of the long-e sound. The long-e sound is spelled “ea” in the word *leap* but “ee” in the word *sheep*. Read each word aloud and give students time to write the spelling and to check with a partner to make sure it is correctly spelled.

- As pairs finish one or more rounds of the game, have them choose one of the word pairs and write one sentence that uses each word. When they are done, have them share their sentences with their partner by reading them aloud. Correct pronunciations as needed.

Whole-Group Wrap-Up (10–15 minutes)

- When students are ready, bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including the academic terms *consonant* and *vowel*.



Lesson Extensions

- Distribute copies of *Snow White and the Twelve Dwarfs?*, one to each pair, or project this page to support your teaching of mouth postures. Read the directions aloud and clarify any questions. Model drawing a line to connect the *ch* beginning sound to the dwarf on the far right, who is making the corresponding mouth position. Have each pair complete the rest, or ask for volunteers to call out the correct answers. (Answers: *ch* and *sh*: dwarf 4; *l*: dwarf 6; *h*: dwarf 10; *w*: dwarf 12)
- How many sets of 10 words can you and your students make by using the same first phoneme and 10 different vowel sounds (e.g., *cheap*, *chip*, *chap*, *chain*, *churn*, *chop*, *chowder*, *check*, *China*, *choose*)?
- Guide students as they practice pronouncing, spelling, and writing sentences using these school-related vocabulary words that have the beginning consonant sounds practiced in this lesson: *chalk*, *chalkboard*, *chair*, *chart*, *hall*, *headphones*, *lesson*, *library*, *light*, *lunch ticket*, *sharpen*, *shelf*, *wall*, *wastebasket*.
- Have students get back into their pairs and share their vocabulary journal entries for the academic terms learned in this lesson: *consonant* and *vowel*. They should explain their descriptions and drawings to one another and explain how they represent the meaning of the terms. Students may wish to modify their own entries and their level of understanding after this activity.
- Extend the strategies used in this lesson to other consonants and vowels that are sometimes tricky for English learners.

Consonants

- v confused with b
- j confused with y
- p confused with b or f

Vowels

- a as in *cat* confused with o in *cot*
 - e as in *pet* confused with long a sound as in *rake*
 - u as in *cup* confused with *boot*, *book*, *boat* vowel sounds
- Assign a *Related Reading* and distribute highlighters. Have students use the highlighters to identify the targeted problem consonant and vowel sounds introduced in this lesson. Then, in a whole-class discussion, go through the reading paragraph by paragraph and mark the focus consonant and vowel sounds, pausing to pronounce the sounds and the whole words and to have students mimic your pronunciations.

Lesson Masters

Chore Sentences (with ch/sh, th/w, er)

Directions: Complete the following sentences, using the words that follow. Use each word only once.

chore	er	sh	th
er	sh	chore	th
sh	er		

- My aunt is very unusual. She eats chocolate for breakfast, and she took her pet ch____p, Dolly, on a crate sh____p from Florida to the Yucatan Peninsula.
- Handful by handfl, Mario shoveled dirty clothes from the h____p on his bedroom floor into the laundry basket. Once full, he hoisted the basket onto his h____p and started to make his way to the laundry room.
- At this year's bake-off, the recipe winner showed judges that all it takes is a pint of whipping cream and two tablespoons of dry vanilla pudding. Peter Winter's No-Fuss "Never-W____p" W____pped Cream is truly a culinary innovation to write home about.
- The dog was named Bruno, and now I know why: his upper l____p was curled up over his teeth, and he was snarling at me. I had done nothing, except bring the newspaper neatly rolled up to the front door. And now this giant, barking shorpdog was about to l____p onto me.
- "I know they were only 25 cents, but these ch____potato sh____are delicious!" exclaimed Jake.

Consonant and Vowel Discrimination Word Pairs (ch/sh, th/w, and long-e/short-i)



Snow White and the Twelve Dwarfs?

Directions: Draw a line connecting each beginning sound to the dwarf who is making the corresponding mouth position. Tip: Two of the sounds use the same beginning mouth posture.



Did you know?

When creating animation, an artist doesn't worry about individual sounds, just how the mouth looks while making them. Fewer facial positions are needed to visually represent speech since several sounds can be made with the same mouth position. This illustration shows 12 standard mouth positions that represent speech. Disney animators have relied on these 12 mouth positions since production of the original *Snow White and the Seven Dwarfs* in the 1930s, and they continue to rely on them even today.

Lesson: Discriminating Phonemes 2

Preparation

Lesson Overview

In this lesson, you help students discriminate several consonant and vowel sounds that are often problematic for English learners, including the *v* and *b* sounds; the *p*, *b*, and *f* sounds; and the short-*e* and long-*a* sounds.

Students warm up by completing cloze sentences that have contrasting word pairs with these sounds (e.g., *best* and *vest*). You then use visual, contextual, and linguistic supports to provide instruction in phonemic awareness while also explicitly teaching vocabulary words, their meanings, and their pronunciations. To help students integrate these new language structures, you then have them pair up and play the classic game “Go Fish!” using *Consonant and Vowel Discrimination Word Groups*. After they are finished, they write sentence pairs using the word pairs and share them with their partner by reading them aloud. The lesson closes with a review of the concepts learned and an opportunity to expand the vocabulary journal entries for the terms *consonant* and *vowel*.

Do Before Teaching

1. Make copies of the *Cloze Sentences (with v/b, p/b/f, and short-e/long-a)* (see Lesson Masters) equal to the number of students in your class.
2. Make copies of the *Consonant and Vowel Discrimination Word Groups* (see Lesson Masters) so that you have one set for every pair of students. (If you have an odd number of students in your class, you will need to participate in the game as well.) Cut out and mix up the word pairs.
3. Make copies of the *Snow White and the Twelve Dwarfs?* activity (see Lesson Masters) described in the Lesson Extensions, if you plan to use it to support this lesson.

Learning Objective

Students will learn to discriminate several consonant and vowel sounds, including *v*, *b*, *p*, *b*, *f*, short-*e*, and long-*a*.

Pacing

45–90 minutes

Suggested Readings

Cloze Sentences

Consonant and Vowel
Discrimination Word Pairs

“Snow White and the
Twelve Dwarfs?”

Extra Support

- Read the words in the word bank and the cloze sentences aloud. Model pronunciation of words as needed, emphasizing the *v/b*, *p/b/f*, and short-*e*/long-*a* sounds.
- Distribute the *Consonant and Vowel Discrimination Word Groups* cards for lower-proficiency or struggling students to use as clues when completing the cloze sentences.
 - Pair students to complete the activity as needed.

Extra Support

If students need additional instruction or practice in forming correct mouth postures to make the consonant sounds in this lesson, use the “Snow White and the Twelve Dwarfs?” activity described in the Lesson Extensions.

Before Reading**Introduce Lesson: Bell-Ringer Activity (5–10 minutes)**

- Distribute copies of the *Cloze Sentences (with v/b, p/b/f, and short-e/long-a)* to students as they enter the classroom. Have them complete the sentences silently on their own.
- When most students have completed the warm-up items, pair students and have them share their answers with one another. Provide support as they discuss and dispute responses and come to a consensus about the best answers.
- Call for volunteer pairs of students to share their answers. What clues did they use to figure out the answers (e.g., context, syntax, prior knowledge)? Correct mispronunciations as needed, making sure students are discriminating between the *v* and *b* sounds; the *p*, *b*, and *f* sounds; and the short-*e* and long-*a* sounds.

Provide Direct Instruction and Modeling (10–15 minutes)

- Provide direct instruction and modeling in the pronunciation contrasts to which students were just introduced:
 - Tell students that this lesson focuses on six sounds—four consonant sounds and two vowel sounds—that English learners sometimes have trouble distinguishing. These sounds are the *v* and *b* sounds, like in *vent* and *bent*; the *p*, *b*, and *f* sounds like in *pan*, *ban*, and *fan*; the short-*e* sound like in *bet*, and long-*a* sound, like in *bait*.
 - Project the *Consonant and Vowel Discrimination Word Groups* picture-word cards, and pronounce each word as you show the corresponding picture (e.g., *vent*). Have students mimic your pronunciation.
 - After pronouncing each word, show students how each sound in the word is produced (e.g., /v/ /e/ /n/ /t/). Have students look at your mouth posture as you model each sound. Then, have students mimic your phoneme-by-phoneme pronunciation.

- After pronouncing each complete word and each word phoneme-by-phoneme, describe the meaning of the word (e.g., A *vent* is an opening that lets out air or other gas). Ask a volunteer to explain how the picture relates to the word’s meaning (e.g., “The picture represents *vent* because it shows an air vent in the wall”).
- Pronounce the words from the warm-up cloze sentences in pairs: *vent/bent*, *paint/faint*, *bell/fell*, *best/vest*, *baste/paste*, *bale/fail*. Pause after each pair and have students mimic your pronunciations.
- Finally, describe the contrasting meanings of the words in each word pair (e.g., *vent* vs. *bent*: “A *vent* is an opening that lets out air or other gas. *Bent* means curved or leaning over.”).

Provide Guided Practice and Independent Practice (15–20 minutes)

- Pair students and distribute one set of the *Consonant and Vowel Discrimination Word Groups* picture-word cards, face-down, to each pair. Explain the rules for playing the classic game “Go Fish”: First, players each draw two cards. They take turns, trying to make pairs or groups of rhyming word cards by asking opponents for cards that match the cards they already hold. Each time a pair or group is made, students can place them on the table. The goal is to match all cards so that no cards are remaining.

Remind students of the pairs and groups they are trying to make:

- *bell/fell*
- *bale/fail/veil/pail*
- *vent/bent*
- *paint/faint*
- *best/vest/pest*
- *paste/faced/baste*

Extra Support

- Pull aside any students who require additional coaching in making the consonant or vowel sounds in this lesson. Reteach them one-on-one as needed. If possible, record these students as they pronounce the word pairs on the cards. Play back their recording and discuss any sounds that need further practice.
 - Before this step, have students practice spelling the word-card words in writing. Tell students to watch out for the different spellings of the long-a sound. The long-a sound is spelled “a_e” in the word *bale*, “ai” in the word *fail*, and “ei” in the word *veil*. Read each word aloud and give students time to write the spelling and to check with a partner to make sure the word is correctly spelled.

- Model the game for students as needed and prompt them to use increasingly specific English conversation during play.

Student A: Paste?

Teacher: Would you phrase that as a question?

Student A: Do you have the paste card?

Student B: Yes, I have the paste card. Here you go.

Student A: No, that’s not it. That’s the baste card.

- As pairs finish one or more rounds of the game, have them choose one of the word pairs and write one sentence that uses each word. When they are finished, have them share their sentences with their partner by reading them aloud. Correct pronunciations as needed.

Whole-Group Wrap-Up (10–15 minutes)

- When students are ready, bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students expand the entries for the vocabulary terms *consonant* and *vowel* in their vocabulary journals and indicate their new level of understanding for each term.

Lesson Extensions

- Distribute copies of *Snow White and the Twelve Dwarfs?*, one to each pair, or project this page to support your teaching of mouth postures. Read the directions aloud and clarify any questions. Model drawing a line to connect the *b* beginning sound to the dwarf on the right, who is making the corresponding mouth position. Have each pair complete the rest, or ask for volunteers to call out the correct answers. (*Answers:* *b* and *p*: dwarf on right; *f* and *v*: dwarf on left)
- Assign a *Related Reading* and distribute highlighters. Have students use the highlighters to identify the targeted problem consonant and vowel sounds introduced in this lesson. Then, in a whole-class discussion, go through the reading paragraph by paragraph and mark the focus consonant and vowel sounds, pausing to pronounce the sounds and the whole words and to have students mimic your pronunciations.
- How many sets of ten words can you and your students make by using the same first phoneme and ten different vowel sounds (e.g., *bag, beg, big, bog, bug, bait, beet, bite, bought, boat*).
- Guide students as they practice pronouncing, spelling, and writing sentences using these school-related vocabulary words that have the beginning consonant sounds practiced in this lesson: *behave, bell, blend, book, bus, fire drill, floor, food, page, paper, paste, pen, pencil, phone, play, vacation, video, vowel*.
- Extend the strategies used in this lesson to other consonants and vowels that are sometimes tricky for English learners.

Consonants

- *j* confused with *y*

Vowels

- *a* as in *cat* confused with *o* in *cot*
- *u* as in *cup* confused with *boot, book, boat* vowel sounds



Lesson Masters

Cloze Sentences

(with /i/, /pɔɪ/, and short-e/long-e/)

Directions: Complete the following sentences, using the words that follow. Use each word only once.

vent	bent	best	vest
paint	faint	baste	paste
leaf	fell	bale	fall

- Mix the melted butter with the crushed herbs to form a thick _____. Then _____ the turkey by brushing on the mixture.
- If you _____ the test, young man, you will have to _____ hay with Uncle Gonzales over the weekend.
- During the game, the referee _____. So they sounded the _____ to stop the game.
- The toxic fumes from the _____ nearly made me _____.
- The man wore his nicest _____ because he wanted to look his _____ for the party.
- The _____ on the front of the car was _____ from the accident.

Consonant and Vowel Discrimination Word Groups

(/i/, /pɔɪ/, and short-e/long-e/)

 bell	 fell
 bale	 fail
 veil	 pail

 vent	 bent
 paint	 faint




Snow White and the ~~Seven~~ Dwarfs?

Directions: Draw a line connecting each beginning sound to the dwarf who is making the corresponding mouth position. Remember that sometimes more than one sound uses the same beginning mouth posture.

b v p f



Did You Know?



When creating animation, an artist doesn't worry about individual sounds, just how the mouth looks while making them. Fewer facial positions are needed to visually represent speech since several sounds can be made with the same mouth position. This illustration shows 12 standard mouth positions that represent speech. Disney animators have relied on these 12 mouth positions since production of the original *Snow White and the Seven Dwarfs* in the 1930s, and they continue to rely on them even today.

Lesson: Sight Words and Morpheme -s

Learning Objective

Students will learn to pronounce the morpheme -s when it is used as a word ending, and to pronounce and spell sight words with the -s morpheme. They will also learn spelling rules for making words plural.

Pacing

45–90 minutes

Suggested Readings

Sight Words (with Morpheme -s)

Spelling and Editing Activities (Plurals)

Preparation

Lesson Overview

English learners typically have specific pronunciation challenges. This lesson focuses on a common challenge for English learners: pronunciations of the morpheme -s. The English phonemes that result from adding this morpheme to the ends of words may not be present in students' home languages and, therefore, may be difficult to distinguish auditorily, to pronounce, and to place into a meaningful context. For example, many Yoruba speakers of English have trouble learning to distinguish between the “z” and “s” sounds because both are pronounced “s” in Yoruba English. Therefore, Yoruba speakers of English, like many other English learners, will have trouble perceiving and producing the distinction between the voiced *s* as in the word *kids* and the voiceless *s* as in the word *bets*. (Akande, 2005)

In this lesson you provide instruction, modeling, and practice in pronouncing and spelling sight words with the -s morphemes. Students also learn spelling rules for making words plural, and practice them in whole-class, paired, and independent spelling, writing, and editing activities. The lesson closes with a review of the concepts learned and an opportunity to record new academic vocabulary in students' vocabulary journals.

Do Before Teaching

1. Copy and cut out the *Sight Words (Morpheme -s)*. You will need one set for the warm-up activity and then one set per pair of students for “Go Fish.”
2. Make copies of the *Spelling and Editing Activities (Plurals)*, equal to the number of students in your class.
3. Prepare and post signs in three areas of the classroom, one for each of the sounds the -s/-es endings can make: “sounds like *z*,” “sounds like *s*,” “sounds like *ez*.” This is for the “Four Corners” game used in this lesson.

Resources

Akande, A. T. (May 2005) “The Pronunciation Problems in the English of some Yoruba Learners.” *Hwa Kang Journal of TEFL* 11: Chapter 4 <<http://www.hkjtefl.org/2005-Akande-Yoruba.pdf>>

Teaching Routine

Introduce Lesson (5–10 minutes)

- Distribute one of the *Sight Words (with Morpheme -s)* cards to students as they enter the classroom. Have them circulate around the room to find a peer who has the matching card (e.g., *cat/cats*). When they have found their partner, have them work together to write one or two sentences that use both of the words. Encourage students to write humorous or imaginative sentences.
- When most pairs have written their sentences, bring the class together and invite one or two volunteers to read them aloud. Model correct pronunciation as needed.

Provide Direct Instruction and Modeling (10–15 minutes)

- Start by reviewing the academic terms *singular* and *plural*: A singular noun means one of something. *Boy, cat, and fox* are singular nouns. A plural noun means more than one of something. *Boys, cats, and foxes* are plural nouns. Write the singular/plural word pairs side by side on the board or chart paper. Underline the *-s* and *-es* endings in the plural words.
- Provide instruction and practice in two important spelling rules to remember when changing singular nouns into plural nouns.

- **Rule #1:** Most nouns in English are made plural by adding *s*: *cat, cats*. Write *cat* and add the ending *-s* on the board or chart paper. Repeat this with the words *plants* and *pieces*.

cat + s = cats

plant + s = plants

piece + s = pieces

Invite volunteers to write additional words on the board or chart paper and add the *-s* ending (e.g., *apples, cars, cups*).

- **Rule #2:** Some words are made plural by adding *-es*: Write *watch* and add the *-es* ending: *watches*. To make a word that ends in *s, ss, ch, sh, or x* plural, add *-es*.

dish + es = dishes

fox + es = foxes

watch + es = watches

Invite volunteers to write additional words on the board or chart paper and add the *-s* ending (e.g., *dresses, churches, branches*).

Provide Guided Practice and Independent Practice (10–15 minutes)

- Have students practice making singular nouns plural using the *Spelling and Editing Activities (Plurals)*. You may wish to model the first item for students. Provide support while they work as needed, and partner any students who would benefit from working with a peer for this activity.

Provide Direct Instruction and Modeling (10–15 minutes)

- Next, explain the pronunciation contrasts of the different *-s* and *-es* ending sounds:
 - Tell students that there are different sounds made by the word endings *-s* and *-es*, which English learners sometimes have trouble distinguishing.
 - Explain each sound the *-s* morpheme can make, and provide an example.

Sounds the <i>-s</i> ending can make	Like in the word...	Common Mispronunciation
<i>s</i> voiced; sounds like <i>z</i>	<i>legs</i>	voiceless <i>s</i> is used
<i>s</i> voiceless; sounds like <i>s</i>	<i>laughs</i>	N/A
<i>-es</i> ending sounds like <i>ez</i>	<i>Jess's</i>	voiceless <i>s</i> is used

- Review all 30 *Sight Words (with Morpheme -s)* card pairs:
 - Project the *Sight Words (with Morpheme -s)*, and pronounce each word as you show the corresponding picture (e.g., *book, books; boy, boys*). Model pronunciation of each word, emphasizing the voiced versus voiceless *s* that is made when an *-s* or an *-es* is added to words.
 - Have students mimic your pronunciations.
 - Describe the meaning of each word (e.g., a cat is an animal, often a house pet).



- Next, play “Four Corners”:
 - Post signs in three areas of the classroom, one for each of the sounds the *-s/-es* endings can make: “sounds like *z*,” “sounds like *s*,” “sounds like *ez*.”
 - Student pairs should move to the area of the classroom that has the sound represented on their plural cards from the warm-up activity.
 - Go around the classroom and have students read their word cards aloud to make sure everyone is in the correct group:

Sounds the <i>-s</i> ending can make	Like in the word...	Common Mispronunciation
<i>s</i> voiced; sounds like <i>z</i>	<i>boys, girls, hands,</i> <i>pictures, numbers</i>	voiceless <i>s</i> is used
<i>s</i> voiceless; sounds like <i>s</i>	<i>books, cats, plants,</i> <i>socks</i>	N/A
<i>-es</i> ending sounds like <i>ez</i>	<i>dishes, foxes, horses,</i> <i>matches, pieces, watches</i>	voiceless <i>s</i> is used

- Correct mispronunciations as needed, making sure students are discriminating between the *s*, *z*, and *ez* sounds.
- Challenge students by having each group work as a team to write one or two sentences that use all of their plural cards. Each group should select one member to read the sentences aloud to the class.
- Collect students’ *Sight Words (with Morpheme -s)* cards, mix them up, and redistribute them so students can practice with a new card. Repeat this process three or four times.

Extra Support
Pull aside any students who require additional coaching in making the sounds in this lesson. Reteach them one-on-one as needed. If possible, record these students as they pronounce the word pairs on the cards. Play back their recording and discuss any sounds that need further practice.

- Pair students and distribute one set of the *Sight Words (with Morpheme -s)* word-pair cards, face-down, to each pair. Explain the rules for playing the classic game “Go Fish”: First, players each draw two cards. They take turns, trying to make pairs of contrasting word cards by asking opponents for cards that match the cards they already hold. Each time a pair is made, students can place them on the table. The goal is to match all cards so that no cards are remaining.
- Remind students of the pairs they are trying to make: *boy/boys, girl/girls, hand/hands*, etc. Model the game for students as needed and prompt them to use increasingly specific English conversation during play.







Student A: Hands?
Teacher: Would you phrase that as a question?
Student A: Do you have the hands?
Student B: Yes, I have the hands. Here you go.
- As pairs finish one or more rounds of the game, have them choose one of the word pairs and write one sentence that uses each word. When they are done, have them share their sentences with their partner by reading them aloud. Correct pronunciations as needed.
- When students are ready, bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Use the vocabulary journal routine to guide students as they enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including the academic terms *singular* and *plural*.







Lesson Extensions

- Guide students as they work in partners to add the *Sight Words (with Morpheme -s)* word cards to your classroom word wall.
- Make a three-column chart and label the columns “s sound,” “z sound,” and “ez sound.” How many words can you and your students list that end with those sounds? Have students search for pictures that depict the words’ meanings and affix them to the chart.
- Guide students as they practice pronouncing, spelling, and writing sentences using these school-related vocabulary words that provide practice with the plural rules and pronunciations practiced in this lesson: *books, buses, chairs, headphones, lessons, lights, lunches, walls*.
- Have students get back into their pairs and share their vocabulary journal entries for the academic terms learned in this lesson: *singular* and *plural*. They should explain their descriptions and drawings to one another and explain how they represent the meaning of the terms. Students may wish to modify their own entries and their level of understanding after this activity.

Lesson Masters

Sight Words (with Morpheme -s)

 book	 books
 boy	 boys
 cat	 cats

 dish	 dishes
 fox	 foxes
 girl	 girls

 hand	 hands
 horse	 horses
 match	 matches

 picture	 pictures
 piece	 pieces
 plant	 plants



Spelling and Editing Activities (Plurals)

Part 1

Directions: Make the following singular words into plural words.

Example	Singular	Plural	Singular	Plural
	chair	chairs		
1.	girl	_____	6.	boy
2.	book	_____	7.	plant
3.	bus	_____	8.	horse
4.	piece	_____	9.	watch
5.	glass	_____	10.	cat

Part 2

Directions: Edit the following sentences by crossing out the misspelled word. Then write the correct spelling on the line provided.

- Phil enjoys working with plantes. _____
- The genie granted her three wishs. _____
- We saw two foxs by our house. _____
- We spent Saturday moving our friend's couchs. _____
- John has read three hundred bookes this year. _____

Lesson: Sight Words and Morpheme *-ed*

Learning Objective

Students will learn to distinguish the various pronunciations of the morpheme *-ed*. They will also learn the associated spelling rules and exceptions.

Pacing

45–90 minutes

Suggested Readings

Arms Extended (with Morpheme *-ed*)

Preparation

Lesson Overview

This lesson focuses on a common challenge for English learners: distinguishing the various pronunciations of the morpheme *-ed*. The English phonemes that result from adding these morphemes to the ends of words may not be present in students' home languages and, therefore, may be difficult to distinguish auditorily, to pronounce, and to place into a meaningful context.

In this lesson you provide instruction, modeling, and practice with pronouncing and spelling sight words with the *-ed* morpheme. Students also learn the associated spelling rules and exceptions. Students practice writing sentences using *-ed* words and share them with their partner by reading them aloud. The lesson closes with a review of the concepts learned and an opportunity to record new academic vocabulary (*adjective*, *morpheme*, and *past participle*) in students' vocabulary journals.

Do Before Teaching

1. Make copies of the *Sentences with Words Ending in -ed*, equal to the number of students in your class. (See Lesson Masters.)
2. Be prepared to project *Arms Extended (with Morpheme -ed)*. (See Lesson Masters.)

Teaching Routine

Before Reading

Introduce Lesson: Bell-Ringer Activity (5–10 minutes)

- Distribute copies of the *Sentences with Words Ending in -ed* to students as they enter the classroom. Have them indicate the sounds they hear when they read each word. Pronounce each of the sounds (*ed*, *d*, *t*, *z**d*) for students.
- When most students are ready, bring the class together and invite one or two volunteers to share their answers aloud. Ask the student to pronounce the word and then the sound they hear at the end of the word (*ed*, *d*, *t*, *z**d*). Model correct pronunciation as needed.

Provide Direct Instruction and Modeling (10–15 minutes)

- Provide direct instruction and modeling in the pronunciation contrasts to which students were just introduced:
 - Tell students that this lesson focuses on the sounds made by the word ending *-ed*, which English learners sometimes have trouble distinguishing. Explain that this ending can sound like *ed*, *d*, *t*, *zd*. Provide examples and make sure students distinguish correct pronunciations and mispronunciations.

Sounds the <i>-ed</i> ending can make	Example	Common Mispronunciation
<i>-ed</i> sounds like <i>Ed</i> after <i>d</i> and <i>t</i> , as in <i>needed</i> and <i>heated</i>	He <i>needed</i> more laundry detergent.	N/A
<i>-ed</i> sounds like <i>d</i>	He <i>tagged</i> all of the shirts.	He tagdall o'the shirts.
<i>-ed</i> sounds like <i>t</i> with <i>baked</i> and <i>laughed</i>	She <i>jacked</i> up the car.	She jacktup the car. Or: She jacup the car.
<i>-ed</i> sounds like <i>d</i> with a <i>z</i> in front of it after certain sounds such as <i>raised</i>	She <i>braised</i> the leeks.	(sounds like <i>st</i> instead of <i>zd</i>)

- Explain that when a word ends in a silent *e*, we drop the *e* when adding the *-ed* ending: *use*, *used*.
- Explain the two types of *-ed* words: adjectives (*bejeweled*) and past participles (*baked*). Provide examples of past tense verbs and past participles to clarify, as in (1) Tina was *tired*; (2) Her date *tired* her.



- Help your English learners to see as well as hear the morphology of several words in context using *Arms Extended (with Morpheme -ed)*. Project *Arms Extended (with Morpheme -ed)* so that it is visible to all students. Work through each example as a class, inviting volunteers to contribute as you go. Use the following to guide the conversation:

Alma <i>planted</i> her feet.	-ed sounds like <i>Ed</i> after <i>d</i> and <i>t</i> , as in <i>needed</i> and <i>heated</i>
She <i>looked</i> over the edge. Then she jumped,...	-ed sounds like <i>t</i> with voiced, <i>backed</i> , <i>laughed</i>
... <i>raised</i> high into the air...	-ed sounds like <i>d</i> with a <i>z</i> in front of it after certain sounds such as <i>raised</i>
...and <i>soared</i> like a bird,...	-ed sounds like <i>d</i> , as in <i>loved</i> , <i>bagged</i>
...arms <i>extended</i> .	-ed sounds like <i>Ed</i> after <i>d</i> and <i>t</i> , as in <i>needed</i> and <i>heated</i>

- Pair students and have them find one word for each of the sounds the *-ed* ending can make. Once they have found four words, have them write one sentence that uses each word. When they are finished, have them share their sentences with their partner (or with another pair) by reading them aloud. Correct pronunciations as needed.

Whole-Group Wrap-Up (10–15 minutes)

- When students are ready, bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including the academic terms *adjective*, *morpheme*, and *past participle*.

Lesson Extensions

- Generate sentences with the *-ed* words followed by a word beginning in a vowel to help English learners hear and see more examples.
- Have students get back into their pairs and share their vocabulary journal entries for the academic terms learned in this lesson: *adjective*, *morpheme*, and *past participle*. They should explain their descriptions and drawings to one another and explain how they represent the meaning of the terms. Students may wish to modify their own entries and their level of understanding after this activity.
- Assign a *Related Reading* and distribute highlighters. Have students use the highlighters to identify the targeted problem consonant and vowel sounds introduced in this lesson. Then, in a whole-class discussion, go through the reading paragraph by paragraph and mark the focus consonant and vowel sounds, pausing to pronounce the sounds and the whole words and to have students mimic your pronunciation.

Lesson Masters

Sentences with Words Ending in -ed

Directions: Read the following sentences. Circle the sound that the -ed ending makes in each word.

		Sounds the -ed ending makes
	The invention of the telephone revolutionized the world.	ed d t ed
	Early telephones were stacked by hand.	ed d t ed

Arms Extended (with Morpheme -ed)

The -ed ending sounds like...	Sounds the -ed ending can make	Like in the words...
Alma planted her feet. _____	ed	needed and heated
She looked over the edge. _____	t	backed and laughed
Then she jumped. _____	d	suggested and rubbed
raised high into the air _____	ed	used and amazed
and soared like a bird, _____		
arms extended. _____		



Lesson: Nonverbal and Verbal Communication

Preparation

Lesson Overview

You introduce this lesson by inviting students to join in a mime activity, which illustrates how much information can be shared using nonverbal cues. You then provide students with new vocabulary and examples for three types of nonverbal communication: gestures, facial expressions, and body language.

You also teach students how to employ the basic language they do know when they don't have the higher-level words they need. Two ways to do this are through synonyms and circumlocution. After modeling these techniques, you allow students to practice using a simplified version of the game "Taboo." The lesson closes with a review of the concepts learned and an opportunity to enter new vocabulary into the vocabulary journals.

Do Before Teaching

1. Create playing cards from the *Basic School Vocabulary* lesson master.
2. Make the vocabulary journals available to students.

Learning Objective

Students will communicate using nonverbal cues (gestures, facial expressions, and body language) and will learn techniques for employing basic language (using synonyms and circumlocution) when they lack access to the higher-level vocabulary that is needed.

Pacing

45–60 minutes

Suggested Readings

Model from "The Robot Teacher"
by Achieve3000

"The Robot Teacher"
by Achieve3000



Teaching Routine

Before Reading

Introduce Lesson (15 minutes)

- Introduce the lesson with a mime activity. Invite three different students to “ham it up” by acting out a set of actions as you describe them. You will whisper an action to each student so that the class cannot hear. Tell the class to pay close attention to the student’s actions and to speak out telling what the student is doing with each action. (You might want to mime the first set of actions first and then recruit two students to do the other two. Or, if you do not think any of your students will feel comfortable miming before the class, you can perform the actions yourself.)
 - Open a car door.
 - Sit down in the car seat. (Have a chair available.)
 - Start the car.
 - Drive.
 - Show you are enjoying the drive.
 - Show that you are speeding up.
 - You lose control and crash.

Here’s another one:

- Open a cabinet door.
- Take out a jar of peanut butter.
- Open the jar. It’s hard to open.
- Spread peanut butter on some bread.
- Place a second piece of bread on top.
- Cut the sandwich in half.
- Take a bite out of the sandwich. It tastes good.

Here’s a third one:

- Pick up an apple to go with your sandwich.
- Polish it, and take a bite.
- The apple has a worm in it. You just bit into the worm.

Ask the students to sit down.

Direct Instruction and Modeling (5–10 minutes)

- Tell students that the opening activity shows that they can share and receive a lot of information without using words. The class may not have known exactly what the mime was illustrating, but they had a good idea. Ask students how they knew what the mime was doing and feeling.

Write the words *gestures*, *facial expressions*, and *body language* on the board or overhead, and mime examples for each. These are three ways that students can convey information without using words. Examples of gestures: writing, sleeping, putting on a hat. Examples of facial expressions: happy, sad, laughing, puzzled. Examples of body language: slumping in a downtrodden manner, strutting with pride.

- Students can also use *synonyms* (words with similar meanings) and *circumlocution* (conveying ideas by defining or describing when the exact English words are not known) to get their ideas across. Write the following word on the board, and give its definition in students' first language(s): *assignment* (asignación). Ask students what an easier word is for *assignment*. Write their responses on the board next to the word *assignment*: i.e., *homework*, *task*, *job*. Then, ask them to explain what an assignment is, but without using any of those words (i.e., *work the teacher gives you to do*).

Model these skills again with the word *examination* (examen).

A synonym would be *test*, and circumlocutions might include “what you take at the end of a unit to show what you know,” or “you answer questions and get a grade.”

Teacher Tip

Learn about the meaning of body language and common gestures from your students' home countries. For example, our gesture for *okay* (thumb and forefinger forming a circle) has an improper meaning in some other countries. Guides for travelers, such as *Gestures: The Do's and Taboos of Body Language Around the World*, by Roger E. Axtell, can help.

Extra Support

As you discuss the words *assignment* and *examination*, use real examples to illustrate, such as an actual exam and a copy of an assignment that students recently turned in.

Extra Support

As students are playing the game, wander about the room, giving support in pronunciation and understanding as needed.

Small-Group Practice (5–10 minutes)

- Allow students to practice by playing a simplified version of “Taboo.” Pass out playing cards made from the *Basic School Vocabulary* lesson master, telling students not to let anyone see their cards. Divide students into pairs. Tell them that this game will help them practice their skills of using nonverbal cues and using synonyms and circumlocution.

Player 1 will attempt to get Player 2 to guess the word in his/her hand, but without using either the word or its translation in the first language. They can give Player 2 clues using gestures, facial expressions, body language, synonyms, and circumlocution. Player 2 can ask for assistance by using “requesting assistance” questions like *May I please have more information?* or *Where could I find more information about this?* Tell students to keep working at Round 1 until you say “stop.” Then they should reveal their word to Player 2, if it hasn’t already been guessed. The partners then switch roles for Round 2. Give students a few minutes for each round. Students can trade cards with a neighbor for extra rounds of the game as time permits. *Tell students that if they are unable to guess the word, that is okay. The point of the game is mainly for them to practice their skills of using nonverbal cues and using synonyms and circumlocution.*

During Reading**Student Practice (15–25 minutes)**

- Have students complete the Five-Step Literacy Routine with “The Robot Teacher,” an article about a robot that was put in a classroom to teach 5th and 6th graders.

This article alludes to the use of gestures, facial expressions, and body language. As students read, tell them to take notes on what nonverbal cues are used by the robot to convey messages to the students. Remind students to monitor their understanding as they read and use the language strategies they have learned for getting back on track when needed.

Five-Step Literacy Routine

1. **Set a schema.** Students read and reply to a daily email, which sets the stage for what they are about to read. Students start reading and writing in an informal environment that encourages them to make text-to-self connections.
2. **Read for information or enjoyment.** The email directs students to an appropriately leveled, nonfiction article or fictional story at the Achieve3000 website that engages and involves students via real-world topics or engaging stories.
3. **Demonstrate mastery.** After reading the article or story, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing responses to open-ended questions.
5. **Form an opinion.** Students also participate in a Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension.

Extra Support

While most of the class is engaged with their article and the Five-Step Literacy Routine, you may wish to provide additional small-group or individualized instruction based on students' needs and your own instructional goals. Such instruction could include reteaching the lesson strategy by presenting it in a different way or working on a particular state standard or skill. The reports in the Admin section of the Teacher's Edition will provide the data you need to make those types of instructional decisions. We recommend that you never work with small groups larger than five students.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to discuss their opinion about robot teachers. Do they think robot teachers can teach students? Steer the discussion to the use of nonverbal cues. Can robots adequately use nonverbal cues to convey messages?
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including these academic terms: *gestures*, *facial expression*, *body language*, *synonym*, and *circumlocution*.

Lesson Extensions

- The following mime activity can serve as an alternate introduction to the class. Ask students to learn three things about their partner, but without using language. They can use gestures, sounds, and other methods for getting to know their partner, but not words. Then, one at a time, ask a few students to report out to the class about what they learned about their partner. Then, ask the second partner if the first partner was correct. Have a few pairs of students report out, and then ask everyone to return to their seats. Point out that students were able to learn a great deal about each other without using language. Ask them what skills they used to learn about their partner. List their ideas on the board or on a blank overhead transparency, illustrating by acting out their ideas (such as gestures or facial expressions) as you do so.
- Start a language-learning pen-pal program, pairing native English speakers with English Language Learners.
- Have students come up with a list of phrases or ideas to mime, and put each idea on a slip of paper. Divide students into small working groups. Pick one idea and have each group brainstorm how they would convey the idea without using words. Each group should present the way they would convey the idea without speaking. Have students vote on the group that they did the most effective job. Explore why that group's mime was best.

Lesson Masters

Basic School Vocabulary

 bell (campana)	 nurse (enfermera)
 book (libro)	 office (oficina)
 cafeteria (cafeteria)	 paper (papel)
 chair (silla)	 paper clip (sujetapapeles)

 chalkboard (pizarra)	 pen (pluma)
 desk (escritorio)	 pencil (lápiz)
 dictionary (diccionario)	 pencil sharpener (sacapuntas)
 door (puerta)	 restroom (baño)
 drinking fountain (fuente de agua potable)	 ruler (regla)

 eraser (borrador)	 school bus (autobús escolar)
 grades (notas/calificaciones)	 homework (tarea)
 library (biblioteca)	 scissors (tijeras)
 locker (armario)	 shelf (estante)
 lunch (almuerzo)	 stapler (engrapadora)

 map (mapa)	 table (mesa)
 notebook (cuaderno/libreta)	 glue (pegamento)
 school (escuela)	 student (estudiante)
 wastebasket (papelera)	 window (ventana)

Lesson: Using Cognates

Learning Objective

Students will develop cognate awareness and learn strategies for using cognates in their primary language as a tool for understanding English.

Pacing

45–90 minutes

Suggested Readings

“The Bald Eagle” by Karen Nichols

“Dear Diary” by Achieve3000

Preparation

Lesson Overview

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. Because both the English and the Spanish languages have Latin roots, around 30 to 40% of all words in English have a related word in Spanish. Therefore, for English learners whose home language is Spanish, cognates are an obvious bridge to the English language.

In this lesson, you help students develop cognate awareness and give them strategies for using cognates in their primary language as a tool for understanding English as a second language. Students are introduced to the concept of cognates by playing a matching word game. Then, using direct instruction and modeling, you introduce students to four types of cognates, and you guide students as they identify cognates in a brief passage. Students then apply their learning independently using the Five-Step Literacy Routine. The lesson closes with a review of the concepts learned and an opportunity to record new academic vocabulary (*cognate*, *false cognates*, *multiple-meaning word*) in students’ vocabulary journals.

Do Before Teaching

1. Make one photocopy of the list of *Sample English-Spanish Cognates*. Select pairs of words such that the total number of words is equal to the number of students in your class. (If you have an odd number of students in your class, you will need to participate in the game as well.) Cut the words into strips. Save the remaining pairs for a second round of the game, time permitting.
2. Make photocopies of the article titled “The Bald Eagle,” equal to the number of students in your class. Also be prepared to project the lesson master for this passage.
3. Be prepared to project the *Types of Cognates* graphic organizer and the *Beware!* graphic organizer.

4. You may wish to provide the following supplementary materials to adapt the lesson for your particular students:

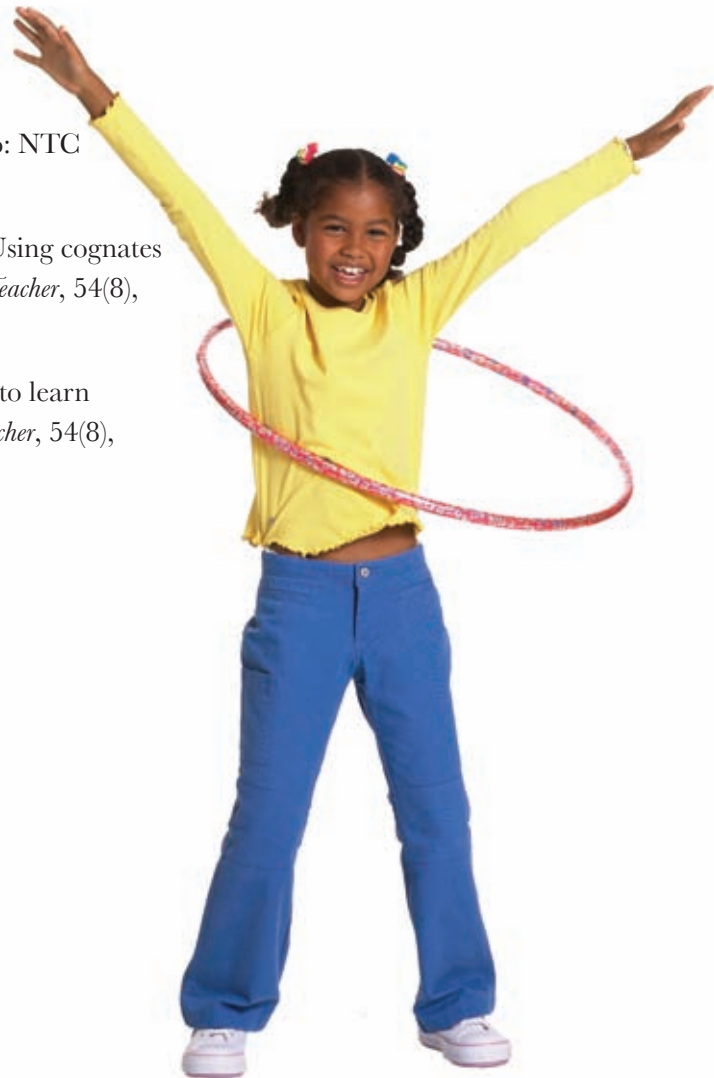
- Images of a bald eagle (http://en.wikipedia.org/wiki/File:Haliaeetus_leucocephalus_-_skagit_valley-8-2c.jpg) and the Great Seal of the United States (<http://en.wikipedia.org/wiki/File:US-GreatSeal-Obverse.svg>)
- A book of Spanish-English cognates, such as NTC's Dictionary of Spanish Cognates by Nash, R. (1997) Chicago: NTC Publishing Group
- Spanish-English dictionaries

Resources

Nash, R. (1997). *NTC's Dictionary of Spanish Cognates*. Chicago: NTC Publishing Group.

Rodriguez, T. A. (2001) From the known to the unknown: Using cognates to teach English to Spanish-speaking literates. *The Reading Teacher*, 54(8), 744-746.

Williams, J. (2001) Classroom conversations: Opportunities to learn for ESL students in mainstream classrooms. *The Reading Teacher*, 54(8), 750-757.



Teaching Routine

Before Reading

Introduce Lesson: Bell-Ringer Activity (5 minutes)

As with other vocabulary, it is best to teach cognates in context. This activity merely introduces students to the concept of cognates and is not intended as a springboard for rote memorization of the word list. See the Lesson Extensions for more ideas for meaningful activities using the *Sample English-Spanish Cognates*.

Extra Support

If students are having trouble finding their partner, tell them to try pronouncing the word aloud. Model pronunciation as needed.

- Distribute word strips to students as they enter class, one per student. Tell them that you are distributing English-Spanish cognate pairs and that they must find a peer who has the translation of their word. Their mystery partner will have a strip with a word on it that means the same thing as their word. The partner's word may be spelled exactly the same way, spelled nearly the same, spelled only somewhat similarly, or sound the same but look quite different. Students need to find their partners, discuss their two words, and come to a decision about what the words mean.
- Once pairs have formed, call for volunteer pairs of students to tell what their word pairs are and what they mean. How do they know?

Provide Direct Instruction and Modeling (10–15 minutes)

- Define cognates. Explain that, because English and Spanish are closely related (both have Latin roots), some words in Spanish are similar in form and meaning to words in English. These words are called *cognates*. Spanish-speakers can use their knowledge of their first language to help them learn many words in English, particularly words commonly used in school. Other languages with European roots also have English cognates.



- Describe the four categories of cognates. Project the *Types of Cognates* graphic organizer. List examples of the four types of cognates as you define and discuss them:

- ***Words that are spelled exactly the same in both languages***—Ask for volunteers whose pairs were spelled exactly the same to call out their words, and as they do so, list them on the graphic organizer. Ask students whether they know of other English-Spanish cognates that are spelled the same way and have the same meaning (i.e., *hotel*).

- ***Words that are spelled very similarly***. These often vary in predictable ways. For example:

declaration/declaración

contamination/contaminación

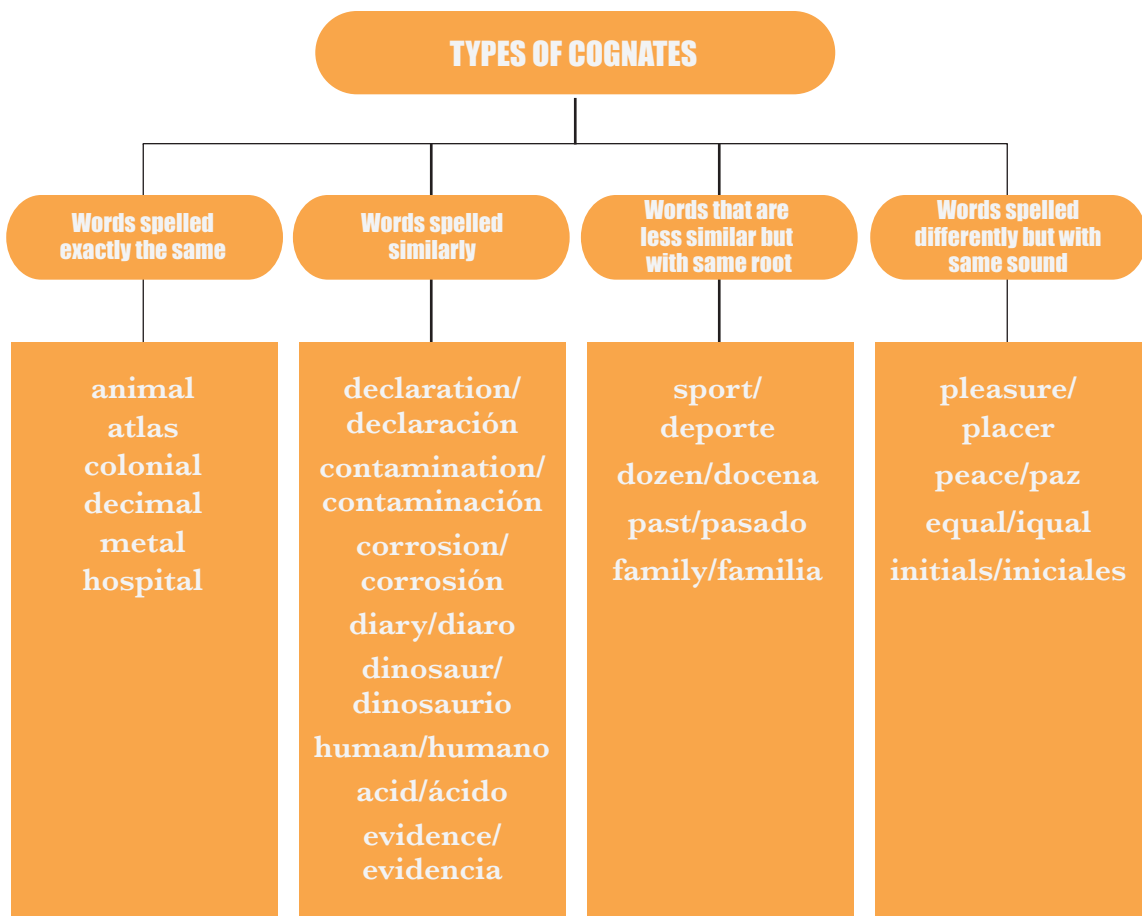
What part of the word changes each time?

Call for other examples from the game or from students' own experiences. Continue this process for the next two categories.

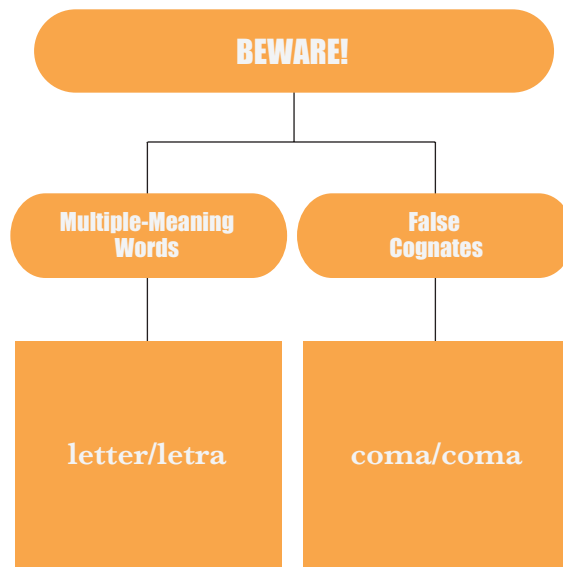
- ***Words that are less similar but share the same root***, i.e., *sport/deporte*

- ***Words that sound alike even though the spellings vary***, i.e., *pleasure/placer*

See the figure on the next page for an example of how your graphic organizer might look after completion with student input.



- Warn about multiple-meaning words and false cognates using the *Beware!* graphic organizer.



- **Multiple-meaning words:** Some words are cognates for one meaning but not another. For example, in English, *letter* can mean a character of the alphabet or a note you write to someone. In Spanish, *letra* only means a character of the alphabet. The Spanish word for a note you write to someone is *carta*.
- **False cognates:** Some words may look and sound like cognates but aren't. For example, the Spanish word *sopa* looks and sounds similar to the English word *soap*, but they mean something very different: the Spanish word *sopa* is something you eat; the English word *soap* is something used to wash things. English *soap* and Spanish *sopa* are false cognates. Ask students whether they can think of other false cognates: Does anyone know what *pie* means in Spanish (*foot*)? What does the word *pie* mean in English (*dessert*)? Does anyone know what *carpeta* means in Spanish (*folder* or *file*)? What does the word *carpet* mean in English (a *rug*)?
- **Tip:** If you think a word may be a cognate, pay attention to the context to see whether the assumed meaning makes sense.
- Model finding cognates in written text using the passage titled “The Bald Eagle.” Project this text and distribute photocopies. Ask students whether they can identify any cognates in the first two sentences of the passage. Circle *eagle* and *symbol* as students identify these words.

Small-Group Practice (5–10 minutes)

- Distribute photocopies of “The Bald Eagle” and have students work in small groups to find cognates in the rest of the passage. Ask them to circle any cognates they recognize, then make a list of the cognates and take a guess at their meanings, using their knowledge of their first language to help them. After students complete the activity, gather student responses in a whole-class discussion of the passage.

Extra Support

- Show students a photograph of a bald eagle (http://en.wikipedia.org/wiki/File:Haliaeetus_leucocephalus_-_skagit_valley-8-2c.jpg), along with an image of the Great Seal of the United States (<http://en.wikipedia.org/wiki/File:US-GreatSeal-Obverse.svg>).
- If students need extra help, highlight the cognates for them, and have students proceed by making a list of the cognates and working in small groups to determine their meanings.

During Reading

Student Practice (15–25 minutes)

- Next, have students work independently to apply their learning using the Five-Step Literacy Routine with “Dear Diary,” an article about the journals that astronauts keep aboard the International Space Station. Tell students to watch for cognates as they read and to use their knowledge of Spanish cognates as a tool for understanding the English words. “Dear Diary” includes these cognates as dictionary words, which are also included in the *Sample English-Spanish Cognates strips* (in boldface):
 - astronaut/*astronauta* (levels 1–3)
 - conflict/*conflicto* (level 5)
 - efficiently/*eficientemente* (levels 5–6)
 - experiment/*experimento* (level 3)
 - international/*internacional* (level 4)
 - isolated/*aislado* (levels 5–6)
 - morale/*moral* (levels 6–7)
 - neutral/*neutral* (level 6)
 - public/*público* (levels 4–5)
 - tension/*tensión* (levels 7–8)



Five-Step Literacy Routine

- 1. Set a schema.** Students should respond to the following email prompt, which you have scheduled for email delivery: *Astronauts in space are writing down their thoughts and feelings. Why do you think they might do this?*
- 2. Read for information or enjoyment.** The email directs students to the article “Dear Diary” which is delivered at each student’s reading level.
 - While reading, students should use the Reading Connections to note their thoughts about the passage.
 - Remind students to watch for cognates that can help them understand the word’s meaning in English.
- 3. Demonstrate mastery.** After reading the passage, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
- 4. Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *Write two journal entries from the point of view of an ISS astronaut. The first entry should be written at the beginning of the mission. The second entry should be written after the astronaut has been on the ISS for four months. Use ideas from the article, as well as your own ideas, in your answer.*
- 5. Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *If you were an ISS astronaut, what would you find most difficult to deal with?*
 - *Being separated from most other people*
 - *Getting along with others on the space station*
 - *Getting used to a new environment*
 - *Living in a very small space*
 - *Communicating with people from other countries*

Extra Support

While most of the class is engaged with their article and the Five-Step Literacy Routine, you may wish to provide additional small-group or individualized instruction based on students’ needs and your own instructional goals. Such instruction could include reteaching the lesson strategy by presenting it in a different way using one of the Lesson Extensions or working on a particular state standard or skill. The reports in the Admin section of the Teacher’s Edition will provide the data you need to make those types of instructional decisions. We recommend that you never work with small groups larger than five students.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including these academic terms: *cognate*, *false cognates*, *multiple-meaning word*.

Lesson Extensions

- How are the words in the *Sample English-Spanish Cognates list* connected to school? About 60% of the English words in texts come from Greek and Latin, rather than Germanic, sources. Many common words in Spanish are academic words in English, but students may not automatically make the connection between their everyday language and the language of school. This activity will help students make those connections. Have students sort the list of *Sample Spanish-English Cognates* into subject area categories in the following manner: Post a sheet of chart paper in each corner of the room, with one labeled “science,” one labeled “math,” one labeled “history,” and one labeled “language arts.” In pairs, have students gather in the different corners of the room, based on the subject area in which they think their words fit. Ask students to write their word pairs on the appropriate chart. When all have finished, have a reporter for each group report out the list of words on each chart. In a whole-class activity, discuss why the words fit into the categories the students assigned.
- Have students sort the list of *Sample English-Spanish Cognates* into the cognate categories described in the lesson: (1) words that are spelled exactly the same in both languages, (2) words that are spelled very similarly, (3) words that are less similar but share the same root, and (4) words that sound alike even though the spellings vary. Or have students collect their own list of cognates and sort them into these categories.

- Have students choose new words that they did not previously know from the list of cognates from the opening activity to add to their vocabulary journals.
- Have students create a classroom cognate wall or cognate dictionary for recording cognates they discover throughout the year. Be sure to include a category for false cognates and multiple-meaning words to look out for. Have students add words from the activities in this lesson to the wall or dictionary.
- Cognate words can cause problems for Spanish speakers learning English because of different stress patterns in the two languages. Point out how the emphasis changes in the following words:

ability/habilidad

animal/animal

nation/nación

February/febrero

coral/coral

- Photocopy a page from a content-area textbook at your students' grade level and have students work in pairs or small groups to identify cognates in the text. Add new cognates to the classroom cognate wall or dictionary.



Lesson Masters

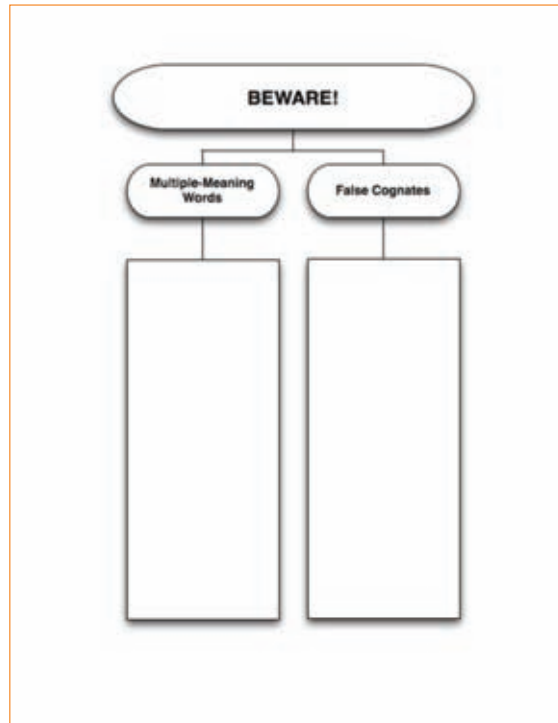
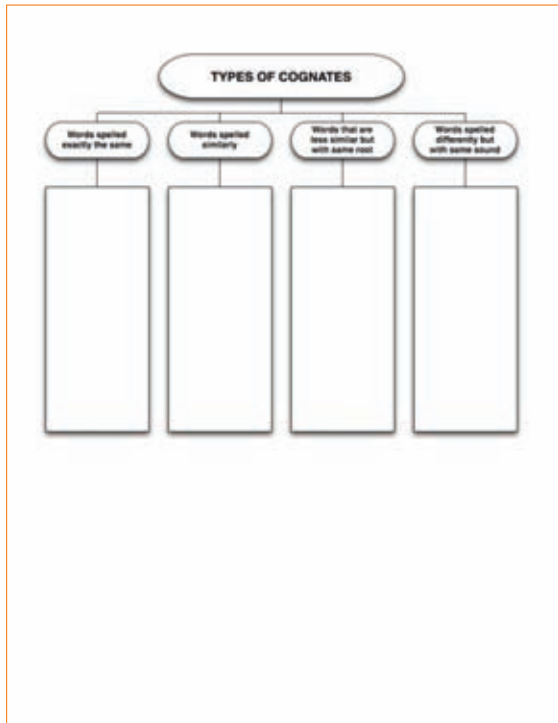
Sample English-Spanish Cognates

NOTE: The cognates in **boldface** are dictionary words from the independently read article "Dear Diary," so be sure to distribute these steps as part of step 1 so that students have additional exposure to these cognates.

English	Spanish
acid	ácido
alphabet	alfabeto
animal(s)	animal(es)
appendix	apéndice
astronaut	astronauta
atlas	atlas
biology	biología
circle	círculo
civilization	civilización
colonial	colonial
comma	coma
conflict	conflicto
conversation	conversación
corrosion	corrosión
decimal	décima
declaration	declaración

English	diary	Spanish	diario
English	dinosaur	Spanish	dinosaurio
English	double	Spanish	doble
English	dozen	Spanish	docena
English	eagle	Spanish	águila
English	efficiently	Spanish	eficientemente
English	equal	Spanish	igual
English	evidence	Spanish	evidencia
English	experiment	Spanish	experimento
English	family	Spanish	familia
English	fraction	Spanish	fracción
English	group	Spanish	grupo
English	history	Spanish	historia
English	hospital	Spanish	hospital
English	human	Spanish	humano
English	hypothesis	Spanish	hipótesis
English	initials	Spanish	iniciales
English	international	Spanish	internacional
English	introduction	Spanish	introducción
English	isolated	Spanish	aislado

English	letter	Spanish	letra
English	metal	Spanish	metal
English	morale	Spanish	moral
English	neutral	Spanish	neutral
English	opportunity	Spanish	oportunidad
English	ozone	Spanish	ozono
English	page	Spanish	página
English	past	Spanish	pasado
English	peace	Spanish	paz
English	pioneer	Spanish	pionero
English	program	Spanish	programa
English	punctuation	Spanish	puntuación
English	public	Spanish	público
English	sport	Spanish	deporte
English	symbol	Spanish	símbolo
English	tension	Spanish	tensión
English	title	Spanish	título
English	volume	Spanish	volumen



The Bald Eagle

The bald eagle is a North American bird of prey. It is our national bird and a symbol of the United States. The bald eagle has played a prominent role in our nation's history. The founding fathers liked to compare the new republic to that of Rome, in which images of the eagle were often used. They chose to include the bald eagle in the design for the Great Seal of the United States, and it appears on most of the government's official seals and on several coins. In those images, its head is usually turned toward an olive branch held in the right claw, symbolizing peace. The left claw clasps several arrows, symbolizing war.

The bald eagle's significance to our land predates the U.S. Declaration of Independence, however, to pre-colonial civilizations. Some Native American cultures consider the bird sacred, and its feathers are central to many of their religious and spiritual customs.

Lesson: Context Clues and Idioms

Learning Objective

Students will learn to use context to derive word, phrase, and sentence meaning. They will apply this skill in determining the meanings of idioms.

Pacing

45–90 minutes

Suggested Readings

“Schools Take Steps to Stop Bullies” by Achieve3000

“Helping Students and Teachers: A Career in the Classroom” by Achieve3000

Preparation

Lesson Overview

Research on vocabulary development shows that students learn the majority of their vocabulary indirectly through: conversations, mostly with adults; listening to adults read to them; and reading extensively on their own. This finding has serious consequences for English learners, whose parents and other adults in their lives are often not fluent in English. It is therefore critical for educators of English learners to teach the ways that students learn vocabulary directly, including analyzing context to decipher unknown or idiomatic language (CIERA, 2001).

This lesson introduces students to the concept of using context to derive word, phrase, and sentence meaning. They also learn that idioms are phrases that mean something other than what is stated literally.

Students warm up by studying and writing about pictures that represent the literal and figurative meanings of the idiom “raining cats and dogs.” After some instruction and modeling, students work in pairs to match idioms with their meanings. Once students have a good understanding of idiomatic language, you provide instruction and modeling in using context to derive the meaning of unknown and idiomatic words and phrases. Students are guided as they practice using five types of context clues to derive word, phrase, and sentence meaning. Students then apply their learning independently using the Five-Step Literacy Routine. The lesson closes with a review of the concepts learned and an opportunity to record new academic vocabulary (*context clue, idiom*) in students’ vocabulary journals.

Do Before Teaching

1. Photocopy the lesson masters for *Idiom-Meaning Match and Hard Words* word recognition, one set for each pair of students.
2. Have students' vocabulary journals ready for this lesson.
3. You may wish to provide the following supplementary materials to adapt the lesson for your particular students:
 - A book of Spanish and English idioms with translations, such as *2001 Spanish and English Idioms: 2001 Modismos Españoles e Ingleses* by Eugene Savaiano Ph.D. and Lynn W. Winget Ph.D. (2007) New York: Barron's Educational Series
 - Spanish-English dictionaries
4. Before students enter the classroom, project *It's raining cats and dogs!* from the Lesson Masters so that it's ready for the first step of this lesson.

Resources

- Armbruster, B. B., Lehr, &, Osborn, J.M. (2001) *Put Reading First*. Center for the Improvement of Early Reading Achievement (CIERA).
- Cramer, Ronald L. (1998) *The Spelling Connection: Integrating Reading, Writing, and Spelling Instruction*. The Guilford Press: New York, New York.
- Phenix, Jo. & Scott-Dunne, Doreen. (1991) *Spelling Instruction that Makes Sense*. Pembroke Publishers Limited: Markham, Ontario.

Teaching Routine

Before Reading

Introduce Lesson: Bell-Ringer Activity (5 minutes)

- Project *It's raining cats and dogs!* As students enter the classroom, have them silently review the directions and respond to the prompt in writing. Students should study the pictures, decide which picture best represents the intended meaning of the phrase “raining cats and dogs,” and explain how they know in writing.

Provide Direct Instruction, Modeling, and Guided Practice

(15–20 minutes)

- Explain to students that they will often read or hear words and phrases they might not understand—including sometimes strange and confusing language like “raining cats and dogs.” Over time, they will get better at understanding these words and phrases. They can also use other information in the text to figure out the meaning of words and phrases. Tell students that, in this lesson, they will learn to use a strategy called “analyzing context” to understand the meaning of unfamiliar words and phrases. In the process, they will also review some idiomatic language and some difficult words.
- Ask two or three volunteers to share their responses to the bell-ringer prompt and segue into a discussion about idioms. Explain that idioms are phrases that mean something different from the words themselves. On a really rainy day, if someone says, “It’s raining cats and dogs,” they don’t mean that cats and dogs are literally falling from the sky (the left-hand illustration); rather, they’re speaking figuratively in order to exaggerate and to evoke a vivid image of a very rainy day (the right-hand illustration).

All languages have their own idioms:

- In Spanish, the idiom *tomar el pelo* literally translates as *to take one’s hair* and figuratively translates as *to tease*.
- The Spanish idiom *meter la pata* literally means *to put your leg/paw in* and figuratively translates as *to mess up or to make a mistake*.
- The Spanish idiom *no pegar ojo* literally translates as *to not glue eye* and figuratively translates as *to not get any sleep*. (*Hace dos noches, Antonio no pegó ojo.* / *Two nights ago Antonio didn’t sleep.*)
- In Spanish, the phrase *a ciencia cierta* literally translates as *to science correct*, which has no meaning. The figurative translation is *with complete certainty*.

Extra Support

- Point to the rain in one of the illustrations and say “rain/*lluvia*; It is raining./*Está lloviendo*.” Point out a cat in the illustration and say “cat”; point out a dog in the illustration and say “dog.” Have students mimic your pronunciations. Point to each word as you say “It’s raining cats and dogs” and have students mimic your reading.
- Tell students the literal Spanish translation: “*está lloviendo perros y gatos*.” This is not an idiomatic expression in Spanish. (The figurative translation is “*llover a cántaros*,” which, in English, literally means “it is raining pitchers.”)

Some languages share idioms:

- In Spanish, we say *más vale tarde que nunca*, and in English, we say *better late than never*. In both languages, this expression means that even if you are going to be late, you should still go ahead and do the thing, because it is better to do it late than to never do it at all.
- In Spanish, we say *cruzar los dedos*, and in English, we say *cross your fingers* or *keep one's fingers crossed*. In both languages, this expression means that we hope someone or something will be successful.

All languages have their own idioms. Some languages share idioms, but they always take time—and multiple exposures—to learn.

- Pair students or have students arrange themselves into pairs. Distribute a copy of *Idiom-Meaning Match and Hard Words* to each pair. Ask pairs to match the idioms on the left with the meanings on the right. Model an example to help students get started. As a class activity after they have finished, review the meanings of the idioms. The correct matches follow:

Idiom

to give up
to give someone a hand
to get fired
to be all ears
to be as easy as pie
to hang out with friends
to have a ball
to feel blue
to take a break
to bug someone

Meaning

to stop trying
to help someone
to lose a job
to be ready to listen
to be very easy
to spend time with
to have fun
to be sad
to rest
to bother someone

Extra Support

- Provide a book of Spanish and English idioms with translations, as well as a Spanish-English dictionary, to support each pair during this activity. If any students have trouble, model how to look up an idiom or unknown word using these resources. Then, guide students as they practice looking up another example.
- Model pronunciations of the idioms as needed.

- Next, to transition to contextual analysis, as a class activity, review the meaning of the underlined words in the sentences in the *Hard Words* section. Read each sentence aloud while students follow along on their copies. After reading each sentence, have students discuss what the sentence means. Have them explain the meaning of each underlined word, using the meaning of the sentence to figure it out. If students have difficulty with any of the sentences, use the think-aloud technique to show how you would figure out the meaning of the words.
- Explain that context clues are the words, phrases, and sentences that surround an unfamiliar word. Introduce the five helpful kinds of context clues: definition, example, synonym, antonym, and general. Project the *Types of Context Clues* chart. Review the context clues by reading the text aloud while students follow along silently. Elaborate on the descriptions by using the think-aloud technique to explain how each one can be used with the example. You may want to focus on one or two types of context clues for students who are new to this strategy.
- Next, project the article “Schools Take Steps to Stop Bullies.” Read the article and think aloud to demonstrate how skillful readers use context clues to decipher unknown, sometimes idiomatic, words and phrases. For example, in paragraph 1 (level 6), reread the phrase “to bring bullying *out into the open*.” Then, pause and think aloud: “The text says that more kids are reporting bullying than ever, and that schools are making the reporting of bullying easier. So I think that in this context, ‘out into the open’ means ‘to make public’ or ‘to make it an issue we can all talk about openly.’” Finish reading the article in this manner, pausing three or four times to think aloud about difficult or idiomatic language.

- Pre-teach idioms and difficult phrases needed for understanding the independent reading. Project the article “Helping Students and Teachers: A Career in the Classroom” so all students can see it. Select idioms or phrases from the article (examples from level 6 follow). Pronounce each phrase and briefly explain its meaning. Remind students to be on the lookout for these and other difficult phrases as they read and to use contextual analysis to predict their meanings.

just right for you

non-instructional settings

in addition

extremely rewarding

more than just a fondness

During Reading

Student Practice (15–25 minutes)

- Next, have students work independently to apply their learning using the Five-Step Literacy Routine with “Helping Students and Teachers: A Career in the Classroom.” Tell students to watch for hard words and phrases and idiomatic language as they read and to use contextual analysis as a tool for understanding the English words and phrases.



Extra Support

- Depending on students' education background, they may or may not be familiar with teaching assistants. Explain this career to them, and ask volunteers to describe any teaching aides or assistants they know.
- Circulate among students. Choose difficult words in the selection and ask students to explain what they mean. Provide them with whatever help they need to understand the words using contextual analysis.
- Conduct a short mini-lesson on the word *college*, which is among the 100 most commonly misspelled words in grades 6, 7, and 8 (Cramer, 1998). Pronounce the word *college* and have students say it aloud. Provide an example of the word used correctly, like: "Daniel went to community college to work toward becoming a teaching assistant." Model an oral and written spelling of the word *college*. Explain that a *college* is a learning institution like a high school but for older students. *College* has an unusual spelling because it derives from the Latin words *collegium*, meaning "society," and *collega*, meaning "colleague," and the ending letters *-ege* derive from French and Middle English. Explain that the soft "g" sound is always followed by "i," "y," or "e," as in the words *magi*, *effigy*, and *age*. Ask students to think of other words that end in *-ge* (e.g., *page*, *oblige*, *huge*, *scrooge*). Pronounce the word *college* one more time and have students mimic your pronunciation. Ask students to write a sentence using the word *college* and check their spellings.

Five-Step Literacy Routine

1. **Set a schema.** Students should respond to the following prompt, which you have scheduled for email delivery: *Today's article is about having a career as a teacher's helper. What do you think might be fun about a career like this? What might not be fun about it?*
2. **Read for information or enjoyment.** The email directs students to the article "Helping Students and Teachers: A Career in the Classroom," which is delivered at each student's reading level. Students should use the Reading Connections to note their thoughts about the article.
3. **Demonstrate mastery.** After reading the article, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *List at least two reasons why a person might want to become a teaching assistant. Support your answer with details from the article and ideas of your own.*
5. **Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *Would you be interested in a job as a teaching assistant?*

Extra Support

As students answer the questions, circulate among them to make sure they understand what they are supposed to do. Explain any unfamiliar words or sentence formations that might be confusing by using contextual analysis and the think-aloud technique.

After Reading

Whole-Class Wrap Up (10–20 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed. Review any idioms and difficult phrases students encountered during reading. Have students describe their attempts at contextual analysis, prompting them as needed to clarify the meanings of the phrases.
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including these academic terms: *context clue* and *idiom*.

Lesson Extensions

- Have students get back into their pairs from the fourth step and share their vocabulary journal entries for the academic terms learned in this lesson: *context clue* and *idiom*. They should explain their descriptions and drawings to one another and explain how they represent the meaning of the terms. Students may wish to modify their own entries and their level of understanding after this activity.
- Project this website so all students can see it: <http://www.idiomsite.com/>. Review some of the more humorous idioms with students, explaining both the literal and idiomatic uses of the phrases. A great independent extension activity is to have students select one idiom from the website to present to the class. The presentation can include an oral, as well as a visual, explanation of the idiom.
- Ask for volunteers to provide examples of idioms from their home languages. Have them explain both the literal and idiomatic uses of the phrases.
- Have students draw literal and figurative representations of idioms. For instance, for the idiom “hold your horses,” students could illustrate someone holding two big horses for the literal depiction and then someone waiting patiently for the figurative depiction. Afterward, ask students to write a few sentences using the idiom correctly.

- Project the following sentences and answers so students can see them. Explain that the underlined words in the sentences are called nonsense words. They don't mean anything in English. As a class activity, have students figure out which answers can best replace the nonsense words. The correct answers are: *go to, confusing, small, show, very tired*.

1. Students will *wintrag* a movie about dinosaurs.
A. set up
B. order
C. go to
D. enjoy
2. The directions were so *balgist* that no one could understand them.
A. confusing
B. silly
C. frightening
D. bad
3. The *orthish* car could hold only two people.
A. foreign
B. broken
C. old
D. small
4. Lucy wants to *vindro* her friends her new bicycle.
A. begin
B. show
C. fix
D. build
5. Eduardo was *malvid* after running for ten miles.
A. dizzy
B. very happy
C. very tired
D. bruised

Lesson Masters

"It's Raining Cats and Dogs!"

Directions: Look at the following illustrations. Write one sentence that explains what is happening in each illustration.

Next, choose the illustration that you think best represents the intended meaning of the phrase "raining cats and dogs." How do you know? Write your response on paper and be prepared to share.



Idiom-Meaning Match

Directions: Match the idiom on the left with its meaning on the right.

Idiom	Meaning
to give up	to help someone
to take a break	to bother someone
to give someone a hand	to be sad
to get fired	to be ready to listen
to be as easy as pie	to stop trying
to hang out with friends	to be very easy
to be all ears	to have fun
to feel blue	to spend time with
to have a ball	to lose a job
to bug someone	to rest

Hard Words

Ethan couldn't find anything. His room was in such disarray.

Animals that dwelt in the desert need little water.

Maria was tentative. She could not decide which college she liked.

The nomadic tribe never stayed in one place very long.

Marco had an alibi for being late. The bus had a flat tire.

Types of Context Clues

Type	Description	Example
definition	A definition of the unfamiliar word is stated directly in the text. SIGNAL WORDS: is, are, means, refers to	An American Goldfinch is a small, yellow bird. OR The American Goldfinch, a small yellow bird, is common in California.
synonym	Another word or phrase that is similar in meaning is used in the text. SIGNAL WORDS: also, as, identical, like, likewise, same, similarly, too, or	A school, or group, of fish moves in a harmonious pattern through the water.
antonym	Another word or phrase that is opposite in meaning is used in the text. SIGNAL WORDS: but, however, in contrast, instead of, on the other hand, though, unlike	I thought a tomato was a vegetable, but it turns out to be a fruit.
example	The text includes words or phrases that are examples of the unfamiliar word. SIGNAL WORDS: for example, including, such as	To use less salt in cooking, try fresh herbs, such as basil, oregano, and rosemary.
general	Nonspecific clues are spread over several sentences in a text.	Lacrosse is becoming more popular. Players have to be able to run, jump, and shoot the ball. They also have to use a stick with a little net to throw the ball and make goals.

Lesson: Vocabulary Learning Strategies

Learning Objective

Students will learn tools for acquiring new vocabulary, including concept mapping, comparison/contrast, and memorization techniques.

Pacing

45–90 minutes

Suggested Readings

“A Fun Way to Learn” by Achieve3000

“What Adults Can Learn from Babies” by Achieve3000

Preparation

Lesson Overview

Students began using vocabulary journals in the *Getting Started* unit. The instruction in this lesson will give them more tools to use when learning new vocabulary. You model three tools that students can use to learn new vocabulary: concept mapping, comparison/contrast, and various memorization techniques. Students then practice using the Five-Step Literacy Routine with “What Adults Can Learn from Babies.”

Do Before Teaching

Be prepared to display the excerpt from “A Fun Way to Learn.”

Teaching Routine

Before Reading

Introduce Lesson: (5 minutes)

1. Introduce the lesson with this warm-up activity: Divide students into pairs. Give each pair a bilingual dictionary (such as an English-Spanish dictionary), a stack of self-stick notes, and a marker. Ask the pairs of students to go around the classroom and label three objects in both English and their home language.
2. In a whole-class discussion, have each pair of students share with the class the objects they labeled, the English word for the object, and the word in their first language. If you have a classroom word wall or dictionary, have the pairs add their new English words to the wall or dictionary.



Provide Direct Instruction and Modeling (15 minutes)

- Remind students that they have been using the vocabulary journals to learn and review academic vocabulary so that they can understand the language of the different disciplines. Tell them that you are going to model three more strategies to use when learning new vocabulary: concept mapping, comparison/contrast, and memorization techniques.

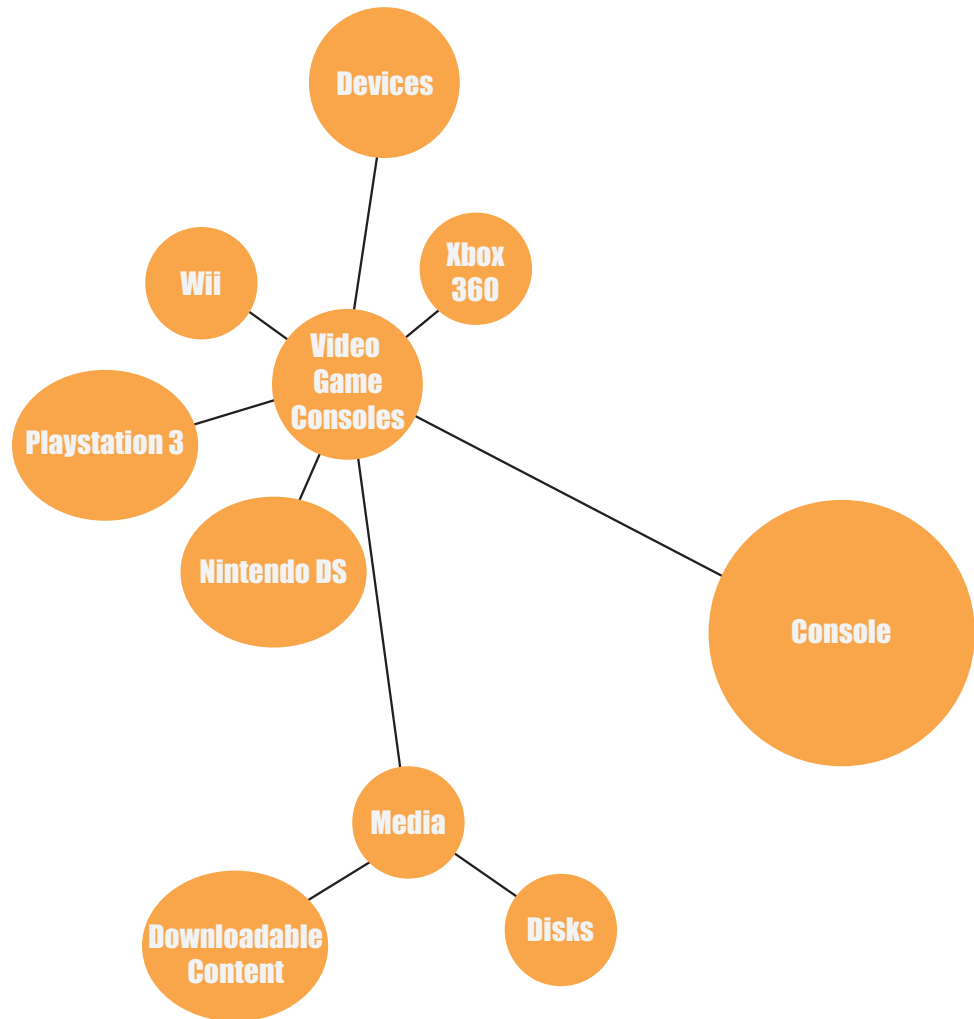
Concept Mapping

- With concept mapping, you write the target concept in the center of your drawing area. Elicit related key words and concepts from students, and add them to the diagram, radiating out from the central concept. In the process, you can group concepts into different categories and introduce new words and related concepts in addition to the ones known by students.

Display an excerpt from “A Fun Way to Learn.” Do a read-aloud of the first paragraph of the passage. (See Lesson Masters.)

TOKYO, Japan (Achieve3000, July 31, 2008). The Nintendo DS isn't just fun and games anymore for students at Tokyo's Joshi Gakuen all-girls junior high school. The portable video game console is now being used as a teaching tool in English classes. Using the DS is a break with traditional Japanese academic methods, and the response has been varied among teachers. Among students, however, the DS is getting high marks.

5. Circle the word *console* when you come to it. Say, “I wonder what a console is. Do any of you know? Does the context of the passage give us any clues?” “I look up the word *console* in a dictionary and find that it means ‘a machine that is used to run different kinds of software.’” On the board, write *console* and draw a circle around it. Elicit ideas from students about the word *console*. “We know from the article that the Nintendo DS is a console. What kind of console is it? What other kinds of video game consoles are there? What are some features of video game consoles?” Continue this line of questioning until you have a concept map that looks something like the following:



This process helps students not only gain a deeper understanding of the meaning of the word *console* but also helps them learn other new vocabulary, such as *media*, *devices*, and so on.

Compare/Contrast

6. Students can also facilitate English vocabulary learning by comparing and contrasting terms. Return to the article excerpt and point out the word *portable* to students. Ask them, “What does *portable* mean?” The article says that the Nintendo DS is portable, which means “movable.” These are handheld games you can take around with you. Are the other consoles you mentioned in our diagram portable? If not, what is the opposite of portable? Take student suggestions, which might include *immovable*. Tell them that the word *stationary* describes something that stays in one place. Create a Venn diagram with *portable* on one side and *stationary* on the other. Write *video game consoles* in the middle.

Then, compare and contrast the two kinds of consoles, writing the details on the diagram. For example, *portable consoles* are likely to be small and lightweight, while *stationary consoles* are heavier and larger. Yet both play video games.

Memorizing

7. Briefly share the following methods for memorizing new vocabulary with students:
- Rehearsal techniques: using flash cards and active rehearsal using underlining and highlighting.
 - Mnemonic devices: making up a song or rhyme.
 - Physical response: acting out the meaning of a new word or phrase.
 - Word sort: organizing words based on common attributes.
 - Visualization: creating a mental image that is representative of the new word.
 - Audio response: speaking the new word aloud and hearing it spoken by others.
 - Contextualization: placing the new word in context. Students can find the word as used in context with a simple Internet search, and then write a new sentence of their own using the word.
 - Sensory learning: trying to connect the word to as many senses as possible. Think not only of what the object described by the new word looks like, but what it smells like, sounds like, feels like, and tastes like.
 - Elaboration: relating the new word to other concepts in memory.

During Reading

Student Practice (15–25 minutes)

8. Have students complete the Five-Step Literacy Routine with “What Adults Can Learn from Babies,” an article about how babies learn more than one language and the implications for language learning in general. Tell students to monitor their understanding as they read and use the vocabulary strategies they have learned for getting back on track when needed.

Five-Step Literacy Routine

1. **Set a schema.** Students read and reply to a daily email, which sets the stage for what they are about to read. Students start reading and writing in an informal environment that encourages them to make text-to-self connections.
2. **Read for information or enjoyment.** The email directs students to an appropriately leveled, nonfiction article or fictional story at the Achieve3000 website that engages and involves students via real-world topics or engaging stories.
3. **Demonstrate mastery.** After reading the article or story, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing responses to open-ended questions.
5. **Form an opinion.** Students also participate in a Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension.

After Reading

Whole-Class Wrap Up (5–10 minutes)

9. When all students have completed the Five-Step Literacy Routine (or at least the first two steps), have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including these academic terms: *concept map* and *compare/contrast*.

Lesson Extension

Have students create a flip dictionary using a set of spiral bound index cards that they can carry with them throughout the day. As they encounter an unfamiliar word in school, they can write the word on one side of the card, look up the meaning in a bilingual dictionary, and enter the meaning on the other side. Remind them that drawing an image of the word and using the word in a sentence will help them remember its meaning. Students can then review the words when they are waiting in line, riding the bus, and so on, and will have them at the ready to discuss in class.

Lesson Masters

A Fun Way To Learn

TOKYO, Japan (Achieve3000, July 31, 2008). The Nintendo DS isn't just fun and games anymore for students at Tokyo's Joshi Gakuen all-girls junior high school. The portable video game **console** is now being used as a teaching tool in English classes. Using the DS is a break with traditional Japanese **academic** methods, and the response has been varied among teachers. Among students, however, the DS is getting high marks.



Lesson: Retelling

Learning Objective

Students will learn about summarizing and retelling information they have heard. They will learn to use the 5-W questions and about the importance of good listening.

Pacing

45–90 minutes

Suggested Readings

“Eleven-Year-Old Interviews the President” by Achieve3000 or any other Achieve3000 article of your choosing

Preparation

Lesson Overview

In this lesson, students learn about summarizing and retelling information they have read or heard. They begin by summarizing a movie or other entertainment source with which they are familiar and from which they hear a good summary. They work in pairs to read and summarize a story and are introduced to the steps for creating good summaries. They practice summarizing using the five W questions and learn the importance of good listening. They read an interview, demonstrate their understanding, and compose a summary of the interview. The lesson is extended by students paraphrasing and summarizing a news article and orally presenting sentences.

Do Before Teaching

1. Photocopy the 5 W's graphic organizer.
2. Photocopy the lesson masters for each pair of students. Before distributing them, cut the pages in half and give one story to each student in the pair.
3. Have students' vocabulary journals ready for this lesson.

Before Reading

Introduce Lesson (10–15 minutes)

- As a class activity, create a summary of each story from the Lesson Master. Suggest the following steps:
 - Identify the important ideas.
 - Use the way the story is organized to tell the ideas.
 - Ignore the ideas that are not important.
 - Rephrase the information in your own words.
 - Make the summary interesting and enjoyable for the listener.
- As students compose the summary, write their statements on the board. Edit them as necessary, being sure to include the important ideas and keeping the summary short. When you have finished, read the summaries out loud so students can hear them read with correct pronunciation, prosody, and intonation.

Provide Direct Instruction and Modeling (10 minutes)

- Explain that summarizing what you have read or heard is a good way to remember it better. You have to think about what you have read or heard and put it in your own words. This is exactly what you do when you see a great movie. You want to tell your friends about it so they will understand why you like it. Maybe they will want to see it too.
- Project the *5 W's* graphic organizer so all students can see it. Tell them that they will read an article and use this organizer to summarize the article.
- Remind them that the ideas on this organizer can be used to summarize what they hear, too. When they are listening to someone, they should listen carefully and pay attention to the “*who, what, when, where, and why*” of what the person is saying.
- Emphasize the importance of being able to summarize what you have read or heard. This is an important skill in school and in many different careers. Learning to summarize takes time, so it is important to practice both writing and speaking a summary.

During Reading

Student Practice (15–25 minutes)

- Next, have students complete the Five-Step Literacy Routine with “Eleven-Year-Old Interviews the President” or any other Achieve3000 article.



Extra Support

Depending on students' education background, they may or may not know what an interview is. Explain that an interview is one person asking questions of another. Reporters like to interview celebrities like movie stars, singers, sports stars, and politicians.

Extra Support

- You may find it helpful to read the questions and answer choices aloud before having students answer them.
- As students answer the questions, circulate among them to make sure they understand what they are supposed to do. Explain any unfamiliar words or sentence formations that might be confusing by using contextual analysis and think-aloud.

Five-Step Literacy Routine

1. **Set a schema.** Students should respond to the prompt, which you have scheduled for email delivery.
2. **Read for information or enjoyment.** The email directs students to the article “Eleven-Year-Old Interviews the President,” which is delivered at each student’s reading level. Students should use the Reading Connections to note their thoughts about the article.
3. **Demonstrate mastery.** After reading the article, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *What qualities must Damon Weaver have to be a good reporter? Explain why you chose each quality. Support your answer with details from the article and ideas of your own.*
5. **Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *Which of Damon’s interview questions do you think is most important?*

After Reading

Whole-Class Wrap Up (15 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed.
- Project the 5 *W*'s graphic organizer so all students can see it. As a class activity, have students answer the questions. Write the answers briefly on the board.

- As a group activity, compose a summary of the article. This should be an oral activity that focuses on saying the summary in accurate statements that are easy to understand. Encourage as many students as possible to participate, and write the steps for summarizing on the board.
 - Identify the important ideas.
 - Use the way the story is organized to tell the ideas.
 - Ignore the ideas that are not important.
 - Rephrase the information in your own words.
 - Make the summary interesting and enjoyable for the listener.

Lesson Extensions

- Project the *Related Reading* “Talking Gets Easier” so all students can see it. Read the selection out loud while students follow along silently. Have volunteers summarize each paragraph of the story. Students may work in small groups to compose the summary for each paragraph, with one person in the group writing the summary statement and another reading it out loud.
- Have a *Paraphrase Practice* session. Read each sentence of the *Paraphrase Practice* lesson master out loud. Have volunteers paraphrase each sentence. Remind students that paraphrasing means to say something using your own words. This is one of the important steps in summarizing. When you can paraphrase what someone has said, it shows you listened, understood, and were interested. Continue the *Paraphrase Practice* periodically. Have students form pairs. Each member of the pair should tell about something interesting that happened. The other partner should listen carefully and paraphrase what was said. As students improve their listening skills, the partners can increase the length of the vignettes they share.

Lesson Masters

The 5 Ws

Who?
What?
When?
Where?
Why?

Story A

Today we tell time with clocks. It seems like there are clocks everywhere. There are clocks on walls. Some people have wristwatches. If you have a cell phone, it has a clock.

Long ago, there were no clocks. People told time during the day by looking at the sun. At night, they did not know what time it was.

The first tool that people used to tell time was a sundial. They put a stick in the ground. They marked how the shadow moved. This method worked well on sunny days. When it was cloudy or at night, it didn't work.

Another way to tell time was with candles. Marks were made on the candles. As the candle burned, it marked the passing of time.

A water clock was a special kind of bowl. It had a hole in it. When you filled the bowl with water, it leaked out. Marks were on the bowl. As the water got lower, it showed the time.

Story B

In the past, zoos were sad places. The animals lived in small cages and pens. They were not very happy.

People realized that this was bad for the animals. The animals needed room to live and grow. Slowly zoos changed. The cages and pens were torn down. Large areas were built. Animals were allowed to roam freely in their new homes. There were no more bars. Moats and walls keep the animals in where they are safe.

Today zoos are beautiful and exciting. Many rare animals live in zoos. Some of these animals can no longer be found in the wild. Zoos help to save rare animals.

There is another place like a zoo. It is even more open. This place is called a wildlife park. The animals have a lot of room. It is almost like being free. People go through the park in a car. They can see the animals. Both the people and animals are safe. Best of all, the animals are happy.

Paraphrase Practice

When Ramon went into his room and started to unpack, he heard a thumping noise come down the stairs toward him.

A large van pulled into the yard, and when the boy and a girl got out, some happy dogs came out of the house to greet them.

The day of Carla's birthday party had finally arrived, and she was looking forward to having her friends over for a party in the back yard.

The farmer drove his tractor into the field, but it was so muddy that he got stuck and had to walk back home to call for help.

When Yong walked by the park, she was surprised to see that some birds were building a nest on a statue, not in a tree.

Lesson: Asking for Information

Preparation

Lesson Overview

In this lesson, students practice critical learning strategies and vocabulary to use in the classroom. They learn how to request assistance when they need more information or when they become confused. They also internalize more basic language by using and reusing it in meaningful ways in listening, speaking, reading, and writing activities that build concept and language attainment.

You introduce this lesson by asking students to unscramble mixed up questions. You then provide students with new vocabulary, which they will use to have an informative conversation about what they want to do. You teach several basic phrases for getting more information, and then students probe for more detailed responses. The lesson closes with a review of the concepts learned and an opportunity to enter new vocabulary into students' vocabulary journals. A wealth of additional activities to use in teaching new basic vocabulary to students is given in the Lesson Extensions.

Do Before Teaching

1. Print out each word from the *Scrambled Questions* lesson master
2. Be prepared to display the lesson masters for *Clarifying Questions* and *More Basic Phrases*.
3. If you have students whose first language is a language other than Spanish, add translations of the phrases in those students' first languages in the far-right column.

Learning Objective

Students will learn basic language needed when asking for information.

Pacing

45–90 minutes

Suggested Readings

Phrases for Requesting Assistance

More Basic Phrases

“A School Where Kids Rule”

by Achieve3000

Before Reading

Introduce Lesson (5 minutes)

Introduce the lesson with an unscrambling activity. Ask for student volunteers. The number of student volunteers should equal the number of words in the question. Give each student one word from the question. Ask the students to rearrange themselves (and the words) so they form a correct question. Repeat this so all students are involved.

Direct Instruction and Modeling (10 minutes)

- Tell students that the best way to find out about a person is to ask questions. There are some basic questions that are asked and more probing questions to find out specific information. Start by gathering basic information about name, address, and age. Fill in the *Interview Chart*.
- Tell students that they should also identify those topics that they would like to explore with other students.

Extra Support

If students need more basic language to use in requesting assistance or for navigating school culture and routines, teach them the phrases on the *More Basic Phrases* lesson master. Ideas for practicing these phrases are given in the Lesson Extensions. Students should also be able to give at least one- or two-word answers to the following: What's your name? What is your address? Where do you live? What is your telephone number? What is your teacher's name? How old are you? What grade are you in? What is the principal's name? Where are you from?

See the Lesson Extensions for another activity that will provide practice in using nonverbal cues, language for requesting assistance, and synonyms and circumlocution: a school scavenger hunt.

- Tell students that if they don't get a clear answer, they can ask clarifying questions, ones that help them to better understand a response. Teach students the following phrases using the *Clarifying Questions* lesson master, which includes Spanish translations. Add translations in other languages represented in your classroom in the far-right column.

- What else can you tell me about that?
- Can you please tell me more about this?
- Would you please explain that to me again?
- Where could I find information about that?
- Can you please help me understand what you just said?
- May I ask you another question?

Leave these sentences on display, telling students they may need them for the upcoming activities.

- Elicit from students what topics they would like to question other students on. Possible topics include: What is your favorite food? What is your favorite movie? What do you want to do when you finish school? What do you like to do outside of school?

Model questions like these by asking a few students what kind of books they like to read and what music they enjoy. Use *Clarifying Questions* to model how to get more detailed responses.

Student Practice (5–10 minutes)

Allow students to practice by pairing them up to interview one another. They should start with the basic questions about their name, address, and age. They should then move on to questions about the specific topics you have identified. Remind students to ask clarifying questions if the answers they received were not clear.

During Reading

Student Practice (15–25 minutes)

- Have students complete the Five-Step Literacy Routine with “A School Where Kids Rule,” an article about the Brooklyn Free School, where homework, tests, and grades don’t exist. In fact, students don’t even have to go to class unless they want to.

This article includes the following basic and academic vocabulary terms that students have practiced in this lesson: *school*, *student*, *grades*, and *homework*. Review the picture cards for these words with students. Tell students to monitor their understanding as they read.

Extra Support

As students are interviewing one another, wander about the room, making sure that questions are posed in the correct way.

Five-Step Literacy Routine

1. **Set a schema.** Students read and reply to a daily email, which sets the stage for what they are about to read. Students start reading and writing in an informal environment that encourages them to make text-to-self connections.
2. **Read for information or enjoyment.** The email directs students to an appropriately leveled, nonfiction article or fictional story at the Achieve3000 website that engages and involves students via real-world topics or engaging stories.
3. **Demonstrate mastery.** After reading the article or story, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing responses to open-ended questions.
5. **Form an opinion.** Students also participate in a Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension.

Extra Support

While most of the class is engaged with their article and the Five-Step Literacy Routine, you may wish to provide additional small-group or individualized instruction based on students’ needs and your own instructional goals. Such instruction could include reteaching the lesson strategy by presenting it in a different way or working on a particular state standard or skill. The reports in the Admin section of the Teacher’s Edition will provide the data you need to make those types of instructional decisions. We recommend that you never work with small groups larger than five students.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching. Ask volunteers to call out any difficult or unknown vocabulary. What strategies did they use to get back on track?
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson.



Lesson Extensions

- For practice in asking questions, send students on a scavenger hunt to find out basic information they will need to know about their school and/or community. Give the assignment to pairs or groups with similar levels of language acquisition, and tailor the scavenger hunt to their ability level. Give a list of five to ten items to retrieve, such as a copy of a certain bookmark or other handout from the library, a copy of the principal’s business card (to take home to parents), a flyer from the school nurse, and so on. (Be sure to make arrangements with these school officials beforehand.) Students may talk among themselves in their home language as they do this activity, but any questions asked of others—the librarian, the school secretary, the school nurse, other students, and so on—must be in English.
- Have students practice using basic phrases by drawing a comic strip that uses the phrases. Give students a set of five phrases that you want them to learn, and ask them to incorporate the phrases into a comic strip. Provide examples of comics for students to look at and gain ideas from. Display the strips in class on a bulletin board or other display, and allow time for students to review each other’s work.
- Have students practice using basic phrases by writing a short play. Create small groups of students (four to five) with varied levels of language ability. Tell them they will write a short, one-act play. Each play must use ten phrases that you identify. Create awards for “Best Actor,” “Best Script,” “Best Screenplay,” and “Best Play Overall.” Have the class vote on who should receive each award.
- Hold a “word-talk” time for five to ten minutes at the end of class each day, when students can discuss and receive help with confusing vocabulary or language-usage situations they encountered in the previous 24 hours.
- Start an English-language conversation club, with proficient English language speakers as volunteers. Have the club meet once a week to discuss new vocabulary and language-usage situations experienced in the previous week.

Lesson Masters

The 5 Ws

Who?
What?
When?
Where?
Why?

Scrambled Questions

Name	Is	What	Your	?	
Grade	In	Are	What	You	?
Live	Where	You	Do	?	

Interview Chart

First Name	Last Name	Address	Age

More Basic Phrases

I don't like it	No me gusta	
I do not understand	No entiendo	
Excuse me	Perdón	
Thank you very much	Muchas gracias	
Please	Por favor	
You're welcome	De nada	
Sorry	Disculpe	
It doesn't matter	No importa	
Hello	Hola	
How are you?	¿Cómo está usted?	
	¿Cómo estás?	
Fine, thank you	Bien, gracias	
My name is	Me llamo	
What is your name?	¿Cómo se llama?	
	¿Cómo te llamas?	
Write your name	Escribe su nombre/ Escribe tu nombre	
Pleased to meet you	Mucho gusto	
Have a nice day	Que tenga un buen día	
I am sick	Estoy enfermo	
I am hurt	Estoy herido	
I would like some water	Quisiera un poco de agua	
Sit down	Sítesese/Sítesate	
Stand up	Plétese/Plégase de pie	
Be quiet	Síléncio	
Listen	Prenta atención	
Say	Diga/Di	

Lesson: Reading Interviews

Preparation

Lesson Overview

In this lesson, students are introduced to the International Space Station and are reminded what an interview is. They work in small groups to match a section of an interview with the person being interviewed. Students become familiar with vocabulary associated with work in space and techniques involved in an interview. They learn about the formats associated with interviews such as all caps for the interviewer and subject, single and double quotation marks, parentheses and brackets, and the purpose of an ellipsis. They compose questions that they would like to ask astronauts and identify a person living or from the past whom they would like to interview. The lesson is extended by the students being interviewed as if they were astronauts on the space station. They are also asked to think of interview questions for members of their own family.

Do Before Teaching

1. Photocopy the interview materials in the Lesson Masters section, one set for each group of students.
2. Have students' vocabulary journals ready for this lesson.

Supplementary Materials and Adaptations

Use the following supplementary materials and adaptations to create context and support content concepts for English Language Learners:

- Hands-on manipulatives and multimedia (including media in students' native languages)
 - Project the website below to provide background information about the space station: http://www.esa.int/esaKIDSen/SEMZXJWJD1E_LifeinSpace_0.html.
- Pictures and visuals
 - Project this photo to show how a typical interview happens: <http://bartoszka.co.uk/wp-content/uploads/2008/11/street-interview.jpg>. Explain to the students that they are going to learn about a very different kind of interview.
- Demonstrations
 - Preview the selection by pointing to the picture and explaining the NASA acronym. If necessary, explain that the title, "Live From Space" is an idiomatic expression that some of the students might not know.
- Related Readings (including readings in students' native languages)
 - **A Mission to Remember**
Teacher-turned-astronaut Barbara Morgan completed her first mission in space as a tribute to the memory of Christa McAuliffe, who was to be the first teacher in space.

Learning Objective

Students will learn to read interviews and will become familiar with the writing conventions common to printed interviews. They will learn to construct useful interview questions in preparation for an interview.

Pacing

45–90 minutes

Suggested Readings

"Live from Space" by Achieve3000

Teaching Routine

Before Reading

Introduce Lesson (5–10 minutes)

- Discuss with the students what an interview is, explaining that it is one person asking questions of another. Interviews are usually conducted by reporters from television, radio, newspapers, or the Internet. They ask questions of celebrities like movie stars, singers, sports stars, and politicians.
- Have the students arrange themselves into groups of three or four. Copy and distribute the *Mystery Interviews* to each group. Have the students in each group take turns reading the interviews out loud. Then, have them match the interview with the celebrity. The names of the celebrities below match the order of the interviews. Confirm the students' matches.

Antonio Banderas in *Take the Lead*

Lucy Liu in *Code Name: The Cleaner*

Tennis player Maria Kirilenko

Moroccan football player Jawad Zaïri

- Ask the students to name some celebrities they might like to interview and tell what questions they would ask. Encourage them to discuss what makes an interview interesting, prompting them if necessary with questions like, “Do you want to learn more about the star’s personal life or what they do professionally?”

Extra Support

You may choose to read the interviews out loud as well as the names of the stars if you think this will be helpful.

Ask the students to discuss the clues in each interview that allow them to link it with the celebrity.



- Pre-teach key vocabulary needed for understanding lesson instruction. Use the vocabulary journal routine with the terms *downlink*, *extraordinary*, *maintenance*, *module*, and *unique*.
 - Display the term *downlink* so that it is visible to all students.
 - Pronounce the term *downlink* and have students repeat it.
 - Write the term in two parts, *down* and *link*, and remind the students that other words in English are like this and are called compound words. Common examples are football and newspaper. The meaning and pronunciation of these words can often be found by looking for the two small words that make up the compound word.
 - Explain the meaning of *downlink*. Point out that the opposite is *uplink*. These words are relatively new in English and were invented only after space travel became possible.
 - Display the remaining vocabulary words. Ask for a volunteer to identify which one is a compound word.
 - Pronounce the remaining vocabulary words and have the students say them. These words have complicated pronunciations, so be prepared to clarify the syllabic structure of *extraordinary* and *maintenance*, the unusual /dj/ sound of *module*, and the long /oo/ and /k/ sounds in *unique*.

Provide Direct Instruction and Modeling (10 minutes)

- Point out that interviews have a structure that is a little different from other kinds of text like a regular newspaper article. The most obvious difference is that the person asking the questions is identified, as is the person answering them. This is often done by bold type or all capital letters. This format is used in the interviews that the students matched. A second format is sometimes followed in an interview: the answers are in quotes. This is to show that they are the exact words of the person. This is not always used. Single quotes are used when the person uses an expression, like ‘sweat and blood’ in the Kirilenko interview.
- Explain that many people enjoy reading interviews because they read as if they were right there with the person being interviewed. It is easy to do this by pretending you are asking the questions as you read them. You can also imagine that the person answering the questions is looking at you and speaking to you.

Reading Interviews Guiding Question: How do I read interviews?

- Project the interview “Live From Space” so it is visible to all the students. Point out that the beginning of the interview is background information about the astronauts, the space station, and how the astronauts spend their time. Show how the format of the article changes when the actual interview takes place. Be sure to explain who STUDENT, TANI, and WHITSON are, referring back to the introductory text, if necessary.

Be sure to point out the parentheses and explain how they are used to show what is happening or to explain information in the interview (5 liters is about the same as 10.5 pints). Point to the brackets and explain that the words inside them are not the exact words of the speaker, even though this is a quote. If necessary, review the use of quotation marks to show the exact words of a speaker.

Point to the series of periods near the end of the interview. Explain that these are called an ellipsis, and it means that something was left out on purpose. Writers sometimes use an ellipsis because they have run out of space in a newspaper article, or the ideas that the person expressed are not related closely to the rest of the interview.

Extra Support

Remind the students that an interview is different than regular articles or stories. The ideas don't always go together smoothly in regular order. The interviewer might ask questions that are not related at all, so you will jump from one idea to another.

- Next, have students follow along silently as you read the interview aloud, modeling fluent reading. After reading, point out the place where Whitson and Tani both comment about oxygen, explaining how they are trying to be funny after Whitson made an error. Explain that informal writing like this often occurs in an interview because the people are more relaxed than in a regular news article. Add that the astronauts are also trying to be friendly to the students who are conducting the interview.

During Reading Student Practice (15–25 minutes)

- Next, have students complete the Five-Step Literacy Routine with “Live From Space.”

Five-Step Literacy Routine

1. **Set a schema.** Students should respond to the following prompt, which you have scheduled for email delivery:
What is an interview?
2. **Read for information or enjoyment.** The email directs students to the article “Live From Space,” which is delivered at each student’s reading level. Students should use the Reading Connections to note their thoughts about the interview.
3. **Demonstrate mastery.** After reading the interview, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *Write a list of questions that you would like to ask astronauts aboard the International Space Station. If you could ask only one of these questions, which one would it be, and why?*
5. **Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension:
Which person alive today or in the past would you like to interview?

Extra Support

Remind students to refer to the bilingual picture dictionary at the bottom of the article as needed.

Extra Support

- You may find it helpful to read the questions and answer choices aloud before having students answer them.
- As the students answer the questions, circulate among them to make sure they understand what they are supposed to do. Explain any unfamiliar words or sentence formations that might be confusing. Encourage them to refer back to the interview to answer the questions.

After Reading Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed. Ask the students if they learned anything new about understanding an interview, particularly the format of the interview. Review the use of single and double quotation marks, parentheses, brackets, and ellipses.
- Have students return to their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson.

Lesson Extensions

Ask the students to imagine that they are astronauts on the International Space Station. Ask each of them one question about the experience. Make the questions interesting but not technical, and encourage the students to use their knowledge of space or imagination to answer the questions.

As a group, have the students choose two people alive today, one female and one male, to be subjects of an interview. Have the students compose five questions they would like to ask the people they chose.

Explain that many young people interview older members of their families to learn about their family histories. What questions would they like to ask? For a list of common questions, refer to the website below:
<http://www.rootsweb.ancestry.com/~minnkota/interview-questions.html>.

Lesson Masters

Mystery Interviews

Which star goes with which interview?
Tennis player Maria Kirilenko
Antonio Banderas in *Take the Lead*
Lady Liu in *Code Name: The Cleaner*
Moroccan football player Jawad Zaiti

INTERVIEWER: How do you rate your dancing skills?
STAR: "Bad. I'm not a good dancer. I'm not even a dancer. I'm just an actor who pretends to dance and that's all. Because I'm not a swordfighter, either. Or a horse rider or any of those things that I have done in my life that has to do with the physicality."

INTERVIEWER: Did you enjoy the action element of this movie?
STAR: "I enjoyed it. I love doing it, but I think they love me doing it more because I was like, 'I don't think that we should do that much fighting, you know.' They were like, 'You have to do fighting!' And actually when I did the test for the movie, people were just like, 'When the fighting started, they were so excited about it.' I wasn't there for the test, but my managers went, and they're like, 'There's just an energy that radiates from the audiences when you just start doing action.' I was like, 'Uh, how is that possible?'"

INTERVIEWER: You're a professional athlete. Do you think modeling is hard?
STAR: "It is not easy! I know girls are working out hard, constantly dieting and traveling between continents—just like tennis players. Besides, their professional age is too short and they have to make the most of it while they are young. We only see the glamorous part of it, but I know there is 'sweat and blood' behind it."

INTERVIEWER: Will you be scoring, *Jawad*?
STAR: "I really hope so. But the most important thing for me is that my contribution on the pitch will bear fruit. Whether it's scoring or passing, the important thing is that the team wins."

Lesson: Formal and Informal Language

Preparation

Lesson Overview

This lesson helps students differentiate the use of formal and informal English. They work in pairs to practice recognizing examples of formal and informal writing. They learn when it is appropriate to use formal and informal language while role playing these situations. Students listen to and read an interview from a space tourist in the form of a newspaper article. They become familiar with vocabulary associated with space travel and the structural elements of unfamiliar words. Students express an opinion about their own willingness to travel in space and how they would spend \$20 million. The lesson is extended by having the students role play a college interview and demonstrate formal and informal speaking in their native languages in order understand the use of nonverbal clues.

Do Before Teaching

1. Photocopy and cut out the sentence strips in the Lesson Masters section, one for each pair of students.
2. Have students' vocabulary journals ready for this lesson.

Supplementary Materials and Adaptations

Use the following supplementary materials and adaptations to create context and support content concepts for English Language Learners:

- Hands-on manipulatives and multimedia (including media in students' native languages)
 - Project this website to provide examples of informal language: <http://www.imsdb.com/scripts/Finding-Nemo.html>. Explain that the language used in movies is usually informal because it is supposed to show how people talk in real life.
- Pictures and visuals
 - Project this photo to show a situation where using formal language is important. This picture shows a job interview. <http://www.saidaonline.com/en/newsgfx/job%20interview.jpg>.
- Demonstrations
 - Compare the words of Gregory Olsen with the rest of the article. This will give students an opportunity to see how formal and informal language can be used in the same piece of writing.
- Related Readings (including readings in students' native languages)
 - **A Mission to Remember**
Teacher-turned-astronaut Barbara Morgan completed her first mission in space as a tribute to the memory of Christa McAuliffe, who was to be the first teacher in space.

Learning Objective

Students will learn to differentiate between formal and informal English and the appropriate use of each.

Pacing

45–90 minutes

Suggested Readings

“A Trip of a Lifetime” by Achieve3000

“Close Call at the Space Station”
by Achieve3000

Teaching Routine

Before Reading

Introduce Lesson (5–10 minutes)

- Briefly review the concept of formal and informal language. Explain that formal language is used for important purposes, and informal language is used for everyday purposes. When you talk to your friends, you use informal language. When you go on an interview for a job or for college, you use formal language. Point out that it is important to know when to use each kind of language.
- Have the students arrange themselves into pairs. Copy and distribute a set of *Formal or Informal* sentence strips to each pair. Have the students in each pair take turns reading the sentence strips. Then, have them identify which are formal and which are informal. Confirm the students' matches.

Extra Support

- Read one of the formal and one of the informal sentences out loud using appropriate stress and intonation.
 - Ask a volunteer to read each sentence to reflect whether it is formal or informal. You may find that having more than one student read each sentence improves students' understanding of formal versus informal language.

Formal

The meeting took place at the mayor's office.

The city plans to have a parade on Fourth of July.

The plane will arrive shortly.

What jobs do you think will interest you?

The storm is expected to end by this evening.

The bridge will be closed for repairs.

Informal

So what are you gonna do this weekend?

You will so not win the next soccer match.

You are out of your mind if you think that will happen.

How much dough did you spend on that sweet jacket?

The burgers were totally delicious.

The movie was a snoozer, so we ditched early.

- Pre-teach key vocabulary needed for understanding lesson instruction. Use the vocabulary journal process with the terms *atmosphere*, *cosmonaut*, *experiment*, *journey*, *recently*, *unaffected*, and *unique*.
 - Remind the students that they learned the meaning of the word *unique* in the previous lesson. You might point out that the beginning of the word, *uni*, means “one,” something is unique if it is one of a kind.
 - Display the term *journey* so that it is visible to all students.
 - Pronounce the term *journey* and have students repeat it.
 - Point out that this word is used in two ways in the passage they will read. One is as a noun, meaning “a trip,” and the other is as a verb, meaning “to make a trip.” Some other words in English that are like this are *find*, *lock*, *bill*, and *paint*.
 - Explain the meaning of *cosmonaut* and its relationship to *astronaut*. Point out that both words end in *naut*, which means traveler. The prefix *cosmo* means universe, and *astro* means space.
 - Display the remaining vocabulary words. Pronounce the words and have the students say them out loud. These words have complicated pronunciations, so be prepared to clarify the pronunciation of each one. Spend a moment on the structural analysis of *unaffected* and its relationship to *affected*.



Provide Direct Instruction and Modeling (10 minutes)

- Remind the students that they learned about interviews in the previous lesson. Some students talked to astronauts on the space station. The interview was very informal, and the astronauts were sometimes joking. Ask the students to name some times when they use informal language. You may begin the discussion by explaining when you use informal language.
- Display this website: <http://www.imsdb.com/scripts/Finding-Nemo.html>. This page shows the script from the movie *Finding Nemo*. The beginning of the script contains many examples of informal language.
- Continue the discussion by mentioning situations in which formal language is necessary. Point out that the most common use of formal language is when people are at work or are interviewing for a job or college admission. Display this website: <http://www.saidaonline.com/en/newsgfx/job%20interview.jpg>. This page shows a situation where formal language is necessary.
- Another time that people often use formal language is when they are meeting new people. Because you don't know much about these people, you speak a little more formally. Remind the students that this happens in many cultures. Encourage the students to discuss when formal and informal language are used in their native culture.
- Project the article "A Trip of a Lifetime" so it is visible to all the students. Explain that this article is an interview, but it is different from the interview they read in the previous lesson and looks like a newspaper article.
- Point to the comments of Gregory Olsen, which are in quotes. They are relatively informal, which is normal for an interview. Remind the students that the quotes around his words mean they are exactly what he said.
- Compare the rest of the article, which is relatively formal, with Olsen's words. Explain that the writer of the article combined both formal and informal language.
- Next, have students follow along silently as you read the interview aloud, modeling fluent reading. After reading, ask the students if they sense the mood of Gregory Olsen from his words.

Extra Support

Be sure the students understand why ISS is in parentheses in the first paragraph. You should also explain that "space tourist" is in quotes because it is a new expression, not because Olsen said it.

During Reading Student Practice (15–25 minutes)

- Next, have students complete the Five-Step Literacy Routine with “Live From Space.”

Five-Step Literacy Routine

1. **Set a schema.** Students should respond to the following prompt, which you have scheduled for email delivery: *When do I use formal versus informal English?*
2. **Read for information or enjoyment.** The email directs students to the article “The Trip of a Lifetime,” which is delivered at each student’s reading level. Students should use the Reading Connections to note their thoughts about the article.
3. **Demonstrate mastery.** After reading the interview, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *If you had \$20 million to spend any way you wanted, how would you spend it?*
5. **Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *If you had a free ticket for a Space Adventures flight, would you go?*

Extra Support

- Remind students to refer to the bilingual picture dictionary at the bottom of the article as needed.
- You may find it helpful to read the questions and answer choices aloud before having students answer them. Be sure the students understand the format of Question 1.

After Reading Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed. Ask the students to explain why Olsen went into space and how he was able to do it. Point out that their answers were probably an example of informal language. Then, ask the students to say the same thing in more formal language. You may choose to have the students compose their responses as you write them on the board and edit them into a coherent, formal response.
- Have students return to their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson.

Lesson Extensions

- Ask the students to pair up and role play a college interview. Each member of the pair will play the role of the college admissions person and the student. If necessary, provide questions to the students like, “Why would you like to come to this college?” or “What do you think it will be like to be in college?” Circulate among the groups to provide them with the help they need to speak in formal language.
- Ask volunteers to give examples of formal and informal speaking in their native languages, along with English translations. Encourage them to use the same facial expressions and body language that they normally would. Point out that the difference between formal and informal language use is more than just words. Facial expressions, body language, and intonation help to set these language forms apart.

Lesson Masters

Sentence Strips: Formal or Informal?
So what are you gonna do this weekend?
The meeting took place at the mayor's office.
You will so not win the next soccer match.
The city plans to have a parade on Fourth of July.
You are out of your mind if you think that will happen.
The plane will arrive shortly.
How much dough did you spend on that sweat jacket?
What jobs do you think will interest you?
The storm is expected to end by this evening.
The burgers were totally delicious.
The music was a snoozer, so we ditched early.
The bridge will be closed for repairs.



Lesson: Everyday Texts Interest Inventory

Preparation

Lesson Overview

In this lesson, students begin by responding to a *Quick Write* prompt about what job they would like to have when they grow up. Then, in a whole-class discussion, you model the importance of using details and specific language when describing or explaining.

Do Before Teaching

1. Be prepared to display the *Quick Write* lesson master. If your class contains students whose first language is something other than English or Spanish, add a translation of the prompt in your students' home languages.
2. Reproduce the *Work Style and Interest Inventory* lesson master, one for each student. Versions are provided in English and Spanish. If you have students who speak a language other than English or Spanish, have the form translated into their home languages.
3. Be prepared to display the English version of the *Work Style and Interest Inventory* and *Rules for Filling Out Forms* lesson masters.

Teaching Routine

Before Reading

Introduce Lesson: *Bell-Ringer Activity* (5 minutes)

- Display the *Quick-Write* prompt for students to see and begin working on as they enter class. Students should write their responses in English. This prompt will allow students to begin turning their attention to thinking about their future career. As the unit progresses, students will develop more knowledge of their interests and of potential careers, allowing them to respond to career-related questions with greater specificity and detail.

Learning Objective

Students will learn the importance of thoroughly and accurately completing forms and of using details and specific language when describing or explaining.

Pacing

45–90 minutes

Suggested Readings

“Interest Inventory” by Achieve3000

“Working at Working Out:

A Career in Fitness” by Achieve3000

Extra Support

- Read the prompt aloud to students.
- The *Quick Write* lesson master includes photos of people in different careers. Make sure students understand that they do not have to limit themselves to careers represented in the photos. These are given merely to spark ideas.

Provide Direct Instruction and Modeling (10–15 minutes)

- Ask students to stop writing. Tell them they will come back to the question they are working on later.
- Model answering a question with specificity and detail. Ask for two or three volunteers to describe their favorite television show without telling what the show is. Allow the rest of the class to guess what show they are describing.

Then, describe a show yourself in three different ways: with few details, with many details, and with more specific, rather than general, language. For example:

Few details: I'm thinking of a show that is about music. [Pause to allow the students to guess the name of the show.]

Many details: I'm thinking of a TV show about high school students who are in a club where they sing and dance. The club includes some football players, some cheerleaders, and some otherwise unpopular kids. They compete with other clubs like theirs. Their coach is a Spanish teacher who is having marriage troubles. A cheerleading coach at the school wants their club to fail so that her cheerleaders will get more funding.

Specific language: I said that the students were in a club. I could have been more specific and said that they are in a glee club.

[Answer: *Glee*]

Explain that this exercise shows how important details and specific language can be. With only a general description and few details, it is harder to guess the name of the show. With many details and with specific language, the answer is easy to guess.

- Tell students that in speaking and writing, it is important to be specific and include details. On the board, build a “ladder of specificity” showing words that go from general to specific.

food
Tex-Mex
entrees
fajitas
seafood fajitas
shrimp fajitas with guacamole

Encourage students to help you complete another ladder, beginning with the word *music*.

- Model this as you show students how to complete the *Work Style* and *Interest Inventory*. Distribute copies of the form to students in their home language. Display the English version. Model by completing a few lines of the form using details and specific language. Print your responses. For example, for number 2, tell students that instead of writing something general such as “music,” they should write something more specific, such as “listening to reggae music” or “playing Tejano music on my guitar.” For number 4, they should use very specific words such as *outgoing* or *energetic*, rather than general ones such as *nice*.
- Display the *Rules for Filling Out Forms* lesson master and go over each point. Tell students that they should follow these rules when filling out most forms they will encounter.

Rules for Filling Out Forms

- Type or print neatly. [*Illustrate.*]
- Answer every question. If the question does not apply to you, write “N/A” for “not applicable.” [*Explain that applicable and apply have the same root.*]
- Answer all parts of the question. [*Illustrate by referring to the Quick-Write prompt, which had three parts.*]
- Use specific language and give details.
- If the form calls for a signature, sign your name in cursive. [*Illustrate.*]

Extra Support

Provide English-Spanish dictionaries and thesauruses for students to use in completing the activity.

Small-Group Practice (5–10 minutes)

- Allow students to work in pairs or small groups to complete the *Work Style and Interest Inventory*. Have them write their responses in English. They should trade papers and work together, providing each other with suggestions to make the writing more specific.

During Reading

Student Practice (15–25 minutes)

- Have students return to the *Quick Write* they worked on at the beginning of class. Ask them to rewrite their responses, providing more details and specific language. Tell them that they can change their answer based on their *Interest Inventory*, or they can use ideas they gained from the inventory to make their writing more specific.
- Next, have students complete the Five-Step Literacy Routine with “Working at Working Out: A Career in Fitness.” Remind students to be specific and to use detailed descriptions when writing responses to the email and Thought Question.

Five-Step Literacy Routine

1. **Set a schema.** Students read and reply to a daily email, which sets the stage for what they are about to read. Students start reading and writing in an informal environment that encourages them to make text-to-self connections.
2. **Read for information or enjoyment.** The email directs students to an appropriately leveled, nonfiction article or fictional story at the Achieve3000 website that engages and involves students via real-world topics or engaging stories.
3. **Demonstrate mastery.** After reading the article or story, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing responses to open-ended questions.
5. **Form an opinion.** Students also participate in a Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any necessary reteaching.
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson, including these terms: *details*, *specific language*, *not applicable*, *signature*.

Lesson Extensions

- To provide more practice in using specific language and details, give students a list of general words and have them write more specific words for each one. Examples of general words you can use: *sport*, *car*, *job*, *furniture*, *action*, *book*, *movie*, *place*, *person*, *plant*, *animal*, *building*, *season*.
- Print copies of the *Quick Write* lesson master with the photos of people in different careers, two sets for each pair of students. Pair students and have them play “Go Fish!” with the cards. Afterward, tell students to select two careers they are interested in learning more about and to write a short paragraph explaining why.



Lesson Masters

Quick Write
 What job do you want to do when you grow up? Why?
 How will you achieve this goal?
 ¿Qué trabajo te gustaría hacer cuando seas grande? ¿Por qué?
 ¿Cómo va a lograr este objetivo?

		
teacher	scientist	business manager
		
doctor	construction engineer	computer technician
		
athletic trainer	banker	veterinarian
		
physical therapist	nurse	chef

Work Style and Interest Inventory

Name: _____ Date: _____

- My favorite subjects in school are _____
- In my spare time, I enjoy _____
- I am really good at _____
- Three words that describe me are _____
- Which do you enjoy more? Circle one.

working alone	working with other people
working outdoors	working indoors
using your hands	using your mind
following directions	solving problems
working with facts	working with ideas
leading	following
talking	listening
organization	freedom
dreams	plans
thinking creatively	thinking practically

Afinidades de trabajo e inventario de intereses personales

Nombre: _____ Fecha: _____

- Mis materias favoritas en la escuela son _____
- En mi tiempo libre, me gusta _____
- Yo soy muy bueno(a) para _____
- Tres palabras que me describen son _____
- ¿Cuál disfruto más? Marca una de cada par.

trabajar a solas	trabajar con otras personas
trabajar al aire libre	trabajar en interiores
utilizar las manos	usar la mente
seguir instrucciones	solucionar problemas
trabajar con hechos reales	trabajar con ideas
ser líder	seguir
hablar	escuchar
ambiente organizado	ambiente de libertad
soñar	planear
pensar de manera creativa	pensar de manera práctica

Rules for Filling Out Forms

- Type or print neatly.
- Answer every question. If the question does not apply to you, write "N/A" for "not applicable."
- Answer all parts of the question.
- Use specific language and give details.
- If the form calls for a signature, sign your name in cursive.

Lesson: Research Fundamentals

Preparation

Lesson Overview

In this lesson, students continue to develop their learning, reading, writing, listening, and speaking skills in a meaningful way when they embark on career research. Students begin by thinking about dream jobs and practical jobs they might like. They learn which sources of information they can use to learn more about these careers. They are also introduced to some unusual jobs. Students read a selection about a career and apply their learning independently using the Five-Step Literacy Routine. The lesson is extended by introducing students to the Bureau of Labor Statistics website designed for young people. They explore careers that are consistent with their interests and review newspapers to become familiar with unusual careers.

Do Before Teaching

1. Project the *Career Information Sources* lesson master so that it is visible to all students.
2. Read the complete version lesson master titled *BLS document Career Information*.

Teaching Routine

Before Reading

Introduce Lesson: *Career Brainstorming Activity* (5 minutes)

- Briefly review the previous lesson about careers. Then, ask students to come up with two career ideas. One is the dream job, and the other is a practical job they think they would enjoy and be good at. Ask students to write the jobs down on a piece of paper. You may want to have students form groups of three or four in order to brainstorm jobs and motivate one another.
- As a class activity, ask students where they got their ideas for their two jobs. Allow students to help one another or provide whatever help you can so that students are able to express their ideas clearly.

Learning Objective

Students will continue to develop their learning, reading, writing, listening, and speaking skills in a meaningful way as they embark on career research.

Pacing

45–90 minutes

Suggested Readings

“Electricians: Wired for the Future”
by Achieve3000

Science/Technology Pop-Ups

Extra Support

- Read the prompt aloud to students.
- The **Quick Write** lesson master includes photos of people in different careers. Make sure students understand that they do not have to limit themselves to careers represented in the photos. These are given merely to spark ideas.

Provide Direct Instruction, Modeling, and Guided Practice
(15–20 minutes)

- Explain to students that finding a good career is one of the most important things they will ever do. Many people don't give much thought to their career, and they look at their work as just a job, something they do to get money. With a little planning and research, however, they can probably find something that they enjoy. As a class activity, brainstorm the kinds of questions students must ask in order to learn more about a career (e.g., *What kind of education will I need? What do they actually do on the job?*). As they ask the questions, write them on the board so they are visible to all.
- Next, connect students' questions with possible sources that may have the answers. Project the *Career Information Sources* lesson master. Read the sources of information out loud and have students discuss them. Guide the discussion as necessary in order to provide them with more complete information about each source.
- Next, have each student name either their dream job or practical job. Help them identify potential sources of information for that job. Ask students to write the information sources on the paper where they recorded the jobs.
- Write the following jobs on the board. Read the job names aloud and explain what they entail. Poll students to see whether any of them would be interested in the jobs. They might be surprised to learn that jobs like these are available, pay well, and are a lot of fun.

Sports scout

Writer for television show

Assistant to movie director

Graphic novel artist

Pet sitter

FBI handwriting specialist

Cook on a cruise ship

Technician in a sound studio

Video game programmer

Theme park event coordinator

Teacher's Note

You may wish to read through the information from the **BLS website** and use it as the basis for a discussion of the *Career Information Sources* lesson master.

Extra Support

As you discuss the sources of information with each student, be as specific about the sources of information as you can. For example, if a student wanted to be a doctor, what specific people should the student speak to? The family doctor is one possibility, but so are any physicians associated with the school. There might be programs at local hospitals in which doctors speak to groups of students. You might also encourage students to write to a doctor who appears on television. Students might be surprised to learn that writing a letter about a career will often get a response from even the most famous or important people.

- Pre-teach the vocabulary needed for understanding the independent reading: “Electricians: Wired for the Future.” Pronounce the words carefully and have students say them aloud. Discuss ways in which the words are used correctly, like “To earn a GED, you have to pass a test.”

During Reading

Student Practice (15–25 minutes)

- Next, have students work independently to apply their learning using the Five-Step Literacy Routine with “Electricians: Wired for the Future.”

Five-Step Literacy Routine

1. **Set a schema.** Students should respond to the following prompt, which you have scheduled for email delivery: *Electricians bring electricity to people’s homes and offices. What might be good about this career? What might be the drawbacks?*
2. **Read for information or enjoyment.** The email directs students to the article “Electricians: Wired for the Future,” which is delivered at each student’s reading level. Students should use the Reading Connections to note their thoughts about the article.
3. **Demonstrate mastery.** After reading the article, students answer questions that monitor comprehension, vocabulary mastery, and higher-order thinking skills.
4. **Construct meaning.** Students build critical cognitive skills by writing in response to this Thought Question: *What are some qualities a person should have to be a good electrician? Explain why you chose each quality. Be sure to include qualities not mentioned in the article. Support your answer with details from the article and ideas of your own.*
5. **Form an opinion.** Students also participate in this Poll about the article so they can demonstrate opinions—the real manifestation of reading comprehension: *Would you be interested in a career as an electrician?*

Teacher’s Note

These vocabulary words are multisyllabic, so it may be difficult for students to hear and pronounce the phonemes in each word. Be sure to say the words slowly enough for students to recognize the sounds and repeat them accurately.

Extra Support

- Students may not be familiar with the word *electrician*. Pronounce the word carefully and have students say it out loud.
- Circulate among students as they read. As they finish, ask each student to summarize the information in a paragraph you point to. Students can reread and paraphrase the text. Do this in a subdued voice in order not to disturb other students.

Extra Support

As students answer the questions, circulate among them to make sure they understand what they are supposed to do. Explain any unfamiliar words or sentence formations that might be confusing by using contextual analysis and the think-aloud technique.

After Reading

Whole-Class Wrap Up (5–10 minutes)

- When all students have completed the Five-Step Literacy Routine (or at least the first two steps), bring the class together to review the lesson, discuss any questions students have, and provide any reteaching that is needed.
- Project the article “Electricians: Wired for the Future” so all students can see it. Ask students the following questions about the article:
 - What got the writer of the article interested in being an electrician? (*a school project on circuits*)
 - What form of career information did he provide to students in his old school? (*informational interview of people in a field*)
 - How do people train to become an electrician? (*an apprenticeship program [elaborate on what an apprenticeship program is]*)
 - Electricians must take an examination to get a license. What keywords would you use to do an Internet search to learn about the examination? (*electrician, examination, exam*)
 - Where would you look to find out if electrician jobs were available in your area? (*classified section of newspaper, online search, call the local electrical union, visit local contractors*)
 - If you went to the library to learn about being an electrician, what questions would you ask the librarian? (*Answers will vary. Encourage students to frame the questions as whole sentences. Role play if necessary so students will be comfortable asking the librarian for information.*)
- Have students enter new vocabulary in their vocabulary journals and indicate their level of understanding for each of the new terms learned in this lesson. While the article is displayed, ask students to identify any other words in the article for which they need clarification about the pronunciation or meaning. Some words that are likely candidates are: *circuit, embarked, homeowners, upgrading, worksite, prospects, telecommunications*.

Lesson Extensions

- Project the following website for students to see: <http://www.bls.gov/k12/index.htm>.

Familiarize students with the website and encourage them to visit it on their own. Choose several of the careers and review the information briefly. Be sure to elaborate on concepts with which students might not be familiar, like the phrase “The middle 50 percent” in the section on pay.

- Project the *Career Information Sources* lesson master. Ask volunteers what they enjoy doing in their spare time or what hobbies they have. Discuss some possible careers that might involve these pastimes. Ask them which information sources would be best to learn more about the careers.
- Bring in copies of several national or local newspapers. Have students form groups of three or four and give each group a newspaper. Have them skim the news stories and identify some of the interesting careers mentioned in the stories. Circulate among the groups and provide any help students need to complete the task. Allow about ten minutes. Continue the activity by asking students to share with the group the careers they found. Display the *Career Information Sources* lesson master and ask students to name the information sources they would use to find out more about the careers.



Lesson Masters

Career Information Sources

- People you know
- Employers
- Informational interviews of people in a field
- Professional societies, trade groups, and labor unions
- Guidance and career counselors
- Postsecondary institutions
- Local libraries
- Internet resources

Career Information

(from <http://www.ils.gov/foos/ics20022.htm>)

Like any major decision, selecting a career involves a lot of fact finding. Fortunately, some of the best informational resources are easily accessible. You should assess career guidance materials carefully. Information that seems out of date or glamorizes an occupation—overstates its earnings or exaggerates the demand for workers, for example—should be evaluated with skepticism. Gathering as much information as possible will help you make a more informed decision.

People you know. One of the best resources can be your friends and family. They may answer some questions about a particular occupation or put you in touch with someone who has some experience in the field. This personal networking can be invaluable in evaluating an occupation or an employer. These people will be able to tell you about their specific duties and training, as well as what they did or did not like about a job. People who have worked in an occupation locally also may be able to give you a recommendation and get you in touch with specific employers.

Employers. This is the primary source of information on specific jobs. Employers may post lists of job openings and application requirements, including the exact training and experience required, starting wages and benefits, and advancement opportunities and career paths.

Informational interviews. People already working in a particular field often are willing to speak with people interested in joining their field. An informational interview will allow you to get good information from experts in a specific career without the pressure of a job interview. These interviews allow you to determine how a certain career may appeal to you while helping you build a network of personal contacts.

Professional societies, trade groups, and labor unions. These groups have information on an occupation or various related occupations with which they are associated or which they actively represent. This information may cover training requirements, earnings, and listings of local employers. These groups may train members or potential members themselves, or they may be able to put you in contact with organizations or individuals who perform such training.

Each occupational statement in the Handbook concludes with a "Sources of Additional Information" section, which lists organizations that may be contacted for more information. Another valuable source for finding organizations associated with occupations is the *Encyclopedia of Associations*, an annual publication that lists trade associations, professional societies, labor unions, and other organizations.

Guidance and career counselors. Counselors can help you make choices about which careers might suit you best. They can help you establish what occupations suit your skills by testing your aptitude for various types of work and determining your strengths and interests. Counselors can help you evaluate your options and search for a job in your field or help you select a new field altogether. They can also help you determine which educational or training

institutions best fit your goals, and then assist you in finding ways to finance them. Some counselors offer other services such as interview coaching, résumé building, and help in filling out various forms. Counselors in secondary schools and postsecondary institutions may arrange guest speakers, field trips, or job fairs.

You can find guidance and career counselors at many common institutions, including:

- * High school guidance offices
- * College career planning and placement offices
- * Placement offices in private vocational or technical schools and institutions
- * Vocational rehabilitation agencies
- * Counseling services offered by community organizations
- * Private counseling agencies and private practices
- * State employment service offices

When using a private counselor, check to see that the counselor is experienced. One way to do so is to ask people who have used their services in the past. The National Board of Certified Counselors and Affiliates is an institution which accredits career counselors. To verify the credentials of a career counselor and to find a career counselor in your area, contact:

* National Board for Certified Counselor and Affiliates, 3 Terrace Way, Suite D, Greensboro, NC 27403-3660. Internet: <http://www.nbcc.org/directory/FindCounselors.aspx>

Postsecondary institutions. Colleges, universities, and other postsecondary institutions typically put a lot of effort into helping place their graduates in good jobs, because the success of their graduates may indicate the quality of their institution and may affect the institution's ability to attract new students. Postsecondary institutions commonly have career centers with libraries of information on different careers, listings of related jobs, and alumni contacts in various professions. Career centers frequently employ career counselors who generally provide their services only to their students and alumni. Career centers can help you build your résumé, find internships and co-ops—which can lead to full-time positions—and tailor your course selection or program to make you a more attractive job applicant.

Local libraries. Libraries can be an invaluable source of information. Since most areas have libraries, they can be a convenient place to look for information. Also, many libraries provide access to the Internet and email.

Libraries may have information on job openings, locally and nationally; potential contacts within occupations or industries; colleges and financial aid; vocational training; individual businesses or careers; and writing résumés. Libraries frequently have subscriptions to various trade magazines that can provide information on occupations and industries. Your local library

also may have video materials. These sources often have references to organizations that can provide additional information about training and employment opportunities.

If you need help getting started or finding a resource, ask your librarian for assistance.

Internet resources. A wide variety of career information is easily accessible on the Internet. Many online resources include job listings, résumé posting services, and information on job fairs, training, and local wages. Many of the resources listed elsewhere in this section have Internet sites that include valuable information on potential careers. No single source contains all information on an occupation, field, or employer; therefore you will likely need to use a variety of sources.

When using Internet resources, be sure that the organization is a credible, established source of information on the particular occupation. Individual companies may include job listings on their Web sites, and may include information about required credentials, wages and benefits, and the job's location. Contact information, such as whom to call or where to send a résumé, is usually included.

Some sources exist primarily as a Web service. These services often have information on specific jobs, and can greatly aid in the job hunting process. Some commercial sites offer these services, as do Federal, State, and some local governments. Career OneStop, a joint program by the Department of Labor and the States as well as local agencies, provides these services free of charge.

Online Sources from the Department of Labor. A major portion of the U.S. Department of Labor's Labor Market Information System is the Career OneStop site. This site includes links to the following:

- * State job banks allow you to search over a million job openings listed with State employment agencies.
- * America's Career Infonet provides data on employment growth and wages by occupation; the knowledge, skills, and abilities required by an occupation; and links to employers.
- * America's Service Locator is a comprehensive database of career centers and information on unemployment benefits, job training, youth programs, seminars, educational opportunities, and disabled or older worker programs.

Career OneStop, along with the National Toll-free Jobs Helpline (877-USA-JOB) and the local One-Stop Career Centers in each State, combine to provide a wide range of workforce assistance and resources:

- * Career OneStop. Internet: <http://www.careeronestop.org>

Use the O*NET numbers at the start of each Handbook statement to find more information on specific occupations:

- * O*NET Online. Internet: <http://www.onetcenter.org/>

Provided in collaboration with the U.S. Department of Education, Career Voyages has information on certain high-demand occupations:

- * Career Voyages. Internet: <http://www.careervoyages.gov>

The Department of Labor's Bureau of Labor Statistics publishes a wide range of labor market information, from regional wages for specific occupations to statistics on National, State, and area employment:

- * Bureau of Labor Statistics. Internet: <http://www.bls.gov>

While the Handbook discusses careers from an occupational perspective, a companion publication—Career Guide to Industries—discusses careers from an industry perspective. The Career Guide is also available at your local career center and library:

- * Career Guide to Industries. Internet: <http://www.bls.gov/occ/cg/>

For information on occupational wages:

- * Wage Data. Internet: <http://www.bls.gov/wh/whwage.htm>

For information on training, workers' rights, and job listings:

- * Employment and Training Administration. Internet: <http://www.dolista.gov/jobseekers>

Organizations for specific groups. Some organizations provide information designed to help specific groups of people. Consult directories in your library's reference center or a career guidance office for information on additional organizations associated with specific groups.

Disabled workers: Information on employment opportunities, transportation, and other considerations for people with a wide variety of disabilities is available from:

- * National Organization on Disability, 888 Sixteenth St. NW, Suite 800, Washington, DC 20006. Telephone: (202) 293-5960. TTY: (202) 293-5968. Internet: <http://www.nod.org/economic>

For information on making accommodations in the work place for people with disabilities:

- * Job Accommodation Network (JAN), P.O. Box 6080, Morgantown, WV 26506. Internet: <http://www.jan.wvu.edu>

A comprehensive federal Web site of disability-related resources is accessible at:

- * <http://www.disability.gov>

Blind workers: Information on the free national reference and referral service for the blind can be obtained by contacting:



Chapter 9 Graphic Organizers

Download the resources in this chapter from the Teacher's Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

How do we remember things? How do we take advantage of our short-term memory? How does information get stored for the long term? Do people remember things in different ways? What can help students improve their memory of content? What can teachers do to support students with disabilities in storing long-term memory (Dye, 2000)?

How do we help all students improve their comprehension of any text?

Teachers have some simple, yet powerful tools available to help answer each of these questions. These tools are graphic organizers. But what are graphic organizers?

“Graphic organizers are ‘visual displays teachers use to organize information in a manner that makes the information easier to understand and learn’ (Meyen, Vergason, & Whelan, 1996, p. 132)” (Dye, 2000). The graphic organizers give students a visual way of linking new knowledge to existing

knowledge, and they organize information in a way that enables students to learn and retain the new information.

These tools are effective with all students: students reading on grade level, those reading above grade level, struggling readers, English Language Learners, and special education students. Graphic organizers are an important component of the Achieve3000 differentiated instructional experience because they help increase levels of comprehension and assist in both vocabulary and writing skills development.

Achieve3000 has developed a bank of graphic organizers that can be used while reading articles and can help with the development of the strategies in comprehension, vocabulary, and writing. Examples of each graphic organizer can be found in this chapter, and customizable reproducibles can be printed directly from the Training and Support section of the online program. (See sidebar.)

Graphic organizers, mind maps, and concept maps are pictorial or graphical ways to organize information and thoughts for understanding, remembering, or writing about. These are powerful tools that can be used to create a foundation for enhanced learning.

Both Sides Matrix

Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Both Sides Matrix

Title: _____

Use this matrix to compare two positions. State each position as clearly as you can. Explain the support for each position as well as who supports each position.

Position 1	Position 2
State Position 1	State Position 2
Support for Position 1	Support for Position 2
Supporters of Position 1	Supporters of Position 2

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Cause-and-Effect Chain

Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Cause-and-Effect Chain

Title: _____

1. Write the first cause in the first cause box.
 2. Write what happened in the second box. This now becomes the cause of the next effect and so on.
 3. Add more boxes if you need them.

Cause

→

Cause > Effect

→

Cause > Effect

↓

Cause > Effect

→

Cause > Effect

→

Cause > Effect

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Cause-and-Effect Graphic Organizer

Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Cause and Effect Graphic Organizer

Title: _____

Use this chart to organize ideas for your essay.

- In the **My decision (cause)** box, write words, phrases, or sentences that describe the decision you made.
- In the **Why I made my decision** box, write words, phrases, or sentences that describe the reasons you made your decision.
- In the **Results or effects of my decision** box, write words, phrases, or sentences that describe things that have happened as a result of your decision.
- Use as many boxes as necessary to organize your ideas.

My decision (cause)

Results or effects of my decision

1.
2.
3.
4.
5.
6.

Why I made my decision

1.
2.
3.
4.

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Character Web

Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Character Web

Title: _____

Writers tell about characters by the way they appear, how they act, what they say, and how they feel. Use the Character Web to help create characters for your story.

Appears

⋆

Acts

↓

Says

⋆

Feels

Character

Other important details about the character:

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- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.

Cluster

Cluster

Title: _____

Use this cluster to collect your ideas. Write the most important ideas in the center of the cluster. Add details and examples in the other "bubbles."

Add more idea bubbles if you need them.

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Compare and Contrast with a Venn Diagram

Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Compare and Contrast with a Venn Diagram

Title: _____

Use this Venn diagram to compare and contrast two persons, places, things, or events. Add information about how they are the same in the middle of the diagram. Add information about how each is unique in the outside parts of the diagram.

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Compare and Contrast Matrix

Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Compare and Contrast Matrix

Title: _____

(Write a name, event, concept, category, or fact.)

	1.	2.	3.
A.			
B.			
C.			
D.			

Write a feature, attribute, or point.

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Comparison Chart

Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Comparison Chart

Title: _____

Use this matrix to compare and contrast two persons, places, things, or events. Add information about how they are alike in one column and how they are different in the other column.

Similarities	Differences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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Important Contributions

Student name _____ Teacher Name _____
 Class _____ Date _____

Important Contributions

Title: _____

Influence on Issue(s)

Influence on People

Influential Person

Historical Time Period

Influence on Event(s)

Influence on Development(s)

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Key Points

Student name _____ Teacher Name _____
 Class _____ Date _____

Key Points

Title: _____

Write at least 5 key points and then use these to write a summary paragraph.

Summary

K-W-L Chart

Student name _____ Teacher Name _____
 Class _____ Date _____

K-W-L Chart

Title: _____

Before Reading: Preview the text. Then write what you already know into the K box. Write questions about what you would like to know in the W box.

During Reading: Make notes that will help you answer your questions.

After Reading: Write the answers to your questions in the L box. Reread the text as needed.

K What I Know	W What I Want to Know	L What I Learned

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- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.

How to Set Up a Matrix Problem

Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

How to Set up a Matrix Problem

What is matrix problem?
 Matrix problems are fun challenges in logic, deductive thinking, and mathematical thinking.

In order to complete a matrix problem, students must first gather information from a set of given clues and record it onto a matrix so that they can visually relate the information to other clues that fit together and then eventually use the process of elimination to complete the matrix and solve the problem.

Use the sample, step-by-step matrix problem with your students. Once they complete it, challenge them to write their own matrix problems to exchange with their peers and solve.

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Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Example matrix problem

Kara, Jake, Ben, Rene, and Connor are friends. Each has a favorite ice cream flavor. No two friends have the same favorite flavor. Using the clues and the empty matrix below, can you match each person to his or her favorite ice cream flavor?

- Jake really doesn't like chocolate and strawberry.
- One of the friends really likes vanilla.
- Ben is allergic to peach.
- Kara's favorite ice cream is not chocolate.
- Ben likes butter pecan.
- Connor likes the ice cream to which Rene is allergic.

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Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Step 1

Write names and categories in the matrix. In this problem, write the friends' names and ice cream flavors.

	chocolate	vanilla	strawberry	peach	butter pecan
Kara					
Jake					
Ben					
Rene					
Connor					

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Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Step 2

Read each of the numbered clues, one by one. Identify the clues that give you a definite Yes or No. (For example, Kara's favorite is not chocolate, but Ben's favorite is butter pecan.) Write the definite Yes or No into the matrix. After reading each clue, your matrix should look like this:

	chocolate	vanilla	strawberry	peach	butter pecan
Kara	No				
Jake	No	No			
Ben					YES
Rene				No	
Connor				YES	

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Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Step 3

Remember that whenever you put a Yes into a box, you can write No in all the other boxes in the row next to it and all the boxes in the row above or below it. So, your matrix should now look like this:

	chocolate	vanilla	strawberry	peach	butter pecan
Kara	No			No	No
Jake	No	No		No	No
Ben	No	No	No	No	YES
Rene				No	No
Connor	No	No	No	YES	No

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Student name: _____ Teacher Name: _____
 Class: _____ Date: _____

Step 4

Now take a look at the matrix again. What do you see? Rene is the only one with an empty chocolate box, so Rene's favorite flavor has to be chocolate! Put a YES in that box and then you can finish the rest on your own using the same process.

The answer is:

- Kara's favorite ice cream is strawberry.
- Jake's favorite ice cream is vanilla.
- Ben's favorite ice cream is butter pecan.
- Rene's favorite ice cream is chocolate.
- Connor's favorite ice cream is peach.

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Matrix Graphic Organizer

Student name _____ Teacher Name _____
Class _____ Date _____

Matrix Graphic Organizer

Title: _____

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Multiple Causes, Multiple Effects

Student name _____ Teacher Name _____
Class _____ Date _____

Multiple Causes, Multiple Effects

Title: _____

1. Write what happens in the Effect circles.
2. Write why it happened in the Cause boxes.
Add more boxes or more circles if you need them.

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- Select the Training and Support tab to access the Learning Center.
- Select the Lessons and Resources tab.



Chapter 10 Rubrics

Download the resources in this chapter from the Teacher's Edition of the online program by following this path:

- **Select the Training and Support tab to access the Learning Center.**
- **Select the Lessons and Resources tab.**

What if you could score your students' work and...

- save time,
- stay consistent, and
- get better quality work from every student?

Think it's impossible?

Well, rubrics can help make the impossible possible!

Rubrics are basically a simplified way to score a performance-based task. They allow you to look at varying degrees of proficiency in that task. Generally, rubrics specify the level of performance expected for several levels of quality. These levels of quality may be written as different ratings (e.g., *Excellent*, *Good*, *Needs Improvement*) or as numerical scores (e.g., 4, 3, 2, 1), which are then added up to form a total score associated with a grade (e.g., *A*, *B*, *C*).


Achieve3000 incorporates rubrics in several areas of the program. Two different rubrics can be used to score the Thought Question, which is the fourth step of the Five-Step Literacy Routine. The writing rubric is used for all of the Thought Questions, except the Wednesday question. The Wednesday articles include a graph, chart, or functional document Thought Question that has its own rubric. The Thought Question rubric can be customized to state, district, school, or class standards by providing Achieve3000 Customer Support with your information. You will also find modified writing rubrics and rubrics for scoring fluency.

This chapter includes examples and directions for using the rubrics. The rubrics can be accessed within the program and printed. (See sidebar.) The writing rubrics can also be customized to meet *your* specific needs.

Writing Scoring Rubric

The Achieve3000 Writing Scoring Rubric is used with the Thought Question on all articles except the Wednesday articles. It is also used in the Writing Center scoring for the activities in *The Writing Process* and *Timed Writing* sections. This rubric can be customized to meet your specific needs. If there is a specific rubric that your school, district, or state uses that you would like to have loaded into the program, Achieve3000 will load the rubric for you.



				
Writing Scoring Rubric				
Criteria:	4 points	3 points	2 points	1 points
Task Completion	You pay careful attention to the question asked and make sure to present an answer that is appropriate for the audience being addressed.	You pay some, but not full, attention to the question asked and are not always mindful of the audience being addressed.	You pay some, but little, attention to the question asked and are rarely mindful of the audience being addressed.	You do not pay any attention to the question asked and have no concern for the audience being addressed.
Main Idea and Details	Your main idea is clear, and you give multiple details to support it.	Your main idea is mostly clear, and you give several details to support it.	Your main idea is not completely clear, and you give limited details to support it.	Your main idea is unclear, and you do not give any details to support it.
Mechanics and Grammar	Your writing has no errors in punctuation, capitalization, and spelling.	Your writing has a few punctuation, capitalization, and spelling errors.	Your writing has several punctuation, capitalization, and spelling errors which make it difficult to understand.	Your writing has so many punctuation, capitalization, and spelling errors that it is extremely difficult to understand.
Style and Creativity	Your writing is inviting, compelling, and easy to understand. A great read!	Your writing is clear and easy to understand. A good read.	Some of your writing is unclear or difficult to understand.	Your writing is unclear or difficult to understand.

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Chart, Graph, and Functional Document Thought Question Scoring Rubric

The Thought Question included in the Wednesday articles focuses on building the skills of reading, interpreting, and applying information from charts, graphs, and functional documents. These are a critical skills across the content areas and in state testing. Achieve3000 encourages you not only to use the rubric to score your students' responses to the Thought Question, but to teach them the elements of the rubric as well.

Criteria:	4 points	3 points	2 points	1 point
Vocabulary	<p>Correct use of graphing vocabulary terms and labels is clearly and precisely demonstrated. The response is characterized by:</p> <ul style="list-style-type: none"> Accurate use of graph-specific words throughout the writing Use of vocabulary terms in a purposeful and effective manner Use of vocabulary terms in a way that conveys a clear understanding of the graph or functional document 	<p>Graphing vocabulary terms and labels are occasionally used correctly and may also be used incorrectly. The response is characterized by:</p> <ul style="list-style-type: none"> Use of graph-specific vocabulary words in a way that works, but is not always effective or accurate Occasional overuse of descriptive words Some obvious intentional use of vocabulary words to enhance writing 	<p>Graphing vocabulary terms and labels are used sparingly and/or may be applied incorrectly. The response is characterized by:</p> <ul style="list-style-type: none"> Words and terms that may be ordinary and general rather than specific and precise Attempts at using graphic-specific vocabulary that appear to be overdone or forced Use of vocabulary words that may detract from the message 	<p>No attempt to use graphing vocabulary terms and labels has been made. The response is characterized by:</p> <ul style="list-style-type: none"> Use of general, vague words that don't communicate effectively Words that do not fit or do not adequately explain the graph or functional document. A limited range of words
Interpretation	<p>Specific information from the graph or functional document is clearly and accurately interpreted and/or summarized in the written response.</p>	<p>Some information from the graph or functional document is accurately interpreted and/or summarized in the written response.</p>	<p>Some important information from the graph or functional document may be missing or misinterpreted in the response.</p>	<p>Interpretive information from the graph or functional document is completely missing or unclear in the response.</p>
Content Connection	<p>Exceptional and obvious connections to the article are present and supported with details. The response is characterized by:</p> <ul style="list-style-type: none"> Clear use of focus and control Carefully selected ideas and details that stand out A thorough and insightful connection between the graphic and the article's content 	<p>Connections to the article are present and supported with some details. The response is characterized by:</p> <ul style="list-style-type: none"> Use of some focus and control Ideas and details that are relevant but may not be consistent A definite connection between the graphic and the article's content 	<p>Some broad or simplistic connections to the article are present. The response is characterized by:</p> <ul style="list-style-type: none"> Conclusions that are obvious and predictable Use of details that partially support a connection between the graph and the article's content 	<p>Connections to the article are unclear or completely lacking. The response is characterized by:</p> <ul style="list-style-type: none"> Extremely limited or unclear attempts to connect to the article's content Use of details that establish an irrelevant connection between the graph and the article's content













The following two rubrics are modified for students who may need to focus on fewer elements than are found in the general Achieve3000 Writing Scoring Rubric. Select the rubric that is most appropriate for the students with whom you are working.

Scoring Rubric: Writing and Thought Question (Elementary, Modified)




ACHIEVE3000

This Is How Your Writing Will Be Scored













Criteria	3 points	2 points	1 point
Did you answer the question? 	 Fantastic!	 Good Start! You answered most of the question.	 Keep Trying! You answered only some of the question or did not answer the question.
Did you make mistakes in the writing? 	 Fantastic! You have no mistakes in: spelling punctuation capitalization.	 Good Start! You have a few mistakes in: spelling punctuation capitalization.	 Keep Trying! You have some mistakes in: spelling punctuation capitalization.
Did you follow the "Include in Your Answer"? 	 You put in all the things from the Include in Your Answer.	 You put in some of the things from Include in Your Answer.	 You did not put in anything from Include in Your Answer.

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Scoring Rubric: Writing and Thought Question (Secondary, Modified)

ACHIEVE3000 

This Is How Your Writing Will Be Scored

Criteria	3 points	2 points	1 point
Did you answer the question? 	 You answered the whole question.	 You answered most of the question.	 You answered only some of the question.
Did you make mistakes in the writing? 	 You have no mistakes in: spelling punctuation capitalization.	 You have a few mistakes in: spelling punctuation capitalization.	 You have some mistakes in: spelling punctuation capitalization.
Did you follow the "Include in Your Answer"? 	 You put in all the things from the Include in Your Answer.	 You put in some of the things from Include in Your Answer.	 You did not put in anything from include in Your Answer.

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In the Fluency chapter, you were presented with numerous activities to help build reading fluency with your students. Assessing your students' fluency levels and monitoring their progress are also discussed in *Achieve3000 in Your Classroom*. Here you will find the rubric instructions needed to make that process easier.

Read Aloud Fluency Rubric Instructions

Assessment Directions Using Rubric

Once a month, Achieve3000 posts a story that can be used to assess students' oral read aloud fluency. The system times each student's reading, and we recommend that teachers score the student's oral reading using the online scoring system and the *Reading Fluency Record Log* found in the Fluency chapter.

You can print out an individual rubric for each one of your students directly from the Read Aloud article. Or you can use the *Reading Fluency Record Log* in the Fluency chapter to keep track of your entire class.

For most effective assessment, we recommend structuring the fluency assessment as follows:

- Print a copy of the *Reading Fluency Record Log*.
- Schedule a time with each of your students individually.
- During your time with the student, listen to him/her read the story aloud. As the student reads:
 - Use the timer embedded within the story to time the reading.
 - Mark down the number of words read incorrectly.
 - Use the rubric to rate the student's accuracy, phrasing, smoothness, and pace.
- After the student has read, score his work in the Read Aloud report in the Teacher's Edition of the program.

Grading Student Fluency

1. Log in to your Achieve3000 Teacher's Edition.
2. Click *Admin* at the top of the screen.
3. Click the + sign to expand *Student Work*.
4. To the right of *News*, select *Read Aloud*.
5. The page that appears has a series of drop-down boxes. Use the drop-down boxes to customize your report, if desired.
6. Click *View Report*.
7. A list of activities appears on the screen. By default, the activities are sorted by the ones that were completed most recently. Click the appropriate header to sort the activities by user, activity name, or section. For example, to sort the report by student name, click *User*.
8. Click the title of an assignment to view the details about the student's fluency assignment.
9. Type the number of errors made while reading in the *Incorrect Words* field. The *Words Correct Per Minute* field is calculated automatically.
10. If desired, type a grade and comment in the *Grade* and *Comment* boxes.
11. Leave the *Email comment to student* checkbox checked if you would like to send a copy of the comment to the student via email.
12. Click *Save* and *Close*.



Oral Reading Rubric: Teacher

Oral Reading Rubric (Teacher version)

Criteria	4 points	3 points	2 points	1 point
Accuracy	Reading is meaningful and word recognition is automatic. Unfamiliar words are quickly decoded and read accurately. (90% accuracy)	The reading is mostly accurate with some successful self-corrections. Occasionally, a word may be misread without correction. (81-90% accuracy)	The reading contains many attempts to decode words, several unsuccessful self-corrections, and/or complete stalls during difficult sections. (66-80% accuracy)	Reading contains many misuses and multiple, unsuccessful decoding attempts. Substitutions can typically be "guessed" at words with little attempt to maintain meaning. (less than 60% accuracy)
Phrasing	Reading is generally well-phrased with large, meaningful phrases. Punctuation and sentence structure are interpreted accurately.	Reading is naturally phrased for the most part, with careful attention to some of the punctuation.	Reading is primarily choppy in small 2- or 3- word phrases. Some attention to punctuation is present.	Phrasing is inconsistent, with little attention to phrase boundaries. Words may be stressed incorrectly and/or read word-by-word.
Flow	Reading is consistently smooth with self-corrections made automatically.	The reading may have some breaks in flow because of pauses and difficulty with specific words.	During difficult sections, the hesitations and pauses are frequent and disruptive.	Each word is read as a single entity, severely limiting the flow of the passage. As a result, meaning is usually obscured.
Pace	Reading is consistently conversational and well-paced throughout the entire passage.	Reading is sometimes conversational but may include portions that are moderately slow OR inappropriately fast.	Reading is a lumpy combination of fast and slow with minimal consistency.	The reading is slow, word-by-word, and noticeably laborious. Meaning and content are obscured by the difficult reading pace.

Oral Reading Rubric: Student

Oral Reading Rubric (Student version)

	4 points	3 points	2 points	1 point
Accuracy Did I read the words correctly?	I made only a couple of mistakes when I read and I quickly fixed my errors and continued to read.	I made several mistakes while I was reading, and I fixed most of my errors and continued to read.	I made many mistakes while I was reading. I was able to fix some mistakes, but there were some words that I didn't know.	I made a lot of mistakes when I read, and I was able to fix a few of them. I had to guess at some words.
Phrasing Did I group words together and watch for punctuation marks?	I read in meaningful word groups and paid attention to punctuation marks.	I used some meaningful word groups and paid attention to most punctuation marks.	I read word groups together when I knew them, but some of my reading was word-by-word.	I read mostly word-by-word and paid at some of the and punctuation.
Flow Did my reading sound smooth?	My flow of reading sounded smooth throughout the entire passage.	My flow of reading sounded mostly smooth, but I repeated or misread some parts.	At times my flow of reading sounded smooth, but I also misread or repeated many parts. It sounded choppy.	My reading sounded mostly choppy and not very smooth.
Pace Did I read too slow, too fast, or just right?	I read at a pace that consistently sounded like a conversation.	I read at a pace that sometimes sounded like a conversation. At times I read too fast or too slow.	I read at a somewhat slow pace and pointed to some of the words as I read.	I read very slowly and pointed to each word as I read.
Self-Monitoring (for students only) Did I make changes as I read in order to understand the meaning?	I made a few corrections by rereading, sounding out words, and skipping over parts that didn't make sense.	I made some corrections while I was reading, but once or twice I got stuck and needed help.	I tried to sound out some words, but I stopped reading when I got stuck and asked for help.	I needed someone's help to read most of the words.

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Notes

Notes



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