Reading

Transitional Course



Table of Contents

**Introduction to Reading Transitional Course 3**

Introduction for Teachers 5

**Unit 1:** [**Literary Non-Fiction**](#LiteraryNonFiction) **13**

**Unit 2:** [**Reading in Science**](#Science) **25**

**Unit 3:** [**Reading in Humanities**](#Humanities) **35**

**Unit 4:** [**Reading in History**](#History) **41**

[**Appendix**](#Appendix)**: 51**

Unit Design Template (blank) 52

Unit Design Template (sample completed) 53

Unit Design Template- Literary Non-fiction 55

Unit Design Template- Science 57

Unit Design Template- Humanities 59

Unit Design Template- History 61

Reading Portfolio 63

CCSSO Resources (strategies defined) 64

Resources for Transitional Course 85

Introduction

**Reading Transitional Course**

On March 26, 2009, Governor Steve Beshear signed Senate Bill 1 into law. This significant piece of legislation led to the implementation of several education initiatives impacting college readiness and degree completion in Kentucky.

In response to Senate Bill 1, four key strategies have been identified to promote college and career readiness and degree completion:

* Accelerated Learning Opportunities
* **Secondary Intervention Programs**
* College and Career Readiness Advising
* Postsecondary College Persistence and Degree Completion

These transitional courses fall under the second strategy – Secondary Intervention Programs. **Its target audience is high school seniors who scored below readiness benchmarks for reading on the ACT.**

A statewide team of secondary and postsecondary English Language Arts and reading specialist educators were tasked to assist regional school districts and high schools in designing and implementing transitional reading courses. Meetings were held in 2010 to develop college readiness transition courses. These transitional courses center on a framework of content and concepts aligned with the revised Kentucky Core Academic Standards and aligned with college and career readiness standards.

This course should be adapted to meet the specific needs and conditions in each high school. It may be offered as an actual full semester course, but it could also be offered as an intervention for students before or after school, as a supplement to existing English Language Arts courses or a course in which students have flexible entry and exit based on pre-assessment scores. The flexibility of the course is designed to provide schools with multiple options to meet student needs without compromising the other opportunities available to them. This course cannot count as a student’s English IV credit. It can be offered as an elective course.

Teachers in each school are charged with designing instructional plans based on the curriculum provided by the Transitional Course Work Team. Additional materials such as class notes and measurement instruments (quizzes and tests) for teachers can be developed or provided by programs successfully implementing college readiness programs.

A system for including pre- and post-testing, diagnostics, and scores for developmental and non-developmental placement is necessary and essential for tracking data related to these courses. Mechanisms need to be in place to record pertinent data, review procedures, and disseminate information to other interested school districts and state agencies. For additional information, please see the information page on College and Career Readiness in Kentucky at the end of this document.

The Council on Postsecondary Education uses the following assessments to determine placement of students in college reading/developmental classes.

* ACT
* COMPASS

Other reading assessments such as the Nelson-Denney or the Eckwall Shanker could also be used to assist with assessing student readiness levels and to help diagnosis areas of need for improvement.

*In addition to the coursework, it is recommended that instructors include components for writing, project based learning, college readiness, appropriate use of technology, and self-directed learning.*

## Introduction for Teachers

**Purpose of course:** The purpose of this course is to enable students to transition into credit-bearing college classes which require a minimum benchmark reading score of 20 on the ACT. This course is a direct result of implementing Senate Bill 1 legislation which requires the development of a “unified strategy to reduce college remediation rates by at least fifty percent (50%) by 2014 from what they are in 2010” (“Unified strategy for college and career readiness,*”*  2010).

**Course objectives:** After completing the transitional course and meeting the college placement test criteria, students will be able to:

* enroll in college credit-bearing courses.
* increase the likelihood for successful completion in subsequent college courses.

**Background Development**: Numerous secondary and postsecondary educators and multiple KDE offices met as the Transitional Course Work Team to plan and develop the framework for this course. Course developers included high school and college faculty who are currently immersed in successful transitional program pilots within their own institutions. Data and expertise from these groups supported the development of a course framework that will provide students with the fundamental background for the successful placement and completion of a credit-bearing college course.

**Content Area Reading**: The Transitional Course Work Team engaged in lengthy discussion regarding the format of the reading course they hoped to develop. Ultimately, they wanted to ensure the course that was developed would best meet the needs of secondary students and prepared them for the rigor they would encounter in college and the workplace. Non-fiction literature is something that your average American faces daily. Every day, individuals read biographies, political and personal essays, character sketches, feature articles, technical instructions, etc. in a variety of print locations. Literary non-fiction is encountered in history, social science, the humanities, education, engineering, mathematics- almost any subject matter in which students would take coursework. After careful examination of the ACT format, the college readiness standards and the emerging common core standards, the Transitional Course Work Team decided that content area reading was the most necessary framework for this course.

The ACT Reading Test: Questions on the ACT Reading Test are made up of four types of reading selections according to the information below:

Social Studies (25%)

Natural Sciences (25%)

Prose Fiction (25%)

Humanities (25 %)

High School students are not always exposed to the amount of and complexity of non-literary texts that are necessary for preparation for college. Students have had adequate exposure to literary texts and have encountered these texts from early elementary school on through high school. Non-literary texts, especially those reading pieces from the specific content areas, are more difficult for students because they have not always been taught how to read those types of texts. This course strives to walk students through strategies designed to address these specific content texts, as well as to expose the students to good reading strategies for any type of reading.

Please note, this course framework is not intended to be all encompassing in terms of the content area. The unit sections were named to reflect the ACT reading passages. For instance, in the unit dealing with Reading in Humanities, the ACT refers to the type of reading as Humanities, so the Transition Course Work Team used the same term.  The section is not supposed to be all encompassing in terms of Arts & Humanities but represent a selection of reading that would be included in Humanities on the ACT.  It is not meant to focus on any one type of art (visual, drama, etc).

Content literacy instructionis needed for students to meet the reading, vocabulary, critical thinking, and writing demands they face. With just basic reading instruction, students are unprepared to read, write, and discuss using the language of science, social studies, mathematics, and English language arts—the result is that many are not successful without support to do this within the context of content area instruction. As students are asked to read texts of increasing complexity from grade level to grade level, their skills as readers must also become increasingly sophisticated. High school students still need support in learning how to comprehend and critically think about media, lectures, demonstrations, charts and graphs, and hands-on activities. When they are confronted each year with increasingly complex texts to read in every class, in content areas that are either new to them or require higher order analysis, evaluation, and synthesis, many students find that they “can read it, but don’t get it” (Tovani, 2000). Students need to realize that the skills, comprehension requirements, and understanding of text structures involved with reading a mathematics textbook, a science journal article, a primary source in a history class, and a Shakespearian play are quite different—and they need to be able to use effective learning strategies with each.

**Best Practices in Content Literacy:** One best practice promoted in this Guide is the *Before, During, and After* framework. This framework describes the routine of using instructional strategies at each of the following three phases of instruction:

1. Prior to reading a text to prepare for learning

2. During the reading of a text to monitor comprehension

3. After the reading of a text to consolidate learning

Another best practice is the *Gradual Release* model. This is a pattern where teachers provide a great deal of scaffolding or support when students are introduced to new material. As a lesson or unit progresses, scaffolding is gradually released until students have independently mastered the concepts or skills. The gradual release model often includes the following:

1. Direct instruction and/or modeling at the outset

2. Some type of collaborative or small group work

3. Independent practice or demonstration

The following may be helpful for finding resources for understanding and modeling the gradual release model:

* Literacy Leader: Gradual Release of Responsibility

<http://litlead.essdack.org/?q=node/477>

* Program Research: A Gradual Release of Responsibility

<http://www.glencoe.com/glencoe_research/Jamestown/gradual_release_of_responsibility.pdf>

**Elementary versus High School Literacy Instruction**: In the elementary years, reading instruction focuses on *basic reading:* phonics/decoding, fluency, and comprehension of narrative and simple informational text. The type of instruction needed for most students to be successful with content area reading and writing changes drastically in middle and high school. Students in middle and high schools are bombarded with a wide variety of complex expository and descriptive text, technical content vocabulary, and writing requirements of content classes. Most students know how to read on at least a literal level when they enter high school. In other words, they can decode and comprehend basic information when reading straightforward text. However, many do not know how to “read to learn” more complex texts on their own; they do not know how to independently use reading, writing, and critical thinking strategies to comprehend information, construct meaning, question the author’s thinking against other text or their own experiences, or synthesize new information and ideas to new situations. Literacy instruction at the high school level should support students to continue developing reading fluency; improving vocabulary knowledge; developing higher-level reasoning and thinking skills; improving reading comprehension strategies, and increasing student motivation and engagement with reading and writing (Torgeson et al., 2007).

**Lexile**: The Lexile Framework for Reading is a scientific approach to reading measurement that matches readers to text. The Lexile measures both reader ability and text difficulty on the same scale. [*Becoming a Nation of Readers*](http://www.eric.ed.gov/PDFS/ED253865.pdf) and other research suggest that the amount of independent reading students do in schools is significantly related to gains in reading achievement. Lexile allows educators to manage reading comprehension and encourage reader progress using Lexile measures. Lexile also allows educators to match readers with appropriately challenging texts.

*Why use Lexile?* Lexile was the first reading measure to place readers and texts on the same scale. This allows educators to forecast the level of comprehension a reader is expected to experience with a particular text. Also, all of the major norm-referenced tests (NRTs) are linked to Lexile (i.e. CTB McGraw, NAEP, Scholastic, DIBELS). Over 450 book publishers have titles with Lexile measures and approximately 100,000 books can be searched at [www.lexile.com](http://www.lexile.com) to find Lexile levels. Over 70 million Lexile articles can be accessed through database services partners (for KY that is EBSCO through [Kentucky Virtual Library](http://www.kyvl.org/)).

*Lexile Ranges*. Based on the Lexile research, matching a reader’s Lexile measure to a text with the same Lexile measure leads to an expected 75% independent comprehension rate. That means, that if a student’s Lexile score is 1100L, then that student could subsequently independently read and comprehend 75% of what they read on a text that was in the range 1000L to 1100L. (The independent reading range is within 100 points below a student’s Lexile score). A student’s instructional reading level, the level at which they will need some guided instructional assistance but can easily read and comprehend with that support, is between their actual Lexile score and 50 points higher. So, for our student who scored 1100L, their instructional range is 1100L-1150L. Anything further higher than 1150L is going to in the frustration range for this student. That doesn’t mean that students should not experience texts above their instructional range, it simply means that these are not texts that students are going to be comfortable tackling on their own.

*Lexile to Grade Correspondence*:

There is no direct correspondence between a specific Lexile measure and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a given classroom there will be some readers who are ahead of the typical reader (250L above) and some readers who are behind the typical reader (250L below). To say that some books are “just right” for readers in that grade assumes that all students in a given grader are reading at the same level. The Lexile Framework for Reading is intended to match readers with texts at whatever level the reader is reading.

|  |  |
| --- | --- |
| Grade | “Stretch” Text Measure |
| 1 | 220L - 500L |
| 2 | 450L - 620L |
| 3 | 550L - 790L |
| 4 | 770L - 910L |
| 5 | 865L - 980L |
| 6 | 955L - 1035L |
| 7 | 1005L - 1085L |
| 8 | 1045L - 1155L |
| 9 | 1080L - 1230L |
| 10 | 1110L - 1305L |
| 11-12 | 1215L - 1355L |

MetaMetrics has studied the ranges of Lexile reader measures and Lexile text measures at specific grades in an effort to describe the typical Lexile measures of texts and the typical Lexile measure of students of a given grade level. This information is intended for descriptive purposes only and should not be interpreted as a prescribed guide about what an appropriate reader or text measure should be for a given grade.

**Writing**: Best practice research confirms that it is most effective to teach reading and writing skills in conjunction with one another instead of independent of each other. The same skills that are utilized in writing (grammar, voice, spelling and comprehension) are also important to reading, so by helping students improve in one area, it is understandable that both sets of skills are affected. Good writers, much like good readers, are self-directed, independent, goal-oriented, self-regulating and self-monitoring. Good writers are also aware of the various genres of writing, just as good readers understand there are a variety of text genres as well. The best writing (and reading) instruction is direct, explicit and embedded within the content of focus, not a separate stand-alone lesson.

The following may be helpful for finding resources for writing instruction:

* Literacy Reader: Eight Best Practices in Writing

<http://litlead.essdack.org/?q=node/450>

* Language Arts: Secondary Language Arts Writing

<http://old.escambia.k12.fl.us/instres/langarts/Writinginfo.htm>

* Integrating Reading and Writing Instruction Into Content-Area Classrooms

<http://www.educationworld.com/a_curr/columnists/miller/miller023.shtml>

* Writing Across the Curriculum: The Importance of Integrating Writing in ALL Subjects

<http://712educators.about.com/cs/writingresources/a/writing.htm>

* Key Literacy Component: Writing (National Institute for Literacy)

<http://www.readingrockets.org/article/27894>

<http://wac.colostate.edu/>

<http://www.uwlax.edu/catl/writing/index.htm>

<http://owl.english.purdue.edu/>

<http://www.nwp.org/>

<http://carnegie.org/fileadmin/Media/Publications/WritingToRead_01.pdf>

* <http://www.all4ed.org/files/WritingNext.pdf>

**Project Based Learning**: Project-Based Learning (PBL) reflects the idea that students are engaged in learning through a more hands-on approach that focuses on real-world challenges and problem solving. For this course, PBL can serve as a culminating project or event that helps students tie together their learning by using the combined skills of the course with the students own creativity and inquisitiveness. PBL allows teachers to address a variety of student learning styles while providing in depth understanding and a real world foundation for the reading and writing skills necessary to college and career readiness. PBL is multidisciplinary in its approach, which is also helpful in this particular course as it addresses cross-curricular concepts.

In PBL, students engage in an extended period of research and analysis; the culminating outcome of that research is a project that students create and deliver. The research itself, as well as the culminating project, can take on a variety of formats depending upon teacher guidance and student skills and imagination. One of the most important features of PBL is that it puts the responsibility for learning back into the hands of the students as they guide and direct their own path in their culminating project. Students are more highly motivated because they are in the “driver’s seat” and have ownership over their projects.

The following may be helpful for finding resources for project-based learning:

* The Buck Institute for Education: Project Based Learning for the 21st Century

<http://www.bie.org/>

* Project Based Learning

<http://pbl-online.org/>

* Criteria for Authentic Project Based Learning

<http://www.rmcdenver.com/useguide/pbl.htm>

* EduTopic: Project Based Learning

<http://www.edutopia.org/project-learning>

**Motivation/Attitude/Goal Setting**: Any course designed to move students forward in terms of preparing them for college and career readiness would also require the teacher to consider aspects of student motivation, attitude and goal setting. High interest reading and highly motivational activities and classroom environment are a must in helping students connect to the class in order to master the content. Motivation is key to success! Consider these suggestions from the book Tools for Teaching by Barbara Gross Davis (Jossey-Bass Publishers; San Francisco, 1993):

* Give frequent, early, positive feedback that supports the students’ beliefs that they can do well
* Ensure opportunities for student success by assigning tasks that are not too easy or too difficult
* Help students find personal meaning and value in the material
* Create a positive, open, atmosphere in the classroom
* Help students feel they are a valued member of a learning community

By the same token, students should also be actively engaged in goal setting. A teacher can students see the best direction to take, and help students set small goals along the way in order to reach those goals.

The following may be helpful for finding resources on student motivation:

* Vanderbilt University, Center for Teaching

<http://cft.vanderbilt.edu/teaching-guides/interactions/motivating-students/>

* Student Goal Orientation, Motivation and Learning

<http://www.education.com/reference/article/Ref_Student_Goal/>

* Enhancing Students’ Motivation

<http://www.soencouragement.org/enhancing-students-motivation.htm>

* Help Students Set Goals

<http://www.gifted.uconn.edu/siegle/SelfEfficacy/section8.html>

**Course Format**:

Each individual teacher who teaches this course will need to be very intentional, very purposeful with their planning. What is provided in each unit are resources, in the form of texts, activities and strategies to use with the text. The teacher will need to consider the needs of the students and choose the texts and activities that best meet their needs. Not every activity will work with every group of students, and sometimes a combination of activities may be paired or partnered in a group setting so that different groups of students complete different activities.

*Essential Questions*: For each unit, you will find an essential question(s) designed to help you frame lessons around a central topic or idea. The course design does not include unit objectives because it is assumed that teachers will want to create their own depending upon the direction they may personally want to take and any additional skills that may be combined and taught in the unit as aligned to student needs.

*Text Resources*: You will also find specific texts, available free of charge and free of copyright (or with acceptable copyright permissions) to use with the unit. The text list is hyperlinked so that with the electronic version of the course, you can locate the text easily on the Internet.

*Vocabulary*: For each unit, you will find a list of vocabulary words derived from the specific texts. Best practice and research have proven that the most effective way to teach vocabulary is to teach it in context of the texts being used with the students. This direct instruction of vocabulary is important because the teacher models the use of the words in context and helps direct student understanding of the words by utilizing context clues and conceptual clues. Utilizing authentic reading and explicit instruction, the teacher is given the opportunity to teach students specific strategies for analyzing and determining word meaning and to help the students build word knowledge.

The following may be helpful for finding resources for vocabulary instruction:

* Benchmark Education: Best Practices in Vocabulary Instruction

<http://www.benchmarkeducation.com/educational-leader/reading/vocabulary-instruction.html>

* Strategies for Effective Vocabulary Instruction

<http://findarticles.com/p/articles/mi_hb6516/is_2_45/ai_n29452064/>

* Scott Foresman: Leadership Letters- Best Practices in Vocabulary Instruction

<http://www.sfreading.com/resources/pdf/blachowicz.pdf>

* Classroom Best Practices: Teaching Vocabulary Terms and Phrases

<http://cte.unt.edu/home/Prof_devl/arch/Terms_Phrases/Terms_Phrases_Lesson_041908.pdf>

resource on vocabulary from NWP

<http://www.nwp.org/cs/public/print/resource/2782>

School system using Marzano’s strategies

<http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html>

*Activities*: This course includes a variety of activities for each unit. Not every activity in each unit needs to be utilized. Teachers should chose one or two of each type of activity and plan the unit accordingly. There are activities available for before, during or after reading. These activities are designated with the appropriate letter after the type of activity (please see legend below). The explanations as to how to direct the activity are written within the context of the activity chart, unless the activity is from the Council of Chief State School Officers (CCSSO) framework. There is a separate document beginning on page 58 that gives the details for the CCSSO activities, as well as internal links from the activity name to its explanation.

(B) = Before Reading

* Creating Connections
* Introducing Concepts
* Introducing Vocabulary
* Surveying the Text

(D) = During Reading

* Annotation
* Checking Predictions
* First Reading
* Second Reading
* Vocabulary

(A) = After Reading

* After the First Read
* Annotation
* Connecting Reading and Writing
* Connections
* Critical Thinking
* Critical Thinking Questions
* Discussion
* First Read
* Quickwrite
* Revisiting Vocabulary
* Structural Analysis
* Summarizing
* Synthesis
* Synthesis Speaking and Writing

Literary Non-Fiction

Literary non-fiction is often referred to by other terms such as: creative non-fiction, factual fiction, literary journalism or literature of the fact. The genre of literary nonfiction might include the following: biographies, autobiographies, essays, speeches, etc. These specific types of texts are very different from fiction texts (i.e., poems, short stories, novels). There is a great deal of research for including literary nonfiction in this particular course instead of literary fiction texts. Research indicates that students are overexposed to fiction, but are not given an adequate introduction to literary nonfiction before they graduate from high school.

One must also examine the differences between fiction and literary non-fiction in order to understand why one was included in this course over another. Fiction texts are often marked by story plots, usually revolving around some problem to be solved, with a specific setting and a characters to examine. Literary non-fiction, on the other hand, employs varied styles and structures in order to achieve their individual goals. While readers often engage in fiction texts for pleasure, literary non-fiction can be both entertaining and informational and is clearly meant to be read, and examined in a more complex way than simple fiction.

Literary nonfiction may include elements of narration and exposition and is often referred to as “mixed text.” Literary nonfiction is an example of mixed text because it uses literary techniques usually associated with stories but also presents information or factual material. Stylistically, literary nonfiction frequently blends narrative forms of writing and factual information with the dual purpose of informing and offering reading satisfaction. The reader must be able to distinguish increasingly subtle weaving of factual material in the narrative and must be able to distinguish among bias, opinions, and facts.

Types of literary nonfiction include autobiographical and biographical sketches, personal essays, and speeches, character sketches, memoirs, and classical essays. Unlike texts that can be categorized as informational because of their sequential, chronological, or causal structure, literary nonfiction uses a story like or narrative structure. Often organized around a thesis, literary nonfiction may interweave personal examples and ideas with factual information to attain the purpose of explaining, presenting a perspective, or describing a situation or an event.

Literary nonfiction is multidimensional and contains an interplay of text characteristics, which signals the complexity of this genre. Text structures and features in literary nonfiction include description, cause and effect, comparison, chronology, point of view, themes or central ideas, and supporting ideas.

A range of literary devices and techniques termed author’s craft are present in literary nonfiction. Examples of author’s craft might include diction, word choice, various ways to introduce characters, exaggeration, and figurative language, voice, tone, imagery, metaphoric language, denotation, connotation, and irony.

The purposes for reading literary non-fiction include the following:

* To be entertained
* To learn information
* To appreciate an author’s craft

Thoughts teachers may want to consider when approaching a text for their students:

* What does this text say in regards to the essential question(s) of the unit?
* What stylistic features are in this text that students should know?
* How is this text structured?
* Which before, during and after activities make the most sense for the students?
* What does this text say about the author? Why did the author write the text? What does the author seem to think about the topic of the text?
* How will the teacher get the students to pay attention to these issues?

The following may be helpful for finding resources on literary non-fiction:

* NAEP 2009 reading framework <http://www.nagb.org/publications/frameworks/reading09.pdf>
* University of Oregon. School of Communication and Journalism

<http://lnf.uoregon.edu/whatis>

* Creative Non-Fiction

<http://grammar.about.com/od/c/g/creatnonfiction.htm>

* A Journal of Literary NonFiction

<http://www.creativenonfiction.org/brevity/>

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit Focus: Literary Nonfiction | | | | | | | | | |
| Essential Question(s): How do we define who we are? | | | | | | | | | |
| Texts   * Modeling: [The Falling Man](http://www.esquire.com/features/ESQ0903-SEP_FALLINGMAN)- Tom Junod *Esquire* (modeling) [1010L] * Guided practice: [Horsemen of the Esophagus](http://www.theatlantic.com/magazine/archive/2006/05/horsemen-of-the-esophagus/4808/)- Jason Fagone *The Atlantic* (independent, guided) [1270L] * Independent practice: ["Street Haunting: A London Adventure”](http://grammar.about.com/od/classicessays/a/strtwoolfessay.htm) Virginia Woolf [1260L] * Additional texts: [America Now](http://search.barnesandnoble.com/America-Now/Robert-Atwan/e/9780312486945/)- Robert Atwan (Modeling, guided and independent practice) [Lexile level varies based on the reading selected] * [How Farmer Amy Hepworth Became a Cult Hero to Foodies](http://nymag.com/news/features/48929/)- Susan Burton *New York Magazine* (Modeling, guided and independent practice) [1060L} * [E.B. White’s Drafts of “Once More to the Lake”](http://grammar.about.com/od/yourwriting/a/editorshields.htm) E.B. White (Modeling, guided and independent practice) [1060L] * [The Editor of the Breakfast Table](http://grammar.about.com/od/yourwriting/a/editorshields.htm)- Charles J. Shields *New York Times* (Modeling, guided and independent practice) [880L] * [What Makes Us Passionate About What We Do?](http://www.officearrow.com/job-satisfaction/what-makes-us-passionate-about-what-we-do-oaiur-532/view.html) Toni Breeden (Career Interest Text) [1070L] | | | | | | | | | |
| Vocabulary:   * Billowing * Annihilation * Muster * Relegated * Tangential * Lament * Mastication | | * Scurrilous * Watershed * Mincing * Quixotic * Satiety * Swathed * Dowagers * Volubility | | | | | | | |
| **“The Falling Man”** | | | | | | | | | |
| Tools in **BOLD** are included in the Resources section. Not every activity needs to be utilized in each lesson. Teacher may select 1-2 before, during and after reading activities to frame the unit. Remember, teachers need to choose the tools/activities below purposefully based on student and instructional need. | | | | | | | | | |
| Activity 1 – Making Predictions | | | | | | |  | | |
| Creating Connections  (B) | Answer the following questions (5 generated by students KWL style) and share with teacher or group. Keep for later to determine accuracy of prediction and to revisit the incorrect predictions.  Process:   * When you first encounter a text, write down the first five questions you have about the title [for example: 1. Why is the man falling? 2. Is it important that it is a man falling and not a woman? 3. Will he survive the fall? 4. Is it important that he survive? 5. Will there be another “fall” in the story/article?] * Students can share their top 2 or 3 questions and the class can create a questions board, or the activity can be done in isolation. * Students should keep the questions in a two-column journal for an activity at the end of the article | | | | | | R.CCR.5  W.CCR.1 | | |
| Activity 2 – Introducing Concepts | | | | | | | | | |
| Introducing Concepts (B) | Concepts: morality, contrast, historical significance, exploitation, frozen moments  [**Triple entry vocabulary journal (CCSSO Tool N)**](#StrategyN) | | | | | | R.CCR.4  L.CCR.4 | | |
| Activity 3 – Introducing Vocabulary | | | | | | | | | |
| Introducing Vocabulary (B) | [**Knowledge Rating Guide (CCSSO Tool J)**](#StrategyJ) | | | R.CCR.4 | | | | | |
| Activity 4 – Discussion Web | | | | | | | | | |
| First Reading  (D) | [**Discussion Web (CCSSO) Tool D)**.](#StrategyD) Can be repeated after the reading to check for errors in judgment/comprehension | | R.CCR.1  R.CCR.2  R.CCR.8 | | | | | | |
| Activity 5 – Say, Show, Mean | | | | | | | | | |
| First Reading  (D) | Say, Show, Mean (see Activity 17 for more details)  This activity is actually broken up over the “during” and the “after” of the reading of a text.   * Students will work with paraphrasing/summarizing the text (*say*). This will help ensure that they understand, on a textual level, what the text is actually saying without the burden of attempting an interpretation. (Teachers can take what students use for the say level of the activity and keep it for a possible later writing assignment.) * Next, students will begin to dig deeper (*show*) by using what they found in the *say* portion and determining what it shows them about their reading, topic, author, society, etc. (This is the first level of interpretation and students can find some interesting depth of understanding.) * Teachers can use this to have students speak and/or present as well, especially if the students have found something in their *show* that others have not. * Constant questions of “why,” “how,” and “where” should abound. Citation and correct documentation can also be worked in to this activity. Assert, Evidence, Commentary; the idea that a paragraph can be composed of an assertion, the evidence to back up the assertion, and commentary on the assertion and evidence. * Finally, the *mean* is the heart of the activity where student use their say and their show to determine the “why” or the meaning of the text, the message of the author or the reasons for the text, word choice, structure, etc. | | | R.CCR.1  R.CCR.3  W.CCR.4  W.CCR.7  SL.CCR.4 | | | | | |
| Activity 6 – Coding | | | | | | | | | |
| Annotation  (D) | [**Coding/Comprehension Monitoring (CCSSO Tool C)**](#StrategyC)  Another method could be used, but students should be shown how to annotate a text. Possible topics for annotation include:   * Shifts in tone/meaning/structure * Important or loaded language * Important quotes and or information * Notes on type of work (informational, literary, argumentative, etc) and the reasons for the structure and possible elements that might appear (predictive and can be used earlier and/or later in the module) * Progression of pronouns, verbs, nouns, adjectives, etc.   (Note: This is not meant to be an exhaustive list of annotative topics, only representative. Margin writing should also be introduced.) | | | | | R.CCR.5 | | | |
| Activity 7 – Group Outlining | | | | | | | | | |
| Structural Analysis (A) | Students take the text and create a simple phrase outline, leaving space for more information. They work in groups deciding who has the best say, show, and mean examples (Activity 5) and work to incorporate those into the outline. Then, they must point out the elements of structure apparent in the text (in a later, possibly independent activity, they could add the elements of rhetoric).  When the group settles on what to incorporate into their outline, group members must come to a consensus and present their outline to the class providing justification along the way for what they chose to include. Questions should revolve around why a text was structured in a particular way or predictions/ideas proposed about what would have happened if the text would have been presented differently. Groups should also consider what the structure has to do with meaning. | | | R.CCR.1  R.CCR.5  SL.CCR.4 | | | | | |
| Activity 8 – Interactive Word Wall | | | | | | | | | |
| Revisiting Vocabulary (A) | [**Interactive Word Wall (CCSSO Tool H)**](#StrategyH)  Keep this throughout the course to build a list of vocabulary words | | R.CCR.4  L.CCR.4 | | | | | | |
| Activity 9 – The Last Lines | | | | | | | | | |
| Summarizing (A) | The Last Lines activity:   * Read the last line from the article/story * Complete one of these five stems: 1. I wonder about 2. I didn’t understand 3. I want to know more about 4. I am unsure of 5. Give a personal response to the line * Separate students into groups of 4-5 and have them share their thoughts * Groups determine the best question/answer combination and add to the conversation * The group pairs this with the 5 title questions asked earlier and determines if those two sets of answers correctly summarize the article/story. If they do not, why not; what was the reason? Was the author saying something? What were they saying? Was there a purpose for misleading through the title and the last line? | | | R.CCR.1  R.CCR.2 | | | | | |
| Activity 10 – Critical Thinking Questions | | | | | | | | | |
| Critical Thinking Questions (A) | After reading the article, students should be able to answer the following questions either separately or in a group:   * Select a passage from the work that illustrates a particularly effective use of language that contributes to the meaning of the work as a whole and comment on your reasoning. * Analyze the stylistic devices the author uses in the passage. * Analyze the introductory paragraph for the distinctive writing style used by the author and defend your reasoning. * State in a paragraph the universal meaning of the work. * Determine an appropriate writing prompt for the work, write the prompt and answer it.   (Note: Not all of the questions are appropriate to all works of literary non-fiction.) | | | R.CCR.1  R.CCR.4  R.CCR.5  R.CCR.10 | | | | | |
| Activity 11 – Style Analysis | | | | | | | | | |
| Connecting Reading and Writing (A) | Style Analysis and Writing Assignment  Answer the following questions in a group or individually after reading the work:   1. Is the speaker sincere or insincere on the treatment of the subject?    1. You must define who the speaker is and justify your answer.    2. Define sincerity and give the connotation of the word in your answer. 2. Is the attitude of the speaker intellectual or emotional or a combination of both?    1. What does this tell you about the writer?    2. What is the difference between intellectual and emotional?    3. Who was the audience of the novel?    4. Be sure to specifically discuss the writing style of the work. 3. What does the attitude tell us about the speaker’s point of view, prejudices, or values? 4. Where is the shift in tone as the work progressed?   The questions should be developed into a cogent response to the work which can also lead to the next step of Synthesizing, Speaking and Writing | | | R.CCR.8  R.CCR.2  R.CCR.3  W.CCR.1 | | | | | |
| Activity 12 – Synthesis | | | | | | | | | |
| Synthesis Speaking and Writing (A) | Students take their initial 5 questions about the title and answer them in the second column of their journal. This is an opportunity for good synthesis where student introspection and reflection can show strong depth of thought.   1. Why did the author choose the title? Were there layers to the title? Why? Why not? 2. How does the title affect the work? The reader? The audience? The author? 3. What information is added to the work from the title? 4. If there is a picture or artwork, how does it add to the title? What is its role in the telling of story? How does it work with the title and the text? | | | | R.CCR.4  R.CCR.5  R.CCR.6  W.CCR.4 | | | | |
| Text: “Horsemen of the Esophagus” | | | | | | | | | |
| Activity 13 – Anticipation Guide | | | | | | | | | |
| Creating Connections (B) | [**Anticipation guide (CCSSO Tool B)**](#StrategyB) | | | | R.CCR.1 | | | | |
| Activity 14 – Introducing Concepts | | | | | | | | | |
| Introducing Concepts (B) | Syntax and Style:  Consider the following as you begin to read the work:   * Declarative sentences make a statement * Imperative sentences give a command * Interrogative sentences ask questions * Exclamatory sentences provide emphasis * Loose or cumulative sentences can end before modifying phrases without losing coherence * Periodic sentences make sense only when the end of the sentence is reached   As you read, make notes pertaining to these particular types of sentences | | | | | R.CCR.4  L.CCR.1 | | | |
| Activity 15 - Title Questions | | | | | | | | | |
| Surveying the Texts (B) | Use the 5 title questions activity detailed in Activity 1 in the first reading of this unit. | | | | | | R.CCR.5 | | |
| Activity 16 - Guided Discussion | | | | | | | | | |
| First Reading (D) | Students first read the whole text on their own the night before. In class, students will be broken into groups and given a section of the text to work with and answer the following questions:   * What is your first impression of the writer? * Who is the audience for the text? * How would you describe the relationship between the writer and their audience? * What is the central idea or thesis of the text? * How is this idea supported? Examples? Descriptions? Anecdotes? * What patterns of development are employed by the author? * What is the context for the text? * To what extent does the context influence the writer or speaker or the relationship of the writer or speaker with the audience?   Students should discuss the answers to these questions in their group, and the group should present their overarching thesis or hypothesis based on the answers to these questions. As the groups present their selections of the class, a pattern or common observation should begin to form. If not, then an opportunity for re-teaching or re-focusing should present itself. | | | | | | | R.CCR.1  R.CCR.2  R.CCR.3 | |
| Activity 17 – Say Show Mean | | | | | | | | | |
| First Reading (D/A) | Say, Show, Mean  This activity is actually broken up over “during” and “after” the reading of a text.  See Activity 5 | | | | | | | | R.CCR.1  R.CCR.3  W.CCR.4  W.CCR.7  S.CCR.4 |
| Activity 18 – Monitoring Comprehension | | | | | | | | | |
| Annotation (D) | [**Coding/Comprehension Monitoring (CCSSO Tool C)**](#StrategyC)  Another method could be used, but students should be shown how to annotate a text. Possible topics for annotation include:   * Shifts in tone/meaning/structure * Important or loaded language * Important quotes and or information * Notes on type of work (informational, literary, argumentative, etc) and the reasons for the structure and possible elements that might appear (predictive and can be used earlier and/or later in the module) * Progression of pronouns, verbs, nouns, adjectives, etc.   Not meant to be an exhaustive list of annotative topics, only representative. Margin writing should also be introduced | | | | | | | | W.CCR.1  L.CCR.1  L.CCR.3 |
| Activity 19 – Save the Last Word | | | | | | | | | |
| Structural Analysis (A) | [**Save the Last Word (CCSSO Tool M)**](#StrategyM) | | | | | | | | R.CCR.4 |
| Activity 20 – Word Wall | | | | | | | | | |
| Revisiting Vocabulary (A) | [**Interactive Word Wall (CCSSO Tool H)**](#StrategyH)  Keep this throughout the course to build a list of vocabulary words | | | | | | | | R.CCR.4 |
| Activity 21 – RAFT | | | | | | | | | |
| Summarizing (A) | [**RAFT (CCSO Tool L)**](#StrategyL) | | | | | | | | R.CCR.5  R.CCR.3 |
| Activity 22 – Critical Thinking | | | | | | | | | |
| Critical Thinking Questions (A) | To further explore the style of the author, use the following chart   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Sentence # | First 4 Words | Special Features | Verbs | No. Words/Sentence | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  | |  |  |  |  |  |   Whether working with this text or any other, the chart helps students to recognize how and where text structures exist. In the Connecting Reading and Writing Activity below, students can then take this information and begin writing about it. | | | | | | | | R.CCR.4  W.CCR.1  L.CCR.1  L.CCR.3 |
| Activity 23 – Discussion | | | | | | | | | |
| Discussion (A) | Students (in small groups, or individually) compare and contrast this text to the previous texts in the unit. All three texts will be very different in style (if other texts are chosen instead of the first three for this unit, this could be a concern for this activity, but will not totally disvalue this experience). Have students consider the following:  1) What is the purpose of each text?  2) Who is the intended audience for each text?  3) Is the text effective in its purpose?  4) How are the texts structurally similar?  5) How are the texts structurally different? | | | | | | | | R.CCR.9  R.CCR.1  R.CCR.6 |
| Activity 24 – Connecting Reading and Writing | | | | | | | | | |
| Connecting Reading and Writing (A) | (Consider the instructions for Activity 23, comparing the texts for reading in this unit.)  For this activity, compare and contrast the authors’ choices in terms of syntax for each text. What might account for the different choices of syntax for each piece?  Finally, from these two texts, give an example of one of each of the following argument types and discuss how it affects the work as a whole   * Declarative * Imperative * Interrogative * Exclamatory | | | | | | | | R.CCR.9  R.CCR.8  R.CCR.1  R.CCR.2 |
| TEXT: “Street Haunting” | | | | | | | | | |
| Activity 25 – Making Predictions | | | | | | | | | |
| Creating Connections (B) | Making predictions and asking questions are very important skills for students to develop. In this activity, students are going to develop questions from the article Title only (generate 5 questions by students- could be done KWL style if students need more guidance) and share these with the teacher or their small group (if small groups are used). Students will hold on to their list of questions for later to determine accuracy of prediction and to revisit the incorrect predictions to determine if the title was deliberately misleading on the part of the author, or was due to the thinking or point of view of the student.  Process:   * When you first encounter a piece, write down the first 5 questions you have about the title; for example (from *The Falling Man* text): a) Why is the man falling? b) Is it important that it is a man falling and not a woman? c). Will he survive the fall? d) Is it important that he survive? c) Will there be another “fall” in the story/article? * Students can share their top 2 or 3 questions and the class can create a questions board or the activity can be done in isolation. * If time permits, and if the teacher is willing, students could suggest answers to the questions their peers suggest. These answers should not be “off the wall” but should be based on their own thinking about the topic. * Students can revisit their questions during (and after) their reading “answer” their initial questions and to ask additional questions about what else the text may reveal. | | | | | | | | R.CCR.1  R.CCR.10 |
| Activity 26 – Quick Write | | | | | | | | | |
| Introducing Concepts (B) | [**Quick Write (CCSSO Tool K)**](#StrategyK) | | | | | | | | W.CCR.10  R.CCR.1 |
| Activity 27 – Surveying the Text | | | | | | | | | |
| Surveying the Texts (B) | Teachers will direct their students to quickly skim the text to find two words they believe might be important to the understanding of the text. Next, have students:   * First, draw circles large enough to write one word in near the center on the front of a piece of paper. Do the same on another piece of paper * Next, write one of the chosen words in one circle, and the other word in the second * For 5 minutes, students should brainstorm *CONCRETE* words associated with the words in the center of the paper creating a word web of connected, concrete words * After completing the brainstorm, choose one of the new concrete words and write, in paragraph form, how that word represents the word in the center of the paper. How does it describe the center word? What is the relationship between the two words, what other words could be added to your webbed word to describe your center word?   This will help students go from the concrete to the abstract in their thinking. | | | | | | | | R.CCR.4  L.CCR.4  L.CCR.5 |
| Activity 29 – Vocabulary | | | | | | | | | |
| Introducing Vocabulary (B) | Teachers should direct students to do the following:   * Take a clean sheet of paper and fold it in half from top to bottom. The fold should be facing to the right with the opening to your left. * On the front of the paper, write as many concrete words you can think of about streets * Turn the paper over and write as many abstract words you can think of about streets * Flip the paper back over to the front side and on the fold to your right, write the word “of” on the fold for as many concrete words as you have * Unfold the paper and look at the result. While the associations might not all make sense, some of them probably are interesting comparisons and quite interesting descriptions * Shuffle the abstract terms around a bit if necessary to make associations that make sense. If you need to add abstract words, that is fine, but you cannot erase or move the concrete words. * After making the associations, write a sentence that uses the comparisons you made above. * This list of metaphors, comparisons, and other literary devices can serve as a basis for a more complete and cohesive writing later on in the unit. | | | | | | | | R.CCR.4 |
| Activity 30 – Discussion Web | | | | | | | | | |
| First Reading (D) | [**Discussion Web** **(CCSSO Tool D)**](#StrategyD) (repeat after the reading to check for errors in judgment/comprehension) | | | | | | | | R.CCR.1  R.CCR.2 |
| Activity 31 – Say Show Mean | | | | | | | | | |
| First Reading (D/A) | Say, Show, Mean  (Refer to Activity 5) | | | | | | | |  |
| Activity 32 – Monitoring Comprehension | | | | | | | | | |
| Annotation (D) | [**Coding/Comprehension Monitoring (CCSSO Strategy C)**](#StrategyC)  Another method could be used, but students should be shown how to annotate a text. Possible topics for annotation include:   * Shifts in tone/meaning/structure * Important or loaded language * Important quotes and or information * Notes on type of work (informational, literary, argumentative, etc) and the reasons for the structure and possible elements that might appear (predictive and can be used earlier and/or later in the module * Progression of pronouns, verbs, nouns, adjectives, etc.   (Note: This is not meant to be an exhaustive list of annotative topics, only representative. Marginal writing should also be introduced.) | | | | | | | | R.CCR.4  R.CCR.5 |
| Activity 33 – Structural Outlining (needs to follow a Say, Show, Mean activity) | | | | | | | | | |
| Structural Analysis (A) | * Students take the text and create a simple phrase outline, leaving space for more information. * They work in groups deciding who has the best say, show, and mean examples and work to incorporate those into the outline. * Then, they must point out the elements of structure apparent in the text (in a later, possibly independent activity, they could add the elements of rhetoric) When it is decided and incorporated what to include, group members must come to a consensus and present their outline to the class providing justification along the way. * Questions should revolve around why a text was structured in a particular way or predictions/ideas proposed about what would have happened if the text would have been presented differently. What does structure have to do with meaning? | | | | | | | | R.CCR.1  R.CCR.2  R.CCR.5 |
| Activity 34 – Interactive Word Wall | | | | | | | | | |
| Revisiting Vocabulary (A) | [**Interactive Word Wall (CCSSO Strategy H)**](#StrategyH)  Keep this throughout the unit to build a list of vocabulary words | | | | | | | | R.CCR.4 |
| Activity 35 – GIST | | | | | | | | | |
| Summarizing (A) | Do a GIST activity   * Read the first 3-5 paragraphs of text * Capture a summary in a sentence of no more than 20 words * Repeat with the next 3-5 paragraphs. The second gist statement becomes a combination of the material in the first gist statement and the new material. The second statement is still limited to 20 words.   <http://www.interlakes.org/ilhs/AVID/GIST%20Reading%20Strategies.pdf> | | | | | | | | R.CCR.1  R.CCR.2  R.CCR.10 |
| Activity 36 – Critical Thinking Questions | | | | | | | | | |
| Critical Thinking Questions (A) | After reading the text, students work in groups to develop answers to the following questions concerning rhetorical appeals.   * Logos- find the major claims or assertions and determine if you agree or disagree with it. Are there claims that are particularly weak? Why? Is there a concession you think the author missed? * Ethos- What is the author’s justification for their claims? Do they have the authority to make those claims? Is the author trustworthy? * Pathos- what are the most effective parts of the argument? Is it possible that the author let their personal beliefs get in the way of logical presentation? Is this a problem? Was it necessary? Is the author trying to manipulate you? How? Were they effective? | | | | | | | | R.CCR.8 |
| Activity 37 – Fish Bowl | | | | | | | | | |
| Discussion (A) | [**Fish Bowl (CCSSO Strategy E)**](#StrategyE) | | | | | | | | R.CCR.1  SL.CCR.1 |
| Activity 38 – Argument | | | | | | | | | |
| Connecting Reading and Writing (A) | Based on the text read, create a 3 paragraph argument using an aspect of the rhetorical appeals in the Critical Thinking Questions activity above.   * All arguments have three parts: Assertion, Evidence, and Commentary * The assertion is the idea as a whole or a thesis. * The Evidence is the concrete information, quotes or words of the author in their text. * The Commentary is the abstract of the emotional effect of the actual events in the work. * This pattern can occur by paragraph or within a paragraph. * The purpose and the audience of the paragraphs can be changed to match the needs of the class. | | | | | | | | R.CCR.8 |
| Activity 39 – Synthesis (Should follow Activity 1 or 25) | | | | | | | | | |
| Synthesis Speaking and Writing (A) | Students take their initial 5 questions about the title and answer them in the second column of their journal. This is an opportunity for good synthesis where student introspection and reflection can show strong depth of thought.   1. Why did the author choose the title? Where there layers to the title? Why? Why not? 2. How does the title affect the work? The reader? The audience? The author? 3. What information is added to the work from the title? 4. If there is a picture or artwork, how does it add to the title? What is its role in the telling of the story? How does it work with the title and the text? | | | | | | | | R.CCR.1  R.CCR.5 |

 Reading in Science

Reading, and development of sound literacy skills, is necessary in every content area, but is especially important in the sciences. Scientific texts in particular pose special challenges to inexperienced and struggling readers. For instance, scientific research reports contain abstracts, section headings, figures, tables, diagrams, maps, drawings, photographs, reference lists and endnotes. Many scientific texts also require visual literacy, using diagrams, drawings, photographs and maps to convey meanings. Students need to be explicitly taught how to read and interpret these types of text features.

Science texts pose several other important challenges, including the use of scientific registers in terms of technical vocabulary and syntax. For example, scientific texts may define complex technical terms through the use of embedded clauses (i.e. “an invisible gas called water vapor”) and nominal apposition (i.e. “animals that eat plants, herbivores, may be found …”) (Wignell, 1998, pp. 299–300). Learning such terminology and syntax are important and sometimes difficult challenges of reading to learn in science.

Communication, in terms of well written reports and well developed presentations, are also skills important in the science field. There is a difference in the technical writing required in the science field and other types of writing with which students are familiar. Those technical writing aspects are important skills that students should master in order to be more prepared for college and the work place. Students read science texts for a variety of purposes, but most often in order to be informed, to learn information and to make decisions.

Writing is an important part of integrating reading and science. Reading and writing are at opposite ends of the communication skills continuum; reading involves decoding words, whereas writing involves encoding words. As units are developed, opportunities need to be provided on a regular and consistent basis to read, silently and aloud, what has been written and to write about what has been read. In this way, both ends of the communication skills continuum are focused on and developed in tandem with science content.

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| --- | --- | --- |
| **SCIENCE AND COMMUNICATION SKILLS** | | |
| **Science** | **Reading** | **Writing** |
| Classifying | Identifying main idea/details | Outline science information |
| Experimenting | Sequencing | Write up a procedure to use |
| Drawing conclusions | Drawing conclusions | Study experiment results and write up what you think happened based on the facts; write up research based conclusion to a scientific problem or concern |
| Writing up experiment results | Expository writing | After conducting an experiment, write up the results |
| Observing/inferring | Distinguishing cause and effect | List causes and effects in a given experiment; journaling based on a particular event, experience or observation |
| Determining cause and effect | Determining cause and effect | List causes and effects in a given experiment; report on an environmental concern and possible scientific solutions; consider an argumentative paper on a bioethical issue |
| Comparing and contrasting | Comparing and contrasting | Prepare a chart that gives similarities and differences between two similar organisms |

The demands of comprehending scientific text are discipline specific and are best learned by supporting students in learning how to read a wide range of scientific genres. Besides text structures emphasizing cause and effect, sequencing and extended definitions, as well as the use of scientific registers, evaluating scientific arguments requires additional skill sets for readers. These additional skill sets are based on knowledge of scientific reasoning, as expressed in this statement from the Association for the Advancement of Science:

Over the course of human history, people have developed many interconnected and validated ideas about the physical, biological, psychological, and social worlds. Those ideas have enabled successive generations to achieve an increasingly comprehensive and reliable understanding of the human species and its environment. The means used to develop these ideas are particular ways of observing, thinking, experimenting, and validating. These ways represent a fundamental aspect of the nature of science and reflect how science tends to differ from other modes of knowing. (American Association for the Advancement of Science, 1993).

The point is that such lifelong habits are instilled in the general public through the unique opportunity of learning science in school, and specifically in learning to read scientific texts.

It is important to note that Science teachers often take away science texts because students have a difficulty reading them, but if students do not have repeated, supported exposure to the text then they are not going to get any better at reading them. Reading is an important way to learn Science information- it can resolve misconceptions and provide a necessary level of detail that student can be studied.

References:

*from* “Reading in the Disciplines: The Challenges of Adolescent Literacy”

<http://carnegie.org/fileadmin/Media/Publications/PDF/tta_Lee.pdf>

*from* “Reading and Writing in the Science Classroom”

<http://www.eduplace.com/science/profdev/articles/bowers.html>

The following may be helpful for finding resources on reading in science:

Science Reading Materials

<http://www.slc.k12.ut.us/staff/larmad/science/Pages/Reading%20Strategies/reading_strategies.htm>

Improving Reading Skills in the Science Classroom

<http://www.readingrockets.org/article/21454>

Study Guides and Strategies in Science

<http://www.studygs.net/science/readingtexts.htm>

Science Reading Comprehension Passages

<http://education.jlab.org/reading/index.html>

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| Unit Focus: Science - Climate Change | | | | | | | | | | | | | | | |
| Essential Question(s):   * How does science work in the environment? * What are scientists “talking” about right now? * What are the responsibilities of the individual and/or society in regards to the environment? | | | | | | | | | | | | | | | |
| Texts   * Opening: [www.blueman.com/land/archive/earth](http://www.blueman.com/land/archive/earth) : Stop Global Warming Video * Modeling: [epa.gov/climatechange](http://www.epa.gov/climatechange/)  “Frequently Asked Questions” and “Basic Information” [1290L] * Guided practice: [epa.gov/climatechange](http://www.epa.gov/climatechange/) “Climate Change Indicators Slideshow” [1390L] * Independent practice: [epa.gov/climatechange](http://www.epa.gov/climatechange/) “Climate Change Indicators, Science, Greenhouse Gas Emissions, Health and Environmental Effects, Climate Economics, Regulatory Initiatives for GHG, U.S. Climate Policy, What You Can Do” [1390L]   Additional texts:   * “[Global Warming](http://topics.nytimes.com/top/news/science/topics/globalwarming/index.html)” by Andrew C. Revkin *New York Times*[1620L] | | | | | | | | | | | | | | | |
| Vocabulary:   * climate change * fossil fuels * greenhouse gases * emissions * intensity * consumer * stakeholders | | | * global warming * environmental indicators * sea level * indicator * clean energy * reduction * atmosphere * initiatives | | | | | | | | | | | | |
| This unit includes suggested activities from *Tools and Text* by Jim Burke. | | | | | | | | | | | | | | | |
| Text - [www.blueman.com/land/archive/earth](http://www.blueman.com/land/archive/earth) | | | | | | | | | | | | | | | |
| Activity 1: Quickwrites | | | | | | | | | | | | | | | |
| Creating Connections  (B) | Before reading: Watch Blue Man Video on Global Warming. After viewing, complete one of these [**quickwrite (CCSSO Tool K)**](#StrategyK) activities:  Quickwrite 1: After viewing the Blue Man video, what connections can you make to the content of the video?  Quickwrite 2: What do you know about climate change?  Quickwrite 3: What does “going green” mean to you?  Quickwrite 4: In recent years scientists have spent a considerable amount of time studying climate change. What do you know about the science behind climate change and/or global warming?  Quickwrite 5: Agree/Disagree: We all have a responsibility to planet Earth. Why do you feel that way? | | | | | | | | | | W.CCR.8  W.CCR.10 | | | | |
| Activity 2: Building your own Thesaurus Vocabulary Chains  (Linear Array Organizer, Burke, *Tools for Thought*) | | | | | | | | | | | | | | | |
| Introducing Vocabulary  (B) | Introduce the initial vocabulary for the unit. Demonstrate for students how to use the vocabulary chains in keeping track of assigned and self-selected difficult vocabulary. Use the Linear Array organizer to track vocabulary as it occurs in the texts being read as part of the unit.   * <http://www.cobbk12.org/Cheathamhill/LFS%20Update/Vocabulary%20and%20Word%20Walls.htm> * <http://www.englishcompanion.com/Tools/notemaking.html> * <http://www.benchmarkeducation.com/educational-leader/reading/vocabulary-instruction.html> | | | | | | | | | | L.CCR.4  L.CCR.5  R.CCR.4 | | | | |
| Text – “Basic Information” epa.gov/climate change | | | | | | | | | | | | | | | |
| Activity 3: Teacher Notes/Explore Website | | | | | | | | | | | | | | | |
| Introducing Concepts  (B) | | Introduce the idea of global warming and climate change to students by having them explore the epa.gov website. There are numerous definitions, photos, and charts and graphs that help students get an idea of the concepts without reading text. Teachers may want to preview the website themselves and develop a list of key concepts or “stops” on the website to direct students in identifying ideas of the unit.  Check out the “Basic Information” tab at the epa.gov/climate change website and pose the following questions for students as the guides and purpose for reading as they progress through the unit:   * What is global warming? * What is climate change? * Why is climate change a more accurate term for the science that is occurring in the environment? * How do greenhouse gases and emissions effect the environment? * What are environmental indicators? * What can be done to help control climate change? | | R.CCR.1  R.CCR.2 | | | | | | | | | | | |
| Activity 4: “Basic Information” and  “Back to Basics: Frequently Asked Questions About Global Warming and Climate Change”  epa.gov/climate change | | | | | | | | | | | | | | | |
| Surveying the Text  (B) | | Before reading the texts from the EPA website, discuss the following questions as a large group or in small groups/pairs.   * What is my purpose/focus for reading this text? * What do you notice about the text? What text features do you notice? What cues do the text features give you about the text? * What is the purpose of the text? * The EPA, Environmental Protection Agency, is a federal government organization. How does that effect the information in the text? * How do the charts and graphs enhance the text? * Make 2-3 predictions about the content of the text. What do you think the text will be about? What do you think you will learn from the text? What do you think you will struggle with as you read? | | R.CCR.5  SL.CCR.1 | | | | | | | | | | | |
| Text – “Frequently Asked Questions” epa.gov/climatechange | | | | | | | | | | | | | | | |
| Activity 5: Making Predictions | | | | | | | | | | | | | | | |
| First Reading  (D) | | Read the text “Frequently Asked Questions About Global Warming and Climate Change”. Go back to the predictions you made while surveying the text (Activity 4). Mark any predictions that you made that were correct and/or incorrect. Note important vocabulary to use in your vocabulary chains (Activity 2). | | | R.CCR.1  R.CCR.4 | | | | | | | | | | |
| Activity 6: Reread the text | | | | | | | | | | | | | | | |
| Second Reading (D) | | Slowly and carefully reread the text. Make marginal notes (you can use sticky notes) so you can remember and note your reactions to the text. Jot down any questions you may have and vocabulary that is unfamiliar. Note the following:   * Who is involved? * What events, ideas, or people does the author emphasize? * What are the causes? * What are the consequences or implications? * What seems most important? Why?   Use annotations to guide a reading conference with another student or with the teacher to clarify difficulties you may have with the text, or to discuss the text with others. Students will also use these notes to inform an analytical paragraph in response to the reading, so conferences should help to clear up understandings of text and guide students in how to view the information in an analytical way. | | | R.CCR.2  R.CCR.3  R.CCR.4 | | | | | | | | | | |
| Activity 7: Summarizing “Frequently Asked Questions” from epa.gov  (Summary Notes, Burke, *Tools and Text*) | | | | | | | | | | | | | | | |
| Summarizing  (D) | | Use Burke’s Summary Notes organizer to guide the format for summary of the text. Students should write a summary using the framework with NO words borrowed from the text. <http://www.englishcompanion.com/Tools/notemaking.html> | | | | R.CCR.2  R.CCR.4 | | | | | | | | | |
| Activity 8: Peer Response “Think, Pair, Share” (Use after Activity 7) | | | | | | | | | | | | | | | |
| Summarizing  (D) | | Students should share summary responses with a partner (from Activity 7). Use a Venn Diagram organizer to analyze partners’ summaries. Consider the following questions:   * What was the same in your reading? * What was different? | | | | | | R.CCR.9 | | | | | | | |
| Activity 9: Paired Annotation of Text “Frequently Asked Questions…” | | | | | | | | | | | | | | | |
| Annotation  (D) | | Return to the text and use your paired analysis (Activity 8) to annotate the text. Draw arrows, write in the margins, highlight, and/or use sticky notes to re-mark the text so that the most important ideas/parts of the text, and the focus is marked for future use. | | | | | | R.CCR.2  R.CCR.3 | | | | | | | |
| Activity 10: Structure Analysis “Frequently Asked Questions…” | | | | | | | | | | | | | | | |
| Structure Analysis (D) | | This text is organized in an interesting way.   1. Identify the organizational pattern of the piece. How is the piece arranged? 2. Highlight or underline the subheadings in the text. What do the subheadings do for the reader? For the writer? 3. Using the subheadings as your guide, write a brief description of what the text is about. Answer the following questions:  * How does each section affect the reader? What is the writer trying to accomplish? * What is the content of each section? * Which section is most developed? * Which section is least developed? * Do you think the text is persuasive in any way? Why or why not? | | | | | | R.CCR.5  R.CCR.8 | | | | | | | |
| Activity 11: Further Analysis of “Frequently Asked Questions…” | | | | | | | | | | | | | | | |
| Structure Analysis  (D) | | Make a map of the text using a Concept Map organizer.   * Use the center circle to label the main idea of the text. * Record the text’s supporting ideas on the branches connected to the central idea. * Ask yourself how the ideas are related to one another and record the common thread on the remaining lines.   Concept Map: <http://www.galeschools.com/research_tools/src/concept_web.htm>  Concept Map (simple): <http://office.microsoft.com/en-us/templates/concept-map-primary-TC101887901.aspx>  Concept Map: <http://www.educationworld.com/tools_templates/cme_nov2002.doc> | | | | | | R.CCR.2  R.CCR.6 | | | | | | | |
| Activity 12: Revisiting Key Vocabulary | | | | | | | |  | | | | | | | |
| Revisiting Vocabulary  (D) | | Come back to the vocabulary chains (Activity 2) and thesaurus being created throughout the unit. Check definitions and understanding of these key terms:   * Climate change * Global warming * Greenhouse gases * Emissions * Habitats * Environmental indicators   Write a summary sentence of your reading that uses 3-5 words from the vocabulary list. | | | | | | R.CCR.4  L.CCR.4 | | | | | | | |
| Text – “Climate Change Indicators Slideshow” epa.gov/climatechange | | | | | | | | | | | | | | | |
| Activity 13: Making Predictions | | | | | | | | | | | | | | | |
| Surveying the Text (B) | | The text students are preparing to read is presented in two different forms on the website. If technology is unavailable for students to view the slideshow as a text, it can be printed as a full report.   * Preview the slideshow by looking at the slide titles and pictures/graphics on each slide. * Make a prediction about the ideas to be presented on each slide. * Use the Prediction Organizer to track your thoughts before, during, and after reading the slideshow.   Prediction Organizer: <http://www.havefunteaching.com/worksheets/graphic-organizers/predicting-outcomes/predict-and-infer-graphic-organizer.pdf> | | | | | | R.CCR.5  R.CCR.2  R.CCR.7 | | | | | | | |
| Activity 14: Introducing the concept of scientific indicators and how to use the data | | | | | | | | | | | | | | | |
| Introducing concepts (B) | | Students can use a note-taking organizer (T-Notes, Q-Notes, Cornell Notes) to record key ideas related to scientific indicators and how scientists design research projects to look at indicators for data. Teachers should preview epa.gov website for important information. Teachers may also consult sites like [www.sciencewatch.com](http://www.sciencewatch.com), [www.esi-topics.com](http://www.esi-topics.com), and [www.thomsonrueters.com](http://www.thomsonrueters.com) for additional information. | | | | | | | R.CCR.2  R.CCR.7 | | | | | | |
| Activity 15: Jigsaw  Frayer Model Organizer | | | | | | | | | | | | | | | |
| First Reading  (D) | | [**Jigsaw (CCSSO Tool I)**](#StrategyI) the slideshow text by giving each small group or pair one slide topic to explore. Each slide is subdivided with various numbers of subheadings that are linked to the slide on the website. Each group should complete the [**Frayer Model (CCSSO Tool F)**](#StrategyF) organizer and prepare to share the important information from the assigned slide with the class. Groups should verbally present their findings. | | | | | | | R.CCR.2  R.CCR.6  SL.CCR.1  SL.CCR.4 | | | | | | |
| Activity 16: Return to Predictions | | | | | | | | |  | | | | | | |
| Checking Predictions (D) | | (Follow Up from activity 13 and activity 15) As students present their information, return to the prediction charts and check predictions against the actual content of the text. Make any corrections necessary to record important information from all the slides in the text. | | | | | | | R.CCR.2  SL.CCR.4 | | | | | | |
| Activity 17: Return to Vocabulary | | | | | | | | | | | | | | | |
| Revisiting Vocabulary (D) | | Scan the text for additional vocabulary words to complete the vocabulary chains and thesaurus. Fill in any key vocabulary you are able to define in the context of your reading and peer presentations. | | | | | | | | R.CCR.4  L.CCR.4 | | | | | |
| Activity 18: Rhetorical Analysis  (Rhetorical Notes Organizer from Burke*, Tools and Text*) | | | | | | | | | | | | | | | |
| Structure Analysis (D) | | * Complete the [Rhetorical Notes organizer](#GO1) regarding the slide show text. Share your analysis with a partner. * With your partner, summarize the variety of rhetoric examples you found. Discuss the types of rhetoric argument the writer most relies on. What effect does this have on the text? * Pairs will share their thoughts in a large group discussion. | | | | | | R.CCR.8 | | | | | | | |
| Activity 19: Summarizing  Rhetorical Notes Organizer and Summary Notes Organizer, Burke, *Tools and Text* | | | | | | | | | | | | | | | |
| Summarizing (A) | | * In the original partners (Activty 18) or in small groups, complete the “Summary Notes” organizer. * As a class, use parts of each student summary to piece together the most accurate summary of the text. * Use the “Summary Notes Organizer” to analyze how the class summary best fits the framework for a good summary.   Summary Notes Organizer: <http://www.englishcompanion.com/pdfDocs/summarynotesbl.pdf> | | | | | | R.CCR.2  R.CCR.3  R.CCR.5 | | | | | | | |
| Text – Student Choice | | | | | | | | | | | | | | | |
| Activity 20: Choose a Text for Independent Practice | | | | | | | | | | | | | | | |
| Creating Connections  (B) | | Go to the epa.gov/climatechange website. In the center of the page there are links to 8 different texts on different aspects of climate change. Students should choose *one* of the texts that most interests them for the purpose of independent practice and as support for future writing activities. Links include:   * Climate Change Indicators * Science * Greenhouse Gas Emissions * Health and Environmental Effects * Climate Economics * Regulatory Initiatives for GHG * U.S. Climate Policy * What You Can Do | | | | | | R.CCR.1 | | | | | | | |
| Activity 21: Previewing the Text  Summary Response Notes from Burke, *Tools and Text* | | | | | | | | | | | | | | | |
| Surveying Text (B) | | Based on the student’s choice in Activity 20, Complete 1, 2, and 3 of the Summary Response Notes Organizer <http://www.englishcompanion.com/Tools/notemaking.html> | | | | | R.CCR.1  R.CCR.2  R.CCR.3 | | | | | | | | |
| Activity 22: Making Connections | | | | | | | | | | | | | | | |
| Creating Connections (A) | | Based on the student’s choice in Activity 20, have students analyze the text in terms of connections they can make between the text and themselves, between the text and another text and between the text and the world. Consider using a Making Connections graphic organizer: <http://www.teacherfiles.com/downloads/graphic_organizers/Making_Connections.pdf> | | | | | R.CCR.1  R.CCR.2  R.CCR.8 | | | | | | | | |
| Activity 22: Annotating the text | | | | | | | | | | | | | | | |
| Annotation  (B) | | Based on the student’s choice in Activity 20, have students take notes on the text as they read. Have students think about the following questions for their notes and annotations:   * Who is involved? * What events, ideas, or people does the author emphasize? * What are the causes? * What is important to include in a summary of the text? * Why do you consider the information to be most important? | | | | | | | | R.CCR.2  R.CCR.3 | | | | | |
| Activity 23: Summary of text  Summary Notes Organizer and Summary Response Notes from Burke, *Tools and Text* | | | | | | | | | | | | | | | |
| Summarizing (A) | | Based on the student’s choice in Activity 20, return to the Summary Response Notes Organizer from Activity 21. Complete #4 on the organizer. Students can also use the Summary Notes Organizer to guide a good summary of their text. <http://www.englishcompanion.com/Tools/notemaking.html> | | | | | | | | R.CCR.2  R.CCR.3 | | | | | |
| Activity 24: Creating questions for discussion of text | | | | | | | | | | | | | | | |
| Critical Thinking Questions  (A) | | Based on the student’s choice in Activity 20, complete #5 on Summary Response Notes Organizer. Prepare a question for Socratic Discussion or Socratic Dialogue that gets to the heart of the text.  The discussion may or may not include others whom have read the same text, so the question should be a deep and critical thinking question that can open a discussion about the important points of the text and the summary that was written about the text.  Socratic Discussion:   * <http://www.rolandsmith.com/curriculum/zach/Socratic%20Discussion.pdf> * <http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf> | | | | | | | | R.CCR.2  R.CCR.3  R.CCR.6 | | | | | |
| Activity 25: Preparing Additional Questions for Socratic Discussion | | | | | | | | | | | | | | | |
| Critical Thinking Questions  (A) | | Based on the student’s choice in Activity 20, in thinking even more critically about the text, develop questions that discuss the motives and style of the author. Consider questions about logic (logos), the writer (ethos), and the effects of the text on the reader (pathos).  For example:   * What are the major claims the author is making in the text? * Does the author have the appropriate background and credentials to talk about this subject? * What 2 pieces of the text affect the reader the most?   Create 3 questions to share in Socratic Discussion that draw on the logos, ethos, and pathos of the text. | | | | | | | | | | R.CCR.8  R.CCR.6 | | | |
| Activity 26: Socratic Discussion | | | | | | | | | | | | | | | |
| Discussion  (A) | | Use the questions developed in Activities 25 and 26 to take part in a Socratic Discussion in small groups regarding the subject of climate change. Discussion could follow the framework of a Socratic Circle, which gives students the opportunity to both participate in and take notes on discussion around the topic.  Discussion is student led, and all questions are generated for discussion based on text and textual evidence, or in response to other comments on the texts and textual evidence. Students could learn more about the articles chosen by classmates during discussion, which may in turn inform their writing later in the unit.  Socratic Discussion:   * <http://www.rolandsmith.com/curriculum/zach/Socratic%20Discussion.pdf> * <http://www.nwabr.org/education/pdfs/PRIMER/PrimerPieces/SocSem.pdf> | | | | | | | | | | SL.CCR.1  SL.CCR.3  SL.CCR.4 | | | |
| Activity 27: Writing Reflectively | | | | | | | | | | | | | | | |
| Connecting Reading and Writing  (A) | | Post reading and discussion, students should reflect on their reading process. Ask students to write in their journals, notebooks, or on separate paper about their reading processes. What did they do first? What were the strategies that they used most before reading to prepare for the text? During reading to assist in their comprehension and developing understanding? After reading to prepare to discuss and share the texts with others? How did they choose information to be “important” in their reading for annotation purposes? What steps did they take to write about their reading? | | | | | | | | | | | W.CCR.2  W.CCR.4 | | |
| Activity 28: Venn Diagrams | | | | | | | | | | | |  | | | |
| Creating Connections (A) | | Have students pair up with other students who read a different article and complete Venn Diagrams to show what information/ideas the articles had in common and what information was unique to their own articles. | | | | | | | | | | R.CCR.9 | | | |
| Activity 29: Summary and Synthesize | | | | | | | | | | | | | | | |
| Synthesizing (A) | | Students would consider the following Summary and Synthesize questions, completing 2-3 of the questions independently before discussing them in small and/or large groups:   * Three important points or ideas from this text are… * This text (or this topic) is important because… * The author wants us to do… * The author wants us to think… * At this point the text is about… * I still don’t understand… * What interested me most was… * The author’s purpose here was to… * A good word to describe this topic is… * This idea is similar to   <http://www.englishcompanion.com/pdfDocs/interactivesample.pdf> | | | | | | | | | | R.CCR.2 | | | |
| Activity 30: Writing Rhetorically-Prewriting | | | | | | | | | | | | | | | |
| Connecting Reading and Writing (A) | | Students will use the texts from the unit to inform and support their own argumentative writing piece about climate change.  BEFORE Writing: consider an outline or a web to map your thoughts on the subject. | | | | | | | | | | W.CCR.1  W.CCR.4  W.CCR.9 | | | |
| Activity 31: Formulating a thesis or controlling idea | | | | | | | | | | | | | | | |
| Connecting Reading and Writing (A) | | (Connection to Activity 30) Consider the following questions before writing:   * What do you want to say? * What do you want others to know? * Why? * What support for your ideas have you found in the texts you have read? * Will you need to find more information to support your idea? * How much background info will readers need to know to understand? * If readers were to disagree with your idea or position, what might they say? * How will you address these concerns? | | | | | | | | | | | | W.CCR.1  W.CCR.4  W.CCR.9 | |
| Activity 32: Composing a Draft | | | | | | | | | | | | | | | |
| Connecting Reading and Writing (A) | | (Connect to Activity 30) Consider the following in your writing:   1. State your topic or thesis at the beginning of your piece. 2. Consider audience needs. 3. Choose evidence that supports YOUR idea and thesis. 4. Anticipate opposing viewpoints. 5. Find some common ground. 6. Maintain appropriate tone. 7. Organize in a clear and concise way.   Use textual support, but use your own ideas and don’t rely completely on the text for support | | | | | | | | | | | | W.CCR.1  W.CCR.4  W.CCR.9 | |
| Activity 33: Revising | | | | | | | | | | | | | | | |
| Connecting Reading and Writing (A) | | Consider a revision process that uses a workshop approach to writing. Allow students to share their work with other students and teachers for feedback on their writing. Students need opportunities to revise and edit their work prior to summative assessment measures. Revision usually entails the revising of content in the writing piece, as well as attention to other major components of the writing piece (e.g., organization, purpose, audience awareness). Many times the editing for mechanics and grammar comes in the next stage of the writing process.  Have students edit the draft for mechanics and grammar. | | | | | | | | | | | | | W.CCR.1  W.CCR.4  W.CCR.5  W.CCR.9 |
| Activity 34: Reflection | | | | | | | | | | | | | | | |
| Connecting Reading and Writing (A) | | Students need to reflect on the process of using their reading to inform their writing and how they use text to support their own ideas. A short written reflection allows them to look at their own writing processes, consider what works and does not work for them as readers and writers, and to consciously think about how what they read shapes and informs what they write. | | | | | | | | | | | | W.CCR.1  W.CCR.4 | |
| Activity 35: Sharing writing | | | | | | | | | | | | | | | |
| Synthesis Speaking, Listening, and Writing  (A) | | Students must share their writing with peers and others outside the classroom to legitimize the purposes for reading and writing texts. There are numerous ways students may share their writing. From publishing opportunities in local newspapers, school publications, blogs, discussion boards, and writing circles students should be required to share their synthesis of texts from reading to written products. It is also important that students learn to listen as readers and writers to the work of their peers, and see value in learning the craft of writing. Consider requirements for students to present their writing through oral presentation to fine-tune their speaking and listening skills, too. | | | | | | | | | | | | | W.CCR.1  W.CCR.4 |

Reading in Humanities

Humanities studies the human condition through analytical, critical or speculative means. Studies in the humanities can include any of the following:

* + Ancient and modern languages
  + Literature
  + History
  + Religion
  + Philosophy
  + Visual and Performing Arts
  + Anthropology
  + Technology
  + Communication Studies
  + Cultural Studies
  + Linguistics

There are multiple purposes for reading humanities texts. These include, but are not limited to the following:

* To understand human endeavors, attitudes, interactions, etc. (e.g. to understand cultural mores in middle eastern societies)
* To understand and appreciate human creativity. (e.g. to recognize and enjoy beauty or conflict in a piece of art).
* To contemplate one’s own humanity (e.g. to see oneself in a novel)
* To critically analyze perspectives about humankind and human endeavors (e.g. to analyze a piece of art; to analyze a philosophical argument)
* To evaluate the quality of human endeavor (e.g. to judge the quality of a piece of art)

Humanities are characterized by a great deal of general academic vocabulary. The text itself can be abstract and philosophical rather than concrete and practical, making it difficult for secondary students. There is also less reliance on overt features of text structure with humanities texts over science or mathematics texts, for instance.

It is important to be proficient at reading humanities texts because it can help us understand ourselves and others, as well as increase our habits of reflective and critical thinking. Many readers truly enjoy reading texts in this particular content area, which adds to the lifelong enjoyment of reading.

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| --- | --- | --- | --- |
| Unit Focus: Humanities | | | |
| Essential Question(s):   * What is art? * How do we attribute meaning and value to art? * What processes do artists use to create their work? * How does an artist’s past experience influence their work? | | | |
| Texts:   * *Modeling*: The Preface to Paul Gaultier’s [*The Meaning of Art: Its Nature, Role, and Value*](http://www.archive.org/stream/meaningofartitsn00gaulrich#page/n7/mode/2up)(Preface by Emile Boutroux); [1120L] * *Guided Practice*: “How to Judge Art: Five Qualities You Can Critique” [1180L] <http://emptyeasel.com/2006/11/18/how-to-judge-art-five-qualities-you-can-critique/>; * *Independent Text*: Searching for Beauty and Bone Structure in “The Swan”—Ben Bloch [1430L] <http://www.identitytheory.com/nonfiction/bloch_swan.php>   Additional Texts:   * “One Dollar Art: Laser Cut Money Made Worthless Gained Artistic Value” [990L]   <http://www.chilloutpoint.com/featured/one-dollar-art-laser-cut-money-made-worthless-gained-artistic-value.html>   * Landi, Ann. ARTnews, November, 2007. *Top Ten ARTnews Stories: Capturing the Artist in Action, Pollock Paints a Picture,* ARTnews, May 1951. [1480L] <http://artnews.com/issues/article.asp?art_id=2401>   Teacher Resource:   * [What is Art? Lesson Plan for Teachers](http://www.everydayart.com/artdiscuss.html) | | | |
| Vocabulary:   * Preface * Appall * Fluidity * Harmony * Fleeting * Intuition * Finesse * Deduction * Epoch * Realization * Procuring * Recondite * Supposition * Sovereign * Utility * Utilitarian * Superseding * Expression | | * Decadence * Subsidiary * Base * Raison d’etre * Manifestation * Pious * Chimera * Dogma * Aesthetic * Transcend * Perspective * Balance * Articulate * Inherent * Symmetry * Composition * Medium * Controversial | |
| Text: Preface to Paul Gaultier’s The Meaning of Art | | | |
| Activity 1 – Quick Writes | | | |
| Creating Connections (B) | [**Quickwrite (CCSSO Tool K)**:](#StrategyK)  What is art?  *This is an opportunity for the students to begin addressing the central question of the unit. They should be encouraged to consider not only a definition, but also examples of what constitutes art and why, as well as what is not art.* | | W.CCR.4  W.CCR.10 |
| Activity 2 – Key Concepts | | | |
| Introducing Key Concepts (B) | Follow up with Ranking Images: Using their definitions of art, students rank artistic images using a scale of 1-5: 1 = not what I consider art at all; 5 = That is what I consider art.  *Ranking Images:*  *The teacher should select a wide variety of artistic images. These images should include traditional ideas of art (still-lifes, landscapes, Botticelli’s Venus, the Sistine Chapel), as well as non-traditional ideas. Several museum websites provide access to online collections. The teacher may consider using video of performance or video art, in addition to sculpture, photography, painting, or sketch.*   * Follow up with whole-class discussion. Students should be able to provide a rationale for their rankings. Encourage a connection to the quick write activity to help students make a connection to their own ideas and the content. | | SL.CCR.1  SL.CCR.4 |
| Activity 3 –Word Sort | | | |
| Introducing Vocabulary (B) | Provide students with a list of the vocabulary words from the unit, asking them to then sort the words into four categories that they determine. Follow the word sort with discussion of each category and classification. As with the previous activity, students should be able to provide a rationale for their organization.  *Students will follow-up with the vocabulary words during and after reading with a triple-entry vocabulary entry. This activity will be introduced in Activity 9.* | | R.CCR.4  L.CCR.4 |
| Activity 4 – Title Analysis | | | |
| Surveying the Text (B) | **Teacher Modeling:**  Title analysis—based on the title of the text and knowledge of what a preface may do, what does the student expect from this essay? | | R.CCR.5 |
| Activity 5 – Chunking the Text | | | |
| Surveying the Text (B) | *Though some students may have some understanding of words or phrases which suggest a shift, many likely will not. Therefore, many students will likely need direct instruction at this point.*  **Teacher Modeling** (to show the students how to do this skill)  Chunk the text before reading to make long texts feel manageable.  How to chunk the text into parts: Look for shift words that begin paragraphs, such as: “but,” “however,” “if/then”, “especially,” “and.” Also look for listed or bulleted sections.  Discuss where “chunks” occur. | | R.CCR.5 |
| Activity 6 – Think Aloud | | | |
| First Read  (D) | **Teacher Modeling followed by some Guided Practice**  Think Aloud with Pen in Hand (pen in hand is annotation—described in *A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas* by Elaine Stephens and Jean Brown)   1. Focus on content connection to title and expectations. 2. Paraphrase chunks of text, specifically longer, more complex sentences   Think Aloud Resources:   * <http://www.readwritethink.org/classroom-resources/lesson-plans/building-reading-comprehension-through-139.html> * <http://www.teachervision.fen.com/skill-builder/problem-solving/48546.html>   Annotation Resources   * <http://writing.colostate.edu/guides/reading/critread/pop5b.cfm> * <http://www.comprehensiontoolkit.com/samples/TT_FM_AnnotatingText.pdf> | | R.CCR.1  R.CCR.2 |
| Activity 7 – Writing Breaks | | | |
| Critical Thinking (D) | Writing Breaks— How is the writer helping us to answer our focus question: what is art? Include questions that may have arisen during reading. (Writing Breaks are described in Harvey Daniels’s book *Content Area Writing: Every Teacher’s Guide.)*  **Repeat this activity frequently, at minimum after each chunk of text.** | | W.CCR.2  W.CCR.4 |
| Activity 8 – Respond | | | |
| After the First Read (D) | Informal Written Reader Response:  How does Boutroux’s description of art compare to your own? | | W.CCR.2  W.CCR.4 |
| Activity 9 – Vocabulary Journal | | | |
| Revisiting Vocabulary (A) | [**Triple Entry Vocabulary Journal (CCSSO Tool N)**](#StrategyN) | | R.CCR.4  L.CCR.4 |
| Activity 10 – Writing to Reflect | | | |
| Connections (A) | Revisit the art works students “graded” during the introductory activity. Based on Boutroux’s ideas, ask students how they would “grade” these works now. Allow students time to reflect in learning journals and allow time for class discussion so students can share their ideas. | | W.CCR.2  SL.CCR.1 |
| Text: “How to Judge Art: Five Qualities You Can Critique Whether You’re an Artist or Not” | | | |
| Activity 11 – Quick Write | | | |
| Making Connections (B) | Based on the students’ own ideas, as well as those in Boutroux’s essay, ask them to create a list of five qualities by which art should be judged. Allow five minutes. Students may reference earlier activities for ideas.  Follow up with small group discussion. In small groups, have students share their lists. As a group, students will create a master list of five qualities to share with the rest of the class. | | SL.CCR.1  SL.CCR.4  R.CCR.2 |
| Activity 12 – Title Analysis | | | |
| Surveying the Text (B) | Guided Practice—Based on the title, what can we expect from this essay? Follow up with some discussion comparing this title with the Preface. | | R.CCR.5 |
| Activity 13 – Chunking | | | |
| Surveying the Text (B) | Guided Practice—Chunking the text online; previewing hyperlinked words/passages; following up with a quick write—how is this text different from the previous essay? Are there any similarities? Encourage students to look for similarities. | | R.CCR.5 |
| Activity 14 - Vocabulary Journal | | | |
| Vocabulary (D) | Students revisit their word sort and triple-entry journals. As students read today, they will add entries to their journal. | | R.CCR.4  L.CCR.4 |
| Activity 15 – Summarizing | | | |
| Summarizing (D) | Students should read portions of the essay silently. They will work with pen in hand to note questions in the margins and to summarize as they read. Students will pause after reading each sub-section. When each student has completed the section, students will pair/share with a partner to compare summaries. This reading/ summarizing/ share pattern will continue until the essay has been completed. | | R.CCR.1  R.CCR.2 |
| Activity 16 – GIST | | | |
| Summarizing (A) | GIST  Ask students to write a 30-word summary of the essay. In small groups, students will share their summaries, judging which summary is the most accurate. As a class, students will then read those summaries which have been deemed most accurate by the groups. Students will then determine which summary is the most accurate. This will follow-up with an informal written response in which students must explain why the summary he or she selected is more accurate than the others. This will move students into discussing importance of detail and word choice.  <http://www.kmk-format.de/material/Fremdsprachen/4-1-12_Gist_lesson_plan.pdf> | | R.CCR.1  R.CCR.2 |
| Activity 17 – Quick Write | | | |
| Critical Thinking (A) | [**Quickwrite (CCSSO Tool K):**](#StrategyK)  How would Boutroux respond to the ideas in the text? | | W.CCR.4  W.CCR.10 |
| Activity 18 – Revisiting Vocabulary | | | |
| Revisiting Vocabulary (A) | Students will make entries in their [**triple entry word journal (CCSSO Strategy N).**](#StrategyN) | | R.CCR.4  L.CCR.4 |
| Activity 19 – Homework | | | |
| Homework Activity: Students read “Searching for Beauty and Bone Structure in ‘The Swan.’” Students are to **Survey the Text**, marking the text into chunks, just as they did with guided practice during previous readings. They should pay attention to signal phrases, as well as short, single-sentence paragraphs that also act as transitional elements. | | | R.CCR.5 |
| Activity 20 – Quickwrite | | | |
| Quickwrite (A) | After returning to class, students will complete a brief [**Quickwrite (CCSSO Strategy K)**,](#StrategyK) in which they explain why they “chunked” the text the way they did. This will be shared with the rest of the class. If a teacher has a document camera in his or her room, the teacher may ask different students to come up and show the rest of the class where they placed their marks on the essay. (This could also be done with overhead transparencies.) | | W.CCR.4  W.CCR.10 |
| Activity 23 – Summarizing | | | |
| Summarizing (A) | Using previous activities as a model, and referencing Marzano as needed, students will write a paragraph summary of Bloch’s article. This summary will be submitted to the teacher.  Additional resources for teaching summarizing:   * <http://www.readingquest.org/strat/summarize.html> | | R. CCR.1  R.CCR.2 |
| Activity 24 – Formal Written Response | | | |
| Connecting Reading and Writing(A) | Reading Response: Formal  Consider the details provided in Bloch’s essay, then look back at the Preface and “How to Judge Art… .” Based on the comments presented in the first two essays read and discussed in class, do you consider the type of plastic surgery Bloch describes to be art? Support your position by referring to the texts. | | W.CCR.1  W.CCR.4  W.CCR.5 |
|  | Activity 25 – Written Reflection | | |
| Synthesis (A) | In their journals, students are asked to reflect on the strategies they specifically practiced with this unit. Which seemed to especially help? Which seemed confusing or not helpful? Why does the student think one strategy helped when another didn’t? With what other readings could these strategies be used? | | W.CCR.4  W.CCR.10 |
| EXTENSIONS—Writing Task | | | |
| *Review the basic structure of argument, using exemplary student-written models from Activity 25.* | | | |
| *Students visit the website* [*http://www.chilloutpoint.com/featured/one-dollar-art-laser-cut-money-made-worthless-gained-artistic-value.html*](http://www.chilloutpoint.com/featured/one-dollar-art-laser-cut-money-made-worthless-gained-artistic-value.html) *to view the images found in “One Dollar Art: Laser Cut Money Made Worthless Gained Artistic Value.” If the internet is unavailable, teachers may project the images on a white screen in the classroom; however, students must feel free to come up and look at the images more closely on their own. If the provided link is unavailable, teachers should feel free to use any artistic material they feel works with the assignment.*  Based on class and small group discussions, students should have developed a basis for forming an artistic judgment. Students will write an argument in which they evaluate the artistic value of the images viewed on the website. Students should be able to incorporate vocabulary appropriate to discussing the humanities. | | | W.CCR.1  W.CCR.4 |

Reading in History

 “The study of history means reading. There’s no escaping that simple fact. And reading history can be a satisfying experience; regardless of what you might have heard” (Kreis, 2004). In the 1996 film, Gulliver’s Travels, Gulliver eventually traveled to a land where he met a strange historian who preferred to “study history straight from the source” by conjuring up figures from history, such as Julius Ceasar, because he finds the actual people more exciting than the books written about them. As most people do not have the ability to go directly to the source to study history, individuals must rely on historical texts for information. There are as many reasons for individuals to delve into texts about historical information as there are various texts and text types for individuals to examine.

Box 1

“A House Divided”

Abraham Lincoln

If we could first know where we are, and whither we are tending, we could then better judge what to do, and how to do it.

We are now far into the fifth year, since a policy was initiated, with the avowed object, and confident promise, of putting an end to slavery agitation.

Under the operation of that policy, that agitation has not only, not ceased, but has constantly augmented.

In my opinion, it will not cease, until a crisis shall have been reached, and passed.

“A house divided against itself cannot stand.”

I believe this government cannot endure, permanently half slave and half free.

I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided.

It will become all one thing or all the other.

Either the opponents of slavery, will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new—North as well as South.

Have we no tendency to the latter condition?

Let anyone who doubts, carefully contemplate that now almost complete legal combination—piece of machinery so to speak— compounded of the Nebraska doctrine, and the Dred Scott decision. Let him consider not only what work the machinery is adapted to do, and how well adapted; but also, let him study the history of its construction, and trace, if he can, or rather fail, if he can, to trace the evidence of design and concert of action, among its chief architects, from the beginning.

Many historians prefer to view primary source documents about events of the past. Primary source documents in history may include political documents, legal documents, newspaper articles, letters, diaries, first- and second-hand documents of events such as minutes, published proceedings and other kinds of archival data including artistic representations (paintings and drawings, film, digital images, photographs, cartoons). In examining primary source documents, historians ask themselves about the kind of document it is and, how the document came into being. They examine word choice and what information is included and excluded. They seek corroboration across multiple sources. They assume such texts have subtexts that reflect the authors’ points of view, access to the experiences about which they write, and how the text is organized to appeal to various audiences. In contrast, schools typically socialize students into seeing history as a simple chronology of events and the explanations of social, political and economic phenomena offered in texts as a truthful and unexamined master narrative (Bain, 2005; Wineburg & Wilson, 1988, 1991).

To illustrate some of the challenges of reading primary source documents in history, consider the following excerpt from Lincoln’s speech, “A House Divided” (See Box 1). This is the kind of document a 12th grader in U.S. schools should be familiar with and able to understand. The following are examples of discipline-based questions that a good reader might pose while reading “A House Divided.” (1) What kind of speech is this? What self-interests might one expect from this kind of speech? (2) Who is the audience? How is the text crafted to address this audience? (3) What words and phrases used by Lincoln would have had a different meaning/connotation in 1858? (4) What knowledge is presumed that a reader of that era would already know (particularly a member of the audience for whom the speech was drafted)? (5) Are there any contradictions or tensions between knowledge Lincoln presumes and knowledge from other historical documents about similar topics or events? (6) What can we infer about Lincoln’s motives and biases? What inferences does he make about the motives and biases of others, such as Stephen Douglas? How might the reader evaluate Lincoln’s critique of Douglas and others, in light of the reader’s prior knowledge and the availability of other historical sources? (7) What is the overall text structure of the document? What are the notices within the text that signal its structure?

While learning how to read—including how to critique—textbook representations of historical, political and economic events and issues is important for success in high school, research has documented that textbooks may actually be difficult to understand.

**Box No. 2**

**The Opening of the Declaration of Independence**

When in the Course of human events **it** becomes necessary for one people to dissolve the political bands **which** have connected **them** with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes **which** impel **them** to the separation.

We hold **these** truths to be self-evident, **that** all men are created equal, **that they** are endowed by their Creator with certain unalienable Rights, **that** among **these** are Life, Liberty, and the pursuit of Happiness.

Beck’s studies of the reading difficulty presented by traditional textbooks are based on extensive research about how readers go about making sense of texts. As is evident in these studies, research on text processing indicates any of the following common patterns found in social studies and science textbooks can make comprehension challenging:

* Failure to make logical (i.e. causal) connections between propositions explicit (Black & Bern, 1981; Kintsch, Mandel & Kozminsky, 1977; Stein & Nezworski, 1978.);
* Use of references that are ambiguous, distant or indirect (Fredericksen, 1981, Cirilo, 1981; Lesgold, Roth & Curtis, 1979, Haviland & Clark, 1974; Just & Carpenter, 1978);
* The inclusion of information that is irrelevant to the main ideas (Schank, 1975; Trabasso et al., 1984);
* Density of ideas within individual sentences (Kintsch & Keenan, 1973; Kintsch, Kozminsky, Streby, McKoon, & Keenn, 1975).

The features enumerated above tend to characterize what are sometimes called “inconsiderate texts”. Textbooks are not the only source of inconsiderate texts. Primary source documents can also be inconsiderate. The example from the opening of the Declaration of Independence (Box 2) illustrates three of the four patterns:

Simple reference words like “it,” “which” and “them” are syntactically difficult to decipher in this public document that all citizens should be able to comprehend. The entire opening paragraph is a single sentence and thus the density of propositions in this one sentence makes it difficult to unpack. The causal links between the decision to “dissolve the political bands” and to “declare the causes which impel them to the separation” are embedded in complex syntactical forms.

More and less competent adolescent readers will continue to struggle with both textbooks as well as primary source documents until explicit attention to text features, prior knowledge, vocabulary, comprehension monitoring and processes become routine practices in classrooms where students are expected to read in order to learn.

References:

* from “*Reading in the Disciplines: The Challenges of Adolescent Literacy”*
* The History Guide, A Student’s Guide to the Study of History, Steven Kreis, 2004.

<http://www.historyguide.org/guide/read.html>

The following may be helpful for finding resources on reading in history:

* Reading: Content Areas

<http://www.answers.com/topic/reading-content-areas>

* Suggestions for Improving Students’ Reading in World History:

<http://www.phschool.com/eteach/social_studies/2001_02/essay.html>

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| --- | --- | --- | --- | --- | --- |
| Unit Focus: Social Studies | | | | | |
| Essential Question(s):   * What is the purpose of our government? * Has the government become too large and/or taken on too much power? * Has the government become too involved in economics? * What is the government’s role in our current economic situation? * What, or who, is to blame for our current economic situation? * What was the cause of the first Great Depression? * How is the first Great Depression related to the economic situation today? | | | | | |
| Texts:   * *Modeling*: Szulczyk, Kenneth. [*The Economics of Government*](http://textbookrevolution.org/index.php/Book:The_Economics_of_Government)*.* Textbookrevolution.org. 21 May 2010. [1060L] (suggest chapters 1, 2 and 4; perhaps chapter 15) * *Guided Practice*: Brinkley. [An American History](http://www.hippocampus.org/course_locator;jsessionid=42C7E78E92904AA88263F2E4093A7581?course=US%20History%20II&lesson=59&topic=5&width=800&height=684&topicTitle=The%20Depression&skinPath=http://www.hippocampus.org/hippocampus.skins/default): A Survey. McGraw Hill. www.hippocampus.org p. 666-690 [1170L] * *Independent Practice*: Taylor, Nick. [“A Short History of the Great Depression.”](http://topics.nytimes.com/top/reference/timestopics/subjects/g/great_depression_1930s/index.html?offset=0&s=newest) NYTimes.com. 21 May 2010. [1420L]   Additional Texts:   * Davis, Kenneth. “Great Depression.” [Don’t Know Much about History: Everything you Need to Know about American History](http://books.google.com/books?id=ZWXV2OsfiDIC&printsec=frontcover&dq=Don't+Know+Much+About+History:+Everything+you+need+to+know+about+american+history&hl=en&ei=SOBGTNmeF8GBlAe18JzhAw&sa=X&oi=book_result&ct=result&resnum=1&ved=0CDAQ6AEwAA#v=onepage&q&f=fals). (Chapter 6, pg. 343-344; ) * Zernike, Kate. [“Generation OMG.”](http://www.nytimes.com/2009/03/08/weekinreview/08zernike.html?ref=great_depression_1930s) [1310L] * Garrett, Thomas. “[Institutions and Government Growth: A comparison of the 1890s and the 1930s.](http://research.stlouisfed.org/publications/review/10/03/Garrett.pdf)” Federal Reserve Bank of St. Louis Review. March/April 2010, 92 (2) p. 109-19 [1700L] * Baker, Peter. [“Obama to Wall St: ‘Join Us, Instead of Fighting Us."](http://dealbook.nytimes.com/2010/04/22/obama-presses-case-for-tougher-rules-for-wall-st/?scp=1&sq=%E2%80%A2%09Baker,%20Peter.%20%E2%80%9CObama%20to%20Wall%20St:%20%E2%80%98Join%20Us,%20Instead%20of%20Fighting%20Us.&st=cse) *NYTimes* [1470L] * Obama, Barack. “The Right Thing to Do. “ 18 May 2010.[1090] <http://www.whitehouse.gov/blog/2010/05/18/right-thing-do> * McIntyre, Douglas. “The Recession America Needed.” 24/7 WallStreet. 4 Aug 2009. [1570L] [http://www.newsweek.com](http://www.newsweek.com/2009/08/03/the-recession-america-needed.html) * Lal, Deepak. ["The Great Crash of 2008: Causes and Consequences.”](http://www.cato.org/pubs/journal/cj30n2/cj30n2-3.pdf)  *Cato Journal*, Vol. 30, No. 2 Spring/Summer 2010. 265-277 [1330L] | | | | | |
| Vocabulary:   * Economy * Economics * Socialism   Democracy   * Communism * Laissez-faire * Monopoly * Black Market | | | * Barter * Tax * Subsidy * Depression * Volatile * Inflation * Recession | | |
| Text: Szulczyk, Kenneth. *The Economics of Government.* | | | | | |
| Activity 1 – Quick Writes | | | | | |
| Creating Connections (B) | | [**Quickwrite (CCSSO Tool K)**](#StrategyK) 1: What do you know about the current economic situation in our nation?  [**Quickwrite (CCSSO Tool K)**](#StrategyK) 2: What do you know about the Great Depression? | | W.CCR.4  W.CCR.10 | |
| Activity 2- Magnet Summaries | | | | | | |
| Surveying the Text (B) | | Introduce students to the idea of magnet words by inquiring about the effect a magnet has on metal. Just as magnets attract metal, magnet words attract information. Illustrate this technique by following these steps:   * Ask students to read a short portion of their text assignment, looking for a key term or concept to which the details in the passage seem to connect. * You may instruct students that magnet words frequently appear in titles, headings, or may be highlighted in bold or italic print, but caution students that not all words in bold or italics are necessarily magnet words so they need to be selective in their choices. * After students finish reading, solicit from them the possible magnet words. Either write them yourself, or have students write the magnet words on the board or overhead transparency. * Ask students to recall important details from the passage that are connected to the magnet word. As you write these details around the magnet word, have students follow the same procedure on an index card. * Allow them to look at the passage a second time to be sure they include any important information they may have missed. * Ask students to complete the reading of the entire text. Distribute three or four additional index cards to each student for recording magnet words from the remaining material. * In small groups, have students determine the details that should go around the magnet words. When the groups are finished, each student will have four or five cards, each with a magnet word and key related information. * Model for students how the information from one card can be organized and combined into a sentence that sums up the passage of text. The magnet word should occupy a central place in the sentence. Omit any unimportant details from the sentence. * Have students return to their small groups to construct sentences that summarize the reading based upon their cards. Urge students to combine information in one sentence, although it may be necessary to construct two sentences for a particular card. They may decide to omit some details if they judge them to be of secondary importance. * Have students draft their group sentences onto scrap paper and then write out a final version of each sentence on the back of the appropriate card and underline the magnet word. * Instruct students to arrange the sentences in the order they wish their summaries to read. Have students read their summary aloud within their group to test how it sounds. Finally, have each group share with the class. | | | R.CCR.2  R.CCR.5 | |
| Activity 3 – SMART Read | | | | | | |
| Surveying the Text (B) | | SMART Read Procedures:   * Select a short passage (or a selection of four to five paragraphs in a passage) that could be considered challenging for students. * Ask students to follow along with you as you read (could put it on an overhead transparency, or use an LCD projector). * After reading a few sentences or a paragraph, comment aloud to the students that you understand this section, and make a visible check mark in the margin. * Continue reading, modeling a part that might seem confusing to students. Remark aloud that this section is a bit confusing. Place a question mark in the margin.Tell students there is something about it that you do not understand. * Model that parts of the passage makes sense, but at other points a pause is needed because the text is more difficult. * After reading the entire passage, model to students how to paraphrase material in words that make sense to them. Look at each “?” recorded in the margins. Brainstorm with students what could be done to make sense of those parts. Observe that some questions marks may make sense after reading the entire passage. If so, change the question marks to check marks. * List and discuss students’ suggestions for dealing with remaining question marks. * You could allow students to work in pairs, or in small groups, to interpret the sections that still have a question mark. * Explain to students that this is called the SMART Reading Approach.  1. Read (using checks and questions marks). 2. Self-Translate (at the end of each section stop and explain to yourself what you have just read). 3. Troubleshoot- Go back to each (?) and see if you can now make sense of the text. 4. Explain to yourself exactly what you do not understand. 5. Try to find a Fix-Up Strategy that will help you make sense of the text (use a dictionary or a glossary for unfamiliar words, examine any pictures or graphics, get help from a classmate or the teacher).  * Have students finish reading the text (or a different text) and practice the SMART strategies on their own. | | | R.CCR.1  R.CCR.2  R.CCR.4 | |
|  | | Activity 4: Save the Last Word for Me | | | | |
| Synthesis (A) | | [**Save the Last Word (CCSSO Tool M)**](#StrategyM) | | | | R.CCR.4 |
|  | | Activity 5: The Most important Word | | | | |
| Summarizing (D) | | * After the initial reading of the text, students select what they believe to be the most important word in the text they have read and write it down on an index card or a sticky note. * Students must be able to explain the reasons why they think this particular word is the most important. * Students then meet in groups to share their answers and their reasons for their word selection. After each member has shared, some students may want to change their choice. | | | R.CCR.1  SL.CCR.1  SL.CCR.3 | |
|  | | Activity 6: Written Conversation | | | | |
| After the First Read (A) | | * Partners using this strategy “talk” about a piece of text by carrying on a conversation with each other in writing. (Note: this can be done in pairs or in small groups. For the purpose of this example, pairs are being used) * After reading a portion of the text, students consider a question, a comment, a reaction, etc. and write it down on paper (be specific in your instructions to the students. You can ask them to ask a question AND give a reaction statement, etc.) * The students exchange their notes and respond to each other’s writing. They should try to make meaning of the piece through questions, comments, discussions of likes, dislikes, personal connections, etc. * The written conversations can serve as an excellent precursor to paired, small-group, and class discussion | | | R.CCR.1  W.CCR.4 | |
|  | | Activity 7: Reciprocal Reading | | | | |
| Annotation (D) | | Students take turns reading aloud to each other, stopping at several points to ask questions, clarify, make predictions, discuss writer’s craft, etc.   * <http://www.readingquest.org/strat/rt.html> * <http://www.sedl.org/cgi-bin/mysql/buildingreading.cgi?l=description&showrecord=2> | | | R.CCR.1  R.CCR.2  R.CCR.3 | |
|  | | Activity 8: Five Star Quote | | | | |
| After the First Read (D) | | While reading a text of any length, students choose a “5 star quote” that jumped off the page for personal reasons, one that epitomizes the book, one that captures the essence of the writer’s voice, etc. This is used to begin a small or large group discussion, free write, etc. regarding the text. | | | R.CCR.1  R.CCR.4 | |
|  | | Activity 9: Reciprocal Teaching | | | | |
| After the First Read (A) | | Students use four comprehension strategies—predicting, question generating, clarifying, and summarizing to help their peers construct meaning from the text. It is understood that teachers will have to instruct students into these four strategies and help them brainstorm ways each strategy can be used in an activity. Teachers have several options for completing this activity. The teacher can:   * divide the class into four groups and have each group work through one of the strategies. * divide the reading up into four parts and assign a group of students to each section of reading. The groups can then pick (or can be assigned) a particular strategy to conduct with the whole class. * assign four separate readings and assign a group of students to each reading. The groups can then pick (or can be assigned) a particular strategy to conduct with the whole class. | | | R.CCR.1  R.CCR.2  R.CCR.3 | |
|  | | Activity 10: Collaborative Annotation | | |  | |
| Annotation (A) | | * After students complete their own annotation of a text, in groups of 3-5, students pass their annotated copy to the person on the right. * Each person then focuses and makes additions to the original reader’s commentary. * The next time the paper passes the new reader adds commentary to both of the previous work. Thus, each person in the group has 2-4 people build and expand on his/her work. | | | R.CCR.4  R.CCR.5 | |
|  | | Activity 11: Student Starts the Class | | | | |
| Discussion (A) | | Formulate ways to have a student start the class each day. You can assign students to various “Discussion Days” or “Leader Days” and have them responsible to complete one of the following. The student (or students in pairs)   * selects a thematically linked quote from the text and runs a 5-10 minute discussion, * recaps the learning from the day before by summarizing the reading or the activity that was completed, * introduces and defines a new word from the reading (they could do this through a picture, a skit, a verbal introduction, etc. Encourage them to be creative), * identifies a passage from the reading that was particularly memorable or interesting. | | | SL.CCR.1  R.CCR.1 | |
|  | | Text: Baker, Peter. “Obama to Wall St: ‘Join Us, Instead of Fighting Us. | | | | |
|  | | Activity 12: Making Predictions | | | | |
| Creating Connections (B) | | Making Predictions, asking questions. Title questions (5 generated by students KWL style) share with teacher or group. Keep for later to determine accuracy of prediction and to revisit the incorrect predictions to determine if a skill is missing or if it was deliberately misleading on the part of the author. Process:   * When you first encounter a piece, write down the first 5 questions you have about the title; for example: a) Why is the man falling? b) Is it important that it is a man falling and not a woman? c). Will he survive the fall? d) Is it important that he survive? c) Will there be another “fall” in the story/article? * Students can share their top 2 or 3 questions and the class can create a questions board or the activity can be done in isolation. * Students should keep the questions in a two column journal for an activity at the end of the article | | | R.CCR.5  W.CCR.1 | |
|  | | Activity 13: Anticipation / Reaction Guide | | | | |
| Creating Connections (B) | | [**Anticipation/Reaction Guide (CCSSO Tool B)**](#StrategyB) | | | | R.CCR.1  R.CCR.2 |
|  | | Activity 14: Discussion Web | | | | |
| First Reading  (D) | | [**Discussion Web (CCSSO Tool D)**](#StrategyD). Can be repeated after the reading to check for errors in judgment/comprehension | | | R.CCR.1  R.CCR.2  R.CCR.8 | |
|  | | Activity 15:  Fact or Opinion | | | | |
| Discussion (A) | | Students make a list of phrases that are fact and phrases that are opinion.  After making lists, students will pair/share their findings | | | R.CCR.1 | |
| Activity 16: Whole class discussion about bias | | | | | | |
| Discussion (A) | | Does the author have a bias?  how do we know?  (his use of opinion in an objective news article) | | | R.CCR.1  R.CCR.8 | |
| **Text:** Obama, Barack. “The Right Thing to Do. “ 18 May 2010. | | | | | | |
| Activity 17: Creating Connection | | | | | | |
| Creating Connections (B) | | [**Quickwrite (CCSSO Tool K)**](#StrategyK)**:** what is the right thing to do?  Assume you are in charge of making decisions during an economic recession.  What do you do?  Create more money for a short term fix?  Or shut down the banks and save all money in the nation?  Why? | | | W.CCR.4  W.CCR.10 | |
| Activity 18: First Read | | | | | | |
| Annotation (D) | | Circle all important words. These might be words that hinder comprehension, words that add bias, words that create a mood or feeling in the reader. | | | R.CCR.1  R.CCR.4 | |
| Activity 19: Pair/share the findings of words. | | | | | | |
| Discussion (D) | | Discuss the importance of the words and discuss the author, (Obama)'s tone toward the subject. What is the mood he is trying to create in the audience?  What is his purpose? | | | R.CCR.6  R.CCR.8 | |
| Activity 20: Second Read | | | | | | |
| Annotation (D) | | Number the paragraphs in the speech.  Beside each paragraph, write one word that describes the purpose of that paragraph in the speech. For example, one paragraph might serve to explain the details of a text, or it might be to make a claim or to support that claim.  (This strategy is similar to Strategy C). | | | R.CCR.1  R.CCR.4 | |
| Activity 21: Share the purposes of the paragraph. | | | | | | |
| Creating Connections (A) | | Students work in pairs to determine the OVERALL purpose of the speech. Completion of the following template would mark understanding:  In his speech "The Right thing to Do", Obama claims \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | R.CCR.2 | |
| Activity 22: Cause and Effect Chart. | | | | | | |
| After the First Read (A) | | Students create a cause and effect chart with the title ”21st Century Economic Crises”. List EXACT quotes from Obama's speech under each column. | | | R.CCR.2  R.CCR.3 | |
| Text: Don’t Know Much About History. Davis, Kenneth. “Great Depression.” | | | | | | |
|  | | Activity 23: Anticipation Guide | | | | |
| Creating Connections (B) | | Create an anticipation guide for students on the Great Depression prior to their reading the article. ([**CCSSO Tool B**)](#StrategyB) | | | R.CCR.1  R.CCR.2 | |
|  | | Activity 24: Group Summarizing | | | | |
| Summarizing (D) | | [**Group Summarizing (CCSSO Tool G)**](#StrategyG) | | | R.CCR.1  R.CCR.2 | |
|  | | Activity25: Reciprocal Reading | | | | |
| Annotation (D) | | Students take turns reading aloud to each other, stopping at several points to ask questions, clarify, make predictions, discuss writer’s craft, etc. | | | R.CCR.1  R.CCR.2  R.CCR.3 | |
|  | | Activity 26: The Most Important Word | | | | |
| Critical Thinking (D) | | * After the initial reading of the text, students select what they believe to be the most important word in the text and write it down on an index card or a sticky note * Students must be able to explain the reasons why they think this particular word is the most important * Students then meet in groups to share their answers and their reasons for their word selection. After each member has shared, some students may want to change their choice. | | | R.CCR.1  SL.CCR.1  SL.CCR.3 | |
|  | | Activity 27: GIST | | | | |
| Summarizing (A) | | Ask students to write a 30-word summary of the essay. In small groups, students will share their summaries, judging which summary is the most accurate. As a class, students will then read those summaries which have been deemed most accurate by the groups. Students will then determine which summary is the most accurate. Follow with an informal written response in which students must explain why the summary he or she selected is more accurate than the others. This will move students into discussing importance of detail and word choice.  <http://www.interlakes.org/ilhs/AVID/GIST%20Reading%20Strategies.pdf> | | | R.CCR.1  R.CCR.2  R.CCR.10 | |
|  | | Activity 28- Discussion Web | | | | |
| First Reading (D) | | [**Discussion Web** **(CCSSO Tool D)**](#StrategyD) (repeat after the reading to check for errors in judgment/comprehension) | | | R.CCR.1  R.CCR.2  R.CCR.8 | |
|  | | Activity 29- Two-Column Note Taking | | | | |
| First Reading (D) | | [**Two-Column Note Taking**](#StrategyO) **(CCSSO** **Tool O)**   * <http://www.facinghistory.org/resources/strategies/two-column-note-taking> * <http://www.addcentre.co.uk/notetaking.htm> | | | R.CCR.1  R.CCR.2 | |
|  | | Activity 30- Memory Game | | | | |
| Vocabulary (D) | | The teacher prepares index cards with the vocabulary word on one card and the definition on another card. Students can play in small groups (4-5 students) or with a partner. Students place the word cards face down on one side of the table and the definition cards face down on the other side of the table as in the game Memory or Matching. Student take turns turning over one word card and one definition card in hopes of finding a match. If they find a match, they take up the two matching cards and hold them in their hands and take another turn. When all of the cards have been matched, the person with the most cards is the winner. The teacher can provide a small token award if desired. | | | R.CCR.4  L.CCR.4 | |
|  | | Activity 31- Kinesthetic Sort | | | | |
| Vocabulary (D) | | Prepare index cards with the vocabulary word on one card and the definition on another card. Each student receives one card, either a word or a definition (to make it challenging, you could include words and definitions from a previous unit, or throw in extra words or extra definitions that have no match). When the teacher gives the signal, students must find their match by moving around the room. After an appropriate amount of time (depends on how many matches need to be made) call time. Have students read their word and their matching definition and have students “vote” on whether it is an actual match. | | | R.CCR.4  L.CCR.4 | |

Appendix

Transitional Course – Reading

Unit Design Template

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit Focus: | | Essential Question(s): | | | | | |
| *Texts*:  Modeling –  Guided Practice –  Independent Practice – | | | | | Types of Text (sources represented in ACT and college courses): | | |
| Key Vocabulary | |  | | | | | |
| Before Reading – \_\_\_ Activities | | | During Reading – \_\_\_ Activities | | | After Reading – \_\_\_ Activities | |
| Creating Connections | * Personal experience quick write * Background knowledge quick write * Word association list | | First reading | * Think aloud * Bookmarks * Say, Show, Mean | | Summarizing | * Summary form * Summary peer response |
| Introducing Concepts | * Overview of content-specific concepts | | Summarizing | * Section summary * Peer response | | Critical Thinking Questions | * Logic * Writer * Emotions |
| Surveying the Texts | * Title analysis * Creating questions - titles/sub-titles * Text mapping – text features * First 3 – Last paragraphs | | Annotation | * Content specific annotation * Format 1 * Format 2 * Group annotation * Most important sentence | | Discussion | * Chat room * Three column chart |
| Introducing Vocabulary | * Self-assessment chart * Semantic map * Sorting (open or closed)   Cubing | | Structure Analysis | * Organization mapping * Clustering or webbing * Graphic organizers * Content mapping * Descriptive outlining | | Connecting Reading and Writing | * Quote, Paraphrase, Respond |
|  |  | | Revisiting Vocabulary | * Context clues * Personal/group log * Denotation/connotation/ effect chart * Language comparison | | Synthesis Speaking & Writing |  |

Transitional Course – Reading (**Sample**)

Unit Design Template

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit Focus:  Literary Non-Fiction | | Essential Question(s):  How do we define who we are? | | | | | |
| *Texts*:  Modeling – [The Falling Man](http://www.esquire.com/features/ESQ0903-SEP_FALLINGMAN)- Tom Junod *Esquire*  Guided Practice – [Horsemen of the Esophagus](http://www.theatlantic.com/magazine/archive/2006/05/horsemen-of-the-esophagus/4808/)- Jason Fagone *The Atlantic*  Independent Practice – [Street Haunting: A London Adventure”](http://grammar.about.com/od/classicessays/a/strtwoolfessay.htm) Virginia Woolf | | | | | Types of Text (sources represented in ACT and college courses):  Current events, non-fiction, essay | | |
| Key Vocabulary | | * Billowing (verb) rising or rolling; surging; * Annihilation (noun) the act or instance of being totally destroyed or utterly ruined * Muster (verb) to assemble for inspection; to come together or collect * Relegated (verb) to send or consign to an inferior position, place or condition; to consign or assign to a person (as in a task) * Tangential (adjective) merely, or barely touching; slightly connected; tending to digress or get off topic easily | | | | | |
| Before Reading – \_3\_ Activities | | | During Reading – \_2\_ Activities | | | After Reading – \_2\_ Activities | |
| Creating Connections | Personal experience quick write  Background knowledge quick write  Making Predictions (activity 1 & 25)  Anticipation Guide (activity 13) | | First reading | Think aloud  Bookmarks  Say, Show, Mean (activity 5)  Discussion web (activity #4 and # 30)  Discussion (activity # 16) | | Summarizing | Summary form  Summary peer response  Last Lines (activity 9)  GIST (activity # 35)  Say, show, mean  RAFT (activity # 21)  Fish bowl  Last Lines (activity # 9) |
| Introducing Concepts | Overview of content-specific concepts  Triple Entry Vocab Journal (activity #2)  Quick Write (activity # 26)  Syntax and Style (activity # 14 | | Summarizing | Section summary  Peer response | | Critical Thinking Questions | Logic (activity 10 & 35)  Writer (activity # 22)  Emotions |
| Surveying the Texts | Title analysis  Creating questions - titles/sub-titles  Text mapping – text features  First 3 – Last paragraphs  Concrete to abstract (activity # 27) | | Annotation | Content specific annotation  Format 1  Format 2  Group annotation  Most important sentence  Coding (activity 6/16/32) | | Discussion | Chat room  Three column chart  Fish bowl (activity # 37) |
| Introducing Vocabulary | Self-assessment chart  Semantic map  Sorting (open or closed) activity # 29  Cubing  Knowledge Rating Guide (activity #3) | | Structure Analysis | Organization mapping  Clustering or webbing  Graphic organizers  Content mapping  Descriptive outlining  Content mapping  Save the last word (activity # 19) | | Connecting Reading and Writing | Quote, Paraphrase, Respond  Style Analysis (activity # 24)  Argument Structure # 38) |
|  |  | | Revisiting Vocabulary | Context clues  Personal/group log  Denotation/connotation/ effect chart  Language comparison  Interactive Word Wall (activity # 8 & 19) | | Synthesis Speaking & Writing |  |

Transitional Course – Reading

Unit Design Template

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit Focus:  Literary Non-Fiction | | Essential Question(s):  How do we define who we are? | | | | | |
| *Texts*:  Modeling – [The Falling Man](http://www.esquire.com/features/ESQ0903-SEP_FALLINGMAN)- Tom Junod *Esquire*  Guided Practice – [Horsemen of the Esophagus](http://www.theatlantic.com/magazine/archive/2006/05/horsemen-of-the-esophagus/4808/)- Jason Fagone *The Atlantic*  Independent Practice – [Street Haunting: A London Adventure”](http://grammar.about.com/od/classicessays/a/strtwoolfessay.htm) Virginia Woolf | | | | | Types of Text (sources represented in ACT and college courses):  Current events, non-fiction, essay | | |
| Key Vocabulary | |  | | | | | |
| Before Reading – \_3\_ Activities | | | During Reading – \_2\_ Activities | | | After Reading – \_2\_ Activities | |
| Creating Connections | Personal experience quick write  Background knowledge quick write  Making Predictions (activity 1 & 25)  Anticipation Guide (activity 13) | | First reading | Think aloud  Bookmarks  Say, Show, Mean (activity 5)  Discussion web (activity #4 and # 30)  Discussion (activity # 16) | | Summarizing | Summary form  Summary peer response  Last Lines (activity 9)  GIST (activity # 35)  Say, show, mean  RAFT (activity # 21)  Fish bowl  Last Lines (activity # 9) |
| Introducing Concepts | Overview of content-specific concepts  Triple Entry Vocab Journal (act. #2)  Quick Write (activity # 26)  Syntax and Style (activity # 14 | | Summarizing | Section summary  Peer response | | Critical Thinking Questions | Logic (activity 10 & 35)  Writer (activity # 22)  Emotions |
| Surveying the Texts | Title analysis  Creating questions - titles/sub-titles  Text mapping – text features  First 3 – Last paragraphs  Concrete to abstract (activity # 27) | | Annotation | Content specific annotation  Format 1  Format 2  Group annotation  Most important sentence  Coding (activity 6/16/32) | | Discussion | Chat room  Three column chart  Fish bowl (activity # 37) |
| Introducing Vocabulary | Self-assessment chart  Semantic map  Sorting (open or closed) activity # 29  Cubing  Knowledge Rating Guide (act. #3) | | Structure Analysis | Organization mapping  Clustering or webbing  Graphic organizers  Content mapping  Descriptive outlining  Content mapping  Save the last word (activity # 19) | | Connecting Reading and Writing | Quote, Paraphrase, Respond  Style Analysis (activity # 24)  Argument Structure # 38) |
|  |  | | Revisiting Vocabulary | Context clues  Personal/group log  Denotation/connotation/ effect chart  Language comparison  Interactive Word Wall (act. # 8 & 19) | | Synthesis Speaking & Writing |  |

Transitional Course – Reading

Unit Design Template

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit Focus:  Science | | Essential Question(s):   * How does science work in the environment? * What are scientists “talking” about right now? * What are the responsibilities of the individual and/or society in regards to the environment? | | | | | |
| *Texts*:  Opening – [www.blueman.com/land/archive/earth](http://www.blueman.com/land/archive/earth) : Stop Global Warming Video  Modeling – epa.gov/climatechange “Frequently Asked Questions” and “Basic Information”  Guided Practice – epa.gov/climatechange “Climate Change Indicators Slideshow”  Independent Practice – epa.gov/climatechange “Climate Changes Indicators, Science, Greenhouse Gas  Emissions, Health and Environmental Effects, Climate Economics, Regulatory Initiatives for  GHG, U.S. Climate Policy, What You Can Do”  Additional Texts – “Global Warming” by Andrew C. Revkin *New York Times* | | | | | Types of Text (sources represented in ACT and college courses):  Current issues – video, government and news articles | | |
| Key Vocabulary | |  | | | | | |
| Before Reading – \_\_\_ Activities | | | During Reading – \_\_\_ Activities | | | After Reading – \_\_\_ Activities | |
| Creating Connections | * Personal experience quick write * Background knowledge quick write * Word association list * Quick Writes (activity # 1) | | First reading | * Think aloud * Bookmarks * Say, Show, Mean * Making Predictions (activity # 5) * Jigsaw (activity # 15) * Frayer Model Organizer (activity # 15) | | Summarizing | * Summary form * Summary peer response * Summary Response Notes (activity # 23) |
| Introducing Concepts | * Overview of content-specific concepts * Teacher notes/Explore website (activity # 3) * Note-taking organizer (activity # 14) | | Summarizing | * Section summary * Peer response | | Critical Thinking Questions | * Logic * Writer * Emotions * Socratic Discussion (# 24 & 25) |
| Surveying the Texts | * Title analysis * Creating questions - titles/sub-titles * Text mapping – text features * First 3 – Last paragraphs * Making Predictions (activity # 13) | | Annotation | * Content specific annotation * Format 1 * Format 2 * Group annotation * Most important sentence | | Discussion | * Chat room * Three column chart * Socratic Discussion (activity # 26) |
| Introducing Vocabulary | * Self-assessment chart * Semantic map * Sorting (open or closed) * Cubing * Linear Array Organizer (activity # 2) | | Structure Analysis | * Organization mapping * Clustering or webbing * Graphic organizers * Concept mapping * Descriptive outlining * Rhetorical notes organizer (activity # 18) | | Connecting Reading and Writing | * Quote, Paraphrase, Respond * Writing Reflectively (activity # 27) * Writing Rhetorically –   Prewriting, formulating a thesis, composing a draft, revising, editing, reflecting (activities # 28-33) |
|  |  | | Revisiting Vocabulary | * Context clues * Personal/group log * Denotation/connotation/ effect chart * Language comparison * Summary using vocabulary (activity # 12) | | Synthesis Speaking & Writing | * Sharing writing |

Transitional Course – Reading

Unit Design Template

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit Focus:  Humanities | | Essential Question(s):   * What is art? * How do we attribute meaning and value to art? | | | | | |
| *Texts*:  Modeling - The Preface to Paul Gaultier’s *The Meaning Of Art: Its Nature, Role, and Value* (Preface by Emile Boutroux);  Guided Practice - “How to Judge Art: five Qualities You Can Critique” (online only)  Independent Practice -   * “How to Judge Art: Five Qualities You Can Critique” (online only) <http://emptyeasel.com/2006/11/18/how-to-judge-art-five-qualities-you-can-critique/> * Searching for Beauty and Bone Structure in “The Swan”—Ben Bloch <http://www.identitytheory.com/nonfiction/bloch_swan.php> * “One Dollar Art: Laser Cut Money Made Worthless Gained Artistic Value”   <http://www.chilloutpoint.com/featured/one-dollar-art-laser-cut-money-made-worthless-gained-artistic-value.html> | | | | | Types of Text (sources representing in ACT and college courses):  critiques, analytical articles and essays | | |
| Key Vocabulary | |  | | | | | |
| Before Reading – \_\_\_ Activities | | | During Reading – \_\_\_ Activities | | | After Reading – \_\_\_ Activities | |
| Creating Connections | * Personal experience quick write * Background knowledge quick write * Word association list * Quick Writes (activity # 1, 11) | | First reading | * Think aloud * Bookmarks * Say, Show, Mean | | Summarizing | * Summary form * Summary peer response * GIST (activity # 16) * Quick write (activity # 17) |
| Introducing Concepts | * Overview of content-specific concepts * Ranking Images (activity # 2) * Word Sort (activity # 3) | | Summarizing | * Section summary * Peer response | | Critical Thinking Questions | * Logic * Writer * Emotions |
| Surveying the Texts | * Title analysis * Creating questions - titles/sub-titles * Text mapping – text features * First 3 – Last paragraphs * Chunking the text (activity # 5) | | Annotation | * Content specific annotation * Format 1 * Format 2 * Group annotation * Most important sentence | | Discussion | * Chat room * Three column chart |
| Introducing Vocabulary | * Self-assessment chart * Semantic map * Sorting (open or closed)   Cubing | | Structure Analysis | * Organization mapping * Clustering or webbing * Graphic organizers * Concept mapping * Descriptive outlining | | Connecting Reading and Writing | * Quote, Paraphrase, Respond * Formal written response ( activity # 24) |
|  |  | | Revisiting Vocabulary | * Context clues * Personal/group log * Denotation/connotation/ effect chart * Vocabulary journal (activity # 14) * Triple entry journal (activity # 9, 18) * Language comparison | | Synthesis Speaking & Writing | * Written reflection in journals (activity # 25) |

Transitional Course – Reading

Unit Design Template

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Unit Focus:  History | | Essential Question(s):   * What is the purpose of our government? * Has the government become too large and/or taken on too much power? * Has the government become too involved in economics? * What is the government’s role in our current economic situation? * What, or who, is to blame for our current economic situation? * What was the cause of the first Great Depression? * How is the first Great Depression related to the economic situation today? | | | | |
| *Texts*:   * Szulczyk, Kenneth. *The Economics of Government.* Textbookrevolution.org. 21 May 2010. <http://textbookrevolution.org/index.php/Book:The_Economics_of_Government> (suggest chapters 1, 2 and 4; perhaps chapter 15) * Brinkley. An American History: A Survey. McGraw Hill. www.hippocampus.org p. 666-690 * Davis, Kenneth. “Great Depression.” Don’t Know Much about History: Everything you Need to Know about American History. (Chapter 6, pg. 343-344; ) www.books.google.com * Taylor, Nick. “A Short History of the Great Depression.” NYTimes.com. 21 May 2010. <http://topics.nytimes.com/top/reference/timestopics/subjects/g/great_depression_1930s/index.html?offset=0&s=newest> * Zernike, Kate. “Generation OMG.” <http://www.nytimes.com/2009/03/08/weekinreview/08zernike.html?ref=great_depression_1930s> * Garrett, Thomas. “Institutions and Government Growth: A comparison of the 1890s and the 1930s.” Federal Reserve Bank of St. Louis Review. March/April 2010, 92 (2) p. 109-19 * Baker, Peter. “Obama to Wall St: ‘Join Us, Instead of Fighting Us.’” *NYTimes* [www.nytimes.com](http://www.nytimes.com) * Obama, Barack. “The Right Thing to Do. “ 18 May 2010. [www.thewhitehouse.org](http://www.thewhitehouse.org) * McIntyre, Douglas. “The Recession America Needed.” 24/7 WallStreet. 4 Aug 2009. [www.newsweek.com](http://www.newsweek.com) * Lal, Deepak. “The Great Crash of 2008: Causes and Consequences.” *Cato Journal*, Vol. 30, No. 2 Spring/Summer 2010. 265-277 | | | | | Types of Text (sources represented in ACT and college courses):  Textbooks, essays, news articles, historical analysis articles | |
| Key Vocabulary | |  | | | | |
| Before Reading – \_\_\_ Activities | | | During Reading – \_\_\_ Activities | | After Reading – \_\_\_ Activities | |
| Creating Connections | * Quick write (A #1; #17) * Making predictions (A #12) * Anticipation/reaction guide (A #13, #23) * Share the purpose (A #21) | | First reading | * Written conversation (A #6) * Five star quote (A #8) * Discussion web (A #14; #28) * Reciprocal Teaching (A #9) * Cause and Effect Chart (A #22) * Two Column Note Taking (A #29) | Summarizing | * Group Summary (A #24) * GIST (A #27) |
| Introducing Concepts |  | | Summarizing | * Most Important Word (A #5) | Critical Thinking Questions | * Most Important Word (A #24) |
| Surveying the Texts | * Magnet Summary (A #2) * SMART read (A #3) | | Annotation | * Reciprocal reading (A #7; A #25) * Collaborative annotation (A #10) * First Reading (A #18) * Second Reading (A #20) | Discussion | * Student Starts the Class (A #11) * Fact or Opinion (A #15) * Whole Class Discussion (A #16) |
| Introducing Vocabulary | * Memory (A #30) * Kinesthetic Sort (A #31) | | Structure Analysis |  | Connecting Reading and Writing | * Pair/Share (A #19) |
|  |  | | Revisiting Vocabulary |  | Synthesis Speaking & Writing | * Save the last word (A #4) |

Reading Portfolio

It is highly suggested that teachers consider using a reading portfolio with students through this course. Reading portfolios help the teacher determine which students are advancing toward their reading goals and which students may need additional interventions in order to meet their goals. The portfolio can be very simple- a folder of information about the reading progress of a student that includes assessment information, reading lists, a reading interest inventory from the student, record of communications with parents and/or other teachers, etc. The purpose of the folder is to provide a tool for communication about the student’s progress with the student themselves, parents, other teachers, etc.

The paragraph below gives a short example of what a reading portfolio cover sheet, or entry sheet, might look like. This type of organizer gives the teacher and student a way to organize the entries in the portfolio so that items can be easily examined and assessed.

|  |  |
| --- | --- |
| Reading portfolio entries | |
| Entry | Independently demonstrated communication skills |
| Descriptive outline of |  |
| Short essay using quote, paraphrase, respond |  |

The following may be helpful for finding resources on reading portfolios:

* Reading Portfolios

<http://www.teachervision.fen.com/assessment/teaching-methods/6371.html>

* Reading Portfolio Rubric

<http://www.scribd.com/doc/280368/Reading-Portfolio-Rubric>

* Reading Portfolio Entry Form

[www.alabamapepe.com/specialist/RSPortfolioEntryForm060106.doc](http://www.alabamapepe.com/specialist/RSPortfolioEntryForm060106.doc)

CCSSO Resources

Adolescent Literacy Tool Kit

**Tool A: Analytic Graphic Organizers**

**Description**

This strategy involves selecting a visual format like charts, diagrams, and graphs to help students explore the characteristics, relationships, or effects of a complex topic. This helps students organize their thoughts and construct meaning from text. Examples include cause/effect diagrams, compare/contrast charts, and process cycle diagrams.

**Purpose**

Use *during* and *after* reading to:

• Provide a visual way to analyze how information and ideas are linked

• Help organize information for note taking, learning, and recall

• Show specific relationships, such as cause/effect, sequence, and compare/contrast

• Synthesize information from different locations in the text or from multiple texts

• Convey understanding of information and concepts so misconceptions can be seen

**Directions**

1. Explain the purpose of using a graphic organizer is to visualize how ideas link together.

2. If one specific graphic organizer is to be used for a whole group lesson, explicitly model and teach students how to insert information within that visual format.

3. If the lesson involves differentiated reading selections, show students a variety of graphic organizers and discuss how the shape of each graphic organizer shows how the information is connected.

4. Model for students how to select a graphic organizer depending on the purpose for organizing information: comparison, sequence, cause-effect, main idea supporting detail, pro/con evidence, and so on.

5. Help students organize information by selecting an appropriate graphic organizer from the sample charts and modifying it as needed to effectively organize information.

6. Assist students with placing information into the organizer in ways that will help them analyze the information effectively.

7. Ask students how completing the graphic organizer helped them understand the text differently. Students might discuss this using a Think-Pair-Share, or complete a Quick Write to respond.

**Extensions**

• Have students show their analytic graphic organizers to one another and compare their responses.

• Have students design creative variations of graphic organizers to fit the content.

• Have students use their completed graphic organizers as study guides, outlines for essays or other writing, or cue charts for question generating/answering a text (What is the main idea? What were the turning points in the chapter? What are the important steps in this process?).

**Tool B: Anticipation/Reaction Guide**

**Description**

This is a questioning strategy that assesses prior knowledge and assumptions at the pre-reading stage and evaluates the acquisition of concepts and use of supporting evidence after reading. (Herber, 1978; Duffelmeyer & Baum, 1992)

**Purpose**

Use *before*, *during*, and *after* reading to:

• Forecast and cue major concepts in the text to be read

• Motivate students to want to read text to see if prior knowledge is confirmed or disproved

• Require students to make predictions

• Activate students’ existing background knowledge and set purpose for reading text

• Focus readers on the main ideas presented in text

• Help readers assess for misconceptions and reader-text discrepancies

• Create active interaction between reader and text

• Provide pre- and post-assessment information

**Directions**

1. Identify the important ideas and concepts students should focus on when reading.

2. Create 4–6 statements that support or challenge students’ beliefs, experiences, and preexisting ideas about the topic. The statement should be reasonably answered either way.

3. Set up a table for student responses like the example below. Vary the anticipation and reaction categories as appropriate to the specific content, such as true/false, supported by evidence/not supported by evidence, or accurate/misrepresentation.

**BEFORE READING AFTER READING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Agree** | **Disagree** | **Statement** | **Page(s) where evidence found** | **Agree** | **Disagree** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

4. Before reading the text, have students react to each statement in the *Before Reading* column individually and be prepared to support their position.

5. In small groups or as a whole class, ask students to explain their initial responses to each statement.

6. Ask students to read the selection to find evidence that supports or rejects each statement.

7. After reading the text, ask students to react to each statement in the *After Reading* column to determine if they have changed their minds about any of the statements.

**Extensions**

• For debatable topics, add two response columns—one for the student, one for the author—so the opinions can be compared and contrasted.

• Have students use additional sources of information to support opinions.

• Ask students to rewrite any false statements based on the reading, individually or in cooperative groups.

**Tool C: Coding/Comprehension Monitoring**

**Description**

This strategy helps students engage and interact with text and monitor comprehension as they read.

**Purpose**

Use *during* reading to:

• Support content area learning by focusing on key concepts

• Provide a way for students to engage in a dialogue with the author

• Help students identify how they process information while reading

• Help students identify what is difficult in the text so they can select and apply comprehension strategies to support their reading

• Develop metacognitive awareness and ability to monitor one=s own comprehension

**Directions**

1. Explain that this strategy helps readers monitor their reading so they can identify what they do or don’t understand.

2. Choose 2–3 codes that support the purpose of the reading and reinforce targeted literacy habits and skills.

3. Model the strategy using an overhead or whiteboard. Do a Think-Aloud while marking the codes so students witness the metacognitive process.

4. Guide the students in applying the coding strategy. Review the codes and have students code their reactions as they read on the page margins, lined paper inserts, or sticky notes.

Possible Codes:

+ New information

\* I know this information

? I don=t understand/I have questions

P Problem

S Solution

C Connection

􀀹I agree

X I disagree

**Extensions**

• Have students compare and discuss how they coded sections of the text.

• After students are comfortable with coding using the teacher-provided codes, encourage them to develop additional codes appropriate to the purpose for reading a particular text.

**Tool D: Discussion Web**

**Description**

This strategy promotes critical thinking by encouraging students to take a position for or against a particular point of view and requires them to establish and support evidence for their selected point of view based on their reading of narrative or expository texts. (Duthie, 1986)

**Purpose**

Use *during* or *after* reading one or more texts to:

• Provide a framework for analyzing an issue by citing evidence for or against a point of view before coming to a personal viewpoint

• Develop students’ ability to draw conclusions based upon evidence, not opinion

• Provide opportunities for active discussion and collaboration

• Help students organize ideas for writing and use evidence to support their point of view

• Encourage the use of multiple resources to determine a conclusion

• Develop appreciation for diversity and understanding that there are two or more sides to every question

• Help students refine their thinking by listening to opposing information or ideas

**Directions**

1. Choose, or have students choose, an issue with opposing viewpoints.

2. Locate, or have students locate, a variety of resources that describe the issue.

3. Provide, or have students create, a guiding question to focus the discussion.

4. Have students work alone or in pairs to complete both sides of the discussion web, note text title and page numbers where they found the evidence, and form a tentative conclusion. Encourage them to be open-minded and suspend their personal judgment during the data collection.

5. Have two pairs work together to review their discussion webs and add additional arguments. Have the four students discuss all the evidence and come to consensus about the strongest point of view, based on the evidence (not personal opinion).

6. Have students create a conclusion that summarizes the group’s thinking and write it at the bottom of the group discussion web. Encourage them to avoid biased language.

7. Have each small group report their conclusions to the whole class. They should mention any dissenting viewpoints within their group. Limit the report to three minutes so all groups have time to present.

8. Have each student review his/her own tentative conclusion about the guiding question and then complete a one paragraph quick write that states the conclusion, citing the three to five key facts or reasons that support the conclusion. This individual response will help both the teacher and the student assess whether the student’s conclusion is based on evidence provided in text as well as their prior background knowledge and experience.

**Extensions**

• Have students write a personal reflection about how the issue has impacted their lives or the lives of others they know.

• Have students write a response supporting the opposite point of view, using the opposing evidence from the Discussion Web.

• Have students do a formal debate



**Tool E: Fishbowl Discussion**

**Description**

A classroom discussion strategy in which students are divided into two groups: the inner circle, or fishbowl, where several people hold a discussion, and the outer circle, where the rest of the students listen to and observe the discussion. At designated points the teacher selects new individuals, or individuals self-select, to enter the fishbowl and continue the discussion.

**Purpose**

Use *before*, *during*, and *after* reading to:

• Actively involve all students in open-ended discussion

• Provide a fast-paced mix of active participation and active listening

• Develop students’ skills with impromptu dialogues

• Provide a novel way for students to gain information, analyze and evaluate it, and write a summary of their findings

**Directions**

1. Develop a scenario or series of questions around a topic you want students to discuss.

2. Select the initial group of students who will begin the fishbowl discussion. Create a list of students who will enter the fishbowl later or set up a procedure for students to tap into the discussion on a rotating basis.

3. Explain the purpose and procedure for the fishbowl discussion. Remind the observers to take notes on the content and the process.

4. Ask the first question or set up the scenario that will be discussed or role-played.

5. Listen for appropriate discussion “breaks,” or time the rotations one to two minutes apart.

6. At the end of the discussion, have the students write a brief summary of the discussion, citing three to five critical points that support their conclusion. Ask them to respond to the question: “What would you have added to the discussion that wasn’t said?”

**Extensions**

• Combine the fishbowl discussion with teacher- or student-generated *Problematic Situations* as a pre- and post-learning strategy. (The Problematic Situation strategy is explained later in this Guide.)

• Have observing students take notes and use the notes as the basis for an analytical or persuasive essay.

**Tool F: Frayer Model**

**Description**

A Frayer Model is a graphic organizer that helps students form concepts and learn new vocabulary by using four quadrants on a chart to define examples, non-examples, characteristics, and non-characteristics of a word or concept. (Frayer, 1969)

**Purpose**

Use *before* or *after* reading to:

• Help students form an understanding of an unknown word or concept

• Help students differentiate between a definition of a concept or vocabulary word and those characteristics associated with it

**Directions**

1. Select the word or concept to be defined using the Frayer Model.

2. Show the Frayer Model and explain the four quadrants.

3. Model how to use the Frayer Model to define a concept, using a simple example students can understand.

4. Have students brainstorm a list of words and ideas related to the concept and then work together to complete a Frayer Model. Students may need to use a dictionary or glossary for “clues.”

5. Have students create a definition of the concept in their own words.

Example:

|  |  |
| --- | --- |
| **Essential characteristics**  • months  • days of the week  • dates placed on correct day of week for the year of the calendar | **Non-essential characteristics**  • photos or illustrations  • dates of holidays  • small box with previous or next month  • space to record notes or plans |
| **Examples**  • wall calendar  • desk calendar  • checkbook calendar | **Non-examples**  • yearbook  • birthday chart  • diary |

**Extensions**

• Describe rationale for examples and non-examples.

• Use the Frayer Model as a note taking strategy during reading.

• Change the titles of the boxes to include concept development categories.

**Tool G: Group Summarizing**

**Description**

This strategy helps students work together to preview text before reading, locate supporting information and examples during reading, and summarize their ideas on a four-quadrant chart after reading. The charted information provides a structure to write the group summary.

**Purpose**

Use *before*, *during*, and *after* reading to:

• Involve students in constructing a meaningful synthesis of what they have read

• Help students learn how to do a summary before they are asked to create their own

• Provide practice in paraphrasing

• Allow students to demonstrate understanding of concepts through the completed group summary chart

• Link the different parts of the reading process

• Develop higher order critical thinking skills

**Directions**

1. Providing four major topics, model the group summary process by preparing a sample of a completed chart. Then set up the topics for a chart with prepared summary sentences. After students read, have them link the sentences to the topic/concept and write the sentences in the correct chart quadrant.

2. Divide students into small groups.

3. Have each student create a four-quadrant chart and label each quadrant with the topic or concept. Explain the purpose for reading is to learn important information about each of the topics or concepts they selected.

4. During reading, students jot down notes under each heading with page number references.

5. After students have read the text and make their notes, tell the group to discuss with one another what information and ideas they found that were important about the key words or concepts on the chart.

6. When the group agrees that the supporting information is important, it is added to the chart.

7. Once the charts are finished, ask the group to re-read what they have written and be sure their ideas are clearly expressed.

**Part 1. Individual Ideas**: As you read, take notes on your individual chart about important information related to the four key topics or ideas. List page numbers next to each note.

|  |  |
| --- | --- |
| **Key topic/Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Key topic/Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Key topic/Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Key topic/Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Part 2. Group Ideas:** Discuss your ideas with your group and come to agreement on important information. Add the agreed-upon ideas to the group summary chart. Re-read the final chart to be sure all ideas have been clearly expressed.

|  |  |
| --- | --- |
| **Key topic/Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Key topic/Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Key topic/Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Key topic/Idea: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Tool H: Interactive Word Wall**

**Description**

A Word Wall is a systematically organized collection of displayed words. Both students and teachers can suggest additions to Word Walls. Students are asked to interact with words on the Word Wall on an ongoing basis. In this way, the words become an integral part of students’ reading, writing, and speaking vocabulary.

**Purpose**

Use *before*, *during*, and *after* reading to:

• Build vocabulary related to a particular instructional focus

• Help students develop analytical skills like classification and deduction

• Support students in their writing and other composing activities

• Build sight word reading fluency

• Provide a visual reference tool to help students remember important words related to a specific topic or focus

**Directions**

1. Create a list for a word wall that will help students deepen their vocabulary and enhance reading comprehension.

Examples of word wall lists:

• Words connected to an upcoming unit of study

• Words connected to specific instructional areas (e.g., math order of operations, historical terms, and literary devices)

• Difficult words found in textbook chapter

• Words connected to a theme, book, or author

• Related root words with different prefixes and affixes

2. Refer to the word wall throughout the unit of study about the content concept it relates to, being sure students are actively interacting with the words on the wall.

Examples of interactive activities:

• Sort the words into categories and label them (list-group-label or word sort)

• Use 3–5 words on the wall to write a summary sentence about a main concept

• Create an analytic graphic organizer that relates the words to one another

• Write a narrative piece—short story, poem, description—that links several words on the word wall together in a meaningful way

• Create a word game using the words on the wall—a crossword puzzle, word search, paired compare/contrast

**Extensions**

• Have students keep a triple-entry journal with terms on the word wall.

• Have students create slide shows or visual presentations about the words on the wall.

**Tool I: Jigsaw**

**Description**

Jigsaw is a group learning strategy where students read different selections and are responsible to share that information with a small group. It is effective for involving all students in a learning task and provides opportunity for differentiated learning. (Aronson et al., 1978)

**Purpose**

Use *during* and *after* reading to:

• Involve students in reading and communicating what they have learned with their peers

• Address a wide range of student abilities and interests through reading tasks of differing reading levels, genres, text length, and topics

• Provide a way to connect different types of reading materials linked to a common theme

• Help students develop reading, listening, and speaking skills and learn from others how to construct and convey important concepts from written text

• Engage students through small group interactions

• Support understanding about a topic without having every student read every reading selection

• Provide practice in synthesizing important information from text and communicating that information to others

**Directions**

1. Identify what students need to learn for a unit of study and locate three to six selections that contain the desired content information. Try to vary the reading levels and select high interest materials. To avoid confusion during grouping, mark each selection with a number or color code.

2. Organize students into groups of three to six members, depending on the number of selections to be read.

3. Assign, or ask team members to select, one selection for which each will be responsible to read independently and communicate the information learned to the whole team.

4. Explain the jigsaw process and how learning will be evaluated, such as an individual quiz.

5. Provide time for students to read their selection and take notes or create a graphic organizer that lists the important concepts and supporting details from their reading.

6. Re-group the students who have been assigned the same selection, using the selection number or color code.

7. Have the same-selection groups share their notes and discuss how to present the information back to their small groups.

8. Return to the original group where each student is responsible to explain the key concepts of their reading selection to the other group members who did not read that selection.

**Extensions**

• Use the jigsaw for independent inquiry topics within a general unit of study.

• Have each same-selection group form three or four essential questions to be used for post-assessment of the learning.

**Tool J: Knowledge Rating Guide**

**Description**

A *before*, *during*, and *after* reading activity in which students analyze their understanding of vocabulary words or concepts from the text or unit of study. (Blachowicz, 1986)

**Purpose**

Use *before* reading to:

• Introduce list of key terms to students

• Determine students’ knowledge of a word or concept

• Activate existing background knowledge

• Help students make connections to new concepts

• Assess learning when used *before* and *after* reading

**Directions**

1. Select a list of important terms from the text. Prepare a handout that lists the terms followed by three columns: *Know it/Use it, Can describe it/Don’t use it, Don’t know it/Don’t use it*.
2. Give the Knowledge Rating Guide with the terms to students. Ask each student to rate their level of knowledge about each term by placing an *X* in the appropriate column.
3. Place students in small groups to talk about the terms and/or lead the class in a discussion about the terms students know.
4. Ask students to read the text.
5. After reading the text, have students reexamine their sheets and see what words they can now define/use.

**Extensions**

• Ask students to write definitions/explanations of terms they marked in the *Know it/Use it* column.

• Before discussing the terms as a class, have members of each small group discuss the terms and explain them to one another, and only discuss as a class the terms no one knows.

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **Know it/ Use it** | **Can describe it/ Don’t use it** | **Don’t know it/ Don’t use it** |
|  |  |  |  |
|  |  |  |  |

**Tool K: Quick Write**

**Description**

A versatile strategy used to develop writing fluency, to build the habit of reflection into a learning experience, and to informally assess student thinking. The strategy asks learners to respond in 2–10 minutes to an open-ended question or prompt posed by the teacher before, during, or after reading.

**Purpose**

Use *before*, *during*, and *after* reading to:

• Activate prior knowledge by preparing students for reading, writing, or a discussion

• Help students make personal connections

• Promote reflection about key content concepts

• Encourage critical thinking

• Organize ideas for better comprehension

• Increase background knowledge when shared

• Synthesize learning and demonstrate understanding of key concepts

• Reinforce vocabulary

• Provide a purpose for reading

• Assess student knowledge on the topic prior to reading

**Directions**

1. Explain that a Quick Write helps engage students in thinking about a content topic before, during, and after reading. Stress that in a Quick Write, students respond to a question or prompt related to the text by writing down whatever comes to their minds without organizing it too much or worrying about grammar.

2. Select a topic related to the text being studied and define the purpose for the Quick Write:

*Examples:*

• Summarize what was learned

• Connect to background information or students’ lives

• Explain content concepts or vocabulary

• Make predictions, inferences, and hypotheses

• Pose a question that addresses a key point in the reading selection

3. Tell the students how long they will have to do the writing, typically 2–10 minutes.

4. Use the Quick Write as part of instruction, assessment, and discussion.

Note: Typically a Quick Write is graded only for completion, not for quality or accuracy.

**Extensions**

• Quick Writes can be assigned as part of students’ Learning Logs or Journals.

• Quick Writes can be used to think/brainstorm for a Think-Pair-Share.

• Students can generate their own Quick Write questions and prompts.

• Students can share their responses in small groups and compare their answers.

• Students can work in small groups to create a Quick Write, with each student offering one sentence in a round-robin fashion.

**Tool L: Role-Audience-Format-Topic (RAFT)**

**Description**

This strategy asks students to creatively analyze and synthesize the information from a particular text or texts by taking on a particular role or perspective, defining the target audience, and choosing an appropriate written format to convey their understanding of the content topic. (N. Vandervanter, in Adler 1982; Santa, 1988)

**Purpose**

Use *before*, *during*, and *after* reading to:

• Enhance comprehension of main ideas, organization, and point of view

• Process information and reflect in unusual ways about concepts they have read

• Provide a creative, authentic way of communicating what was learned that can enhance students’ engagement in writing or presentation tasks

• Encourage students to consider perspectives different than their own

• Help students communicate what they have learned using their preferred learning styles

**Directions**

1. Explain that a RAFT is a strategy that provides a way to creatively analyze and synthesize the information from a particular text or texts by taking on a particular **R**ole or perspective, defining the target **A**udience, and choosing an appropriate written **F**ormat to convey their understanding of the content **T**opic.

2. Model how to brainstorm and select the four components of a RAFT for students using a simple text or well-known concept/topic.

*Example of a teacher-created RAFT assignment for Global Warming and Pollution Unit*

**Directions:** Choose a role, audience, format, and topic that interests you from this list or create your own choices that will help you effectively summarize what you learned in this unit.

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Audience** | **Format** | **Topic** |
| Environmental scientist | U.S. Congress | PowerPoint presentation | The need to immediately enforce pollution laws |
| CEO of a pollution-producing product | The corporation’s lawyer in a class action suit by consumers to halt production | Data charts that show pollution has not caused temperature changes | Product manufacturing is not causing temperature change |
| Person whose parent died from a pollution-caused illness | Michael Moore | Interview for the movie *Sicko* | Why global warming is a personal crisis as well as a national and global crisis |
| Acid rain (personified as if it is a person) | Manufacturing managers at an annual conference | Protest song | The destruction of nature by mankind |
| Your idea | Your idea | Your idea | Your idea |

3. Assign a text for students to read. Before reading, note the different perspectives in the text.

4. Brainstorm possible roles, audiences, formats, and topics related to the text that students may use to design their preferred RAFT. See the next page for some generic ideas for roles, audiences, and formats to stimulate thinking. Selected RAFT elements should be related directly to the text reading that lend themselves to summarizing what has been learned.

5. Students select the four components that most interest them to communicate their learning.

**Tool M: Save the Last Word for Me**

**Description**

A strategy that uses a collaborative format for the discussion of text in which students first record interesting quotes and why they find them interesting, and then share their thinking with their peers.

**Purposes**

• To support students’ interaction with text

• To promote reading comprehension

• To clarify and deepen thinking about content

**Directions**

1. Divide students into groups of 3–5. Give each student 3–5 index cards.

2. Assign a text to read. Ask students to write quotations from the text they find interesting on one side of the card and why they find each quote interesting on the opposite side of the card.

3. After everyone is finished reading the selection and preparing their cards, the first person in each group shares one of his/her quotes but does not say why this interested him/her.

4. After everyone has taken about 1 minute to react/respond to the quote that was shared, the person who chose the quote wraps up the discussion with some final words about the quotation.

5. Discussion continues in this fashion with each person in the group taking 1–3 turns as time permits.

**Extensions**

• Have the group complete a group summary of the text that was read.

• Have the group debrief the session.

• Have each person select a quote to write about in a response journal.

• Ask each group to select the most important quote to share with the class with justification about why it was seen as significant.

**Tool N: Triple-Entry Vocabulary Journal**

**Description**

A strategy for learning new vocabulary that uses a three-column note taking format with columns for a word in context, definition in one’s own words, and a picture, memory aid, or phrase related to the word.

**Purpose**

Use *before*, *during*, and *after* reading to:

• Help students understand key words when reading text that may limit comprehension if they are not known

• Provide a more interactive way to learn new vocabulary than “assign, define, and test”

• Provide a way for students to cognitively process new words, resulting in more retention

• Help students develop a customized glossary to the text that provides words in context, applicable definitions, and personalized memory/study aids

**Directions**

1. Determine the key words that students should understand while reading a selection.

2. Have students divide a notebook page into three columns. Label the columns:

• Word in context

• Definition in my own words

• Picture, memory aid, phrase

Example of the Triple-Entry Vocabulary Journal format

|  |  |  |
| --- | --- | --- |
| **Word in Context** | **Definition in My Own Words** | **Picture, Memory Aid, Phrase** |
|  |  |  |
|  |  |  |
|  |  |  |

3. Model the strategy with several words.

• In the first column, write down the sentence(s) within which the word is found, and underline or circle the word. Note the page on which you found the word.

• Look up the word in the dictionary. Choose the meaning that fits the context of the word in your text. Write down a definition of the word in your own words in the second column.

• In the third column, draw an image, jot a phrase, or create a memory device that will help you remember the word and its meaning.

4. Have students practice the strategy, sharing their definitions and memory aids.

**Extensions**

• Have students select words they don’t know while reading. Assign a predetermined number of total words and/or how many words per page/section/chapter the student should select to enter in their triple-entry journal for each reading selection.

• Jigsaw the word list to be found in a particular section of text and distribute different words to different students in small groups. Students then look through the text for the words before reading

the selection to find the words, write them in the context of the sentence, and complete the strategy. Then the students in each group discuss and teach each other the words they will need to know for the text they are going to read.

• Have students compare and contrast each others’ responses and discuss the words they found and did not know, supporting the development of word knowledge.

**Tool O: Two-Column Note Taking**

**Description**

A two-column note taking strategy that can be used with text, lectures, or when viewing media presentations to help students organize their thinking about specific content. It is sometimes called a double-entry journal when used with fictional text or when the focus is on a student’s personal response to the text instead of on “taking notes.”

**Purpose**

Use *during* and *after* reading to:

• Create a user-friendly system to record important ideas, related details, and the relationships between concepts

• Help students remember important points and deepen their understanding of content

• Help students organize information and thoughts for thinking, writing, studying, or presenting

**Directions**

1. Students divide their paper into two columns with a 1:2 ratio.

2. Mark the columns with the appropriate headings.

*Ideas for possible headings:*

|  |  |  |  |
| --- | --- | --- | --- |
| **Fiction:** | | **Nonfiction:** | |
| **Column 1** | **Column 2** | **Column 1** | **Column 2** |
| Passage  Character  Quote | Response  Decision  Importance | Keyword  Main idea  Cause  Concept  Issue | Definition  Detail  Effect  Example  Connection to own life |

**Tool P: Word Sort**

**Description**

Word sort is a classification strategy where the teacher provides lists of words that students cluster together in meaningful ways to evolve main ideas or determine conceptual relationships (closed sort). The students may also sort the words by characteristics and meanings and then label the categories (open sort). (Gillet and Kita, 1979)

**Purpose**

Use *before* and *after* reading to:

• Help students learn vocabulary by comparing, contrasting, and classifying words based on characteristics or meanings

• Help students recognize the relationships and differences between terms that are related to the same concept

• Develop students’ ability to reason through analysis, classification, induction, and analogy

• Enhance students’ interest in vocabulary development through a multi-sensory experience as they read, write, and manipulate words while sharing their thinking with others

• Develop divergent thinking when open sort is used

**Directions**

1. Have students copy vocabulary terms onto index cards, one word per card.

2. Have students sort the words into categories, either by providing the categories (closed sort) or having the students generate the categories (open sort).

3. Have students share the reasoning and evidence for the way the vocabulary is sorted.

*Example:*

|  |  |  |
| --- | --- | --- |
| **Topic: Geometry—Solids, Circles, and Transformations** | | |
| **Words to Sort** | | |
| pyramids | radius | translation |
| prism | diameter | lines of symmetry |
| reflection | surface area | isometric drawing |
| circumference | volume | cone |
| rotation | pi | rotational symmetry |
| **Categories** | | |
| polyhedrons | circles/cylinders | transformations |

Graphic Organizer Resources

**#1: Rhetorical Device Graphic Organizer**

|  |  |  |
| --- | --- | --- |
| Rhetorical Device Used | Quote from Text | Summary / How used? |
| Message  Logical Development of Ideas  (Greek “logos”) |  |  |
| Audience  How can I appeal to my audience’s values and interests?  (Greek “pathos”) |  |  |
| Writer/ Speaker  How can I present myself effectively and enhance my credibility?  (Greek “ethos”) |  |  |

Graphic Organizer Resources

**#2: Types of Rhetorical Appeals**

|  |  |
| --- | --- |
| **Logos** | **Logos means persuading by the use of reasoning, logic or facts. (Logical)** |
| **Pathos** | **Pathos means persuading by appealing to the reader's emotions. (Emotional)** |
| **Ethos** | **Ethos means convincing by the character of the author. We tend to believe people whom we respect. (Credibility)** |

Source: Henning, Martha L. Friendly Persuasion: Classical Rhetoric--Now! Draft Manuscript. August, 1998. <http://www.millikin.edu/wcenter/workshop7b.html>

Graphic Organizer Resources

**#3: Rhetorical Devices (Strategies)**

**Elements of rhetoric that writers use to put develop their arguments**

|  |  |
| --- | --- |
| **Allusion** | A reference to something real or fictional, to someone, some event, or something in the Bible, history, literature, or any phase of culture.  **Example:**  The author alludes to Helen of Troy when discussing women who bring about ruin. |
| **Alliteration** | Beginning two or more stressed syllables with the same letter or sound.  **Example:**  Throughout the play we are made to witness the force of politics to *shape* and *shatter* lives. |
| **Analogy** | The comparison of two pairs that have the same relationship. The key is to ascertain the relationship between the first so you can choose the correct second pair. Part to whole, opposites, results of are types of relationships you should find.  **Example:**             hot is to cold as fire is to ice OR hot:cold::fire:ice |
| **Diction** | The words that are used in the writing. There are many words with similar meanings. Why did the writer choose those particular ones? |
| **Hyperbole** | Exaggeration or overstatement.  **Example:**             I'm so hungry I could eat a horse.             He's as big as a house. |
| **Imagery** | Language that evokes one or all of the five senses: seeing, hearing, tasting, smelling, touching. |
| **Introduction and conclusion** | Framing strategies |
| **Irony** | An expression, often humorous or sarcastic, that exposes perversity or absurdity.  **Example:**  The fact that only teams from the U. S. and Canada play in the World Series® is ironic. |
| **Metaphor and Simile** | Non-literal, imaginative substitutions in which, for instance, a tree becomes a metaphor for family. |
| **Oxymoron** | A contradiction in terms, such as faithless devotion, or searing cold. |
| **Paradox** | Reveals a kind of truth which at first seems contradictory.  **Example:**             Red wine is paradoxically good and bad for us. |

|  |  |
| --- | --- |
| **Parallelism** | Similarity of structure in a pair or series of related words, phrases, or clauses  **Examples:**   * *parallelism of words:* She tried to make her pastry fluffy, sweet, and delicate. * *parallelism of phrases:* Singing a song or writing a poem is joyous. * *parallelism of clauses:* Perch are inexpensive; cod are cheap; trout are abundant; but salmon are best. |
| **Parody** | A humorous exaggerated imitation or pretense.  **Example:**  The character of Indiana Jones parodies the type of macho adventurer of the 1930s epitomized by Ernest Hemingway. He is a parody of that stereotype. |
| **Repetition of words** | Why, with all the words at his or her disposal, does a writer choose to repeat particular words? Words are repeated for several reasons including rhythm, and emphasis |
| **Sarcasm** | A cutting, often ironic, remark intended to wound. A form of wit that is marked by the use of sarcastic language and is intended to make its victim the butt of contempt or ridicule. |
| **Satire** | Literary tone used to ridicule or make fun of human vice or weakness, often with the intent of correcting, or changing, the subject of the satiric attack. |
| **Style, tone, voice** | Gut reactions are useful here. Examine your own responses. What is it that makes you respond as you do? Are you the author’s intended audience? If  not, who is? The attitude a writer takes towards a subject or character: serious, humorous, sarcastic, ironic, satirical, tongue-in-cheek, solemn, objective. |
| **Symbolism** | Using an object or action that means something more than its literal meaning.   * The practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events, or relationships. * A system of symbols or representations. * A symbolic meaning or representation.   **Example:**             the bird of night (owl is a symbol of death) |
| **Themes** | Linking devices that hold a text together structurally, e.g. the battle between good and evil: the general idea or insight about life a writer wishes to express. All of the elements of [literary terms](http://www.tnellen.com/cybereng/lit_terms/index.html) contribute to theme. A simple theme can often be stated in a single sentence. |

SOURCES:

Burton, Gideon O. "Silva Rhetoricae: the Forest of Rhetoric." 2003. Brigham Young University. 14 Nov. 2006 <http://rhetoric.byu.edu/>.

Perales, Dara. "Rhetorical Strategies/Devices." Welcome to Dara Perales' Webpage. Miracosta College. 14 Nov. 2006<http://www.miracosta.edu/home/dperales/Rhetorical%20Strategies.htm>.

**Resources for Transitional Course**

1. **Instructional Resources**

* KDE Literacy Strategies Glossary

<http://www.education.ky.gov/KDE/Instructional+Resources/Literacy/Literacy+Strategies+Glossary.htm>

* Literacy Without Limits – video clips

<http://www.literacywithoutlimits.org./>

* CCSSO Adolescent Literacy Toolkit

<http://www.ccsso.org/projects/Secondary_School_Redesign/Adolescent_Literacy_Toolkit/>

* Literacy and Learning: <http://www.litandlearn.lpb.org/strategies.html>
* Ohio Resource Center: <http://ohiorc.org/adlit/strategy/strategy_each.aspx?id=000003>

1. **Resources for Students: (from WKU)**

* Reading Strategies that Assist Content Area Reading:  <http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Expository%20Text>
* Reading Strategies:  What do Good Readers Do?  <http://www.paec.org/david/reading/general.pdf>
* Learning Strategies Database - Reading Comprehension: <http://muskingum.edu/~cal/database/general/reading.html#FixUp>
* General Learning Strategies Menu:  <http://muskingum.edu/~cal/database/general/index.html>
* Tools for Reading, Writing, and Thinking:  <http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm>
* Academic Success Videos:  <http://www.dartmouth.edu/~acskills/videos/index.html>
* Reading Strategies:  <http://www.isu.edu/~kingkath/readstrt.html>
* College Reading Skills and Strategies:  <http://online.ctcd.edu/orientation/orientation4.cfm>
* Reading Strategies for Learning:  <http://www2.etown.edu/learning/strategies.asp#reading>
* Reading Strategies:  <http://student.norquest.ca/onlinecourses/onlinetutorial/mod5/5obj3_reading.htm>
* Word Sorts: <http://forpd.ucf.edu/strategies/stratword_sorts.html>
* Read, Write, Think: <http://www.readwritethink.org/classroom-resources/>
* Hippocampus**:** <http://www.hippocampus.org/>

1. **Sources for Text** (Note: Some of these are not free)

* New York Times

Social Studies - <http://learning.blogs.nytimes.com/category/social-studies/>

Science - <http://learning.blogs.nytimes.com/category/science/>

Arts - <http://learning.blogs.nytimes.com/category/fine-arts/>

Language Arts - <http://learning.blogs.nytimes.com/category/language-arts/>

* ipL2: <http://www.ipl.org/div/subject/index.html>
* UVa Digital collection – journal finder <http://virgobeta.lib.virginia.edu/?f%5Bformat_facet%5D%5B%5D=Journal%2FMagazine&sort=date_received_facet+desc>
* IU Digital Commons: <http://dlc.dlib.indiana.edu/dlc/journals>
* Directory of Open Access Journals: <http://www.doaj.org/doaj?func=subject&cpid=13>
* BioMed Central Journals: <http://www.biomedcentral.com/browse/journals/>
* Project Gutenberg: <http://www.gutenberg.org/wiki/Main_Page>
* Open Library: <http://openlibrary.org/>
* Essays at Readprint: <http://www.readprint.com/books-7/Essays>
* Literary Nonfiction texts

<http://msupress.msu.edu/journals/fg/index.php?Page=featured>

<http://www.identitytheory.com/nonfiction/essay_archive.php>

* Science Literacy

Literacy Matters: <http://www.literacymatters.org/content/science.htm>

Teaching Science 2.0: <http://www.teachingscience20.com/2009/01/reading-comprehension-strategies-in-science/>

Cuesta College: <http://academic.cuesta.edu/acasupp/AS/621.htm>

* Social Studies

Literacy Matters

<http://www.literacymatters.org/content/socialstudies.htm>

Holt, Rhinehart, Winston

<http://go.hrw.com/ndNSAPI.nd/gohrw_rls1/pKeywordResults?ST2Strategies>

UDL Teacher created digital book

<http://bookbuilder.cast.org/view.php?op=model&book=11209&page=1>