Middle and High School Essentials Reading Curriculum

To meet the needs of individual students, this curriculum is formatted as a toolbox of resources and is not meant to be taught in a linear fashion. Components are named components to help in this understanding. The first three components should be read and implemented throughout the course. The first component within this guide, Essentials (Intervention) Structure, outlines the philosophy and elements within the course that ensures the curriculum is implemented at the highest level of effectiveness and fidelity. The second component, Diagnostic, describes the resources used to identify specific and individual reading deficiencies of each student. The third component, Teambuilding, outlines the importance of the teacher-student-class relationship in developing a safe and caring environment for each reader. The remaining components are tools to develop these identified deficiencies and are to be used in any sequence and fashion that serves the needs of the students. Research suggest that secondary reading intervention shall be targeted and in short timeframes, thirty-forty-five minutes. Furthermore, this curriculum is agile in its implementation to meet the multiple approaches of reading intervention within our grades 7-12.

Course Description: This secondary reading program identifies struggling readers based on their NWEA MAP Growth RIT score and provides interventions through a pull out Essentials course or RtI interventions to improve reading ability. Students enrolled in Essentials are two years or more behind their reading grade level, which is about 5% of the total school population. Middle school students can test out of Essentials once they improve their RIT scores. High School students receive a credit and grade for Essentials and are limited to two credits of this elective course during their freshmen and sophomore years. The program serves an additional 5-10% of building populations, 0-2 years behind reading grade level, within their RtI process.

The NWEA MAP Growth Reading test serves as the standardized assessment in determining reading comprehension. From these scores and using professional judgement, the district will

identify students reading below grade level and use additional assessments (i.e. Fountas and Pinnell) to diagnose specific deficiencies in reading skills. The Essentials course and RtI interventions will focus on student deficiencies using research-based individualized lessons and practices. The reading intervention curriculum is reviewed annually. Intervention strategies include reading workshop techniques, AVID strategies, Fountas and Pinnell strategies, progress monitoring, reading logs, etc.

Below is key terminology used throughout the curriculum:
- **Lens:** Specific view a student is reading a text from;
- **Reader's Notebook**: A spiral notebook, three-ring binder, etc. that keeps all student writing, teacher examples, notes throughout year;
- **Summary:** A piece of text/reading re-stated in a student's own wording
- **Inference:** Using prior knowledge (schema) and clues from an author within the text, one will make conclusions or hypothesize an extension of the text;
- **Synthesis:** Not only will students restate information, but they will join ideas from more than one piece of text to collaborate ideas and even create new ideas
- **First Draft Read:** The first time a student reads through a text; often times, it is to become familiar with the text and other times it is to assist in identifying components within the text (vocabulary they may not know, text structure, etc.);
- **Second Draft Read:** The student is already familiar with the text and has background knowledge on the text. This read is when students are reading with a particular lens or focus and looking for specific items;
- **Annotation:** Students will markup the text by writing all over the text they are reading. Students are writing on the text with a particular lens (More is not better);
- **Theme:** Moral, lesson, message of a story;
- **Main Idea:** One sentence 'summary' of what the text is mainly about;
- **Authentic Audience:** Someone different than the teacher and the students' peer to read student's work.

Course Components

Component	Instructional Topics
Essentials (Intervention) Structure	Topic: Essentials Structure
Diagnostic	Topic: Standardized Rubrics Topic: Fountas and Pinnell Topic: Interest Inventory Topic: Professional Collaboration Topic: Conferring with Students
Teambuilding	Topic: Respect and Trust Topic: Grit Topic: Communication Topic: Roles Topic: Incentive and Fun-Factor
Vocabulary	Topic: Morphological Awareness Topic: Context Clues Topic: Academic Vocabulary Topic: Test Taking Strategies Topic: Word Study
Main Idea	Topic: Thinking Within the Text Topic: Thinking About the Text Topic: Thinking Beyond the Text Topic: Responding to the Text
Inference	Topic: What is/isn't an Inference? Topic: Character Traits Topic: Recognizing Plot and Inferring Theme Topic: Inferring with Information Text Topic: Inferring with Figurative Language Topic: Using Inferential Skills to Predict Topic: Inferring Author's Purpose
Text Structure	Topic: Nonfiction Topic: Fiction
Summary	Topic: Definition Topic: Author's Purpose

	Topic: Parts of Paper/Organizational Patterns of Sequences Topic: Template for Retell
Synthesis	Topic: Definition Topic: Theme Topic: Connections Topic: Text Recommendation/Review Topic: Comparison of Modalities Topic: Modeling Research

Curriculum Revision Tracking

Spring, 2019

- NWEA MAP Growth test replaced STAR as qualifying measure
- Updated standards from Common Core to Missouri Learning standards, where applicable

Spring, 2017

Unit 4: Vocabulary
- o Topic: Word Study
  - ▪ Added Engaging Experience 4: Words Their Way Resource

Essentials (Intervention) Structure

Subject: Essentials

Grade: 7-12

Name of Component: Essentials (Intervention) Structure

Length of Component: This component outlines how to structure the course prior to students arriving.

Overview of Component: This outlines the structure of the Essentials course and curriculum, including the philosophy and main elements that make up the components of this course. The teacher shall read through this entire component to get a better understanding how they will set up their support and develop a culture that supports the purpose of this program. The Teambuilding Component concepts outline the practices and philosophy that shall be embedded within the intervention structure in order to be able to teach reading.

Engaging Experience 1

Title: Purposeful Reading in Rollercoaster Format

Suggested Length of Time: This concept is ongoing and runs throughout the entire year.

Detailed Description/Instructions: A main component to this course is having students read consistently and often, as well as develop a "love" of reading. This concept is to have students read throughout the course at different levels of reading. Students should read books and articles that are easy to read at their Lexile (or below) to build confidence and fluency. They should also read more challenging text, slightly above their Lexile, to develop vocabulary and inferencing skills. The Lexile range can be determined from the student's NWEA RIT score or from the Fountas and Pinnell reading level conversion chart. This is the "rollercoaster" concept of reading literature at various ability levels to develop the whole student.

During the more challenging or difficult readings, the teacher should be very aware of the student progress and confidence through ongoing reflections and conferencing. Students should track their reading books, including their difficulty levels (objectively and subjectively) throughout the course. Students should also be able to define their purpose behind the text they are reading. Teachers should ask students what their purpose is for each of their reading selections. The reasoning of enjoyment is more than appropriate for some selections but should not be every selection for the student throughout the course. A framework for students when picking out books is to think of their reading choices in terms of reading for enjoyment followed by a more challenging text (rollercoaster of reading).

Teachers should help students connect this concept with developing a habit of reading. Teachers can bring in personal experiences and examples of how the teacher and their adult friends read at different levels depending on their purpose. For example, on vacation one may read a fun, quick book (lower Lexile) whereas when reading for professional purposes, they are more time consuming and focused on a concept they desire to explore (higher Lexile).

Rubric: Students and teacher will track their reading difficulty levels on the "A Network of Processing Systems for Reading" rubric referenced in the Diagnostic Component.

Engaging Experience 2

Title: Workshop Philosophy

Suggested Length of Time: This concept is ongoing and runs throughout the entire year.

Detailed Description/Instructions: This course/intervention will utilize the reading workshop model as its guide. Multiple resources can be found in this Google Folder: https://drive.google.com/folderview?id=0B5ZlHhnkK-92QTBObDdkbEp4dXc&usp=sharing. Furthermore, within our Learning Management System, there are three courses that help develop an understanding of the workshop model. There is a course for beginners, intermediate, and experts within the Learning Management System (Schoology). Search these below courses for more information:

- PD-Online Readers Workshop – Basics of the Approach
- PD-Online Readers Workshop – Strategies for Learning
- PD-Online Readers Workshop – Engagement, Rigor and Relevance

Below are excerpts from Penny Kittles elements of a Reading Workshop. These elements increase student stamina, fluency and joy of reading. The workshop model components are implemented at different levels within Park Hill's middle schools and continues to expand within the 7th-8th Grade ELA --Reading and Writing courses as well as the high school's ELA 1-4 courses.

- **Time:** Students need time to read in class in order to create a habit of reading and set the stage for homework reading, and teachers need reading time to confer individually with students about their choices, stamina, engagement, and goals. Students need time to discuss choices with classmates, time to analyze their progress, and time to practice fluency & comprehension strategies under the direction of the teacher.
- **Choice:** Students need to make choices in reading that reflect their interests because interest drives engagement. Teachers should encourage wide reading in all genres as well as students who pursue an author or genre study. Allow students to reread favorite books and to abandon a book that no longer interests them.
- **Response:** Teacher conferences are the primary tool for assessing progress, encouraging goal setting and reflection, and analyzing student needs. Students will reflect on reading in writing (themed notebooks & writers' notebooks), facilitate discussions in small groups, join blogs or reading sites for discussions outside of class, and respond regularly to other readers in the room.
- **Vision:** *Daily* book talks present a wide range of voices, styles of text, categories of interest, etc. and are essential for helping students develop their own 'to read next' lists. We must commit to helping students define themselves as readers who like [reading and books and learning].
- **Expectations:** All readers will develop the stamina to read longer and with greater fluency with daily practice. A reading rate is calculated regularly and students are expected to meet a weekly goal based on the challenge of the current selected text. All readers will update book lists, set goals, and read regularly each week at home.
- **Challenge:** Monitor reading lists & teach all students to analyze choices and increase challenge; set goals based on progress towards college expectations: 200-600 pages/week; create reading ladders that help students find books of increasing difficulty within a genre; book talk a wide variety of choices including classics and world literature.
- **Modeling:** Use short mentor texts to increase complexity & demands on readers; model storyboarding to help students understand the craft construction in short stories & novels; model you own choices as a reader: post your reading list, share books you love; show thinking & annotations in a mentor text and model "fix-it" strategies.

Cite: http://pennykittle.net/index.php?page=workshop-handouts.

Engaging Experience 3
Title: Line of Questioning from Gallagher, Kittle and Fountas & Pinnell
Suggested Length of Time: This concept is ongoing and runs throughout the entire year.
Detailed Description/Instructions: A main component of this course is the relationship between teacher and student, grounded within developing a habit of reading for each student. To support this philosophy, the teacher shall consistently engage in genuine conversations with students about what they are reading. However, this course recognizes that teachers will not be reading everything the students read. Below are sets of questions from the gurus in secondary reading that can be used in any setting or regarding any text, picture, video, headline, cartoon, etc. as starters to a genuine conversation. The teacher is always encouraged to dig deeper with their line of questioning, as appropriate with each student and setting.

- Kelly Gallagher (http://www.kellygallagher.org/) :
  - What does it say? (What does it not say?)
  - What does it mean?
  - What does it matter? So what?-most important but need first two questions to answer the third

These questions are in order of deeper thinking. Students should answer the first question before being able to answer what it means and then what is matters. The teacher can model this in large group setting with the Article of the Week, Bell Work, or Direct Instruction.

- Penny Kittle
  - What patterns do you notice… [with this author, with the author's character development, across author's character/setting development, etc.]?
  - What does the author do to keep you engaged?

Click on the link below to see examples of conferencing questions from Kittle. There are buttons across the top with additional resources such as documents showing a reading log. http://betterlesson.com/lesson/resource/2747341/student-reflections-on-daily-reading-time-and-conferencing.

- Fountas & Pinnell
  - Thinking Within the Text
    - What do you do when you get to a word you do not know (meaning or pronunciation)?
    - Can you retell/summarize the text?
    - Are some parts of the story more important than others? Which ones and why?
    - Are you reading with fluency?
  - Thinking Beyond the Text
    - What do you predict will happen next? What parts of the story helped you make that prediction?
    - What did the author mean by…..? What in the story helped you to know that? What did you already know that helped you to decide that?

- What do you understand now that you didn't understand before?
- What connections can you make (text/world/self)?
- Are there things in your life that help you to understand this story?
- What does the author want us to think about….?
- What parts of the story are you confused by?
- What could the author have done to change or improve the story? How would this affect the outcome/resolution of the story?
- What questions would you like to ask the author about the story?
- What lessons/themes can we take away from the story?
  - Thinking About the Text
    - Compare and contrast the plot/characters/setting of this story to another story you have read.
    - How did any of the characters change in the story? Why did they change? How did they react to the changes?
  - Responding to the Text
    - What advice would you give to the main characters?
    - How does the point of view of the story affect the story and the reader?
    - Create a visual representation of the setting.
    - What song would you choose to be the theme song for this story? Why?

Engaging Experience 4
Title: 90 Minute Structure
Suggested Length of Time: This concept is ongoing.
Detailed Description/Instructions: The concepts within this course are developed for a 90-minute block while keeping in mind the need of its agility in different settings (i.e. 45 minute periods, 30 minute RtI times, etc.). The teacher shall practice this routine with students and discuss specific expectations, of both teacher and student, during each activity. It is encouraged students help develop these expectations. Below is an example outline of how a teacher could organize a 90-minute block. Teachers working in shorter timeframes can consider taking some of these concepts out (Bell Work) or giving different days to activities (Day 1: Whole Group; Day 2: Small Group/Individual Work/Purposeful Reading).

Activity	Teacher Expectations	Student Expectations	Minutes	% of Day
Bell Work Reading Minute	● Create welcoming and focused environment ● Attendance ● Quick formative assessment/checks	● Begin bell work without teacher direction ● Prepared for small or large group	10	10%

	● Bell work presented and available prior to students arrival	discussion		
Whole Group / Direct Instruction	● Identifies specific skills and techniques for the whole group ● Activities extend beyond lecture and are engaging ● Involve all students	● Engaged in discussion and activity ● Inquire and extend thinking through a critical and reflective lens ● Add to their Reader's Notebook	10-15	10-15%
Purposeful Reading, Individual Work, Individual conferring, Small Group Work (Book Clubs)	● Teacher-Student Conferencing ● Differentiated (individually or small group) practice and discussion ● Book club discussion ● Facilitate instruction for deeper level of student reflection/understanding ● Develops appropriate setting for engagement (i.e. coffee shop setting)	● Reading on roller coaster concept individually, and quietly, or within book clubs ● Reading with a clear purpose and track Lexile level of self-directed books ● Track individual and small group goals ● Collaborate on-task about discussion threads and book club analysis	30-45	30-50%
Teacher Read Aloud	● Finds engaging text (book, cartoon, art work, etc.) to read aloud and discuss ● Facilitate short discussions grounded in reading enjoyment, while making connections to direct and individual	● Engaged in listening to the story and participate in whole group discussion	10-15	10-15 %

	instruction.			
Wrap Up	● Facilitate student reflection ● Quick review of main concepts of the day/week ● Set the stage for the following day's/week's instruction	● Add to Reader's Notebook ● Organize belongings ● Track goals ● Understand future direction of their learning	10	10%
Total			70-95	70-100%

Rubric: Class participation, on-task, completion

Engaging Experience 7
Title: Reading Minute
Suggested Length of Time: Ongoing, Daily, less than 3 minutes
Detailed Description/Instructions: The purpose of the reading minute is to expose students to the world of reading and all of the variety and possibility that it holds. It is suggested that the teacher be the leader of the reading minute for the first 4-6 weeks of school, and then turn the responsibility over to the students. A detailed outline for implementing the reading minute, along with discussion prompts, can be found here (*Reading reasons: Motivational Mini-Lessons for Middle and High School by Kelly Gallagher)*:
https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92U19ybng0TWJiT0U/view?usp=sharing
Rubric: Class Participation

Engaging Experience 8
Title: A Reader's Notebook
Suggested Length of Time: Ongoing
Detailed Description/Instructions: Students continuously add to their notebook to keep a journal and log of activities as well as accomplishments and gains. This should be personal to each student and is a good source for transitional information from one grade to the next or teacher-to-teach.

The notebook can be a spiral notebook, three-ring binder, folder or any other easy-to-organize resource. Notebooks keep all student writing, teacher examples, notes throughout year. The teacher should consider an electronic version Notebook for some students. This could be in the format of OneNote, Google Drive Folders, etc. Students can add to the electronic notebook by taking a picture with their laptop, cellular phone, or using TurboScan App on a phone.

Engaging Experience 9

Title: Lesson Plan Framework

Suggested Length of Time: Ongoing

Detailed Description/Instructions: The lesson framework shall follow the course/intervention structure outlined above. It is important each lesson is focused and targeted on deficiencies defined by the diagnostic tools (outlined in the following component). A sense of bell-to-bell urgency should be used. To assist in lesson planning, the teacher may use the outline. This outline incorporates the 90-minute structure but again, can be adjusted to fit any implementation framework of this course. *See appendix for the framework.*

Engaging Experience 10

Title: Cultural Responsiveness and Awareness

Suggested Length of Time: Ongoing

Detailed Description/Instructions: Students enrolled in this intervention, as in all classes, come from various backgrounds. The relationship between teacher and each student is vital to the commitment level of each student. Teachers should recognize the various backgrounds and family make-ups of these students to help facilitate the reading choices of each reader. When helping facilitate student's purposeful individual reading and book club selections, the teacher should bring in both student interest and student backgrounds. Student interest, such as cars, sports, etc., are a part of these conversations. The student backgrounds, such as gender, religion, ethnicity, socioeconomic background, etc. should also be part of these conversations. The interest and backgrounds will help students make deeper connections to the text as well as enjoy their selections more.

   The teacher anchor text (bell work, reading minute, whole group instruction, read-alouds) should include a multitude of author backgrounds (gender, religion, ethnicity, socioeconomic background, etc.) and should be discussed as a group. The teacher shall bring these backgrounds into their conferencing with students.

Engaging Experience 11

Title: Research behind Essentials

Suggested Length of Time: Background Information

Detailed Description/Instructions: There were a number of research articles analyzed and brought into the development of this curriculum. Access this Google Folder to read or learn more about topics you would like to explore more. Google Folder Link: https://drive.google.com/folderview?id=0B5ZlHhnkK-92RUhGbWtQNldaS28&usp=sharing.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Essentials Structure	Purposeful Reading in Rollercoaster Format	A main component to this course is having students read consistently and often, as well as develop a "love" of reading. This concept is to have students read throughout the course at different levels of reading. Students should read books and articles that are easy to read at their Lexile (or below) to build confidence and fluency. They should also read more challenging text, slightly above their Lexile, to develop vocabulary and inferencing skills. This is the "rollercoaster" concept of reading literature at various ability levels to develop the whole student.	Ongoing
	Workshop Philosophy	This course/intervention will utilize the reading workshop model as its guide. Multiple resources can be found in this Google Folder: https://drive.google.com/folderview?id=0B5ZlHhnkK-92QTBObDdkbEp4dXc&usp=sharing. Furthermore, within our Learning Management System, there are three courses that help develop an understanding of the workshop model. There is a course for beginners, intermediate, and experts within the Learning Management System (Schoology). Search these below courses for more information: ● PD-Online Readers Workshop – Basics of the Approach ● PD-Online Readers Workshop – Strategies for Learning ● PD-Online Readers Workshop – Engagement, Rigor and Relevance Below are excerpts from Penny Kittles elements of a Reading Workshop. These elements increase	Ongoing

		student stamina, fluency and joy of reading. The workshop model components are implemented at different levels within Park Hill's middle schools and continues to expand within the 7th-8th Grade ELA --Reading and Writing courses as well as the high school's ELA 1-4 courses.	
	Line of Questioning from Gallagher, Kittle and Fountas & Pinnell	A main component of this course is the relationship between teacher and student, grounded within developing a habit of reading for each student. To support this philosophy, the teacher shall consistently engage in genuine conversations with students about what they are reading. However, this course recognizes that teachers will not be reading everything the students read. Below are sets of questions from the gurus in secondary reading that can be used in any setting or regarding any text, picture, video, headline, cartoon, etc. as starters to a genuine conversation. The teacher is always encouraged to dig deeper with their line of questioning, as appropriate with each student and setting.	Ongoing
	90 Minute Structure	The concepts within this course are developed for a 90-minute block while keeping in mind the need of its agility in different settings (i.e. 45 minute periods, 30 minute RtI times, etc.). The teacher shall practice this routine with students and discuss specific expectations, of both teacher and student, during each activity. It is encouraged students help develop these expectations. Below is an example outline of how a teacher could organize a 90-minute block. Teachers working in shorter timeframes can consider taking some of these concepts out (Bell Work) or giving different days to activities (Day 1: Whole Group; Day 2: Small Group/Individual Work/Purposeful Reading).	Ongoing
	Reading Minute	The purpose of the reading minute is to expose students to the world of reading and all of the	Ongoing

		variety and possibility that it holds. It is suggested that the teacher be the leader of the reading minute for the first 4-6 weeks of school, and then turn the responsibility over to the students. A detailed outline for implementing the reading minute, along with discussion prompts, can be found here (*Reading reasons: Motivational Mini-Lessons for Middle and High School by Kelly Gallagher)*: https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92U19ybng0TWJiT0U/view?usp=sharing	
	A Reader's Notebook	Students continuously add to their notebook to keep a journal and log of activities as well as accomplishments and gains. This should be personal to each student and is a good source for transitional information from one grade to the next or teacher-to-teach. The notebook can be a spiral notebook, three-ring binder, folder or any other easy-to-organize resource. Notebooks keep all student writing, teacher examples, notes throughout year. The teacher should consider an electronic version Notebook for some students. This could be in the format of OneNote, Google Drive Folders, etc. Students can add to the electronic notebook by taking a picture with their laptop, cellular phone, or using TurboScan App on a phone.	Ongoing
	Lesson Plan Framework	The lesson framework shall follow the course/intervention structure outlined above. It is important each lesson is focused and targeted on deficiencies defined by the diagnostic tools (outlined in the following component). A sense of bell-to-bell urgency should be used. To assist in lesson planning, the teacher may use the outline. This outline incorporates the 90-minute structure but again, can be adjusted to fit any implementation framework of this course. *See appendix for the framework.*	Ongoing

	Cultural Responsiveness and Awareness	Students enrolled in this intervention, as in all classes, come from various backgrounds. The relationship between teacher and each student is vital to the commitment level of each student. Teachers should recognize the various backgrounds and family make-ups of these students to help facilitate the reading choices of each reader. When helping facilitate student's purposeful individual reading and book club selections, the teacher should bring in both student interest and student backgrounds. Student interest, such as cars, sports, etc., are a part of these conversations. The student backgrounds, such as gender, religion, ethnicity, socioeconomic background, etc. should also be part of these conversations. The interest and backgrounds will help students make deeper connections to the text as well as enjoy their selections more. The teacher anchor text (bell work, reading minute, whole group instruction, read alouds) should include a multitude of author backgrounds (gender, religion, ethnicity, socioeconomic background, etc.) and should be discussed as a group. The teacher shall bring these backgrounds into their conferencing with students.	Ongoing
	Research Behind Essentials	There were a number of research articles analyzed and brought into the development of this curriculum. Access this Google Folder to read or learn more about topics you would like to explore more. Google Folder Link: https://drive.google.com/folderview?id=0B5ZlHhnkK-92RUhGbWtQNldaS28&usp=sharing.	Ongoing

Diagnostic Component

Subject: Essentials

Grade: 7-12

Name of Component: Diagnostic

Length of Component: This component outlines the diagnostic tools used throughout the course/intervention and the frequency of these tools.

Overview of Component: This component is done in concert with the teambuilding component where student information is transitioned from one year to the next using NWEA, portfolio and professional collaboration. These paint a good picture of each student as they progress through the program and should be added upon as new relationships are formed. Within this component, the teacher and/or RTI coordinator will utilize the Fountas and Pinnell assessment to identify old and new deficiencies that will drive individual plans and instruction. The informal conferring with readers will bring the teacher back to this component multiple times throughout the year/term. This curriculum identifies many students enrolled have various outside influences on their ability and interest in reading or school.

Essential Questions:
1. Who are you as a reader?
2. How does your interest influence your reading choices?
3. What strategies do you use to overcome challenges while reading?

Enduring Understanding/Big Ideas:
1. There are two parts to this answer, the student and teacher response. The student response will include an interest inventory, formal and informal data, identifying strengths and weaknesses based on activities and 1:1 conversations with the instructor. The teacher response will be the transitional information from one year to the next based on assessments, activities, and conferencing.
2. Utilizing multiple interest inventories, the teacher and student will understand how to choose a good-fit book.
3. The student will identify multiple strategies to work through their individual challenges under the influence of the teacher and as an independent reader.

Topic: Standardized Rubrics

Engaging Experience 1

Title: NWEA Assessment

Suggested Length of Time: Given three times a school year in conjunction with school district assessment calendar.

Detailed Description/Instructions: This is the initial placement tool into Essentials. This assessment is given three times a year, for middle school students and twice a year for high school students, and analyzes a student's reading comprehension. This is the tool that assesses student growth. The goal of the program is for each student to achieve his/her personalized RIT growth goals each semester.

Rubric: Completion

Engaging Experience 2

Title: DESE Learning Progression Standards Rubric

Suggested Length of Time: Present to the class during a class session but access during conferencing periods to discuss where students reading skills fall within the rubric.

Detailed Description/Instructions: This rubric is an overview of the main standards taught across reading and English Language Arts courses. There are two rubrics, Reading for Literature Learning Progression and Reading for Informational Text Learning Progression. Utilizing grade level standards, the teacher will give a score (based on grade level standard mastered) for each standard. These scores shall be used for progress monitoring and not grades within the gradebook. The teacher should also consider how they will bring the student into the conversation and/or in the assessment of the rubric. The appendix includes the progressions with grade levels to help teachers understand student ability as well as use to research Lexile books and additional resources. There is also a copy that has removed the grade levels for conferencing with students about specific skills versus grade level understanding. This pushed the focus on skill for the readers. *See the appendix for the rubrics.*

Topic: Fountas and Pinnell

Engaging Experience 1
Title: Diagnostic Assessment
Suggested Length of Time: 20 minutes per student three times a year.
Detailed Description/Instructions: This is done after initial placement (from NWEA assessment) to determine individual deficiencies. In addition, this assessment should be performed in the Fall, Winter and Spring, for middle school students, and three times a semester for high school students. For high school freshman, if an assessment was administered during April/May then there will not be to be an additional assessment in August. These assessments are used to help guide the teacher and student as to the instructional levels of performance for each reader. Information gained from the assessment will include; total words read with accuracy rate, fluency score, and a word per minute, key understandings rating with comprehension rating, and writing to the score. Ultimately creating a starting point as well as a road map for instructing each reader. The assessment acts as the guiding tool for progress gained during the class.

Identifying individual or group deficiencies also will lead the teacher into which components they want to utilize in developing better readers. Each component within this curriculum identifies activities and practices based on specific needs of struggling readers. For example, if a student is struggling with vocabulary, the teacher would heavily utilize the Vocabulary Component with this student in their instruction.
Rubric: Fountas and Pinnell's Rubric

Engaging Experience 2
Title: Fountas and Pinnell's "A Network for Processing Systems for Reading"
Suggested Length of Time: Used during individual conferencing four times a year.
Detailed Description/Instructions: The student and teacher, independently, will give a score for each spoke within the wheel (i.e. solve words, adjust, predict, analyze, etc.).

The purpose of this wheel is to create a visual of where a student is as a developing reader. Have students evaluate themselves by making a hash mark indicating where they believe they are in each area of reading. Then follow up with a conference and make a second round of hash marks as to where you as the teacher believe the student is as a reader. When these marks are connected you will create a shape, the points indicating the areas of strength and the valleys indicating areas of growth needed. The goal would be to create a circle showing a well-rounded reader.

Finally, on the left hand side of the wheel the teacher will indicate the current reading level within Fountas and Pinnell, mark and date the level with each purposeful reading. This will lead to a positive conference that is facilitated by the teacher regarding growth throughout the year/term. This wheel evaluation and conference should occur 4 times during a semester/year. A good approach to this discussion is to have the student pick one area in each section of the wheel (Thinking Within/Beyond/About the Text) to discuss. The teacher may also pick one but

ultimately there is no need to feel that each conference should include all spokes. In the end, students should continue to rate the difficulty of the books they are reading to ensure they are taking the rollercoaster approach in picking a combination of stretch Lexile books and easier Lexile books. *See appendix for the template and an example.*

Topic: Interest Inventory

Engaging Experience 1

Title: Teacher-Student Conversation

Suggested Length of Time: Conferences should occur in 5 to 10 minutes, ongoing.

Detailed Description/Instructions: The teacher will facilitate a conversation with each student to learn about individual interest and experiences in his/her reading life. This should be as much of a genuine conversation with each student as possible. Consider a coffee shop or sporting event setting for these conversations and even set up coffee shop 'noise' in the background (https://www.youtube.com/watch?v=BOdLmxy06H0). This conversation should focus on how a student reads, strategies he/she typically uses, experiences had as a reader as well as a student's perception of their strengths and weaknesses. This conversation will set the tone for what individual conferences/conversations will be like in the classroom throughout the year. The teacher shall keep a running record of these conversations to build off of throughout the year. It is encouraged this running record is done after the conference and not during to help develop a genuine discussion.

As the individual conference/conversation is occurring between the teacher and a student, other students will spend time completing an interest inventory/reading survey/questionnaire. Completing this inventory and using it as a frame of reference will ultimately begin answering the question, "Who am I as a reader?" and will help guide the conference/conversation between teacher and student.

Below are some Reading Interest Inventories that you can choose from.

- *https://www.sonoma.edu/users/n/nickel/463/burke.reading.interview.pdf*.
- *http://cw.routledge.com/textbooks/9780415802093/news-updates/Interest-Inventories.pdf*
- *http://www.st.cr.k12.ia.us/reading/readinginterestinventorieschoicepage.htm*

Rubric: Class Participation

Engaging Experience 2

Title: Finding the Book

Suggested Length of Time: This should take place during a class period and then allow the students to enjoy their selection.

Detailed Description/Instructions: Book pass, librarian presentation, identify how they found a book (mood, life experiences, etc.). Model how to skim a book for key information, read the first few pages, or even ask some questions of the librarian before making a selection. This event could take place repeatedly in the first few trips to the library and then need to be revisited as you observe students making selections throughout the semester/year. Readers are encouraged to find a new book if they determine their interest level has declined dramatically (no need to finish a bad book) during purposeful reading selections.

Rubric: Class Participation

Engaging Experience 3

Title: My Ideal Bookshelf

Suggested Length of Time: 30-40 minutes and revisited as books are read and at the end of the class.

Detailed Description/Instructions: Students are presented with an image of books that are untitled or colored. They are asked to identify books they have already read and color the title/decor of books accordingly. These should be the most memorable/thought provoking books they remember reading. This book shelf can be posted on the wall or simply pasted in their Reader's Notebooks (Student Portfolio). Teachers and students could also go and get images of these books and create a digital timeline with narratives about the memories a student has around a book (https://edu.hstry.co/timeline/107556).

Through the semester/year students add to this bookshelf/timeline to demonstrate the successes they are building around literature. These additions would be the books they have read that have invoked some type of passion in them.

These books would also be discussed during weekly conferencing with a student or when comparing texts. Review of a similar concept can be located in this link page 7.
http://www.pennykittle.net/uploads/images/PDFs/Workshop_Handouts/BL-Kittle-handouts-2014.pdf

Rubric: Class Participation

Engaging Experience 1

Title: Transition of Students

Suggested Length of Time: Prior to Student Arrival

Detailed Description/Instructions: There are three components that develop a student's reading intervention portfolio that should transition with the student from year to year for as long as he/she receives Essentials interventions. Throughout the school year, the student's teacher should collect the below items as well as ensure they are passed to the students' subsequent teacher(s).

These components should be viewed prior to the student's first day (when applicable) to help the teacher understand the unique needs of their students. It is encouraged the teacher has a one-on-one conversation with the student's previous year's Essential teacher to assist in this transition and build off of the prior progress. At some schools the transition liaison may be an administrator. Teachers can also consider developing an electronic student portfolio of the below items by utilizing OneNote, Google Folders, zip drive, etc.

Teachers are encouraged to share these components with families and work with the student's parents/guardians on ways they can support reading at home and throughout the transitional period. For example:

Who is my child as a reader right now?	• Favorite genres (mystery, science, biographies, romance) • She LOVES reading! She LOVES books and can identify authors/books! • Confident reader who can find books that interest her • Fluency-143 words per minute • Improving toward fluency goal • Can identify tone of text, connotation of words, can use textual evidence to support ideas
How can my child continue to grow as a reader?	_ should continue to read outside of school often. She has brilliant ideas, so please encourage her to share them more often in class.
How can I help my child continue to grow as a reader at home?	Continue to support _____ on her wonderful reading journey! -Library visits together -Reading similar books for discussion -Supporting her independent reading time

Components of Transitional Teacher Portfolio:
- Reading for Literature Learning Progression (DESE standards), *see appendix.*
- Reading for Informational Text Learning Progression (DESE standards), *see appendix.*
- Activities the student did throughout the year. This will help ensure students do not repeat activities, disengaging the learner.

Components of the Transitional Student Portfolio (these portfolios should include at least):
- Student goals and tracking results
- Data of pages/books read weekly/entire year
- In class assessments/quizzes

- Information from diagnostic assessment (beginning/end of year)
- Fluency Conferencing/Reflection
  - How do you feel about how you sound as a reader?
  - Would you rather read silently or aloud? Why?
  - Do you enjoy audio books?
  - Do you enjoy partner reading?
  - Has your teacher conferenced with you and listened to you read? Yes or No
  - What were the key points my teacher and I spoke about pertaining to fluency?
  - How many total books have you read in your life (or this year)?
  - Do you have a favorite genre?
  - Do you have a favorite author?
  - Have you ever read <u>all</u> of one author's books?
  - Have you read more than three types of genres? Which ones?
  - Look closely at the answers to the questions above to create a 'fluency' goal below. (Do not use words per minute-rather, focus on pacing, tone, accuracy, etc. for reader's fluency.)
  - How will I keep track?
- Book Club Experiences
  - What book did you read with your Book Club group?
  - Would you recommend this book to your classmates? Why or why not?
  - Did you learn something new from this book? If so, what did you learn?
  - Would you be interested in reading other books written by the same author?
  - Would you be interested in reading about the same subject?
  - What project did you decide to do in response to this book?
  - How does this book apply to you, to others, or to the world around you?
  - When you contacted the author of this book, what questions did you ask/thoughts did you share? (Did you get a response?)
  - When you contacted the author of this book, what questions did you ask/thoughts did you share? (Did you get a response?)
  - What other groups/students did you collaborate with who have also read this book? How did those discussions impact your understanding as a reader of this book?
  - Why is it important to DISCUSS, COLLABORATE, and SHARE ideas of text?
  - How does collaboration and sharing of ideas impact your experience of reading a book?
- End of Year: Who I am as a Reader (favorite quotes, favorite authors, favorite chapters, things don't like, strengths, areas of improvement, where I was→ where I'm going, collaboration)

Engaging Experience 2

Title: Student Goals

Suggested Length of Time: Developed and tracked a minimum of three times, assessed and reviewed continuously

Detailed Description/Instructions: Students should use the SMART (Specific, Measurable, Attainable, Realistic, Timely) goal format to develop individual and group reading goals. These goals should focus on attainable concepts students can track their progress. It is encouraged students have at least one goal based on developing their stamina (how many pages/books per day/week/month, etc.) and the learning progression rubrics (outlined in the appendix). The teacher could also encourage students to set RIT or Lexile goals; however, if this is the case the presentation of how to develop this goal should be well thought through. Research exists that students should not over emphasize or stress about their Lexile score but rather on the skills they are developing. Either through student goals or teacher tracking, it is important to track RIT score because this is the universal placement criteria into Essentials as well as the program goal is to meet student individual RIT goals. Stamina is important because many struggling readers give up or stop reading when they become overwhelmed or get tired. The learning progression rubric provides one additional standardized rubric for the teacher to utilize on identifying measurable and attainable next steps for each reader.

The teacher could also include personal goals that are more subjective that students could track. Examples include reading outside the school day or identifying the type of reader they are and are becoming.

Topic: Conferring with Students

Engaging Experience 1

Title: Reading Conversations with Students

Suggested Length of Time: This should occur regularly throughout the course with individual students. Spend about 10-15 minutes per student each month.

Detailed Description/Instructions: The student will read a short excerpt aloud from their book of choice. The teacher should take observational notes (running record) while listening to the student read. Listen for the student's pacing, fluency, and how they respond when they struggle. After the student finishes reading, ask a variety of questions to determine the student's level of comprehension and ability to think within, about, and beyond the text (A Network of Processing Systems for Reading Framework from Fountas and Pinnell). The teacher should choose questions that are best suited for each individual student based on previous conferences and each student's current needs.

Potential Questions:

- Retell/summarize the excerpt you just read.
- Help me visualize the story better by describing the setting and/or main characters.
- Who is telling the story and what are they doing?
- What is the conflict or source of tension?
- What do you predict will happen next? What in the story helped you make that prediction?
- What connections can you make (personal/world/text)?
- What does the author want you to think about when reading this story?
- What overarching themes are part of this story?
- What parts of the story are confusing to you? Why?
- What reading successes are you proud of?
- What struggles are you having that I can help with?

The purpose of this conference is to build upon the Interest Inventory (Engaging Experience 1) conference and give the teacher an awareness of the student's progress with their personal book choices and independent reading. This is an opportunity to praise successes and plan for future mini-lessons. Conferences can take place while students are reading or working independently.

Rubric: Participation

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Standardized Rubrics	NWEA Assessment	This is the initial placement tool into Essentials. This assessment is given three times a year, for middle school students and twice a year for high school students, and analyzes a student's reading comprehension. This is the tool that assesses student growth. The goal of the program is for each student to achieve his/her personalized RIT growth goals each semester.	3 Times throughout Intervention
	DESE Learning Progression Standards Rubric	This rubric is an overview of the main standards taught across reading and English Language Arts courses. There are two rubrics, Reading for Literature Learning Progression and Reading for Informational Text Learning Progression. Utilizing grade level standards, the teacher will give a score (based on grade level standard mastered) for each standard. These scores shall be used for progress monitoring and not grades within the gradebook. The teacher should also consider how they will bring the student into the conversation and/or in the assessment of the rubric. The appendix includes the progressions with grade levels to help teachers understand student ability as well as use to research Lexile books and additional resources. There is also a copy that has removed the grade levels for conferencing with students about specific skills versus grade level understanding. This pushed the focus on skill for the readers. *See the appendix for the rubrics.*	Ongoing, 3 Times throughout Intervention

| Fountas and Pinnell | Diagnostic Assessment | This is done after initial placement (from NWEA assessment) to determine individual deficiencies. In addition, this assessment should be performed in the Fall, Winter and Spring, for middle school students, and three times a semester for high school students. For high school freshman, if an assessment was administered during April/May then there will not be to be an additional assessment in August. These assessments are used to help guide the teacher and student as to the instructional levels of performance for each reader. Information gained from the assessment will include; total words read with accuracy rate, fluency score, and a word per minute, key understandings rating with comprehension rating, and writing to the score. Ultimately creating a starting point as well as a road map for instructing each reader. The assessment acts as the guiding tool for progress gained during the class. Identifying individual or group deficiencies also will lead the teacher into which components they want to utilize in developing better readers. Each component within this curriculum identifies activities and practices based on specific needs of struggling readers. For example, if a student is struggling with vocabulary, the teacher would heavily utilize the Vocabulary Component with this student in their instruction. | 20 minutes per student three times a year |
| | Fountas and Pinnell's "A Network for Processing Systems for Reading" | The student and teacher, independently, will give a score for each spoke within the wheel (i.e. solve words, adjust, predict, analyze, etc.). The purpose of this wheel is to create a visual of where a student is as a developing reader. Have students evaluate themselves by | Used during individual conferencing four times a year |

| | | making a hash mark indicating where they believe they are in each area of reading. Then follow up with a conference and make a second round of hash marks as to where you as the teacher believe the student is as a reader. When these marks are connected you will create a shape, the points indicating the areas of strength and the valleys indicating areas of growth needed. The goal would be to create a circle showing a well-rounded reader.

Finally, on the left hand side of the wheel the teacher will indicate the current reading level within Fountas and Pinnell, mark and date the level with each purposeful reading. This will lead to a positive conference that is facilitated by the teacher regarding growth throughout the year/term. This wheel evaluation and conference should occur 4 times during a semester/year. A good approach to this discussion is to have the student pick one area in each section of the wheel (Thinking Within/Beyond/About the Text) to discuss. The teacher may also pick one but ultimately there is no need to feel that each conference should include all spokes. In the end, students should continue to rate the difficulty of the books they are reading to ensure they are taking the rollercoaster approach in picking a combination of stretch Lexile books and easier Lexile books. *See appendix for the template and an example.* | |

Interest Inventory	Teacher-Student Conversation	The teacher will facilitate a conversation with each student to learn about individual interest and experiences in his/her reading life. This should be as much of a genuine conversation with each student as possible. Consider a coffee shop or sporting event setting for these conversations and even set up coffee shop 'noise' in the background (https://www.youtube.com/watch?v=BOdLm xy06H0). This conversation should focus on how a student reads, strategies he/she typically uses, experiences had as a reader as well as a student's perception of their strengths and weaknesses. This conversation will set the tone for what individual conferences/conversations will be like in the classroom throughout the year. The teacher shall keep a running record of these conversations to build off of throughout the year. It is encouraged this running record is done after the conference and not during to help develop a genuine discussion. As the individual conference/conversation is occurring between the teacher and a student, other students will spend time completing an interest inventory/reading survey/questionnaire. Completing this inventory and using it as a frame of reference will ultimately begin answering the question, "Who am I as a reader?" and will help guide the conference/conversation between teacher and student. Below are some Reading Interest Inventories that you can choose from.	Conferences should occur in 5 to 10 minutes, ongoing
	Finding The Book	Book pass, librarian presentation, identify how they found a book (mood, life experiences, etc.). Model how to skim a book for key information, read the first few pages,	1 Day

		or even ask some questions of the librarian before making a selection. This event could take place repeatedly in the first few trips to the library and then need to be revisited as you observe students making selections throughout the semester/year. Readers are encouraged to find a new book if they determine their interest level has declined dramatically (no need to finish a bad book) during purposeful reading selections.	
	My Ideal Bookshelf	Students are presented with an image of books that are untitled or colored. They are asked to identify books they have already read and color the title/decor of books accordingly. These should be the most memorable/thought provoking books they remember reading. This book shelf can be posted on the wall or simply pasted in their Reader's Notebooks (Student Portfolio). Teachers and students could also go and get images of these books and create a digital timeline with narratives about the memories a student has around a book (https://edu.hstry.co/timeline/107556). Through the semester/year students add to this bookshelf/timeline to demonstrate the successes they are building around literature. These additions would be the books they have read that have invoked some type of passion in them.	30-40 Minutes
Professional Collaboration	Transition of Students	There are three components that develop a student's reading intervention portfolio that should transition with the student from year to year for as long as he/she receives Essentials interventions. Throughout the school year, the student's teacher should collect the below items as well as ensure they	Prior to Student Arrival

		are passed to the students' subsequent teacher(s). These components should be viewed prior to the student's first day (when applicable) to help the teacher understand the unique needs of their students. It is encouraged the teacher has a one-on-one conversation with the student's previous year's Essential teacher to assist in this transition and build off of the prior progress. At some schools the transition liaison may be an administrator. Teachers can also consider developing an electronic student portfolio of the below items by utilizing OneNote, Google Folders, zip drive, etc. Teachers are encouraged to share these components with families and work with the student's parents/guardians on ways they can support reading at home and throughout the transitional period.	
	Student Goals	Students should use the SMART (Specific, Measurable, Attainable, Realistic, Timely) goal format to develop individual and group reading goals. These goals should focus on attainable concepts students can track their progress. It is encouraged students have at least one goal based on developing their stamina (how many pages/books per day/week/month, etc.) and the learning progression rubrics (outlined in the appendix). The teacher could also encourage students to set RIT or Lexile goals; however, if this is the case the presentation of how to develop this goal should be well thought through. Research exists that students should not over emphasize or stress about their Lexile score but rather on the skills they are developing. Either through student goals or teacher tracking, it is important to track RIT	3 Times, Ongoing

		score because this is the universal placement criteria into Essentials as well as the program goal is to meet student individual RIT goals. Stamina is important because many struggling readers give up or stop reading when they become overwhelmed or get tired. The learning progression rubric provides one additional standardized rubric for the teacher to utilize on identifying measurable and attainable next steps for each reader. The teacher could also include personal goals that are more subjective that students could track. Examples include reading outside the school day or identifying the type of reader they are and are becoming.	

Conferring with Students	Reading Conversations with Students	The student will read a short excerpt aloud from their book of choice. The teacher should take observational notes (running record) while listening to the student read. Listen for the student's pacing, fluency, and how they respond when they struggle. After the student finishes reading, ask a variety of questions to determine the student's level of comprehension and ability to think within, about, and beyond the text (A Network of Processing Systems for Reading Framework from Fountas and Pinnell). The teacher should choose questions that are best suited for each individual student based on previous conferences and each student's current needs. The purpose of this conference is to build upon the Interest Inventory (Engaging Experience 1) conference and give the teacher an awareness of the student's progress with their personal book choices and independent reading. This is an opportunity to praise successes and plan for future mini-lessons. Conferences can take place while students are reading or working independently.	10-15 Minutes, Ongoing

Teambuilding Component

Subject: Essentials

Grade: 7-12

Name of Component: Teambuilding

Length of Component: Ongoing

Overview of Component: The Teambuilding Component is designed to assist in the development of college and career ready skills that students may need to succeed in the classroom and beyond. Creating, establishing and maintaining good relationships between students and teachers may enhance the learning environment and limit some social and emotional factors that could impede academic development. The concepts in this component should not be administered and then forgotten, rather they should be an active part of the entire curriculum to assist in creating a trusting and fun environment in which to learn. Each topic provides different components of the teambuilding construct and should be embedded within discussion of the class environment.

Topic: Respect and Trust

Engaging Experience 1
Title: Telephone Activity (Games)
Suggested Length of Time: 20-40 Minutes
Detailed Description/Instructions: Students will sit in a circle, line or in a manner that they can whisper to each other without others hearing. The teacher will whisper a sentence to a student, who will whisper the same sentence to a neighbor. This will continue until all students have participated. The last student will report to the class the sentence that was whispered to them. Often times this is not the same sentence that started the game and where this lesson exists.

After the activity is complete, the teacher will want to facilitate a class discussion about how the message has changed or stayed the same. Ultimately, the teacher will want to point out that things don't always work out the way we intend and that during class discussions within the course, students are going to say things that they don't always mean. To help build trust within the cohort, the teacher should stress the importance of safe environment and the more time spent in a genuine fashion the stronger the trust and acceptance with each other's differences are. It is appropriate to facilitate that each reader is at different levels and that class as whole will support each individual student.

This activity can be repeated as many times as needed to have the sentence stay consistent throughout the activity. The teacher can also add more difficulty to this game, such as during a class discussion, students will play the telephone game and each 30-60 seconds, the teacher would provide time for the game to continue. It could also be referenced throughout the course when students are contradicting each other or interrupting each other incorrectly.
Rubric: Class Participation

Engaging Experience 2
Title: Weekend Share Out
Suggested Length of Time: 5-10 Minutes, Ongoing
Detailed Description/Instructions: The teacher should provide a setting where students feel comfortable sharing out. Possible arranging the students in a circle or huddle can enhance the atmosphere for sharing. The teacher will allow students the opportunity to communicate to classmates and teacher some of the appropriate events they may have experienced during their weekend. Each student should have the opportunity to share out if they so desire.

The activity may assist in the students getting to know and understand more about each other. The hope is that the students can build trust, respect and understanding with each other throughout the course. It is also suggested that the teacher be willing to share out to model the activity and to assist the students in building respect and trust with the teacher. The activity can be repeated throughout the course as often as necessary (weekly).
Rubric: Class Participation

Engaging Experience 3
Title: Name Game
Suggested Length of Time: 45 Minutes
Detailed Description/Instructions: The teacher leads a discussion on adjectives being descriptive words. The teacher asks the students to come up with a few adjectives that describe themselves. The teacher then asks the students to use their list to create three adjectives that describe themselves that must start with the same letter as the student's first name. From that list of three adjectives students are to pick their favorite.

The teacher then places students in a circle where they can all see each other. Teacher gives a student an object (ball, eraser, etc.) and asks that student to state their descriptive adjective and their first name (I'm Kind Karen). Then students pass the object to the next student who states their descriptive adjective, their first name and then introduces the person before them with that person's descriptive adjective and first name (I'm Macho Michael and this is Kind Karen). This continues on around the circle until all students have had the opportunity to participate.

An extension on this activity is then to have the students pass the object around in random order by saying the person's adjective and name when they pass the object. Another extension is a follow up discussion about using repetition to learn things.

The activity assists in everyone learning everyone's name in a fun fashion. It is beneficial for the teacher too.

Rubric: Class Participation

Topic: Grit

Engaging Experience 1

Title: Anecdotes of How Adults Manage and Cope

Suggested Length of Time: 1 Day Activity, Ongoing Reflection

Detailed Description/Instructions: This activity recognizes that students struggling with reading need additional skills to overcome their deficiencies. One main component in improving reading ability is never giving up. This activity introduces the students to the term, Grit and allows each to define it in their own manner. Students will explore a variety of techniques that supports them when becoming frustrated with a task at hand and practice these techniques throughout the year. The teacher should take personal note of individual practices to bring into conferencing with students when things are not going well.

The teacher should show movie excerpts that demonstrate characters persisting through difficult times. Examples may include Rudy, Simon Burch, Lean on Me, Stand and Deliver, Pursuit of Happiness, Freedom Writers, Finding Forrester, etc. After watching the video clips, the teacher will facilitate a conversation surrounding the concept of grit. Question starters may include: What did the characters have in common? How does one persevere through difficult times? What is a time you persevered through a difficult time and what made you do this? How many of you have given up on reading and/or school? Why? The teacher needs to continue pushing this concept to determine the underlying reason why students in the class becomes overwhelmed with school or reading. This will be a very individual, and potentially vulnerable, concept that students reflect over. Consider utilizing a journal or email to teacher about this reflection.

As a class, brainstorm techniques that support students persevering through difficult times. Then brainstorm ideas how the class can support each other throughout the course as students become frustrated or overwhelmed. Finally, the teacher can model this in large group by giving an ACT question that is challenging. Have each student identify one or two techniques they want to practice while working through persevering beyond the question. This could include using context clues but also stepping away from the problem before approaching it again, identifying what they know about the problem, asking peers for help, etc.

Rubric: Class participation

Engaging Experience 2

Title: Prioritize (Life)

Suggested Length of Time: 45 Minutes

Detailed Description/Instructions: This activity recognizes that many students in this intervention have outside influences that may push school or reading lower on their priority list. The teacher should facilitate a genuine conversation about how reading can benefit each student, both in and outside the school setting. It may be good for the teacher to tie in their own experiences when it comes to reading and the importance it plays in their life.

Have students identify their top priorities and reasons why. Many of these priorities may be family, friends, etc. Engage students in a conversation that these types of priorities should remain at the top of their lists. Then have students continue to recognize priorities that take up a lot of their time, again in and outside the school setting. Now lead students in a discussion about how important these activities truly are and how they will impact their future goals. A teacher could bring in student Naviance plans of study into the discussion.

Ultimately, the teacher should emphasize here that although school or reading may not have been the students' top priority that improving their reading ability is during this block of time bringing in connections of students personal experiences.

Another possible activity could be a Mandala Autobiography Activity which is represented by the link: https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92ZGttcU5raFFwNUE/view?usp=sharing

Rubric: Class participation

Topic: Communication

Engaging Experience 1
Title: Interview/Introduce
Suggested Length of Time: 45 Minutes
Detailed Description/Instructions: The teacher guides the students on question development in terms of what is important to know about someone they are being introduced to. When a quality list of questions is complete, the teacher pairs students up for the interview experience. One student is the interviewer and one student is the interviewee. The interviewer asks the questions and takes notes on the interviewee's answers. Students then switch roles. When complete, the teacher will call on students to introduce the person they interviewed to the class.

This activity utilizes the opportunity for students to communicate with each other in pairs in a smaller more intimate setting and then communicate with the entire class in a larger more challenging setting but on a topic that they should be familiar with.
Rubric: Class Participation

Engaging Experience 2
Title: Prompt Starters
Suggested Length of Time: 45 Minutes, Ongoing
Detailed Description/Instructions: The teacher could utilize many different types of activities to prompt students to communicate with each other. Some suggestions include a speed dating and pair sharing.

Speed Dating: Arrange students in a way that partners are facing each other and that half of the students are facing the front of the room and their partners are facing the back of the room. Throw out a topic and tell the students that are all facing the same way that they have 1 minute to talk without any interruption from anyone about that topic. When the minute has passed, give the partner a certain amount of time to respond to the same topic without interruption. When finished, give the pair a brief moment to communicate with each other about their discussion. Have all the students facing the front move one person to the left and the last person move all the way over to the other side (rollover concept). Throw out another topic and repeat. The teacher can scaffold this activity by the types of topics that are discussed. Topics can be simple and personal early in the year to assist in team building and getting to know one another. The topics can be more aimed at curriculum and things going on in the classroom as the relationships seem to develop. This activity can be revisited throughout the year.

Pair Share: This activity allows students to bring individual knowledge and connections to a small group discussion to share with a partner. As an example, the teacher may be teaching a lesson on main idea and giving the students the challenge of focusing on main idea during personal reading. When personal reading time is over the teacher may partner students up and ask them to share with each other what they found out about main idea in the book they are reading today. The teacher may also call on pairs and ask them to share something out to the

entire class that they experience in their reading on main idea. This activity can be utilized with almost any lesson throughout the course.

Rubric: Class Participation

Engaging Experience 3

Title: Taboo

Suggested Length of Time: 45 Minutes

Detailed Description/Instructions: Students are organized into teams. One student is called up from each team. Student from Team A is trying to get team members to say a word that is on the top of the card. They may not say the word or any form of the word. There is also a list of words that might be used to hint at the main word on the card. Those words are also "taboo" and may not be used. The student then has to utilize other means of communication to get teammates to understand what word they are trying to get them to say. Student from Team B is looking over student from Team A's shoulder to make sure they are not using any of the "taboo" words. Team A scores a point for each word correctly identified. Team B earns a point for each "taboo" mistake made by Team A student. A one-minute time limit is standard for each turn. After one minute the students switch roles and student from Team B is up.

Students enjoy this communication activity and learn a lot about their ability to communicate with each other under these circumstances. They are also getting some vocabulary experience throughout the activity.

Rubric: Class Participation

Engaging Experience 4

Title: Mute Video

Suggested Length of Time: 20-40 Minutes

Detailed Description/Instructions: The teacher selects a video for the students to watch but has the sound of the video muted. Be creative in the video selection, choose funny, sad, intense videos and potentially well-known videos among students. The teacher instructs students to talk about what the characters in the video might be saying by watching for nonverbal communication cues.

The purpose of this activity is to have students talking among each other and continuing to build relationships. Furthermore, the teacher can make connections to this activity with inferencing and synthesizing. A good practice may be bringing this activity back in large or small group or individually while working on inferencing and synthesizing.

Rubric: Class Participation

Topic: Roles

Engaging Experience 1

Title: Could Be Explicitly Placed

Suggested Length of Time: This concept is ongoing

Detailed Description/Instructions: This experience may be utilized by the teacher to establish roles in the classroom that may enhance class production and allow students the opportunity to experience a variety of roles.

The teacher may decide to assign roles by the student area of strength. If they have nice writing, they can be the class recorder during activities. If they are a good speaker they can be the voice during class activities, etc.

The teacher may decide to assign roles to challenge students to experience roles they do not naturally take on such as assigning a quiet student a role where they must be the voice of a group.

Rubric: Class Participation

Engaging Experience 2

Title: Magic Carpet

Suggested Length of Time: 45 Minutes

Detailed Description/Instructions: The teacher places a blanket or sheet on the floor in the classroom. Students are instructed to stand on the "magic carpet". Students are instructed to flip the "magic carpet" over but all students must remain on the "magic carpet" at all times. At any time when a student steps off of the magic carpet the activity goes back to the beginning and the group must start over.

Throughout this activity, teachers may witness a variety of roles emerge. Some students may take charge and try to direct the group. Some may follow instructions of others and not take charge. Some students may take on a rebellious role going against what others are saying. After successful or unsuccessful attempts to flip the magic carpet, the teacher should lead discussion on what roles emerged and who filled the roles. The teacher could also lead instruction on what types of communication were used during the activity and which types of communication were more and less successful. The teacher can also expand on the activity by assigning students to certain roles they may not normally fill to explicitly place them in unfamiliar territory.

Rubric: Class Participation

Topic: Incentive and Fun-Factor

Engaging Experience 1

Title: Hand Game; **Suggested Length of Time:** 45 Minutes

Detailed Description/Instructions: Students create a circle on the floor. Each student places their left hand in front of them, slightly to the left and on the carpet. Each student places their right hand over the left hand of the person on their right. Clockwise: One student is selected by the teacher to start the clockwise hand game. Starting student gives the carpet five by moving their hand. The next hand to the left should then give the carpet five by moving their hand, the next hand to the left should then give the carpet five, etc. until the movement has moved around the circle back to the initial student. Counterclockwise: Same as above but going the other direction. When the teacher feels the students have a grasp of how the movement works they may add the double tap rule which changes the direction of the movement when anyone double taps their hand instead of single tap. When a student moves their hand at the wrong time they are out of the game and move to the audience. When a link in the chain is removed the students must adjust and move closer to reconnect the chain and restart the movement. The game is over when two students remain.

This activity assists the student in getting comfortable with each other in terms of proximity. They will have hands or arms touching other students and as the game progresses the group moves in closer and closer helping to develop familiarity, trust and teambuilding. This activity may be utilized as an incentive for meeting a certain goal. It may also be utilized to build trust and respect.

Rubric: Class Participation

Engaging Experience 2

Title: External Incentive; **Suggested Length of Time:** This concept is ongoing.

Detailed Description/Instructions: In order to create an environment that promotes reading excitement, teachers may want to set up an external incentive structure that rewards students and classes for accomplishing reading goals. Students do get excited about healthy competition within the class or between other classes. External Incentives may be represented by food items, donated items, earned activities/games, fun Friday, etc.

Engaging Experience 3

Title: Internal Incentive; **Suggested Length of Time:** This concept is ongoing.

Detailed Description/Instructions: Not all students respond to external incentives and one of the goals of this course is to develop a love for reading. With that in mind, teachers may want to develop an Internal Incentive Structure that helps motivate students towards reading growth and to develop a love of reading. Some suggestions may be to utilize progression charts and ongoing conferencing.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Respect and Trust	Telephone Activity (Games)	Students will sit in a circle, line or in a manner that they can whisper to each other without others hearing. The teacher will whisper a sentence to a student, who will whisper the same sentence to a neighbor. This will continue until all students have participated. The last student will report to the class the sentence that was whispered to them. Often times this is not the same sentence that started the game and where this lesson exists. After the activity is complete, the teacher will want to facilitate a class discussion about how the message has changed or stayed the same. Ultimately, the teacher will want to point out that things don't always work out the way we intend and that during class discussions within the course, students are going to say things that they don't always mean. To help build trust within the cohort, the teacher should stress the importance of safe environment and the more time spent in a genuine fashion the stronger the trust and acceptance with each other's differences are. It is appropriate to facilitate that each reader is at different levels and that class as whole will support each individual student. This activity can be repeated as many times as needed to have the sentence stay consistent throughout the activity. The teacher can also add more difficulty to this game, such as during a class discussion, students will play the telephone game and each 30-60 seconds, the teacher would provide time for the game to continue. It could also be referenced throughout the course when	20-40 Minutes

		students are contradicting each other or interrupting each other incorrectly.	
	Weekend Share Out	The teacher should provide a setting where students feel comfortable sharing out. Possible arranging the students in a circle or huddle can enhance the atmosphere for sharing. The teacher will allow students the opportunity to communicate to classmates and teacher some of the appropriate events they may have experienced during their weekend. Each student should have the opportunity to share out if they so desire. The activity may assist in the students getting to know and understand more about each other. The hope is that the students can build trust, respect and understanding with each other throughout the course. It is also suggested that the teacher be willing to share out to model the activity and to assist the students in building respect and trust with the teacher. The activity can be repeated throughout the course as often as necessary (weekly).	5-10 Minutes, Ongoing
	Name Game	The teacher leads a discussion on adjectives being descriptive words. The teacher asks the students to come up with a few adjectives that describe themselves. The teacher then asks the students to use their list to create three adjectives that describe themselves that must start with the same letter as the student's first name. From that list of three adjectives students are to pick their favorite. The teacher then places students in a circle where they can all see each other. Teacher gives a student an object (ball, eraser, etc.) and asks that student to state their descriptive adjective and their first name (I'm Kind Karen). Then students pass the object to the next student who states their descriptive adjective, their first name and then introduces the person before them with that person's descriptive adjective and first name (I'm	45 Minutes

		Macho Michael and this is Kind Karen). This continues on around the circle until all students have had the opportunity to participate. An extension on this activity is then to have the students pass the object around in random order by saying the person's adjective and name when they pass the object. Another extension is a follow up discussion about using repetition to learn things. The activity assists in everyone learning everyone's name in a fun fashion. It is beneficial for the teacher too.	
Grit	Anecdotes of How Adults Manage and Cope	This activity recognizes that students struggling with reading need additional skills to overcome their deficiencies. One main component in improving reading ability is never giving up. This activity introduces the students to the term, Grit and allows each to define it in their own manner. Students will explore a variety of techniques that supports them when becoming frustrated with a task at hand and practice these techniques throughout the year. The teacher should take personal note of individual practices to bring into conferencing with students when things are not going well. The teacher should show movie excerpts that demonstrate characters persisting through difficult times. Examples may include Rudy, Simon Burch, Lean on Me, Stand and Deliver, Pursuit of Happiness, Freedom Writers, Finding Forrester, etc. After watching the video clips, the teacher will facilitate a conversation surrounding the concept of grit. Question starters may include: What did the characters have in common? How does one persevere through difficult times? What is a time you persevered through a difficult time and what made you do this? How many of you have given up on reading and/or school? Why? The teacher needs to continue pushing this concept to determine the underlying reason why students	1 Day Activity, Ongoing Reflection

		in the class becomes overwhelmed with school or reading. This will be a very individual, and potentially vulnerable, concept that students reflect over. Consider utilizing a journal or email to teacher about this reflection. As a class, brainstorm techniques that support students persevering through difficult times. Then brainstorm ideas how the class can support each other throughout the course as students become frustrated or overwhelmed. Finally, the teacher can model this in large group by giving an ACT question that is challenging. Have each student identify one or two techniques they want to practice while working through persevering beyond the question. This could include using context clues but also stepping away from the problem before approaching it again, identifying what they know about the problem, asking peers for help, etc.	
	Prioritize (Life)	This activity recognizes that many students in this intervention have outside influences that may push school or reading lower on their priority list. The teacher should facilitate a genuine conversation about how reading can benefit each student, both in and outside the school setting. It may be good for the teacher to tie in their own experiences when it comes to reading and the importance it plays in their life. Have students identify their top priorities and reasons why. Many of these priorities may be family, friends, etc. Engage students in a conversation that these types of priorities should remain at the top of their lists. Then have students continue to recognize priorities that take up a lot of their time, again in and outside the school setting. Now lead students in a discussion about how important these activities truly are and how they will impact their future goals. A teacher could	45 Minutes

		bring in student Naviance plans of study into the discussion. Ultimately, the teacher should emphasize here that although school or reading may not have been the students' top priority that improving their reading ability is during this block of time, bringing in connections of students personal experiences. Another possible activity could be a Mandala Autobiography Activity which is represented by the link: https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92ZGttcU5raFFwNUE/view?usp=sharing	
Communication	Interview/Introduce	The teacher guides the students on question development in terms of what is important to know about someone they are being introduced to. When a quality list of questions is complete, the teacher pairs students up for the interview experience. One student is the interviewer and one student is the interviewee. The interviewer asks the questions and takes notes on the interviewee's answers. Students then switch roles. When complete, the teacher will call on students to introduce the person they interviewed to the class. This activity utilizes the opportunity for students to communicate with each other in pairs in a smaller more intimate setting and then communicate with the entire class in a larger more challenging setting but on a topic that they should be familiar with.	45 Minutes
	Prompt Starters	Speed Dating: Arrange students in a way that partners are facing each other and that half of the students are facing the front of the room and their partners are facing the back of the room. Throw out a topic and tell the students that are all facing the same way that they have 1 minute to talk without any interruption from anyone about that topic. When the minute has passed, give the	45 Minutes, Ongoing

		partner a certain amount of time to respond to the same topic without interruption. When finished, give the pair a brief moment to communicate with each other about their discussion. Have all the students facing the front move one person to the left and the last person move all the way over to the other side (rollover concept). Throw out another topic and repeat. The teacher can scaffold this activity by the types of topics that are discussed. Topics can be simple and personal early in the year to assist in team building and getting to know one another. The topics can be more aimed at curriculum and things going on in the classroom as the relationships seem to develop. This activity can be revisited throughout the year. Pair Share: This activity allows students to bring individual knowledge and connections to a small group discussion to share with a partner. As an example, the teacher may be teaching a lesson on main idea and giving the students the challenge of focusing on main idea during personal reading. When personal reading time is over the teacher may partner students up and ask them to share with each other what they found out about main idea in the book they are reading today. The teacher may also call on pairs and ask them to share something out to the entire class that they experience in their reading on main idea. This activity can be utilized with almost any lesson throughout the course.	
	Taboo	Students are organized into teams. One student is called up from each team. Student from Team A is trying to get team members to say a word that is on the top of the card. They may not say the word or any form of the word. There is also a list of words that might be used to hint at the main word on the card. Those words are also "taboo" and may not be used. The student then has to utilize other means of communication to get teammates	45 Minutes

		to understand what word they are trying to get them to say. Student from Team B is looking over student from Team A's shoulder to make sure they are not using any of the "taboo" words. Team A scores a point for each word correctly identified. Team B earns a point for each "taboo" mistake made by Team A student. A one-minute time limit is standard for each turn. After one minute the students switch roles and student from Team B is up. Students enjoy this communication activity and learn a lot about their ability to communicate with each other under these circumstances. They are also getting some vocabulary experience throughout the activity.	
	Mute Video	The teacher selects a video for the students to watch but has the sound of the video muted. Be creative in the video selection, choose funny, sad, intense videos and potentially well-known videos among students. The teacher instructs students to talk about what the characters in the video might be saying by watching for nonverbal communication cues. The purpose of this activity is to have students talking among each other and continuing to build relationships. Furthermore, the teacher can make connections to this activity with inferencing and synthesizing. A good practice may be bringing this activity back in large or small group or individually while working on inferencing and synthesizing.	20-40 Minutes
Roles	Could Be Explicitly Placed	This experience may be utilized by the teacher to establish roles in the classroom that may enhance class production and allow students the opportunity to experience a variety of roles. The teacher may decide to assign roles by the student area of strength. If they have nice writing, they can be the class recorder during activities. If	Ongoing

		they are a good speaker they can be the voice during class activities, etc. The teacher may decide to assign roles to challenge students to experience roles they do not naturally take on such as assigning a quiet student a role where they must be the voice of a group.	
	Magic Carpet	The teacher places a blanket or sheet on the floor in the classroom. Students are instructed to stand on the "magic carpet". Students are instructed to flip the "magic carpet" over but all students must remain on the "magic carpet" at all times. At any time when a student steps off of the magic carpet the activity goes back to the beginning and the group must start over. Throughout this activity, students may witness a variety of roles emerge. Some students may take charge and try to direct the group. Some may follow instructions of others and not take charge. Some students may take on a rebellious role going against what others are saying. After successful or unsuccessful attempts to flip the magic carpet, the teacher should lead discussion on what roles emerged and who filled the roles. The teacher could also lead instruction on what types of communication were used during the activity and which types of communication were more and less successful. The teacher can also expand on the activity by assigning students to certain roles they may not normally fill to explicitly place them in unfamiliar territory.	45 Minutes
Incentive and Fun-Factor	Hand Game	This activity assists the student in getting comfortable with each other in terms of proximity. They will have hands or arms touching other students and as the game progresses the group moves in closer and closer helping to develop familiarity, trust and teambuilding. This activity may be utilized as an incentive for meeting a	45 Minutes

		certain goal. It may also be utilized to build trust and respect.	
	External Incentive	In order to create an environment that promotes reading excitement, teachers may want to set up an external incentive structure that rewards students and classes for accomplishing reading goals. Students do get excited about healthy competition within the class or between other classes. External Incentives may be represented by food items, donated items, earned activities/games, fun Friday, etc.	Ongoing
	Internal Incentive	Not all students respond to external incentives and one of the goals of this course is to develop a love for reading. With that in mind, teachers may want to develop an Internal Incentive Structure that helps motivate students towards reading growth and to develop a love of reading. Some suggestions may be to utilize progression charts and ongoing conferencing.	Ongoing

Vocabulary Component

Subject: Essentials
Grade: 7-12
Name of Component: Vocabulary
Length of Component: As needed
Overview of Component: Students will work with vocabulary every day. Students will work with base/root words, prefixes/suffixes and compound words. The teacher will teach different ways to use context clues to understand meaning of unfamiliar words. Academic vocabulary will include games and test taking strategies. Students will work with vocabulary through figurative language and multiple meaning words including synonyms and antonyms. As students get older, the more important vocabulary development becomes in teaching reading as vocabulary becomes the main roadblock to understanding text. Teachers should consider incorporating vocabulary development activities within this component on a regular basis (daily, every other day, weekly).

Priority Standards for component:

- 9-10.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

ALL Morphological activities listed below are included in the article: (*Cite: Samuels, A. E. (2008). Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades. International Reading Association, 6-26.*)

Engaging Experience 1
Title: Greek and Latin Roots: Root/Base Words
Suggested Length of Time: 20-40 Minutes per activity, Ongoing
Detailed Description/Instructions:

This concept is for students to have a deeper understanding of how words are formed. When explicitly taught, this allows students to link pronunciation, spelling, and meaning when encountering new and or challenging words. Pulling from the article, What Research Has to Say about Vocabulary Instruction, Chapter 1: Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades (this article can be accessed within Essential's electronic folder), Greek and Latin form the basis of many English words. If you know a few common Greek and Latin roots, then it should be easier to pronounce and to guess the meanings of many difficult terms. The following activities provide an active and enjoyable practice.

Invent-a Word: The purpose of this activity is to help students get comfortable combining root words to build new words.

http://www.gottoteach.com/2015/06/teaching-greek-and-latin-roots.html

   Materials:
- Index cards with roots and affixes
- Chart paper/markers
- Refer to the article; What Research Has to Say About Vocabulary Instruction
  Examples of Greek and Latin root words:

Prefixes	Bases
Auto- (self)	solv-solut- (free, loosen)
Inter- (between, among)	lend-tens- (stretch, thin)
Post- (after)	ven-vent- (come)
Per- (through, thorough)	volu-volv-(roll)

   Procedure:
- Create pairs of students throughout the classroom.
- Have a table with several Greek and Latin roots written on index cards
- Their task is to combine these roots into new words and compose definitions for each word they create. Have them start with 3 words.

- Last step is to have pairs share their invented words with the class. (As you become more comfortable with this activity, you can set a timer and make it fun to see how many words they can invent within 5 minutes.) Make a Word Champion wall for the week.

Divide and Conquer: The purpose of this activity is to help students understand that words are often made up of recognizable root parts that can help them unlock the meaning of an unfamiliar word.

   Materials:
- A list of about 10 familiar compound words or a list of words that carry the same prefix or root. These words may include a Greek/Latin root.
- A divide and conquer template that has been prepared in advance and duplicated for each student (a four column chart with blanks to correspond to words parts of focus: whole word, first word+second word=whole word means)

   Procedure:
- Review the concept of "compound words" or prefixes by asking students to explain what they are (a single word that contains two or more complete words)
- Write the word birthday on the board. Ask someone to explain what birthday means. Now ask another student to identify what two words are in birthday. Ask how each of those words contributes to the meaning of the birthday).
- Show students the list of words. Read the list of words together orally. Now ask students to choose a words on the list and to tell what two words it contains and what it means.
- When all words on the list have been discussed, tell students that they have just used a strategy called divide and conquer. Explain that words are made up of word parts or meaning components called roots.

Word Theater: The purpose of this activity is to build or reinforce conceptual knowledge by acting out the meaning of a new or familiar vocabulary word.

   Materials:
- A list of at least 10 words containing the word part of focus that can be dramatized easily.

   Procedures:
- List the words on the chalkboard or on chart paper so that everyone can see them. Tell students they will pick one word and then work with a partner to act out its meaning, but without speaking.
- Ask students to find a partner. Each child should read the list of words to his/her partner. When both partners have read the list to each other, they should choose a word. Tell them have two minutes to decide how to get the word's meaning across by acting it out.

- Ask each team to act out its word while other students try to guess which word they have chosen. Make sure the list of words as they try to figure out which one is being pantomimed. As students look for connections between the acting and the word list, they will better understand the concepts each word represents. (This works well with students who are both experienced in pantomiming words and comfortable working. The remaining sets of words can be addressed in whole group or with students working in pairs.

Root of the Week: The purpose is to focus attention on words that share a prefix or root word.

Materials:
- Teacher selected root (prefix, suffix, or base)
- Chart paper

Procedure:
- Ask students to be on the lookout for words they encounter that contain the specific root of the week.
- Post a chart with the root in bold letters at the top. Number each line.
- Tell students that whenever they discover a word with that root, they should add it to the list. Tell them to (a) write the word, (b) circle the word part, and © write where the word was found.
- At the end of the week, review the list. Students love hunting for these words, so you may find your class filling more than one sheet each week. Find a spot in the room to collect all the charts. AS the weeks pass, you will have many lists of words you can use different puppies

Cite: Samuels, A. E. (2008). Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades. International Reading Association, 6-26.

Engaging Experience 2
Title: Prefixes and Suffixes, Word Spokes
Suggested Length of Time: 20 Minutes
Detailed Description/Instructions: The purpose of this activity is to develop students' word analysis skills by manipulating word roots.
- *Materials:*
  - An age appropriate list of familiar prefixes or word roots.
  - A word spokes template (a circle with several spokes attached to it, much like a bicycle tire).

- *Procedure:* Have root words posted in the room from low, medium, to more challenging for students to reference.
  - Begin by reviewing the concept that sometimes words are made up of recognizable root parts that provide clues to word meaning. Write the prefix re-, or choose another familiar prefix. Tell students that re- almost always means back

or again, and that they can figure out the meaning of lots of re- words by keeping that in mind.

- ○ Put a blank word spokes template on the projector. Write the prefix re-in the center circle, and tell students that they must "spoke" out five or more different words that have the prefix re-.
- ○ As students call our words, write a different re- word in each spoke. Emphasize the back or again aspect of the words students provide.
- ○ Students can then do their own words spoken with roots they choose or you can assign roots.

Cite: Samuels, A. E. (2008). Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades. International Reading Association, 6-26.

Engaging Experience 3
Title: Compound Word Tic-Tac-Toe
Suggested Length of Time: 30 Minutes each
Detailed Description/Instructions: These various activities work on Compound Words
Compound Word Tic-Tac-Toe:

- ● *Purpose:* This activity provides a learning opportunity for students to fully understand what compound words are and how they fit together. Students will become more confident in identifying compound words in their reading and/or texts.
- ● *Procedure:* Instead of using "x's" and "o's" the teacher will use the root words of compound words. In order to win, students would have to write the second part of the root word in order qualify for winning the tic-tac toe game.

Compound Word Jeopardy:

- ● *Purpose:* Visually engage students with a Jeopardy template projected for the whole class. Students will actively participate in the game while identifying and matching compound word roots in order to make a full compound word.
- ● *Procedure:* Create a Jeopardy board using either electronically or a paper version. Project this game board for all students to see. Be sure to sue several popular and not so popular compound words. Teacher creates the rules and procedures for the game and what best suits his/her class.

Engaging Experience 4
Title: Roots for Tiered Levels
Suggested Length of Time: Daily
Detailed Description/Instructions: With a better understanding of root words, students will develop more confidence working through more difficult vocabulary. Within the article *Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades,* there are three tiers of leveled root words to help build familiar vocabulary. These are encouraged to be memorized at various points of each reader's journey. Typically, we would not

suggest memorization; however, memorizing these roots will enable students to work through a multitude of new vocabulary words they will be introduced to in their future and other classes.

The teacher can introduce these during whole group instruction or through differentiated instruction, utilizing small groups. Students can work on memorizing five roots week one, culminating with a short quiz at the end. Week two, the teacher can introduce 2-4 new roots and quiz over the new roots as well as a few from the previous week. Each week, new roots should be added but scaffolding in previous week's roots in the weekly quizzes are essential to long-term learning. The teacher should facilitate small discussions of how students can use these roots to their advantage throughout other lessons, purposeful readings, and in other classrooms.

The tiers, as well as the article explaining the background, can be found here: https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92LW10QUNwZkdGbFk/view?usp=sharing *Cite: Samuels, A. E. (2008). Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades. International Reading Association, 6-26.*

ALL Morphological activities listed above are included. (*Cite: Samuels, A. E. (2008). Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades. International Reading Association, 6-26.*):
- Divide and Conquer
- Word Spokes
- Odd Word Out
- Be the Bard
- Word Theatre
- Root of the Week
- Wordo
- Card Games

Topic: Context Clues

Engaging Experience 1

Title: Figure out Meaning of Unknown Words

Suggested Length of Time: 30 Minutes

Detailed Description/Instructions: The purpose of this activity is for students to be able to utilize context clues to make inferences that will enable the reader to know how to look at the beginning and ending of words to determine word meaning.

- Purpose: Students will be using the same book/text for this activity to practice finding meaning of words by using context clues. Students practice vocabulary skills, learn new words, preview reading selections, and compete in groups
- Materials:
    - Students are provided with the same book/text and a list of 8-12 words with page and paragraph number where the word is used.
- Procedure:
    - When class begins, instruct students to copy words from the board with parenthetical information.
    - Assign students in groups of four. Make sure they move their desks together and are facing each other.
    - Explain the following rules: Each group must determine the meaning of each word based on how it is used in context. The parenthetical information helps students locate the word. Students may not use any source other than the page numbers in parentheses and their teammates.
    - As students eagerly define words, make a grid on the board: words listed on the side, team names listed across the top.
    - Begin the contests when sufficient time has passed. This is the challenge part of the context clue challenge.
    - Ask group 1 for their definition on word 1. Write it in the corresponding grid space.
    - Ask group 2 if they agree or disagree with group 1's definition. If they agree, write 'A'. If they disagree, write 'D'. Continue until all groups have either agreed or disagreed.
    - Go over the definition. If group 1's definition is correct, they get 2 points and everybody who agreed with them gets 1 point. If group 1's definition is incorrect, everybody who disagreed with them gets 1 point.
    - Continue the game with group 2 going first, then group 3, then group 4, etc.

Cite: Trent Lorcher, Bright Hub Education. http://www.brighthubeducation.com/high-school-english-lessons/6323-teaching-context-clues-activity/

Engaging Experience 2
Title: Determine Word Meaning Utilizing Context Clues
Suggested Length of Time: 30 Minutes
Detailed Description/Instructions: The purpose of this activity is for students to be able to utilize context clues to make inferences within in a passage utilizing classroom content materials.

- Purpose: Student will utilize classroom materials to practice how context clues can help to make inferences with content reading materials.
- Materials:
  - Passage for each student (Be sure to have them annotate their thoughts)
  - Highlighter
  - Pencil
- Procedure:
  - Let the students know that sometimes the meaning of a word is explained in a nearby phrase. Go over hints like; "for example," "including," and "such as," tell you that the writer is clarifying, or explaining, a word by giving examples. Use the examples as **_context clues._**
  - Divide students into pairs or have them work individually
  - Give them a passage to work on (this can be a current event topic, or something you are talking about in the current component.)
  - Have them highlight the context clues
  - Annotate to the side explaining how the highlighted set of words help them to make an inference
  - After 10 minutes, have them switch their papers with another group and look at the comparisons of work.
  - Whole group; you will now go over the article together and talk about how the context clues helped them to make those inferences to have a deeper understanding of the text.

Topic: Academic Vocabulary

Engaging Experience 1

Title: $100,000 Pyramid

Suggested Length of Time: 45 Minutes

Detailed Description/Instructions: This is a fun speaking activity based on the TV game show, "The Million Dollar Pyramid." The object of the game is to get your teammates to guess a short list of vocabulary words from a category previously prepared by the teacher.

- Materials: A set of game cards, a timer or stopwatch, white board.
- Procedure:
  - *Before class*: You will need to prepare the game cards beforehand. You may wish to laminate them so they can be used several times. Each card consists of a list of 5 to 7 words from a category such as "things found in the fridge," "things that come in pairs," or "things that are typically American" (See Fig 1 below). Make sure to choose words suitable for the vocabulary level of your students.
  - *In class*: On the whiteboard draw a big "pyramid" or triangle and divide it into 6 sections. Write in each section a suggestive title to the category, for example, for the category of "Things typically American" you could put "Born in the USA" or for "Things that come in pairs" you could put "Pair work" etc. This way the students will only have a vague idea as to what the category is.
  - *Playing the game:* Divide the class into two teams. Team A chooses a category from the pyramid. One player from this team comes to the front of the class and receives the card with the name of the category and the list of 5 to 7 words. The student has 60 to 90 seconds (depending on level and fluency) to get her/his teammates to guess the words on the list. The team scores one point for each word guessed. The player giving the clues cannot use his/her hands or any part of the word in their clues, (for example "teach" if the word being guessed is "teacher"). The team with the most points after all the categories have been used is the winner.
  - It is suggested to have at least 12 category cards which is enough to play two rounds. Below is a list of some of the categories and the suggestive titles.

Category	Suggestive Title
1. Things found in the fridge.	"Chillin' Out"
2. Food you eat with a spoon.	"Spoon Feeding"
3. Things that have numbers.	"I've Got Your Number"
4. Professions	"All in a Day's Work"
5. Things typically American.	"Born in the USA"
6. Things in a .99 cent store.	"For the Price of a Dollar"
7. Airports & air travel .	"Up, Up and Away"
8. Words beginning with Sh.	"Shhh! The Baby's Sleeping."
9. Things that come in pairs.	"Pair Work"

10. Things people are afraid of.   "Scared stiff"
11. Things children like.   "Kid stuff"
Cite:
http://www.azargrammar.com/assets/intermediate/FEGExpansionActivities/Million%20Dollar%20pyramid.doc

Engaging Experience 2
Title: Vocabulary Bingo
Suggested Length of Time: 30 Minutes
Detailed Description/Instructions:
- Purpose: This activity is a fun and simple way to review vocabulary words and their meanings. It is a twist on the classic game of bingo in that the teacher gives the students definitions and the student has to find the word on his/her bingo card.
- Materials:
  - Bingo cards created by the teacher and/or student. Depending on how many vocabulary words you will be working with, make a grid bingo card. The word "BINGO" goes in the middle square.
  - Bingo chips, torn paper, cereal, etc...
- Procedure:
  - Students fill their bingo card with the vocabulary words posted on the board. They can also utilize the root words being used and memorized.
  - Once cards are filled with words, teacher begins by giving definitions, vocabulary clues, and synonyms.
  - Students are NOT allowed to say the word for the whole class to hear.
  - When a student has filled a row he/she yells bingo. In order for the student to win, they must use each word in the sentence.

Engaging Experience 3
Title: Heads Up
Suggested Length of Time: 30 Minutes
Detailed Description/Instructions:
- Purpose: This activity allows students to practice vocabulary words and previously read/learned. The game reinforces vocabulary words that students have encountered in an earlier book/text passage. Students are actively engaged with this fun activity, while practicing important vocabulary.
- Materials:
  - The teacher creates a custom deck of cards with vocabulary words to review.
- Procedure:
  - Teams may be created, or individuals may come to the front to display a card (or perhaps electronically displayed) on their forehead or taped behind them on the

board. The student who will be guessing the vocabulary word sits in a chair facing the class.
- ○ Students facing the selected student takes turns giving hints until the student in the chair has guessed the word.

Engaging Experience 4
Title: Frayer Model
Suggested Length of Time: 30 Minutes
Detailed Description/Instructions: This is a vocabulary development tool. The model helps to develop a better understanding of complex concepts/definitions by having students identify not just what something is, but what something is not.

The center of the diagram (http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/06/sec_rdng_page07_02.jpg) shows the concept/word being defined, while the quadrants around the concept are used for providing the details. Students will define the word, find characteristics (synonyms) of the word, examples and non-examples of the word. The internet has several options for Frayer worksheets. The teacher may also adjust categories as they see fit.

Topic: Test Taking Strategies

Engaging Experience 1
Title: Teaching Within Text
Suggested Length of Time: 30-45 Minutes
Detailed Description/Instructions: Students will be able to understand and articulate what text within the text is by using the seven strategies for understanding text comprehension. Those seven strategies include

- *Monitoring Comprehension*: student monitor what they do and do not understand,
- *Metacognition:* thinking about thinking,
- *Graphic and Semantic Organizers*: help students focus on text structure "differences between fiction and nonfiction" as they read, provide students with tools they can use to examine and show relationships in a text, help students write well-organized summaries of a text) storyboard chain of events, Venn diagrams, and cause/effect are examples of different graphic organizers,
- *Answering Questions:* Think and Search Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.)*,
- *Generating Questions*: By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text,
- *Recognizing Story Structure:* In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps Instruction in story structure improves students' comprehension). and
- *Summarizing:* Summarizing requires students to determine what is important in what they are reading and to put it into their own words. (C.R. Adler) You, the teacher will need to do some explicit modeling of these strategies.

Comprehension 'Think Moment" -Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

- Materials:
    - Reading passage
    - Journal or writing pad
    - Partner

- Procedure:
  - Be aware of what they do understand by journaling what they read as soon as they complete a paragraph, or passage.
  - Identify what they do not understand by circling or highlighting what they are confused about.
  - Once they have done the journaling, they will get into pairs and begin to share (a) what did they understand and how is that different from their partner, (b) what is confusing or what did they have difficulty understanding. This is where peer teaching could come into play within the partner groups.
  - You can have them restate difficult sentences or passages in their own words.
  - Key is to come back to the article the next day to see what they have retained.

Topic: Word Study

Engaging Experience 1

Title: Figurative Language

Suggested Length of Time: 45 Minutes

Detailed Description/Instructions: Using figurative language is an effective way of communicating an idea that is not easily understood because of its abstract nature or complexity. Although figurative language does not offer a literal explanation, it can be used to compare one idea to a second idea to make the first idea easier to visualize. Learning figurative language is critical in developing mature and quality writing skills.

Figurative Language Jeopardy

- Purpose: Students practice figurative language by using an online jeopardy template at https://www.superteachertools.us/jeopardyx/. This website has several premade jeopardy games for classroom use, as well as the option of creating your own game.
- Materials:
  - computer linked with the classroom projector
- Procedure:
  - Teacher pulls up the above website and displays it for the students. Teacher may break students into teams or have individual students compete against each other.
  - This website has many figurative language jeopardy games already created for quick access.

Engaging Experience 2

Title: Multiple Meaning Words

Suggested Length of Time: 30 Minutes

Detailed Description/Instructions: Students will be able to identify words that have multiple meaning by using them in written form. This may include sentences, stories, and paragraph writing. Visual aids may be used through the use of technology. This is a Quick Drill Activity.

- Purpose: Students will be able to identify multiple meaning words and produce sentences utilizing correct word meaning.
- Materials:
  - Word Cards
  - Chart Paper
  - Markers
  - Computer (print off pictures that go along with your multiple meaning word)
- Procedure:
  - List multiple meaning words on an index card with a marker (You can laminate them so you can use them again).
  - Have students pick 3 to 5 cards (or more), depending on the amount of time you have.

   ○ They will write sentence for each meaning of the word they chose on the chart paper.

Example: The volume on the radio is too loud.

   You will not believe the volume of happy customers we had yesterday. Once students have completed their work, have them share what they produced.

Engaging Experience 3

Title: Synonyms and Antonyms

Suggested Length of Time: 45 Minutes

Detailed Description/Instructions: Understanding synonyms and antonyms allows students to broaden their vocabulary word bank. Students understanding similar and different meanings of words increases reading comprehension and understanding.

- Purpose: Students will practice synonyms and antonyms using the newspaper headlines. Students enjoy current events and by using the newspaper headlines to reinforce synonyms and antonyms, active learning will take place.
- Materials:
  - Newspaper for every 2 student pairs
- Procedure:
  - Review synonyms and antonyms by listing examples on the board.
  - Define synonyms and antonyms and write these definitions on the board as well.
  - Discuss why learning synonyms and antonyms is useful in reading and writing (helps with reading comprehension and enables students to use more variety in their writing).
  - Give a section of newspaper to each pair of students.
  - Instruct students to rewrite headlines using as many synonyms as they can
    - Example: KU defeats Nebraska (smashes, beats, tramples).
  - Next have students rewrite headlines using as many antonyms as they can.
  - Have students share their new headlines with the rest of the class.
  - One variation would be to have students cut out the newspaper headlines and glue them to a large construction piece of paper. Under each cut out headline they can write their rewritten synonym/antonym headlines.

Cite: http://teaching.monster.com/training/articles/1145-lesson-synonyms-and-antonyms

<u>Engaging Experience 4</u>
Title: Words Their Way
Suggested Length of Time: 45 Minutes

      Detailed Description/Instructions: A focus on text based vocabulary instruction coupled with effective, engaging, word specific and domain specific vocabulary activities. This program is beneficial in building vocabulary and discovering deficiencies in vocabulary in individual students. It contains context based instruction, word specific instruction and generative morphology instruction. Link to Resources:
https://drive.google.com/open?id=0B5ZlHhnkK-92SE5IcEZ4Tm50b0E

      Contact any Elementary Reading Specialist within the district as a resource.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Morphological Awareness	Greek and Latin Roots: Root/Base Words	This concept is for students to have a deeper understanding of how words are formed. When explicitly taught, this allows students to link pronunciation, spelling, and meaning when encountering new and or challenging words. Pulling from the article, What Research Has to Say About Vocabulary Instruction, Chapter 1: Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades (this article can be accessed within Essential's electronic folder), Greek and Latin form the basis of many English words. If you know a few common Greek and Latin roots, then it should be easier to pronounce and to guess the meanings of many difficult terms. The following activities provide an active and enjoyable practice.	20-40 Minutes per activity, Ongoing
	Prefixes and Suffixes, Word Spokes	The purpose of this activity is to develop students' word analysis. ***Procedure:*** Have root words posted in the room from low, medium, to more challenging for students to reference. ○ Begin by reviewing the concept that sometimes words are made up of recognizable root parts that provide clues to word meaning. Write the prefix re-, or choose another familiar prefix. Tell students that re- almost always means back or again, and that they can figure out the meaning of lots of re- words by keeping that in mind. ○ Put a blank word spokes template on the projector. Write the prefix re-	20 Minutes

		in the center circle, and tell students that they must "spoke" out five or more different words that have the prefix re-.
		○ As students call our words, write a different re- word in each spoke. Emphasize the back or again aspect of the words students provide.
		○ Students can then do their own words spoken with roots they choose or you can assign roots.
		Cite: Samuels, A. E. (2008). Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades. International Reading Association, 6-26. Ills by manipulating word roots.
	Compound Word Tic-Tac-Toe	Compound Word Tic-Tac-Toe: ● *Purpose:* This activity provides a learning opportunity for students to fully understand what compound words are and how they fit together. Students will become more confident in identifying compound words in their reading and/or texts. ● *Procedure:* Instead of using "x's" and "o's" the teacher will use the root words of compound words. In order to win, students would have to write the second part of the root word in order qualify for winning the tic-tac toe game. Compound Word Jeopardy: ● *Purpose:* Visually engage students with a Jeopardy template projected for the whole class. Students will actively participate in the game while identifying and matching compound word roots in order to make a full compound word. ● *Procedure:* Create a Jeopardy board using either electronically or a paper version. Project this game board for all students to	30 Minutes each

		see. Be sure to sue several popular and not so popular compound words. Teacher creates the rules and procedures for the game and what best suits his/her class.	
	Roots for Tiered Levels	With a better understanding of root words, students will develop more confidence working through more difficult vocabulary. Within the article *Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades,* there are three tiers of leveled root words to help build familiar vocabulary. These are encouraged to be memorized at various points of each reader's journey. Typically, we would not suggest memorization; however, memorizing these roots will enable students to work through a multitude of new vocabulary words they will be introduced to in their future and other classes. The teacher can introduce these during whole group instruction or through differentiated instruction, utilizing small groups. Students can work on memorizing five roots week one, culminating with a short quiz at the end. Week two, the teacher can introduce 2-4 new roots and quiz over the new roots as well as a few from the previous week. Each week, new roots should be added but scaffolding in previous week's roots in the weekly quizzes are essential to long-term learning. The teacher should facilitate small discussions of how students can use these roots to their advantage throughout other lessons, purposeful readings, and in other classrooms. The tiers, as well as the article explaining the background, can be found here: https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92LW10QUNwZkdGbFk/view?usp=sharing *Cite: Samuels, A. E. (2008). Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in*	Daily

		Elementary and Middle Grades. International Reading Association, 6-26.	

Context Clues	Figure Out Meaning of Unknown Words	The purpose of this activity is for students to be able to utilize context clues to make inferences that will enable the reader to know how to look at the beginning and ending of words to determine word meaning.
		● Purpose: Students will be using the same book/text for this activity to practice finding meaning of words by using context clues. Students practice vocabulary skills, learn new words, preview reading selections, and compete in groups
		● Procedure:
		   ○ When class begins, instruct students to copy words from the board with parenthetical information.
		   ○ Assign students in groups of four. Make sure they move their desks together and are facing each other.
		   ○ Explain the following rules: Each group must determine the meaning of each word based on how it is used in context. The parenthetical information helps students locate the word. Students may not use any source other than the page numbers in parentheses and their teammates.
		   ○ As students eagerly define words, make a grid on the board: words listed on the side, team names listed across the top.
		   ○ Begin the contests when sufficient time has passed. This is the challenge part of the context clue challenge.
		   ○ Ask group 1 for their definition on word 1. Write it in the corresponding grid space.
			30 Minutes

		○ Ask group 2 if they agree or disagree with group 1's definition. If they agree, write 'A'. If they disagree, write 'D'. Continue until all groups have either agreed or disagreed. ○ Go over the definition. If group 1's definition is correct, they get 2 points and everybody who agreed with them gets 1 point. If group 1's definition is incorrect, everybody who disagreed with them gets 1 point. ○ Continue the game with group 2 going first, then group 3, then group 4, etc. *Cite: Trent Lorcher, Bright Hub Education.* *http://www.brighthubeducation.com/high-school-english-lessons/6323-teaching-context-clues-activity/*	
	Determine Word Meaning Utilizing Context Clues	The purpose of this activity is for students to be able to utilize context clues to make inferences within in a passage utilizing classroom content materials. ● Purpose: Student will utilize classroom materials to practice how context clues can help to make inferences with content reading materials. ● Procedure: 　　○ Let the students know that sometimes the meaning of a word is explained in a nearby phrase. Go over hints like; "for example," "including," and "such as," tell you that the writer is clarifying, or explaining, a word by giving examples. Use the examples as ***context clues.***	30 Minutes

		- Divide students into pairs or have them work individually - Give them a passage to work on (this can be a current event topic, or something you are talking about in the current component.) - Have them highlight the context clues - Annotate to the side explaining how the highlighted set of words help them to make an inference - After 10 minutes, have them switch their papers with another group and look at the comparisons of work. - Whole group; you will now go over the article together and talk about how the context clues helped them to make those inferences to have a deeper understanding of the text,	
Academic Vocabulary	$100,000 Pyramid	This is a fun speaking activity based on the TV game show, "The Million Dollar Pyramid." The object of the game is to get your teammates to guess a short list of vocabulary words from a category previously prepared by the teacher. *Playing the game:* Divide the class into two teams. Team A chooses a category from the pyramid. One player from this team comes to the front of the class and receives the card with the name of the category and the list of 5 to 7 words. The student has 60 to 90 seconds (depending on level and fluency) to get her/his teammates to guess the words on the list. The team scores one point for each word guessed. The player giving the clues cannot use his/her hands or any part of the word in their clues, (for example	45 Minutes

		"teach" if the word being guessed is "teacher"). The team with the most points after all the categories have been used is the winner.	

Vocabulary Bingo	● Purpose: This activity is a fun and simple way to review vocabulary words and their meanings. It is a twist on the classic game of bingo in that the teacher gives the students definitions and the student has to find the word on his/her bingo card.
	● Procedure:
	  ○ Students fill their bingo card with the vocabulary words posted on the board. They can also utilize the root words being used and memorized.
	  ○ Once cards are filled with words, teacher begins by giving definitions, vocabulary clues, and synonyms.
	  ○ Students are NOT allowed to say the word for the whole class to hear.
	  ○ When a student has filled a row he/she yells bingo. In order for the student to win, they must use each word in the sentence.
		30 Minutes	

Heads Up	● Purpose: This activity allows students to practice vocabulary words and previously read/learned. The game reinforces vocabulary words that students have encountered in an earlier book/text passage. Students are actively engaged with this fun activity, while practicing important vocabulary. ● Procedure: ○ Teams may be created, or individuals may come to the front to display a card (or perhaps electronically displayed) on their forehead or taped behind them on	30 Minutes	

		the board. The student who will be guessing the vocabulary word sits in a chair facing the class. ○ Students facing the selected student takes turns giving hints until the student in the chair has guessed the word.	
	Frayer Model	This is a vocabulary development tool. The model helps to develop a better understanding of complex concepts/definitions by having students identify not just what something is, but what something is not. The center of the diagram (http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/06/sec_rdng_page07_02.jpg) shows the concept/word being defined, while the quadrants around the concept are used for providing the details. Students will define the word, find characteristics (synonyms) of the word, examples and nonexamples of the word. The internet has several options for Frayer worksheets. The teacher may also adjust categories as they see fit.	30 Minutes

		Teaching Within Text	Students will be able to understand and articulate what text within the text is by using the seven strategies for understanding text comprehension. Those seven strategies include *Monitoring Comprehension*: student monitor what they do and do not understand, *Metacognition:* thinking about thinking, *Graphic and Semantic Organizers*: help students focus on text structure "differences between fiction and nonfiction" as they read, provide students with tools they can use to examine and show relationships in a text, help students write well-organized summaries of a text) storyboard chain of events, Venn diagrams, and cause/effect are examples of different graphic organizers, *Answering Questions:* Think and Search Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.)*,* *Generating Questions*: By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text, *Recognizing Story Structure:* In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of	30-45 Minutes
Test Taking Strategies				

		story maps Instruction in story structure improves students' comprehension). and ● *Summarizing:* Summarizing requires students to determine what is important in what they are reading and to put it into their own words. (C.R. Adler) You, the teacher will need to do some explicit modeling of these strategies.	
Word Study	Figurative Language	Using figurative language is an effective way of communicating an idea that is not easily understood because of its abstract nature or complexity. Although figurative language does not offer a literal explanation, it can be used to compare one idea to a second idea to make the first idea easier to visualize. Learning figurative language is critical in developing mature and quality writing skills. ● Procedure: 　○ Teacher pulls up the above website and displays it for the students. Teacher may break students into teams or have individual students compete against each other. 　○ This website has many figurative language jeopardy games already created for quick access.	45 Minutes
	Multiple Meaning Words	Students will be able to identify words that have multiple meaning by using them in written form. This may include sentences, stories, and paragraph writing. Visual aids may be used through the use of technology. This is a Quick Drill Activity. ● Procedure: 　○ List multiple meaning words on an index card with a marker (You can laminate them so you can use them again).	30 Minutes

		○ Have students pick 3 to 5 cards (or more), depending on the amount of time you have. ○ They will write sentence for each meaning of the word they chose on the chart paper.	
	Synonyms and Antonyms	Understanding synonyms and antonyms allows students to broaden their vocabulary word bank. Students understanding similar and different meanings of words increases reading comprehension and understanding. ● Purpose: Students will practice synonyms and antonyms using the newspaper headlines. Students enjoy current events and by using the newspaper headlines to reinforce ● Procedure: 　○ Review synonyms and antonyms by listing examples on the board. 　○ Define synonyms and antonyms and write these definitions on the board as well. 　○ Discuss why learning synonyms and antonyms is useful in reading and writing (helps with reading comprehension and enables students to use more variety in their writing). 　○ Give a section of newspaper to each pair of students. 　○ Instruct students to rewrite headlines using as many synonyms as they can 　　■ Example: KU defeats Nebraska (smashes, beats, tramples). 　○ Next have students rewrite headlines using as many antonyms as they can.	45 Minutes

| | | Have students share their new headlines with the rest of the class. One variation would be to have students cut out the newspaper headlines and glue them to a large construction piece of paper. Under each cut out headline they can write their rewritten synonym/antonym headlines. *Cite:* *http://teaching.monster.com/training/articles/1145-lesson-synonyms-and-antonyms* | |
| | Words Their Way | A focus on text based vocabulary instruction coupled with effective, engaging, word specific and domain specific vocabulary activities. This program is beneficial in building vocabulary and discovering deficiencies in vocabulary in individual students. It contains context based instruction, word specific instruction and generative morphology instruction. Link to Resources: https://drive.google.com/open?id=0B5ZlHhnkK-92SE5IcEZ4Tm50b0E

Contact any Elementary Reading Specialist within the district as a resource. | 45 Minutes |

Main Idea Component

Subject: Essentials

Grade: 7-12

Name of Component: Main Idea

Length of Component: As needed

Overview of Component: This component is outlined by Fountas and Pinnell's Processing Systems for Reading. Each topic explores the wheel (Thinking within/about/beyond the text). The importance of multiple reads of difficult literature to fully comprehend and understand its meaning is highlighted and practiced. A deeper understanding of texts, develops each reader's ability to synthesize and make inferences about the text. This component will make connections to the Text Structure Component. Students will practice marking up a text with a specific purpose, helping them identify common patterns within literature pieces. In this component, readers will explore the multiple types of an author's point of view. Students will explore both what texts says as well as what it does not say.

Priority Standards for component:

- 9-10.RL.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.
- 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
- 9-10.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Engaging Experience 1

Title: Determine Important Details and Facts

Suggested Length of Time: 1 Week Introduction, Ongoing discussion

Detailed Description/Instructions: "Your aim here is to help students have initial ideas while listening to a song, then to help them see how the process of looking more carefully at the song's lyrics can lead them to revise those ideas" (Kittle 14). You will choose a song to listen to. You will need to provide a focus for your students before listening to the song. Pose the questions (from Kelly Gallagher) What does it say? (What does it not say?) What does it mean? What does it matter? So what? (This is the most important but need first two questions to answer the third.)

Listen to the song once, discuss ideas. (Consider using a TedTalk as well.)

Next, print out the lyrics (or TedTalk speech) and listen to the song again. Students will look closely at the text and will most likely have a different answer than their initial answer. The point is for students to understand the importance of reading and reading again and again to gain a different/more meaningful understanding.

Throughout the year, before searching for important details and facts, all students should have a 'First Draft Read'. This means that students read the text to become familiar with and build knowledge presented in the text. After a first draft read, allow students to collaborate about the text, even if just for a few minutes (what is it about/what questions do you have/confusion/related experiences).

Next, provide students with a specific focus or lens for students to key in on. The lens you will ask students to focus on for this, is identifying important details and facts. (Remind students they should always be annotating text, however, remind them that sometimes we will annotate with different lenses or focuses.) ***ALWAYS PROVIDE A SPECIFIC FOCUS FOR YOUR STUDENTS TO READ FOR.***

For the first step, have students circle/highlight words that have already been identified because of their appearance-bolded, italicized. Next, have students look for repeated words throughout the text. Lastly, have students annotate details that are interesting compared to details that are important. Refer to Penny Kittle's chart below for identifying important text evidence.

(Chart comes from Penny Kittle's *Falling in Love with Close Reading.)*	Reading Closely for Text Evidence
1. Read through **lenses.**	Choose specific details to gather as data. ● What characters/people: say/think/do ● Relationships ● Setting descriptions ● Time period

2. Use lenses to **find patterns.**	- Which details fit together - How do they fit together
3. Use the patterns to **develop a new understanding of the text.**	Look at patterns to think about: - Character's/people's - Feelings - Traits - Relationships - Whole text: - Themes - Lessons

Engaging Experience 2
Title: Identify Text Structure
Suggested Length of Time: Ongoing
Detailed Description/Instructions: This concept can help you determine the main idea. The activities and ways to teach this are embedded in the Text Structure Component. Refer back to this component in the curriculum.

Engaging Experience 3
Title: Identify Common Patterns in Part or Whole Text
Suggested Length of Time: 2 Days Instruction, ongoing through conferencing
Detailed Description/Instructions: When students are able to identify patterns in the text they are reading, they are making meaning from the text. Teachers must always provide the lens for students to look for. Students can find patterns with: word choice, text evidence, structure, point of view, etc. The teacher must provide the pattern that students are trying to identify. The goal is to begin to identify patterns to develop a connection between the main idea and an author's choice of words along with connection of ideas presented in the text, etc. Remind students to annotate and 'markup the text' when identifying specific patterns.

Once students begin to identify patterns through annotation and using charts (like the one below), help students to begin to organize these patterns. Once patterns begin to become organized, readers have the ability to change, re-define and mold new ideas they have of the text based on text evidence and word choice. The below lesson can be used within the workshop model and outlined below:

<u>Large Group, Direct Instruction</u>

In Penny Kittle's *Falling in Love with Reading,* she provides 'Frames for Thinking about Word Choice' seeing (identifying) patterns:

- One person I see is ___ with words like ___.
- Some words fit together, like ___ and make me feel ___.
- These words fit together because they sound ___.
- The author could have ___ but instead ___.
- There seems to be more than one pattern ___ and also ___.

<u>Individual work relating back to their own novels.</u>
This map is an example of a tool to organize patterns provided by Penny Kittle.

Lines from the text	What I noticed reading with this lens	What patterns I see...	What ideas I'm having...

Engaging Experience 4
Title: Annotate Text for Specific Purpose
Suggested Length of Time: 45 Minutes, Ongoing
Detailed Description/Instructions: Remember, 'The BIG idea is this: what we do *when* we are reading should align with

1. *Why* we're doing the reading in the first place, and
2. *What* we're going to do with the reading when we're done

(Purposeful Annotation: A "Close Reading" Strategy that makes sense to my students-David Stuart Jr.)

Annotation is a necessary 'close reading' skill for active reading by students. When a student annotates text (circles unknown words, underlines important ideas, writes summaries/thoughts to the side, a smiley face :) or :(to show where emotion was evoked, (?) for confusion, highlighting, symbols in general, etc.) a student is actively showing their connection to the text by writing down their questions, confusions, patterns, emotions evoked, etc. directly onto the text. (Use questions from the Essentials Intervention Structure to help reference a focus/purpose for students.)

The teacher should model annotation for specific purpose continually (Article of the Week, 60 Second Read Aloud). On students first draft read, allow them to annotate the text organically. Remember, provide a PURPOSE for what specifically your students are annotating for after students have a chance to read the text. More annotation does not mean better annotation. The purpose of annotation is to build understanding DURING the time a student is reading (recording thinking) and to be able refer back to it AFTER the reading is completed.

To begin, use music to introduce annotation. Annotate lyrics and discuss the different meanings students take away. Model how to annotate organically as well as with a purpose (sometimes you might annotate for two purposes as readers develop). A resource to use for songs/lyrics is http://www.tolerance.org/lesson/sounds-change.

Resources for annotation:

- http://guides.library.harvard.edu/sixreadinghabits
- http://www.uen.org/Lessonplan/preview.cgi?LPid=33159

Topic: Thinking About the Text

Engaging Experience 1

Title: Analyze Author's Purpose

Suggested Length of Time: Ongoing (Spend majority of time during first two months; revisit skills throughout semester/year)

Detailed Description/Instructions: The Point of View (POV) is an author's opinion on a certain topic and needs to be identified. However, the author's purpose is the type of text he or she constructs based on this opinion. The Tone of the text is how the POV is communicated. Students will identify how all three aspects of a text help students determine the author's purpose. There are four purposes students will explore: RIPE-Reflective, Informative, Persuasive, and Entertaining. As readers, students will read text closely to identify the author's purpose.

For example, for Informative (Explain) text, students will identify text as unbiased and filled with facts. In a Persuasive text, students will identify text where the author is trying to convince the reader with biased information. With text that Entertains (Narrative), students will identify aspects of a story being told (completing a plot line). Lastly, when an author writes a Reflective text, students will identify the author as thinking along the lines of self-reflection, journal type writing.

Students will explore and identify the text structure the author uses to understand author's purpose, too. Is the author's structure: sequential, descriptive, cause and effect, problem and solution? Students will look closely at text features: graphs, maps, titles, charts, etc. Students will look closely at how the author presents the information-statistics, studies, questions, facts, etc. After students read the text, and identify features/structures, students will determine the audience the text was intended for. Lastly, students will be able to relate the purpose to the overall purpose of the text or Point of View. By reading closely and noticing all aspects of the text, students can analyze which lens the story is being told from.

For example, a good implementation of this practice is modeling.

Engaging Experience 2

Title: Annotate for a Specific Purpose

Suggested Length of Time: Ongoing

Detailed Description/Instructions: Annotation should be continuous and happen throughout the entire course. These are great formative assessments.

Topic: Thinking Beyond the Text

Engaging Experience 1
Title: Analyze Title and Other Text Features to Make Predictions
Suggested Length of Time: 1-2 Days Instruction; Ongoing
Detailed Description/Instructions: Students will encounter text with which they have little or no background knowledge. Previewing and exploring text features will help them build a better understanding of the text before they 'jump into' their reading. Prior to students reading, have students spend time looking closely at all of the text features given (Titles, subtitles, maps, charts, pictures, captions, key words, etc.). Have them create a chart with as much information as they can from exploring the text features. An example is below:

What I know:	How I know what I know:
Information gained about the text. (I know this text is about a ship sinking.)	Text features used to gain that knowledge (Title & picture)

In Kelly Gallagher's *Deeper Reading-Comprehending Challenging Texts 4-12,* he provides a few activities to help students build background knowledge before diving into the text: *1. Turn Headings into Questions, 2. Twenty Questions, 3. Focus Groups.*

Have students turn Titles and Subtitles into questions before they begin reading a text. When these features are turned into questions, students are reading with a purpose in trying to find that answer. Sometimes, you can brainstorm and come up with several questions. Even if questions are not always answered, that is not a bad thing. This still creates a purpose for readers and a curiosity about the text.

If you are reading a chapter book, have students read the first chapter (after previewing the text) and create a list of 20 questions. You could also have students explore the text features and create as many questions as they can about the text.

For focus groups, create different groups and provide each group with a different focus to read for: setting, use of foreshadowing, figurative language, development of conflicts, themes, sequence of events, etc.) Have each group preview the text through that particular lens. Next, have the groups make predictions based on the lenses they are given.

Engaging Experience 2

Title: Identify What You Don't Know

Suggested Length of Time: 1-2 Days, Ongoing

Detailed Description/Instructions: As readers, we spend most of our time focusing on what the text says, on what it tells us. We identify the word choice and text evidence to form our opinions of a text. However, we seldom look at what a text *doesn't* say. When we look at what a text doesn't say, we begin to dig deeper by asking questions and thinking critically about the information we are presented with.

Below is a chart you can use with your students which Kelly Gallagher created:

What the text/statistic says	What the text/statistic doesn't say

Engaging Experience 3

Title: Annotate for a Specific Purpose

Suggested Length of Time: Ongoing

Detailed Description/Instructions: Annotation should be continuous and happen throughout the entire course. These are great formative assessments.

Topic: Responding to the Text

Engaging Experience 1
Title: Written Response for an Authentic Audience
Suggested Length of Time: 1-2 Days
Detailed Description/Instructions: When students have the opportunity to think about not just how a text impacts their lives/thinking personally, but the lives, institutions, places and ultimately the world around us, they begin to get a bigger sense of 'reflection' that leads to deeper understanding. There is a 'Circles of Reflection' (John Powers-source) in Kelly Gallagher's *Deeper Reading* focusing on the idea of this progression of reflection: Self→ Family→ Peers→ Community→ Country → Humankind. It is important that students are provided with continual opportunities to write about their experiences and reflections of text. Below are ideas of written reflective responses from Kelly Gallagher. A written response can be short and meaningful or it can be a longer piece. Some shorter pieces of written response are below. To make sure these ideas are shared with an authentic audience, allow students to collaborate with other: classmates, other classrooms, blogging, authors of text, the community (NOT just the teacher). The examples below are quick ways to share thinking within the class.

Examples of writing for audiences for outside the class: community members who work with/on topics being discussed in class, authors/professors/professionals educated on topic, politicians, etc. When students turn in work that is not simply going to the teacher's desk, it becomes more meaningful. When students know their writing is going to be seen by an outside audience (outside the four walls of their classroom), they are inspired and motivated to create great work.

Activity: Three Degrees of...
Identify a topic within a text (love, hate, racism, compassion, evil, etc.) and have students identify the differing degrees within that text. Students will write about these differing degrees and discuss/write about why they placed each in that particular category.

Activity: Most Valuable Idea form

"Most Valuable Idea" Form
In a complete sentence, write the most valuable idea found in the book:
_____
Affix an article here that illustrates the Most Valuable Idea:
This idea is still valuable today because….

Activity: Theme Notebooks

Students will identify themes in texts they are reading. There will be class discussions and group work to create a list of the different themes to be discussed. Each student will take a notebook and label/identify one theme per notebook. Students will write in their theme notebooks throughout the week. These notebooks will become 'class' notebooks in which all students (at some point) will create a written response in the particular notebook. The goal is to have written responses (pertaining to that particular theme) from all students/teacher in the room. Students will have the opportunity to read classmates thinking/writing and share their own as well.

Activity: Theme Layers
Students will identify a theme for their text. Next, they will connect this theme to deeper levels of the 'Circles of Reflection'. Example below from Kelly Gallagher.

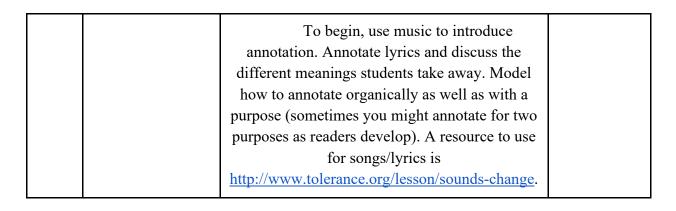|	
Student's Theme Layers for (title of text)	
Myself	My Family
	Theme of text: _____
My Community	My Nation

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Thinking Within the Text	Determine Important Details and Facts	"Your aim here is to help students have initial ideas while listening to a song, then to help them see how the process of looking more carefully at the song's lyrics can lead them to revise those ideas" (Kittle 14). You will choose a song to listen to. You will need to provide a focus for your students before listening to the song. Pose the questions (from Kelly Gallagher) What does it say? (What does it not say?) What does it mean? What does it matter? So what? (This is the most important but need first two questions to answer the third.) Listen to the song once, discuss ideas. (Consider using a TedTalk as well.) Next, print out the lyrics (or TedTalk speech) and listen to the song again. Students will look closely at the text and will most likely have a different answer than their initial answer. The point is for students to understand the importance of reading and reading again and again to gain a different/more meaningful understanding. Throughout the year, before searching for important details and facts, all students should have a 'First Draft Read'. This means that students read the text to become familiar with and build knowledge presented in the text. After a first draft read, allow students to collaborate about the text, even if just for a few minutes (what is it about/what questions do you have/confusion/related experiences). Next, provide students with a specific focus or lens for students to key in on. The lens	1 Week Introduction, Ongoing discussion

		you will ask students to focus on for this, is identifying important details and facts. (Remind students they should always be annotating text, however, remind them that sometimes we will annotate with different lenses or focuses.) ***ALWAYS PROVIDE A SPECIFIC FOCUS FOR YOUR STUDENTS TO READ FOR.*** For the first step, have students circle/highlight words that have already been identified because of their appearance-bolded, italicized. Next, have students look for repeated words throughout the text. Lastly, have students annotate details that are interesting compared to details that are important. Refer to Penny Kittle's chart below for identifying important text evidence.	
	Identify Text Structure	This concept can help you determine the main idea. The activities and ways to teach this are embedded in the Text Structure Component. Refer back to this component in the curriculum.	Ongoing
	Identify Common Patterns in Part or Whole Text	When students are able to identify patterns in the text they are reading, they are making meaning from the text. Teachers must always provide the lens for students to look for. Students can find patterns with: word choice, text evidence, structure, point of view, etc. The teacher must provide the pattern that students are trying to identify. The goal is to begin to identify patterns to develop a connection between the main idea and an author's choice of words along with connection of ideas presented in the text, etc. Remind students to annotate and 'markup the text' when identifying specific patterns. Once students begin to identify patterns through annotation and using charts (like the one below), help students to begin to organize these patterns. Once patterns begin to become organized, readers have the ability to change, re-	2 Days Instruction, ongoing through conferencing

		define and mold new ideas they have of the text based on text evidence and word choice. The below lesson can be used within the workshop model and outlined below:	
	Annotate Text for Specific Purpose	Remember, 'The BIG idea is this: what we do *when* we are reading should align with 3. *Why* we're doing the reading in the first place, and 4. *What* we're going to do with the reading when we're done (Purposeful Annotation: A "Close Reading" Strategy that makes sense to my students-David Stuart Jr.) Annotation is a necessary 'close reading' skill for active reading by students. When a student annotates text (circles unknown words, underlines important ideas, writes summaries/thoughts to the side, a smiley face :) or :(to show where emotion was evoked, (?) for confusion, highlighting, symbols in general, etc.) a student is actively showing their connection to the text by writing down their questions, confusions, patterns, emotions evoked, etc. directly onto the text. (Use questions from the Essentials Intervention Structure to help reference a focus/purpose for students.) The teacher should model annotation for specific purpose continually (Article of the Week, 60 Second Read Aloud). On students first draft read, allow them to annotate the text organically. Remember, provide a PURPOSE for what specifically your students are annotating for after students have a chance to read the text. More annotation does not mean better annotation. The purpose of annotation is to build understanding DURING the time a student is reading (recording thinking) and to be able refer back to it AFTER the reading is completed.	45 Minutes, Ongoing

		To begin, use music to introduce annotation. Annotate lyrics and discuss the different meanings students take away. Model how to annotate organically as well as with a purpose (sometimes you might annotate for two purposes as readers develop). A resource to use for songs/lyrics is http://www.tolerance.org/lesson/sounds-change.	

		Analyze Author's Purpose	The Point of View (POV) is an author's opinion on a certain topic and needs to be identified. However, the author's purpose is the type of text he or she constructs based on this opinion. The Tone of the text is how the POV is communicated. Students will identify how all three aspects of a text help students determine the author's purpose. <u>There are four purposes students will explore: RIPE-Reflective, Informative, Persuasive, and Entertaining.</u> As readers, students will read text closely to identify the author's purpose. For example, for Informative (Explain) text, students will identify text as unbiased and filled with facts. In a Persuasive text, students will identify text where the author is trying to convince the reader with biased information. With text that Entertains (Narrative), students will identify aspects of a story being told (completing a plot line). Lastly, when an author writes a Reflective text, students will identify the author as thinking along the lines of self-reflection, journal type writing. Students will explore and <u>identify the text structure</u> the author uses to understand author's purpose, too. Is the author's structure: sequential, descriptive, cause and effect, problem and solution? Students will <u>look closely at text features</u>: graphs, maps, titles, charts, etc. Students will look closely at <u>how the author presents the information</u>-statistics, studies, questions, facts, etc. After students read the text, and identify features/structures, <u>students will determine the audience the text was intended for</u>. Lastly, students will be able to relate the purpose to the overall purpose of the text or Point of View. By reading closely and noticing all aspects of the text, students can analyze which lens the story is being told from.	Ongoing

Thinking About the Text

		For example, a good implementation of this practice is modeling.	
Thinking Beyond the Text	Analyze Title and Other Text Features to Make Predictions	Students will encounter text with which they have little or no background knowledge. Previewing and exploring text features will help them build a better understanding of the text before they 'jump into' their reading. Prior to students reading, have students spend time looking closely at all of the text features given (Titles, subtitles, maps, charts, pictures, captions, key words, etc.). Have them create a chart with as much information as they can from exploring the text features. An example is below: In Kelly Gallagher's *Deeper Reading-Comprehending Challenging Texts 4-12,* he provides a few activities to help students build background knowledge before diving into the text: *1. Turn Headings into Questions, 2. Twenty Questions, 3. Focus Groups.* Have students turn Titles and Subtitles into questions before they begin reading a text. When these features are turned into questions, students are reading with a purpose in trying to find that answer. Sometimes, you can brainstorm and come up with several questions. Even if questions are not always answered, that is not a bad thing. This still creates a purpose for readers and a curiosity about the text. If you are reading a chapter book, have students read the first chapter (after previewing the text) and create a list of 20 questions. You could also have students explore the text features and create as many questions as they can about the text. For focus groups, create different groups and provide each group with a different focus to read for: setting, use of foreshadowing, figurative language, development of conflicts,	1-2 Days Instruction; Ongoing

		themes, sequence of events, etc.) Have each group preview the text through that particular lens. Next, have the groups make predictions based on the lenses they are given.	
	Identify What You Don't Know	As readers, we spend most of our time focusing on what the text says, on what it tells us. We identify the word choice and text evidence to form our opinions of a text. However, we seldom look at what a text *doesn't* say. When we look at what a text doesn't say, we begin to dig deeper by asking questions and thinking critically about the information we are presented with.	1-2 Days, Ongoing
	Annotate For a Specific Purpose	Annotation should be continuous and happen throughout the entire course. These are great formative assessments.	Ongoing

Responding to the Text	Written Response for an Authentic Audience	When students have the opportunity to think about not just how a text impacts their lives/thinking personally, but the lives, institutions, places and ultimately the world around us, they begin to get a bigger sense of 'reflection' that leads to deeper understanding. There is a 'Circles of Reflection' (John Powers-source) in Kelly Gallagher's *Deeper Reading* focusing on the idea of this progression of reflection: Self→ Family→ Peers→ Community → Country → Humankind. It is important that students are provided with continual opportunities to write about their experiences and reflections of text. Below are ideas of written reflective responses from Kelly Gallagher. A written response can be short and meaningful or it can be a longer piece. Some shorter pieces of written response are below. To make sure these ideas are shared with an authentic audience, allow students to collaborate with other: classmates, other classrooms, blogging, authors of text, the community (NOT just the teacher). The examples below are quick ways to share thinking within the class. Examples of writing for audiences for outside the class: community members who work with/on topics being discussed in class, authors/professors/professionals educated on topic, politicians, etc. When students turn in work that is not simply going to the teacher's desk, it becomes more meaningful. When students know their writing is going to be seen by an outside audience (outside the four walls of their classroom), they are inspired and motivated to create great work.	1-2 Days

Inference Component (Evidence and Schema)

Subject: Essentials

Grade: 7-12

Name of Component: Inference

Length of Component: As needed

Overview of Component: Through mini lessons, brief weekly activities, and practice within the workshop model, in this component students will take their thinking beyond the text by using evidence along with their personal experiences, background knowledge, and schema to make inferences. Students will work with various models and graphic organizers to identify and infer character traits, theme, and author's purpose. The Article of the Week and Picture of the Week activities allow for short exposures and repetition of the skills needed for making inferences. Opportunities are also given for working with content textbooks in order to set students up for success.

Priority Standards for component:
- 9-10.RL.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 8.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 8.RI.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 11-12.RL.3.B Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.

Engaging Experience 1

Title: Right There Questions

Suggested Length of Time: 10-15 Minute mini lesson, revisit as needed

Detailed Description/Instructions: Using the QAR (Question and Answer Relationships) model linked below, teach students what an inference is not. Explain that "right there" questions can be easily found in one spot and "search and locate" questions require pieces of evidence throughout the text to be put together for an answer. Use the prompts below to model answering questions that don't require inferencing. The purpose is for students to recognize that "right there" questions should be the easiest to answer.

- Right There Questions:
    - Who/what/when/where did….?
    - What kind….?
    - Give one example of….
    - Define….
- Search and Locate Questions:
    - What happened to….?
    - What happened before….?
    - How many times….?
    - Compare and contrast…?
    - What evidence….?

Cite: https://mrsyatesclass.files.wordpress.com/2013/02/screen-shot-2013-02-22-at-1-32-17-pm.png

Engaging Experience 2

Title: Author and Me Questions

Suggested Length of Time: 10-15 Minute mini lesson, revisit as needed

Detailed Description/Instructions: Using the QAR (Question and Answer Relationships) model linked below, teach students what an inference is. Explain that "author and me" questions have implied answers and the reader must use prior knowledge (schema) and clues given by the author to infer the answer. "On my own" questions can be answered based on your own personal experiences without reading the text. Use the prompts below to model answering questions that require inferencing. The purpose is for students to recognize that "author and me" questions require the reader to pull evidence from the text along with their own thinking to make an inference.

- Author and Me Questions:
    - What do you predict….?
    - Why did the author…?
    - What will happen when….?

- ○ What is the lesson/theme….?
- ○ What character trait describes….?
- ○ What can you infer about….?
- On My Own Questions:
  - ○ What do you think about….?
  - ○ If you were….?
  - ○ In your opinion….?
  - ○ What would you do if…?
  - ○ What evidence….?
  - ○ How do you feel about…?

Cite: https://mrsyatesclass.files.wordpress.com/2013/02/screen-shot-2013-02-22-at-1-32-17-pm.png

Topic: Character Traits

Engaging Experience 1

Title: (Fast)-Feelings, Actions, Speech, Thoughts!

Suggested Length of Time: 10-15 Minute mini lesson, revisit as needed

Detailed Description/Instructions: Teach students the FAST method for determining character traits. The purpose is for students to understand that identifying character traits helps the reader better understand the character's role in the story and make connections to the text. Authors do not always directly tell the reader what characters are like, so students have to learn to piece together evidence from the text and make inferences based on the characters' feelings, actions, speech, and thinking. Model collecting evidence from a short story or novel for each of the categories and then infer the trait that relates to each. Revisit the idea of "author and me" questions to remind students that they need to use evidence from the text along with their personal experiences (schema) to infer the trait.

See anchor chart: https://s-media-cache-ak0.pinimg.com/236x/d0/96/b1/d096b14a70aad04022bb5b11bf191b5e.jpg

Topic: Recognizing Plot and Inferring Theme

Engaging Experience 1
Title: Plot Structure
Suggested Length of Time: 10-15 Minute mini lesson
Detailed Description/Instructions: Review the elements of plot by filling out a plot structure diagram using a short story, a picture book, or an animated short. Like "Alma," this slideshow, http://www.slideshare.net/mrmadden/freytags-pyramid, includes five common plot elements (exposition, rising action, climax, falling action, resolution) plus two additional parts (inciting incident and denouement). The purpose is for students to understand how these story elements work together. Review the basics of inferring by asking "author and me" questions about the text.
Cite: "Alma" animated short: https://youtu.be/irbFBgI0jhM.
Picture books by Patricia Polacco: *Thank You, Mr. Falker; Pink and Say; Thunder Cake; Bully*

Engaging Experience 2
Title: Inferring Theme
Suggested Length of Time: 10-15 Minute mini lesson
Detailed Description/Instructions: Using the same text from Engaging Experience 1, focus on the resolution and denouement elements of plot. Explain to the students that in this part of the story the author will give clues about the themes/lessons being communicated to the reader. Look for evidence from the text that follows the THEME model: What is the significance of the *title*? *How* does the main character change? What are your *emotions* at the end of the story? What was the *mood* of the story? What *enduring* message from the story applies to your life? THEME model source: https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92SjBrMnhuQnptWmc/view?usp=sharing

Topic: Inferring with Informational Text

Engaging Experience 1
Title: Article of the Week
Suggested Length of Time: 25-45 Minutes once a week
Detailed Description/Instructions: Each week, the class should read and respond to and/or discuss a common article. Kelly Gallagher believes that students struggle with understanding what they read due to a lack of prior knowledge (schema) and that the article of the week will help build a foundation of knowledge for them to access and allow inferencing to come more naturally. Gallagher's blog: http://www.kellygallagher.org/article-of-the-week offers articles; however they are written at levels that may be too high for some students, so you should also utilize sources that allow for various Lexile ranges to meet individual needs. Gallagher suggests having students use the following prompts each week:

1. Mark your confusion.
2. Show evidence of a close reading.
3. Write a 1+ page reflection.
4. Additional response questions can also be added.

Additional Sources for Article of the Week:

- ReadWorks http://www.readworks.org/
  - teacher account required, Lexile levels given for passages
- Newsela https://newsela.com/
  - teacher account required, one article can be generated at various Lexiles
- Tween Tribune (Teen Tribune) http://tweentribune.com/
  - one article can be generated at various Lexiles
- AVID Weekly

Engaging Experience 2
Title: Content Textbooks
Suggested Length of Time: 3-4 mini lessons, 10-15 minutes each
Detailed Description/Instructions: wp-content Content textbooks can be intimidating to students because of the text features, text structures, information overload, and new vocabulary that they can't connect with based on their prior knowledge (schema). Give students strategies that will help them overcome these obstacles.

- *Text features*- Teach students that utilizing all the features found in nonfiction text, rather than skipping over them, will help them gain a better understanding of the main ideas in the text. Have a text feature scavenger hunt using a textbook or allow students to cut apart newspapers or magazines and compare the features to those of a textbook. Common text features: http://www.teachingmadepractical.com/wp-content/uploads/2015/08/Slide1.jpg

- **Text structure**- Help students recognize various text structures *(see Text Structure component)* and organize information visually using graphic organizers like these :
  https://s-media-cache-ak0.pinimg.com/736x/6d/25/db/6d25db30927fd01abd39f61007c4af56.jpg
- **Information overload**- Choose a section of a textbook to work with and break it into 4-6 smaller parts. Pair students up and have them take turns reading the parts out loud. Upon the completion of each part, the listener should "echo" or summarize what the reader just read. When the students have read the entire section, they should work together to come up with a summary. Discuss this strategy with students and ask them if breaking the text into smaller sections helped them to understand it better. Talk about ways that this could be implemented independently. Example: At the end of each section or sub-section, the student will write a brief a summary on a sticky note before moving on. At the end of the entire section/assignment, the student will place the sticky notes side by side and write a final summary based off of the sticky notes.

Challenging new vocabulary- Review the Frayer model for vocabulary with students *(see Vocabulary component)*:

http://iris.peabody.vanderbilt.edu//uploads/2013/06/sec_rdng_page07_02.jpg

Topic: Inferring with Figurative Language

Engaging Experience 1

Title: Figurative Language

Suggested Length of Time: 10-15-minute mini lesson, ongoing

Detailed Description/Instructions: Within the workshop model, have students find examples of figurative language used in their text. Use a "what the text says" and "what the text doesn't say" chart *(see Main Idea component)* which will help students infer the meaning of figurative language. The purpose is for students to realize that they have to make inferences to be able to decode the meaning behind various types of figurative language.

Types of figurative language: http://literarydevices.net/figurative-language/

Topic: Using Inferential Skills to Predict

Engaging Experience 1

Title: Picture of the Day/Week

Suggested Length of Time: 5 Minutes weekly

Detailed Description/Instructions: Students will practice making inferences by looking at photos and answering the questions:

- What happened?
- Why do think that?
- What do predict will happen next?

Follow up by having students practice making inferences and predictions within the workshop model in their own text.

Possible photos: https://www.pinterest.com/mirak71/inference-with-pictures-middle-school/

This can also be done with commercials:

http://www.watchknowlearn.org/Category.aspx?CategoryID=12996

Topic: Inferring Author's Purpose

Engaging Experience 1

Title: Author's Purpose

Suggested Length of Time: 10-15-minute mini lesson

Detailed Description/Instructions: Students will use the point of view and theme of the text to determine the author's purpose. Since theme tells the reader what lesson the author is trying to teach and point of view shows the reader how the author chose to communicate the story to the reader, we can use these clues from the author to then determine the author's ultimate goal, or purpose, in writing the text. Students should see that these three elements all work together and being able to determine any of them is dependent on understanding the others. Inferring is required to determine each of them.

Use this graphic organizer to guide students:

https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92VzR4NlExV0pyZW8/view?usp=sharing

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
What is/isn't an Inference	Right There Questions	Using the QAR (Question and Answer Relationships) model linked below, teach students what an inference is not. Explain that "right there" questions can be easily found in one spot and "search and locate" questions require pieces of evidence throughout the text to be put together for an answer. Use the prompts below to model answering questions that don't require inferencing. The purpose is for students to recognize that "right there" questions should be the easiest to answer.	10-15 Minute mini lesson, revisit as needed
	Author and Me Questions	Using the QAR (Question and Answer Relationships) model linked below, teach students what an inference is. Explain that "author and me" questions have implied answers and the reader must use prior knowledge (schema) and clues given by the author to infer the answer. "On my own" questions can be answered based on your own personal experiences without reading the text. Use the prompts below to model answering questions that require inferencing. The purpose is for students to recognize that "author and me" questions require the reader to pull evidence from the text along with their own thinking to make an inference.	10-15 Minute mini lesson, revisit as needed

Character Traits	(Fast)-Feelings, Actions, Speech, Thoughts!	Teach students the FAST method for determining character traits. The purpose is for students to understand that identifying character traits helps the reader better understand the character's role in the story and make connections to the text. Authors do not always directly tell the reader what characters are like, so students have to learn to piece together evidence from the text and make inferences based on the characters' feelings, actions, speech, and thinking. Model collecting evidence from a short story or novel for each of the categories and then infer the trait that relates to each. Revisit the idea of "author and me" questions to remind students that they need to use evidence from the text along with their personal experiences (schema) to infer the trait.	10-15 Minute mini lesson, revisit as needed
Recognizing Plot and Inferring Theme	Plot Structure	Review the elements of plot by filling out a plot structure diagram using a short story, a picture book, or an animated short. Like "Alma," this slideshow, http://www.slideshare.net/mrmadden/freytags-pyramid, includes five common plot elements (exposition, rising action, climax, falling action, resolution) plus two additional parts (inciting incident and denouement). The purpose is for students to understand how these story elements work together. Review the basics of inferring by asking "author and me" questions about the text. *Cite:* "Alma" animated short: https://youtu.be/irbFBgI0jhM.	10-15 Minute mini lesson
	Inferring Theme	Using the same text from Engaging Experience 1, focus on the resolution and denouement elements of plot. Explain to the students that in this part of the story the author will give clues about the themes/lessons being communicated to the reader. Look for evidence from the text that follows the THEME model: What is the significance of the *title*? **How** does the main character change? What	10-15 Minute mini lesson

		are your *emotions* at the end of the story? What was the *mood* of the story? What *enduring* message from the story applies to your life? THEME model source: https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92SjBrMnhuQnptWmc/view?usp=sharing	
Inferring with Informational Text	Article of the Week	Each week, the class should read and respond to and/or discuss a common article. Kelly Gallagher believes that students struggle with understanding what they read due to a lack of prior knowledge (schema) and that the article of the week will help build a foundation of knowledge for them to access and allow inferencing to come more naturally. Gallagher's blog: http://www.kellygallagher.org/article-of-the-week offers articles; however they are written at levels that may be too high for some students, so you should also utilize sources that allow for various Lexile ranges to meet individual needs. Gallagher suggests having students use the following prompts each week:	25-45 Minutes once a week
	Content Textbooks	Content textbooks can be intimidating to students because of the text features, text structures, information overload, and new vocabulary that they can't connect with based on their prior knowledge (schema). Give students strategies that will help them overcome these obstacles. ● *Text features*- Teach students that utilizing all the features found in nonfiction text, rather than skipping over them, will help them gain a better understanding of the main ideas in the text. Have a text feature scavenger hunt using a textbook or allow students to cut apart newspapers or magazines and compare the features to those of a textbook. Common text features:	3-4 mini lessons, 10-15 minutes each

		http://www.teachingmadepractical.com/wp-content/uploads/2015/08/Slide1.jpg ● *Text structure*- Help students recognize various text structures *(see Text Structure component)* and organize information visually using graphic organizers like these : https://s-media-cache-ak0.pinimg.com/736x/6d/25/db/6d25db309 27fd01abd39f61007c4af56.jpg ● *Information overload*- Choose a section of a textbook to work with and break it into 4-6 smaller parts. Pair students up and have them take turns reading the parts out loud. Upon the completion of each part, the listener should "echo" or summarize what the reader just read. When the students have read the entire section, they should work together to come up with a summary. Discuss this strategy with students and ask them if breaking the text into smaller sections helped them to understand it better. Talk about ways that this could be implemented independently. Example: At the end of each section or sub-section, the student will write a brief a summary on a sticky note before moving on. At the end of the entire section/assignment, the student will place the sticky notes side by side and write a final summary based off of the sticky notes. *Challenging new vocabulary*- Review the Frayer model for vocabulary with students *(see Vocabulary component)*	

Inferring with Figurative Language	Figurative Language	Within the workshop model, have students find examples of figurative language used in their text. Use a "what the text says" and "what the text doesn't say" chart *(see Main Idea component)* which will help students infer the meaning of figurative language. The purpose is for students to realize that they have to make inferences to be able to decode the meaning behind various types of figurative language. Types of figurative language: http://literarydevices.net/figurative-language/	10-15 minute mini lesson, ongoing
Inferential Skills to Predict	Picture of the Day/Week	Students will practice making inferences by looking at photos and answering the questions: ● What happened? ● Why do think that? ● What do predict will happen next? Follow up by having students practice making inferences and predictions within the workshop model in their own text. Possible photos: https://www.pinterest.com/mirak71/inference-with-pictures-middle-school/ This can also be done with commercials: http://www.watchknowlearn.org/Category.aspx?CategoryID=12996	5 Minutes weekly

Inferring Author's Purpose	Author's Purpose	Students will use the point of view and theme of the text to determine the author's purpose. Since theme tells the reader what lesson the author is trying to teach and point of view shows the reader how the author chose to communicate the story to the reader, we can use these clues from the author to then determine the author's ultimate goal, or purpose, in writing the text. Students should see that these three elements all work together and being able to determine any of them is dependent on understanding the others. Inferring is required to determine each of them. Use this graphic organizer to guide students : https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92VzR4NlExV0pyZW8/view?usp=sharing	10-15 minute mini lesson

Text Structure Component

Subject: Essentials

Grade: 7-12

Name of Component: Test Structure

Length of Component: As needed

Overview of Component: This component focuses on text structure of both nonfiction and fiction. A heavier emphasis is placed on nonfiction but the teacher should help show connections within fictional texts. The component begins with helping readers identify different types of text structures and follows with strategies (single words, graphic organizers) to help students recognize different structures. Students also will learn how to skim larger texts to identify multiple structures within one type of literature.

Priority Standards for component:
- 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RI.2.B Explain how an author's point of view or purpose is conveyed in a text.

Topic: Nonfiction

Engaging Experience 1

Title: Recognize Variety of Text Structures

Suggested Length of Time: 2 Days

Detailed Description/Instructions: The teacher should present examples of a variety of text structures by providing examples of each type of text. Introducing the topic through YouTube is a great start. Then walking through short examples of each text. Some resources to choose your text are:

- http://hubpages.com/
- https://www.roanestate.edu/owl/
- http://www.ereadingworksheets.com/
- **Cause/Effect:** The text structure shows how one event or a series of events leads to another- sometimes the effect precedes the cause.
- **Problem/Solution**: The text structure defines a problems and lists one or more possible solutions; it may lead into cause and effect text structures.
- **Description/Sequence:** This is the most narrative of the expository text structures; it often begins with a key idea, then develops the concept using details, examples, and elaborations.
- **Compare and Contrast:** The text structure lists or describes similarities and differences between one or more objects, events, people, places, or ideas. It may take several paragraphs to list the traits of one idea before contrasting them with the traits of others.
- **Sequential:** The text structure lays out the general order of events. These are not always presented in strict chronology, and the reader may be better off inferring the general sequence rather than memorizing the dates or specific order.

These definitions and examples are great items to be added to the students' reader's notebook for reference throughout the year.

Engaging Experience 2

Title: Teach Each Text Structure

Suggested Length of Time: 5-10 Class Periods and revisited and embedded throughout the semester/year.

Detailed Description/Instructions: Building on the examples and definitions from above students should become engaged in a more in depth experience with a variety of text structures. Through direct instruction students should work with a variety of examples as a group and then individually be able to identify a passages type of reading structure. A great resource is http://www.ereadingworksheets.com/ for a variety of examples of text. Students should be guided through annotating of a variety of text. After identifying and annotating a variety of text students should practice each type of structure through writing, provided the opportunity to write their own type of text.

Practice with a variety of text could include taking articles and cutting them into pieces and having students identify signal words in their sentences. Then, put the sentences together to identify the signal words or structure for each paragraph. You may also take paragraphs of a longer passage and have groups annotate on them before recreating the large passage modeling how it is construct and its structure.

Writing experience could be completed through a variety of formats, notebook, guide graphic organizer practice or group writing. The review of writing would then be reviewed during weekly conferences. These opportunities to write in a variety of text should be continued and embedded throughout the semester/class.

Examples of each type of text structure are:
- **Cause/Effect:** http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/
- **Problem/Solution**: http://betterlesson.com/lesson/544168/what-s-your-problem-problem-and-solution-text-structure
- **Description/Sequence: http://www.literacyleader.com/textstructure**
- **Compare and Contrast:** http://learning.blogs.nytimes.com/2011/12/12/compare-contrast-cause-effect-problem-solution-common-text-types-in-the-times/
- **Sequential:**

A good resource for worksheets to help teach text structure is:
http://www.ereadingworksheets.com/

Engaging Experience 3
Title: Signal Words
Suggested Length of Time: 1 Day
Detailed Description/Instructions: During the teaching of each type of writing students should be taught signal words. Signal words for each could be, but limited to;
- **Cause/Effect:** therefore, because of, led to, as a result of
- **Problem/Solution:** similar to cause effect words
- **Description/Sequence:** for example, for instance, in particular, in addition
- **Compare/Contrast:** however, yet, though, although, similar to, different from, unlike, by contrast, like, whereas
- **Sequential:** Next, first, last, following, after, later, before, after

Identifying these signal words by annotating text read as well as text written throughout the semester/year would be used for repeated practice.

Additional resources for signal words in all types of writing can be found at this website:
- http://web.clark.edu/martpe/signal%20words.htm
- /https://lincs.ed.gov/readingprofiles/Signal_Words.pdf
- http://www.smart-words.org/linking-words/transition-words.html

Engaging Experience 4

Title: Graphic Organizers

Suggested Length of Time: 1 Day

Detailed Description/Instructions: After direct instruction of the types of text structure the students will be given the opportunity to create a piece of writing using a graphic organizer to assist them. You can find a variety of graphic organizers on the web. Some sites that are good to reference are:

- http://web.clark.edu/martpe/signal%20words.htm
- /https://lincs.ed.gov/readingprofiles/Signal_Words.pdf
- http://www.smart-words.org/linking-words/transition-words.html

Connecting the visual of the graphic organizer with the lesson will assist the student to have a complete image of the variety of text structures. Completing graphic organizers assists students in the step by step process to develop and identified a variety of text structures.

Engaging Experience 5

Title: Skim Longer Passages to Identify Multiple Structures

Suggested Length of Time: 1 Day

Detailed Description/Instructions: After a foundation of signal words is developed, students will learn as a group how to look at a larger passage to identify the signal words and multiple structures within the text. As a group walk through a variety of passages modeling how to annotate the text looking for signal words.

Examples and good references are:

- A Chance for Freedom (article) https://drive.google.com/a/parkhill.k12.mo.us/file/d/0B5ZlHhnkK-92S3B4cFZVQjhQeVk/view?usp=sharing
- Readworks.org (for informational text)

Topic: Fiction

Engaging Experience 1

Title: Recognize and Identify Parts of Plot Diagram

Suggested Length of Time: 30 Minute Introduction/Review; ongoing

Detailed Description/Instructions: Show the students a visual of a plot diagram. (You can Google plot diagram) Then after a short story reading complete the plot diagram. You will need to complete this with a variety of readings as well as with movie clips. See the resources below. The use of the plot diagram will need to be revisited throughout the year with a variety of text. Have students complete both in whole group multiple times as well as independently, by the end of the year.

Resources:

- https://www.youtube.com/watch?v=ffAOkGg2Lr4
- http://www.ereadingworksheets.com/free-reading-worksheets/story-structure/story-structure-worksheets/
- https://www.teacherspayteachers.com/Product/Plot-Chart-Diagram-Arc-Pixar-Short-Films-Study-w-Answer-Keys-912822
- http://study.com/academy/lesson/what-is-a-plot-diagram-definition-examples-quiz.html

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Nonfiction	Recognize Variety of Text Structures	The teacher should present examples of a variety of text structures by providing examples of each type of text. Introducing the topic through YouTube is a great start. Then walking through short examples of each text. Some resources to choose your text are: ● http://hubpages.com/ ● https://www.roanestate.edu/owl/ ● http://www.ereadingworksheets.com/ ● **Cause/Effect:** The text structure shows how one event or a series of events leads to another- sometimes the effect precedes the cause. ● **Problem/Solution**: The text structure defines a problems and lists one or more possible solutions; it may lead into cause and effect text structures. ● **Description/Sequence:** This is the most narrative of the expository text structures; it often begins with a key idea, then develops the concept using details, examples, and elaborations. ● **Compare and Contrast:** The text structure lists or describes similarities and differences between one or more objects, events, people, places, or ideas. It may take several paragraphs to list the traits of one idea before contrasting them with the traits of others. ● **Sequential:** The text structure lays out the general order of events. These are not always presented in strict chronology, and the reader may be better off inferring the general sequence rather than memorizing the dates or specific order.	2 Days

	Teach Each Text Structure	Building on the examples and definitions from above students should become engaged in a more in depth experience with a variety of text structures. Through direct instruction students should work with a variety of examples as a group and then individually be able to identify a passages type of reading structure. A great resource is http://www.ereadingworksheets.com/ for a variety of examples of text. Students should be guided through annotating of a variety of text. After identifying and annotating a variety of text students should practice each type of structure through writing, provided the opportunities to write their own type of text. Practice with a variety of text could include taking articles and cutting them into pieces and having students identify signal words in their sentences. Then, put the sentences together to identify the signal words or structure for each paragraph. You may also take paragraphs of a longer passage and have groups annotate on them before recreating the large passage modeling how it is construct and its structure. Writing experience could be completed through a variety of formats, notebook, guide graphic organizer practice or group writing. The review of writing would then be reviewed during weekly conferences. These opportunities to write in a variety of text should be continued and embedded throughout the semester/class.	5-10 Class Periods and revisited and embedded throughout the semester/year
	Signal Words	During the teaching of each type of writing students should be taught signal words. Signal words for each could be, but limited to; ● **Cause/Effect:** therefore, because of, led to, as a result of ● **Problem/Solution:** similar to cause effect words ● **Description/Sequence:** for example, for instance, in particular, in addition	1 Day

		● **Compare/Contrast:** however, yet, though, although, similar to, different from, unlike, by contrast, like, whereas ● **Sequential:** Next, first, last, following, after, later, before, after Identifying these signal words by annotating text read as well as text written throughout the semester/year would be used for repeated practice.	
	Graphic Organizers	After direct instruction of the types of text structure the students will be given the opportunity to create a piece of writing using a graphic organizer to assist them. You can find a variety of graphic organizers on the web. Some sites that are good to reference are: ● http://web.clark.edu/martpe/signal%20words.htm ● /https://lincs.ed.gov/readingprofiles/Signal_Words.pdf ● http://www.smart-words.org/linking-words/transition-words.html Connecting the visual of the graphic organizer with the lesson will assist the student to have a complete image of the variety of text structures. Completing graphic organizers assists students in the step by step process to develop and identified a variety of text structures.	1 Day
	Skim Longer Passages to Identify Multiple Structures	After a foundation of signal words is developed, students will learn as a group how to look at a larger passage to identify the signal words and multiple structures within the text. As a group walk through a variety of passages modeling how to annotate the text looking for signal words.	1 Day

Fiction	Recognize and Identify Parts of Plot Diagram	Show the students a visual of a plot diagram. (You can Google plot diagram) Then after a short story reading complete the plot diagram. You will need to complete this with a variety of readings as well as with movie clips. See the resources below. The use of the plot diagram will need to be revisited throughout the year with a variety of text. Have students complete both in whole group multiple times as well as independently, by the end of the year.	30 Minute Introduction/ Review; ongoing

Summary Component

Subject: Essentials

Grade: 7-12

Name of Component: Summary

Length of Component: As needed

Overview of Component: Throughout this component, students will be reading nonfiction and fiction texts to analyze the author's purpose. The teacher should provide a balance of both nonfiction and fiction texts for students to evaluate and summarize. Students will determine whether the author is writing to entertain, inform, persuade or explain. Through various types of texts, students learn how to write a quality summary including main idea, key points and concepts. An outlined Rhetorical Precis will also be taught in order for the students to have guided practice as to how to write a thorough summary, leaving out unnecessary details.

Priority Standards for component:

- 6.RL.2.A Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.
- 6.RI.2.B Explain how an author's point of view or purpose is conveyed in a text.

Topic: Definition

Engaging Experience 1

Title: Making Sandwich

Suggested Length of Time: 45 Minutes

Detailed Description/Instructions: When thinking about the Summary Component we must look for this as part of the process and be sure to remember to keep the end in mind as you are determining what is and isn't important. Summary means: A brief statement or restatement of main points, especially as a conclusion to a work. Readers are taking selections of the text and reducing them to their bare essentials: the gist, key ideas, and the main points that are worth noting and remembering.

The teacher will model this using an Article of the Week or after they complete a Teacher Read Aloud text. The teacher will make a summary of the literature and ask for feedback. The teacher could consider making purposeful mistakes or an inaccurate summary to have students correct them.

During a whole group instruction, provide students a short article about a current event in the news. Have students create a summary to email to their parents with the link of the article.

Topic: Author's Purpose

Engaging Experience 1
Title: Balance of Nonfiction and Fiction
Suggested Length of Time: Ongoing
Detailed Description/Instructions: The purpose of this is to develop the ability of students to recognize the difference in author's purpose between nonfiction and fiction enables them to distinguish if the author is trying to persuade, entertain, inform or explain. Authors don't usually tell readers why they wrote their selections so readers have to figure that out and give evidence from the text to support their thinking.

- **Materials:** Students are provided different texts that include a mixture of nonfiction and fiction.
- **Procedure:**
    - Teacher selects a text to read together with the students.
    - Discuss the title, cover and overall look of the text. Ask students to predict what the author's purpose is.
    - Teachers refer to pre-made anchor charts for each of the following: persuade, entertain, inform and explain.
    - After reading a text, construct a list of descriptors or clues with those 4 purposes.
    - Teacher constantly asks students to support their beliefs by giving specific examples from the text that give evidence to their conclusions.
- **Questions to ask students:**
    - Do I know anything about this author?
    - Is this selection going to teach me something, make me laugh, or try to get me to do something?
    - What clues can I find in the text that support what I think?
    - After reading the text, do you still agree with your inference about why the author wrote this text?

Cite: The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction by Gail Boushey and Joan Moser.

Engaging Experience 2
Title: Mini Lesson
Suggested Length of Time: 45 Minutes
Detailed Description/Instructions: The purpose is to review the importance of the author's purpose with students.

- **Materials:** Teacher makes a PowerPoint, handout, whiteboard list or projector to display the following:
- **Author's Purpose** is the reason why the text was written. There are four main purposes to an author's passage.

- To:
  - Persuade
  - Inform
  - Entertain
  - Explain
- Author's Purpose: **To Persuade**
  - It's the author's goal to persuade the reader to agree with the author's opinion.
  - Even though the author shares his opinion, he may provide facts or examples to support the opinion.
  - Examples: advertisements, commercials, newspaper editorial, etc.
- Author's Purpose: **To Inform**
  - It's the author's goal to enlighten the reader with topics that are usually real or contain facts.
  - Facts are used to teach, not to persuade.
  - Examples: textbooks, cookbooks, newspapers, encyclopedias, etc.
- Author's Purpose: **To Entertain**
  - It is the author's goal to simply entertain; provide enjoyment for the reader
- Author's Purpose: **To Explain**
  - It is the author's goal to tell a story or describe real or imaginary characters, places, and events
  - Examples: poems, stories, plays, comic strips, etc.
- **Essential Question(s):**
  - How can I determine the author's purpose for writing this text/passage?
  - How the text features help me identify why the text was written?

Engaging Experience 3

Title: Anchor Start (Nonfiction/Fiction)
Suggested Length of Time: 45 Minutes
Detailed Description/Instructions: The purpose is that students must be able to know the difference between the structure of a summary for fiction and nonfiction texts. Nonfiction is to inform whereas fiction is to entertain.
- **Materials:**
  - Large chart paper to display for students or use projector to display on the whiteboard.
- **Procedure:**
  - Create an anchor chart that looks like the following:
- **Summary**
  - Includes main idea
  - Only important ideas
  - Uses keywords and your words

Nonfiction	Fiction
Main Idea	Characters
A sentence Explaining each subsection	Setting
	Problem
	Solution

- After the chart is discussed, the teacher chooses a nonfiction and fiction text to read together. After each text is read, the teacher guides students through the process of writing a summary including main idea, key words and concepts.
- Students are given a text to read and work on independently. After the summaries are complete, they switch with a partner and the partner uses a sticky note or writes in the margin an evaluation of their summary.

Cite: www.eclecticeducating.com

Topic: Parts of Paper/Organizational Patterns or Sequences

Engaging Experience 1
Title: B-M-E (Beginning, Middle, and End)
Suggested Length of Time: 20-30 Minutes
Detailed Description/Instructions: Three parts of a story that are necessary to the reader. The beginning, middle, and end. Think of it like you are writing a great play or movie and Act One is your beginning, you grab your reader's attention by drawing your readers in during this part, Act two is your middle where you give your reader hope. Act three is your end, this is like the middle, but now we have to wrap up conflict and mini goal problems that take our character towards achieving their final goal. By writing the end first it will give your students a target to write something towards.

- *Purpose*: Is for students to identify the most important events from the beginning, middle and end of the story as this helps a reader understand how organization, sequence, and plot make a good story. It should provide a deeper understanding of how this can then be applied to their own writing. The story should have readers make connections, synthesize information, infer, and predict outcomes.
- *Materials:*
  - Paper
  - Pencil
  - Prompts or ideas
- *Procedure:*
  - Brainstorm
  - Graphic Organizers
  - http://tlc.cet.ac.il/ShowItem.aspx?ItemID=ab0bacb8-7ec4-4b63-9286-5bfb72789b67&lang=EN
  - https://marizsuunn.files.wordpress.com/2011/03/story.png
  - After modeling expectations, have students use their brainstorm information to create a graphic organizer
  - Take the graphic organizer and start with the end in mind and begin your story.

Engaging Experience 2
Title: Guided Practice
Suggested Length of Time: 30 Minutes
Detailed Description/Instructions: Chunking, semantic and syntax pattern, Guided Practice is an interactive instruction between teacher and students. After the teacher introduces new learning, he/she begins the student practice process by engaging students in a similar task to what they will complete later in the lesson independently. Students and teacher collaboratively complete the task as a **model**. The teacher leads the activity but solicits help from students at predetermined points along the way. Through the completion of the guided practice task, the

teacher gradually releases more and more responsibility of the thinking to students, and offers less assistance from the teacher. Teachers should be using this time to recognize any need to re-teach portions from the Introduction to New Learning and to determine when/if students are ready to work independently.

- *Purpose:* Students will practice the modeled experience to become better versed in the writing process. Students will be able to synthesize information to compose a story with a beginning, middle, and end. We must remember errors and mistakes are an integral part of the learning process. In order for our students to learn to read or write, they must participate in the act of reading or writing.
- **Materials:** *https://www.youtube.com/watch?v=uE_KTMRwbJs (Great video to understand the modeling of guided practice.)*
  - Content material from the classroom (Could be a reading passage.)
  - Pencil
  - Paper
  - Colored pens for editing practice
- **Procedures: (Teacher will post the example from the Guided Practice so students have something refer back to.)**
  - Annotate
  - Create a list of important ideas from brainstorming activities
  - Prewrite just like what was done through the guided practice process
  - Edit
  - Rewrite
  - Work on final piece
  - Publish process.

Engaging Experience 3
Title: Six Word Memoir; **Suggested Length of Time:** 30 Minutes
Detailed Description/Instructions: Six Word Memoir is a creative activity where students think and write about their "life stories." Students ponder their lives and think about lessons learned and life events. Teachers discuss synonyms prior to student writing in order to review multiple word meanings and to pick the most effective words for their story

- **Materials:** Examples of Six Word Memoirs and the website www.sixwordmemoirs.com
- **Procedure:**
  - Teacher introduces the topic by showing the video on the above website.
  - Teacher shows examples from the above website.
  - Review synonyms and give examples on the board.
  - Discuss how to choose the most effective word for their memoirs.
  - Give students an example memoir to review synonyms and most effective words.
  - Students begin constructing their Six Word Memoir.
  - After completion, teacher can create a classroom book or class video of everyone's memoirs.

Topic: Template for Retell

Engaging Experience 1
Title: Rhetorical Precis-Template of Nonfiction and Fiction
Suggested Length of Time: 45 Minutes
Detailed Description/Instructions: Writing a Rhetorical Precis requires students to determine a central idea of a text and analyze its development over the course of the text. Students examine how the text emerges, while providing details to create an objective summary.

- **Purpose:** Students will be able to identify the parts of a rhetorical precis: thesis, evidence, author's purpose, tone and intended audience.
- **Materials:**
  - Teacher provided Rhetorical Precis handout. https://teacherweb.com/TN/CordovaHighSchool/JChappell/rhetorical-precis-template.pdf.
- **Procedure:**
  - Teacher reviews writing summaries. Teacher covers the components of a quality summary.
  - Teacher hands out the Rhetorical Precis handout and tell students they will learn a new way to write a summary today.
  - Choose a text to read and annotate as a class.
  - Model how to write a precis with the class, discussing each component.
  - Teacher provides another text to groups of two students. Students read and annotate together and complete a precis for their text.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Definition	Making Sandwich	When thinking about the Summary Component we must look for this as part of the process and be sure to remember to keep the end in mind as you are determining what is and isn't important. Summary means: A brief statement or restatement of main points, especially as a conclusion to a work. Readers are taking selections of the text and reducing them to their bare essentials: the gist, key ideas, and the main points that are worth noting and remembering. The teacher will model this using an Article of the Week or after they complete a Teacher Read Aloud text. The teacher will make a summary of the literature and ask for feedback. The teacher could consider making purposeful mistakes or an inaccurate summary to have students correct them. During a whole group instruction, provide students a short article about a current event in the news. Have students create a summary to email to their parents with the link of the article.	45 Minutes
Author's Purpose	Balance of Nonfiction and Fiction	The purpose of this is to develop the ability of students to recognize the difference in author's purpose between nonfiction and fiction enables them to distinguish if the author is trying to persuade, entertain, inform or explain. Authors don't usually tell readers why they wrote their selections so readers have to figure that out and give evidence from the text to support their thinking.	Ongoing

		○ Discuss the title, cover and overall look of the text. Ask students to predict what the author's purpose is. ○ Teachers refer to pre-made anchor charts for each of the following: persuade, entertain, inform and explain. ○ After reading a text, construct a list of descriptors or clues with those 4 purposes. ○ Teacher constantly asks students to support their beliefs by giving specific examples from the text that give evidence to their conclusions.	

	Mini Lesson	● Author's Purpose: **To Persuade**
		  ○ It's the author's goal to persuade the reader to agree with the author's opinion.
		  ○ Even though the author shares his opinion, he may provide facts or examples to support the opinion.
		  ○ Examples: advertisements, commercials, newspaper editorial, etc.
		● Author's Purpose: **To Inform**
		  ○ It's the author's goal to enlighten the reader with topics that are usually real or contain facts.
		  ○ Facts are used to teach, not to persuade.
		  ○ Examples: textbooks, cookbooks, newspapers, encyclopedias, etc.
		● Author's Purpose: **To Entertain**
			45 Minutes

		○ It is the author's goal to simply entertain; provide enjoyment for the reader - Author's Purpose: **To Explain** ○ It is the author's goal to tell a story or describe real or imaginary characters, places, and events ○ Examples: poems, stories, plays, comic strips, etc. **Essential Question(s):** ○ How can I determine the author's purpose for writing this text/passage? ○ How the text features help me identify why the text was written?	
	Anchor Start (Nonfiction/Fiction)	The purpose is that students must be able to know the difference between the structure of a summary for fiction and nonfiction texts. Nonfiction is to inform whereas fiction is to entertain. ● After the chart is discussed, the teacher chooses a nonfiction and fiction text to read together. After each text is read, the teacher guides students through the process of writing a summary including main idea, key words and concepts. ● Students are given a text to read and work on independently. After the summaries are complete, they switch with a partner and the partner uses a sticky note or writes in the margin an evaluation of their summary. *Cite: www.eclecticeducating.com*	45 Minutes
Parts of Paper/	B-M-E (Beginning, Middle, and End)	Three parts of a story that are necessary to the reader. The beginning, middle, and end. Think of it like you are writing a great play or movie	20-30 Minutes

		and Act One is your beginning, you grab your reader's attention by drawing your readers in during this part, Act two is your middle where you give your reader hope. Act three is your end, this is like the middle, but now we have to wrap up conflict and mini goal problems that take our character towards achieving their final goal. By writing the end first it will give your students a target to write something towards. ● ***Purpose***: Is for students to identify the most important events from the beginning, middle and end of the story as this helps a reader understand how organization, sequence, and plot make a good story. It should provide a deeper understanding of how this can then be applied to their own writing. The story should have readers make connections, synthesize information, infer, and predict outcomes.	
	Guided Practice	Chunking, semantic and syntax pattern, Guided Practice is an interactive instruction between teacher and students. After the teacher introduces new learning, he/she begins the student practice process by engaging students in a similar task to what they will complete later in the lesson independently. Students and teacher collaboratively complete the task as a **model**. The teacher leads the activity but solicits help from students at predetermined points along the way. Through the completion of the guided practice task, the teacher gradually releases more and more responsibility of the thinking to students, and offers less assistance from the teacher. Teachers should be using this time to recognize any need to re-teach portions from the Introduction to New Learning and to determine when/if students are ready to work independently.	30 Minutes

		● ***Purpose:*** Students will practice the modeled experience to become better versed in the writing process. Students will be able to synthesize information to compose a story with a beginning, middle, and end. We must remember errors and mistakes are an integral part of the learning process. In order for our students to learn to read or write, they must participate in the act of reading or writing.	
	Six Word Memoir	Six Word Memoir is a creative activity where students think and write about their "life stories." Students ponder their lives and think about lessons learned and life events. Teachers discuss synonyms prior to student writing in order to review multiple word meanings and to pick the most effective words for their story. ○ Teacher introduces the topic by showing the video on the above website. ○ Teacher shows examples from the above website. ○ Review synonyms and give examples on the board. ○ Discuss how to choose the most effective word for their memoirs. ○ Give students an example memoir to review synonyms and most effective words. ○ Students begin constructing their Six Word Memoir. ○ After completion, teacher can create a classroom book or class video of everyone's memoirs.	30 Minutes

Template for Retell	Rhetorical Precis-Template of Nonfiction and Fiction	Writing a Rhetorical Precis requires students to determine a central idea of a text and analyze its development over the Teacher reviews writing course of the text. Students examine how the text emerges, while providing details to create an objective summary. Teacher covers the components of a quality summary. ○ Teacher hands out the Rhetorical Precis handout and tell students they will learn a new way to write a summary today. ○ Choose a text to read and annotate as a class. ○ Model how to write a precis with the class, discussing each component. ○ Teacher provides another text to groups of two students. Students read and annotate together and complete a precis for their text.	45 Minutes

Synthesis Component

Subject: Essentials

Grade: 7-12

Name of Component: Synthesis

Length of Component: As needed

Overview of Component: Throughout this component, students should be developing an understanding that synthesis is a high level component that combines other various components into a new and greater understanding of material. In order to experience synthesis students should be practicing and becoming proficient with making connections from within the text, about the text and beyond the text. Students should also be familiar with the concepts of theme and claim as they are related to fiction and nonfiction texts as well as creating evaluations and reviews across various modalities of reading material including infographs and video.

Priority Standards for component:
- 6.RI.2.B Explain how an author's point of view or purpose is conveyed in a text.
- 8.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 8.RI.2.D Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 8.RI.3.B Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.

Topic: Definition

Engaging Experience 1

Title: Summary vs. Synthesis

Suggested Length of Time: 30-45 Minutes

Detailed Description/Instructions: Summary is a skill where one is reiterating the main components of the original thoughts and/or ideas to represent understanding and comprehension of those thoughts and/or ideas. Synthesis is the combination of those original thoughts and/or ideas to form a new thought, product or system that is different from the original. Synthesis includes multiple pieces of literature.

Have students reflect of a book they are currently, or previously read during the course. Students should make the below t-chart to help define the differences of summary vs. synthesizing Summarize a Reading from the current point of view the story is being told	Synthesize your story by rewriting (retelling) the content from a different perspective (another character, author's viewpoint)

This activity could be followed up during teacher-student conferencing, a nice connection to developing a synthesis is to utilize the below conferencing questions from Fountas and Pinnell's Thinking Beyond the Text:

- What do you predict will happen next? What parts of the story helped you make that prediction?
- What did the author mean by…..? What in the story helped you to know that? What did you already know that helped you to decide that?
- What do you understand now that you didn't understand before?
- What connections can you make (text/world/self)?
- Are there things in your life that help you to understand this story?
- What does the author want us to think about….?
- What parts of the story are you confused by?
- What could the author have done to change or improve the story? How would this affect the outcome/resolution of the story?
- What questions would you like to ask the author about the story?
- What lessons/themes can we take away from the story?

Informational links:
- http://www.ohiorc.org/adlit/strategy/strategy_each.aspx?id=000002#what3 (this link includes activities to help teach synthesis)
- http://beyondpenguins.ehe.osu.edu/issue/climate-change-and-the-polar-regions/summarizing-and-synthesizing-whats-the-difference
- http://carp.sfsu.edu/sites/sites7.sfsu.edu.carp/files/PDF/Writing-Skills/Writing-The-Paper/Summary%20and%20Synthesis.pdf

Topic: Theme

Engaging Experience 1
Title: Make a Cookie (Analogy)
Suggested Length of Time: 30 Minutes
Detailed Description/Instructions: A potential activity to assist the student in understanding what synthesis is could be to discuss the individual ingredients that are in the recipe for making a batch of cookies. An understanding of the components of those ingredients is important (summary of each ingredient and their characteristics, sugar, flour, eggs, etc.). The teacher could consider demonstrating this with No Bake Cookies. The combination of those individual ingredients into a new product, a cookie, is an example of synthesis.
In order to make a cookie, one needs all the ingredients. Ingredients that stand alone may or may not taste good or serve a purpose. Similar to synthesizing.

Another example to demonstrate how individual components make up a final product would be making a peanut butter and jelly sandwich as a visual for students.

Engaging Experience 2
Title: Claim in Nonfiction
Suggested Length of Time: 30 Minutes
Detailed Description/Instructions: In fiction texts, there is a theme. In nonfiction texts, there is a claim. The author in a non-fiction text will often have claims throughout the text that act as the theme. A possible activity for this component might be to have students read an AVID Weekly article and annotate the article in a way to determine the author's claims.
Informational Links:
- T-Chart (interesting vs. important)
  - https://www.teacherspayteachers.com/Product/Interesting-vs-Important-Chart-for-Nonfiction-Reading-1110785
  - http://www.artofmanliness.com/2013/10/23/eisenhower-decision-matrix/
  - http://missbeavis.edublogs.org/tag/important-and-interesting-t-chart/
- Model through discussions-thinking stems
  - http://www1.northbrook28.net/~jbuzza/Site/Synthesizing_files/Other%20Possible%20Synthesizing%20Thinking%20Stems.pdf
  - https://www.pinterest.com/pin/196539971213010723/
  - http://www.nscsd.org/webpages/jennisullivan/files/questioning-strategies.pdf
- Annotate Text
  - https://www.ramapo.edu/crw/files/2013/03/20-2.pdf
  - https://www.youtube.com/watch?v=JZXgr7_3Kw4
  - https://www.youtube.com/watch?v=BrlUkc5hPzs
  - http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-student-annotation-constructing-1132.html

Topic: Connections

Engaging Experience 1
Title: Text to other things
Suggested Length of Time: 30 Minutes
Detailed Description/Instructions: This is one component in the Processing Systems for Reading Wheel of Fountas and Pinnell's.

- Text-to-text or similar event to similar event-The teacher could utilize examples using history and comparing similar events that have occurred during different eras. This shows that connection in a text to text or event to event fashion. Comparisons between different varieties of people gaining rights that had been withheld might be an example. Connections between events leading up to war type conflicts could be another example.

  Within the workshop model and 90-minute block, the teacher can consider connecting a read aloud (Article of the Week, 60 Second Read Aloud, etc.), or any anchor text, to individual student's purposeful reading book (or within their book club). The teacher could facilities this with some guiding questions such as, "What are similar between this reading and your book?" "What is different?" "How have the authors accomplished common tasks in a different manner?"
  - http://docsteach.org/activities/5725/detail
  - http://www.huffingtonpost.com/lynn-yeakel/march-on-washington_b_3769211.html
  - http://www.enotes.com/homework-help/what-were-similarities-between-wwi-wwii-what-were-340154
  - http://www.diffen.com/difference/World_War_I_vs_World_War_II
- Text-to-life-Teacher could utilize examples in text, video, song, etc. that one has experienced in their life. Example a poem or song or movie about the death of a loved one relates to anyone who has lost a loved one in real life.
- Text-to-world/new ideas/products-
- Other Links:
  - http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html?tab=2
  - https://www.facinghistory.org/resource-library/teaching-strategies/text-text-text-self-text-world

Topic: Text Recommendation/Review

Engaging Experience 1

Title: Create a Review

Suggested Length of Time: 1-2 Days, per review

Detailed Description/Instructions: After reading a text, students synthesize the material and their understanding into a book review and recommendation that they can share with classmates. There are many places to find information and lessons on writing a book review. Components to include within a review are what they liked, disliked, and a recommendation to an authentic audience. Consider having students develop a blog for this review to create an authentic audience.

- www.writing-world.com/freelance/asenjo.shtml
- http://teacher.scholastic.com/writewit/bookrev/
- http://www.wikihow.com/Write-a-Book-Review

Engaging Experience 2

Title: How to Evaluate Text

Suggested Length of Time: 30 Minutes

Detailed Description/Instructions: Evaluating a text is key component in Synthesizing. You evaluate a text to determine the objectivity of the author and the credibility of the work. Do not assume that your sole motive or goal is to eliminate sources. While this may be a consequence of your analysis, your goal should be to understand the context of the work so you can assess how it can inform your argument. To do this, you must analyze the text according to three criteria: the author, the publisher, and the date of publication.

Links:

- https://student.unsw.edu.au/some-general-criteria-evaluating-texts
- http://writingcenter.unc.edu/handouts/evaluating-print-sources/

Topic: Comparison of Modalities

Engaging Experience 1

Title: Print vs. Video vs. Infographic

Suggested Length of Time: 45 Minutes

Detailed Description/Instructions: The teacher will show different modalities of the same material to assist students in comparing the information across the modalities. An example might be the having the students read an instruction manual on how to build or put something together. Follow up that activity with providing them visual cues or infographs on how to build or put together the same item. Follow up that activity with providing them a YouTube video on how to build or put together the same item. Discuss the different levels of enlightenment via the different modalities and how students overall understanding of the task may have changed.

The activity here is to utilize an article from a worthy news source (USA Today, CNN, Time Magazine, AVID Weekly) that is accompanied by an infographic. Have the students summarize the article on one side of the t-chart and then add information to the synthesis side of the chart as students realize that they have gained a greater understanding by reading the infographic.

Summarize the article	Synthesize the article by connecting the infographic and how it supports or does not support the article's main point

Topic: Modeling Research

<u>Engaging Experience 1</u>
Title: Activity & Thinking Beyond Text
Suggested Length of Time: 45 Minutes
Detailed Description/Instructions: A culminating event or activity for thinking beyond the text could be creating a product, presentation, video, commercial or research project that synthesizes the information covered in the lessons and readings. One link below describes a project where students create a commercial for a book they have read.
Links: http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?keyword=commercial

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Definition	Summary vs. Synthesis	Summary is a skill where one is reiterating the main components of the original thoughts and/or ideas to represent understanding and comprehension of those thoughts and/or ideas. Synthesis is the combination of those original thoughts and/or ideas to form a new thought, product or system that is different from the original. Synthesis includes multiple pieces of literature. Have students reflect of a book they are currently, or previously read during the course. Students should make the below t-chart to help define the differences of summary vs. synthesizing	30-45 Minutes
Theme	Make a Cookie (Analogy)	A potential activity to assist the student in understanding what synthesis is could be to discuss the individual ingredients that are in the recipe for making a batch of cookies. An understanding of the components of those ingredients is important (summary of each ingredient and their characteristics, sugar, flour, eggs, etc.). The teacher could consider demonstrating this with No Bake Cookies. The combination of those individual ingredients into a new product, a cookie, is an example of synthesis. In order to make a cookie, one needs all the ingredients. Ingredients that stand alone may or may not taste good or serve a purpose. Similar to synthesizing. Another example to demonstrate how individual components make up a final product would be making a peanut butter and jelly sandwich as a visual for students.	30 Minutes

	Claim in Nonfiction	In fiction texts, there is a theme. In nonfiction texts, there is a claim. The author in a non-fiction text will often have claims throughout the text that act as the theme. A possible activity for this component might be to have students read an AVID Weekly article and annotate the article in a way to determine the author's claims. Informational Links:	30 Minutes

Connections	Text to other things	This is one component in the Processing Systems for Reading Wheel of Fountas and Pinnell's.	
		● Text-to-text or similar event to similar event-The teacher could utilize examples using history and comparing similar events that have occurred during different eras. This shows that connection in a text to text or event to event fashion. Comparisons between different varieties of people gaining rights that had been withheld might be an example. Connections between events leading up to war type conflicts could be another example.	30 Minutes
		Within the workshop model and 90-minute block, the teacher can consider connecting a read aloud (Article of the Week, 60 Second Read Aloud, etc.), or any anchor text, to individual student's purposeful reading book (or within their book club). The teacher could facilities this with some guiding questions such as, "What are similar between this reading and your book?" "What is different?" "How have the authors accomplished common tasks in different manners?"	
		○ http://docsteach.org/activities/5725/detail	
		○ http://www.huffingtonpost.com/lynn-yeakel/march-on-washington_b_3769211.html	
		○ http://www.enotes.com/homework-help/what-were-similarities-between-wwi-wwii-what-were-340154	
		○ http://www.diffen.com/difference/World_War_I_vs_World_War_II	
		● Text-to-life-Teacher could utilize examples in text, video, song, etc. that one has experienced in their life. Example a poem or song or movie about the death of a loved	

		one relates to anyone who has lost a loved one in real life.
		● Text-to-world/new ideas/products-
		● Other Links:
		    ○ http://www.readwritethink.org/professional-development/strategy-guides/making-connections-30659.html?tab=2
		    ○ https://www.facinghistory.org/resource-library/teaching-strategies/text-text-text-self-text-world	

Text Recommendation/Review	Create a Review	After reading a text, students synthesize the material and their understanding into a book review and recommendation that they can share with classmates. There are many places to find information and lessons on writing a book review. Components to include within a review are what they liked, disliked, and a recommendation to an authentic audience. Consider having students develop a blog for this review to create an authentic audience.	1-2 Days, per review
	How to Evaluate Text	Evaluating a text is key component in Synthesizing. You evaluate a text to determine the objectivity of the author and the credibility of the work. Do not assume that your sole motive or goal is to eliminate sources. While this may be a consequence of your analysis, your goal should be to understand the context of the work so you can assess how it can inform your argument. To do this, you must analyze the text according to three criteria: the author, the publisher, and the date of publication.	30 Minutes

	Print vs. Video vs. Infographic	The teacher will show different modalities of the same material to assist students in comparing the information across the modalities. An example might be the having the students read an instruction manual on how to build or put something together. Follow up that activity with providing them visual cues or infographs on how to build or put together the same item. Follow up that activity with providing them a YouTube video on how to build or put together the same item. Discuss the different levels of enlightenment via the different modalities and how students overall understanding of the task may have changed. The activity here is to utilize an article from a worthy news source (USA Today, CNN, Time Magazine, AVID Weekly) that is accompanied by an infographic. Have the students summarize the article on one side of the t-chart and then add information to the synthesis side of the chart as students realize that they have gained a greater understanding by reading the infographic.	45 Minutes
	Activity & Thinking Beyond Text	A culminating event or activity for thinking beyond the text could be creating a product, presentation, video, commercial or research project that synthesizes the information covered in the lessons and readings. One link below describes a project where students create a commercial for a book they have read.	45 Minutes

Comparison of Modalities (vertical label, first row)
Modeling Research (vertical label, second row)

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the component of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each component contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the component.

Topic: These are the main teaching points for the component. Components can have anywhere from one topic to many, depending on the depth of the component.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the component that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.