

A 12-Week Curriculum for Students to Develop Comprehension Skills for Reading Complex Text Weeks 1-6

This is a 12-week scaffolded curriculum, which can be used to help students become skillful readers of complex text. There are 60 daily lessons that are linked to texts. Each lesson is designed to be used in whole group and each lasts about 30 minutes.

Consider the scaffold for instruction that is illustrated on pages 3 and 4. This curriculum is based on the work of Stephanie Harvey and Ann Goudvis as published in the *Comprehension Toolkit for Grades 3-6*. The lessons focus on six strategy clusters:

1. Monitoring Comprehension
2. Activating and Connecting to Background Knowledge
3. Asking Questions
4. Inferring
5. Determining Importance
6. Summarizing and Synthesizing

With this 12-week curriculum, students are introduced to these strategy clusters individually with each cluster building upon the previous one. Following this very deliberate introduction, students use the six strategy clusters interchangeably depending on the requirements of the text they are studying.

THE CURRICULUM IS - AN ATTEMPT TO BE FAITHFUL TO WHAT WE KNOW ABOUT SKILLFUL READERS:

- Skillful readers are accurate, fluent readers.
- Skillful readers monitor their comprehension and know how to fix the situation when their comprehension breaks down.
- Skillful readers use certain comprehension strategies flexibly and in combination.
- Skillful readers vary the strategies they use and their reading rate, depending upon the nature of the text and the nature of the reading task.
- Skillful readers persevere. That is, they stick with the challenge, reread when needed, use graphic organizers when they are helpful (e.g., outlines, illustrations), and ask others for help if they get lost.
- Skillful readers know when they understand, when they partially understand, when they don't understand, and generally, they know what is preventing their comprehension.
- Skillful readers read very often and very widely.
- Skillful readers read because they want to enrich their lives.
- Skillful readers are eager to share their insights when the text is worth talking about.

THE CURRICULUM IS - A CAREFULLY SCAFFOLDED, 12-WEEK CURRICULUM THAT WILL INCLUDE NOTES FOR WHAT TO DO EVERY DAY FOR 60 DAYS

- It gradually builds the ability of students to read, think about, talk about, write about, and answer questions about text that gradually grows in complexity.
- Each lesson is designed to take about 30 minutes and to be delivered whole group.

THE CURRICULUM IS NOT - A SCRIPTED CURRICULUM THAT NEEDS TO BE IMPLEMENTED EXACTLY AS WRITTEN

- The scaffolded instruction needs to be respected.
- Teachers need to maximize the amount of student involvement, reducing their talk and insisting on the students' doing the work.
- Text matters, so some of the passages were selected because they lend themselves to teaching certain aspects of comprehending.
- The ways that the activities are conducted can vary and may be improved upon.

THE CURRICULUM IS NOT - A MAGIC WAND THAT WILL TEACH STUDENTS TO COMPREHEND IF THOSE STUDENTS ARE NOT ALREADY ACCURATE, AUTOMATIC, AND FLUENT READERS

- Students who do not have the alphabetic principle (i.e., read accurately, automatically and fluently) need to be in intervention classes with highly skilled teachers who can accelerate their learning.
- There is no comprehension strategy more powerful than being able to read the words.

ARI Grade 8 Comprehension Training – 12 Week Overview

	Monitor	Ask Questions	Activate & Connect	Infer	Determine Importance	Summarize Synthesize	Other Comments
Week 1							Read, Think, & Talk
Day 1		<i>An Insignificant Occurrence</i>					
Day 2		<i>Becoming a Doctor</i>					
Day 3		<i>Becoming a Doctor</i>					
Day 4			<i>Are the Everglades forever?</i>				
Day 5							
Week 2							
Day 1				<i>The Road Not Taken</i>			
Day 2							
Day 3				<i>Paul Revere's Ride</i>			
Day 4							
Day 5							
Week 3							Read, Think, Talk, & Write
Day 1				<i>A Bone to Pick</i>			
Day 2							
Day 3				<i>An Unwelcome Newcomer</i>			
Day 4							
Day 5							
Week 4							
Day 1				<i>Excerpt from Hatchet</i>			
Day 2							
Day 3							
Day 4							
Day 5							
Week 5							Read, Think, Talk, Write, & Answer Questions
Day 1					<i>A Special Delivery</i>		
Day 2							
Day 3					<i>Mother to Son</i>		
Day 4							
Day 5					<i>One Perfect Rose</i>		
Week 6							
Day 1					<i>A War of Symbols</i>		
Day 2							
Day 3					<i>High Jumpers</i>		
Day 4							
Day 5							

	Monitor	Ask Questions	Activate & Connect	Infer	Determine Importance	Summarize Synthesize	Other Comments
Week 7							Read, Think, Talk, Write, & Answer Questions
Day 1						<i>Sea Lizards</i>	
Day 2							
Day 3						<i>Woolly Mammoths</i>	
Day 4							
Day 5							
Week 8							Increase Text Difficulty
Day 1				<i>A Bone to Pick</i>			
Day 2				<i>The Guest</i>			
Day 3							
Day 4				<i>How Do We Taste?</i>			
Day 5							
Week 9							Increase Text Difficulty & Build Endurance
Day 1				<i>The Railway Train</i>			
Day 2							
Day 3				<i>Chicago</i>			
Day 4				<i>Casey at the Bat</i>			
Day 5							
Week 10							Increase Text Difficulty & Build Endurance
Day 1				<i>Hippopotamus</i>			
Day 2							
Day 3				<i>Food From the Tomb</i>			
Day 4				<i>The Ransom of Red Chief</i>			
Day 5				<i>Buses Leaving Mobile</i>			
Week 11							Replicate High Stakes Test Situation
Day 1				<i>Kid Fights Cheater Meter and Wins</i>			
Day 2							
Day 3							
Day 4				<i>1920: Women Get the Vote</i>			
Day 5							
Week 12							Replicate High Stakes Test Situation
Day 1							
Day 2							
Day 3							
Day 4							
Day 5							

Student Outcomes

Week 1 Overview: Good readers think about and respond to text that they are reading. During the first week, students will learn to:

1. Pay attention to what they are thinking and seeing as they read.
2. Notice when comprehension breaks down.
3. Ask questions to help their comprehension.
4. Take action that can help answer their questions when comprehension breaks down (e.g., reread, read on, discuss with someone else, mark the confusing part, skip over unfamiliar names and places that may not need to be pronounced, do further research).

Weeks 2 & 3 Overview: Good readers think about what they already know about a topic to help them understand a passage. Good readers connect what they are reading about to what they already know. During weeks 2 and 3, students will learn to:

5. Think about what they already know about a topic.
6. Recognize when they read something that they did not know about a topic.
7. Connect the information in passages to what is already known about a topic.
8. Add new information to what they already know OR correct what they thought they knew before the reading (misconception).
9. Distinguish details that might be learned from the big ideas in a passage.
10. Respond to text by writing.

Week 4 Overview: Good readers think about the text they are reading and demonstrate their thinking through writing. During week 4, students will continue to think about what they are reading, ask questions about what they are reading, connect what they already know about a topic to what they read about, and respond to the text through writing.

Week 5 Overview: Good readers merge their knowledge with text clues to come up with an idea that the author has not actually written. That is, good readers infer. In week 5, students will continue to interact with text the way that good readers do; focus on inferring; and use inferences to answer questions about a text. Students will learn to:

11. Merge knowledge with information in a text to make an inference.
12. Use information in a text to infer word meaning.
13. Make inferences in order to answer questions about a text.

Week 6 Overview: During week 6, students will continue to merge knowledge with information in a text to make an inference; answer questions about a passage by reading the question carefully, consulting clues in the text, and merging what is already known about information in the question and/or in the passage; create a written response to an open-ended question and judge the response according to a rubric (on Friday).

WEEK 1

Passages

- *An Insignificant Occurrence* (<http://www.readworks.org/books/passages>) is used on Day 1.
- *Becoming a Doctor* (<http://www.readworks.org/books/passages>) is used on Day 2.
- *Becoming a Doctor* (<http://www.readworks.org/books/passages>) is used on Day 3.
- *Are the Everglades forever?* (<http://www.readworks.org/books/passages>) is used on Day 4 and Day 5.

Standards: (The activities in this lesson provide scaffolds to help students reach the following standards.)

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.9. By the end of the year, read and comprehend literature stories, dramas, and poems, in the grades 6-8 text complexity band proficiently independently and proficiently.

Outcomes Emphasized

Students will learn to:

- **Monitor** comprehension by paying attention to what they are thinking and seeing as they read.
- Notice when comprehension breaks down.
- **Ask questions** or take other actions to help when comprehension breaks down (e.g., reread, read on, discuss with someone)

Teacher Notes for the Week

- The teacher is doing most of the reading this week in order to model the “inner voice”, the conversation that good readers have with the text, and some of the strategies that can help when comprehension breaks down.
- Students have many opportunities to talk about what they are thinking as the teacher is reading.
- On Thursday and Friday, students have the opportunity to discuss and practice some of the actions that readers take when comprehension breaks down.

Monitoring Comprehension

Week 1

	Text Material	Instruction Model = M; Guided Practice =G; Collaborative Practice=C; Independent Practice =I
Week 1		
Day 1		Students will pay attention to what they are thinking and seeing as they read.
	<i>An Insignificant Occurrence</i>	<ul style="list-style-type: none"> • Teacher explains that reading comprehension is about understanding what we read. To help us understand, we have to pay attention and think about what we are reading. It is almost like having a conversation in your head. Good readers have an inner voice that says different things as they read. As I read today, I will share what my inner voice is saying. • The teacher reads a text that is complex and interesting. Model the inner voice heard as the text is read. (M) After reading the first opening paragraph, for example, the teacher might say: “I’m wondering where is Manuel? Why is he standing on the street alone? And why isn’t he able to pronounce words on street signs and billboards?” • After reading the next paragraph, she might say: “Now I’m thinking Manuel must be in a foreign country or city, according to the story, they don’t use coins and he’s having to stop and calculate even the simplest purchase—a pack of gum in a flavor not available at home. The teacher continues to read the next three paragraphs.” The teacher pauses and asks the students: “What sorts of things are your inner voices saying?” Students might offer: I wonder is his friend safe? Has she been involved in an accident? Has she been kidnapped? (G) • Ask students to listen to what their inner voices are saying as the teacher reads the next three paragraphs. Have students share with a partner what they are thinking/wondering. (G) • Invite a few students to share with the entire group. • Continue this routine: reading a few paragraphs at a time, having students first share their thinking with a partner (C) and then inviting a few to share with the class. • Summarize the lesson by reminding students that the inner voice helps the reader understand what he/she is reading. Sometimes the inner voice asks questions about a confusing part. Sometimes it reminds the reader of a connection.
Day 2		Students will pay attention to what they are thinking and seeing as they read.
	<i>Becoming A Doctor</i>	<ul style="list-style-type: none"> • Continue the same procedure as on Monday. • The teacher reads a text that is complex and interesting. Model the inner voice heard as the title is read. After reading the title, the teacher might say, “What types of experiences does one encounters while becoming a doctor?” • The teacher reads the first paragraph. She pauses and says, “My inner voice is saying that I was right.” Teacher says, “My inner voice is telling me doctors endure hours of studying and spending much time with patients while often not seeing family for long periods of time.” • Tell students that you will read the next paragraph. Tell them you will stop and jot down what you are thinking. This will help keep track of your thinking as you read. At the end of the reading, the teacher writes, “I think

		<p>becoming a doctor is challenging, and doctors are very special people. Seeing what goes on inside a human body is scary and nauseating. Emotions can become strong when working with a human body. So, everyone looks different on the inside! Doctors work in many areas before choosing a specialty.” (M) Ask students to share their thinking at this point. (C)</p> <ul style="list-style-type: none"> • Give each student a piece of paper or a few post-it notes. Ask them to jot down their thinking as you read one more paragraph. At the end of the reading, ask students to share with a partner what they have written. (G) Invite a few to share with the class. • Continue this routine: reading one paragraph at a time, modeling how to record thinking, having students first share with partners, and then inviting a few to share with the class. • At the end of the passage, review the idea that good readers listen to their inner voices and think about what they are reading. Sometimes they keep track of their thinking by jotting down notes as they read.
Day 3		Students will pay attention to what they are thinking and seeing as they read.
	<i>Becoming a Doctor</i>	<ul style="list-style-type: none"> • The teacher chooses one student with whom to model partner reading. As one partner reads a paragraph, the other partner jots down what he/she is thinking. (M) • Have students partner read. As one partner reads a paragraph, the other partner jots down what he/she is thinking. The teacher circulates to notice who is learning to monitor his/her comprehension. (G) • After each paragraph, the teacher asks a few students to share what they wrote. (C)
Day 4		<p>Students will notice when comprehension breaks down. Students will ask questions to help their comprehension. Students will take action to help answer their questions when comprehension breaks down.</p>
	<i>Are the Everglades Forever?</i>	<ul style="list-style-type: none"> • The teacher reads an expository text that is complex and interesting. Continue to model the inner voice heard as the text is read. Remind students that we use this type of thinking with any text. (M) • Read the title and the first paragraph. Model thinking. “I am a little confused. You mean big snakes are a threat to the Everglades ecosystem? How has such a protected national park become so infested with big snakes? How did they get there?” Tell students that good readers ask questions when something is confusing. Create a class chart (on one side write “Questions” and on one side write “How we answered our questions”). “I wonder if I keep reading if I will find the answers.” • Finish reading the next 2 paragraphs and modeling thinking. “This is telling me more about reports that explain how thousands of pythons and anacondas aren’t normal inhabitants of the Florida ecosystem. But, there are several new words and new ideas here. I need to reread this paragraph to be sure that I understand these new ideas.” • Read the next paragraph. The teacher is modeling using prior knowledge to understand each idea. “This reminds me of the television program, <i>Animal Kingdom</i>, where animals are constantly searching for food, and they rely on other animals for food sources.” • Ask students to share what they are thinking now about ecosystems or any new questions that they have. (G,C) If any of the questions have been

		<p>answered, discuss some of the actions that you have taken to help answer them. Add these to the chart.</p> <ul style="list-style-type: none"> • Continue by reading the next paragraph, beginning with biodiversity is a good thing, modeling rereading, using prior knowledge, and reading on to clarify meaning. (M) • Read the last paragraph modeling rereading, using prior knowledge, and reading on to clarify meaning. (M) • After reading that information, stop to review some of the questions/confusions that have been answered. Review what you did to answer the questions. Tell students that we will continue the reading tomorrow.
Day 5		<p>Students will notice when comprehension breaks down. Students will ask questions to help their comprehension Students will take action to help answer their questions when comprehension breaks down.</p>
	<i>Are the Everglades forever</i>	<ul style="list-style-type: none"> • Ask students to share with a partner some of the things they learned about ecosystems in yesterday’s reading. • Review the chart from yesterday. Discuss the actions taken to answer questions. Remind the class of any remaining questions. • Continue the routine from the previous day: teacher reads a paragraph at a time, modeling thinking/questions, asking students to share thinking/questions, and adding new questions or strategies to the class chart. • After completing the passage, remind students that they have been doing what good readers do to help them understand what they read – paying attention to what they are thinking and seeing as they read, noticing when comprehension breaks down, asking questions, and taking action to answer their questions.

WEEK 2

Passages

- *The Road Not Taken* (<https://www.poets.org/poetsorg/poem/road-not-taken>) is used on Day 1 and Day 2.
- *Paul Revere's Ride* (<http://www.readworks.org/books/passages>) is used on Day 3, Day 4, and Day 5.

Standards: (The activities in this lesson provide scaffolds to help students reach the following standards.)

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inference drawn from the.
- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RI.8.19. By the end of the year, read and comprehend literacy nonfiction at the high end of the Grades 6-8 text complexity band independently and proficiently.

Outcomes Emphasized

Students will learn to:

- **Activate prior knowledge** by thinking about what they already know about a topic.
- **Connect** what they already know about a topic to what they are reading, recognize when they read something that they did not know, or correct what they thought they knew about the topic.

Teacher Notes for the Week

- Students work to comprehend informational text by thinking and talking about what they already know about a topic and what they are learning.
- The teacher models and students practice making charts to show what they are learning.
- On Friday, students attempt to distinguish between details about a topic and the main idea.

Activating Background Knowledge and Connecting New Learning to What is Known
Week 2

	Text Material	Instruction Model=M; Guided Practice=G; Collaborative Practice; Independent Practice=I
Week 2		
Day 1		Students will think about what they already know about a topic. Students will connect the information in passages to what is already known about a topic.
	<i>The Road Not Taken</i>	<ul style="list-style-type: none"> This text will challenge the students' comprehension. Make a two-column chart where students can see it. Label one column <i>What We Know</i>. Label the other column <i>What We're Wondering About</i>. Give each student 4-5 post-it notes. The teacher writes one thing she knows about choices on a post-it note. (e.g. Everyone must make choices. For example, after graduating from high school, I had to make a choice to stay home and go to college or attend college away from home). (M) Ask students to jot down notes about what they know about making choices. Tell students to use a post-it-note for each item already known. Allow one or two minutes. (G) Ask students to name times in their lives when they had to choose between two "roads." What did you do? How did you feel? Summarize what is <i>known</i> on the class chart. Read the first stanza to the class. Model in the first paragraph an example of when comprehension could break down. (e.g. What is meant by two roads diverged? Did they disappear? Was it easier to take one road than the other?) Write each question on a post-it note and place it on the class chart under the <i>What We're Wondering About</i> column. (M) Read the second stanza, pausing at several points (e.g., after 2nd line stanza 2, after 4th line stanza 2) and allow student partners one minute to note what they are wondering on a post-it note. (G,C) Display these questions on the class chart.
Day 2		Students will think about what they already know about a topic. Students will connect the information in passages to what is already known about a topic.
	<i>The Road Not Taken</i>	<ul style="list-style-type: none"> Summarize charts from the previous day. Review what was known about choices (making decisions) and what happened when comprehension broke down. Explain what background knowledge allowed some in the class to understand when comprehension broke down for other students. Add what was learned yesterday to the <i>What We Know</i> column of the class chart. (M) Distribute a two-column sheet that is a replica of the class sheet to pairs of students. Explain that we will continue reading about <i>The Road Not Taken</i>. The teacher continues reading <i>The Road Not Taken</i> to the class two line at time, beginning with stanza 3. After each stanza allow 2 minutes for students to jot down what they learned (<i>What We Know</i> column) or what they did not understand (<i>What we're wondering about</i>). (G, C) After finishing the poem, have students share with a partner what they learned and what they are wondering about. (G,C) Invite a few students to share with the group. Brainstorm some strategies for answering any remaining questions. (G)

Day 3		<p>Students will think about what they already know about a topic.</p> <p>Students will connect the information in passages to what is already known about a topic.</p> <p>Students will add new information to what they already know or correct what they thought they knew.</p>
	<i>Paul Revere's Ride</i>	<ul style="list-style-type: none"> • Display a new two-column chart. Label one column: <i>What I Know</i>; label the other column <i>What I Learned</i>. • Ask students what they know about Paul Revere's Ride. Record the replies on the chart. • Ask students what they know about how Paul Revere's ride and its impact on history. If any responses are offered, add them to the <i>What I Know</i> column. • Distribute copies of <i>Paul Revere's Ride</i> to pairs of students along with a two-column sheet like the class chart. Ask students to follow along as you read the first 10 lines. Comment on one thing that you learned from the first paragraph (e.g. Paul Revere used lanterns in the church tower to signal if the British were coming by land or sea). Write "Paul Revere was a hero. His heroic acts remind me of 911 and the many heroes who risked their lives to save others." (M) • Read lines 11-20 as students follow along. Ask students to write one word or a few words on their charts to remind them about what they learned. (e.g., through every Middlesex village and farm, for the country folk to be up and to arm.) • Have students share what they wrote. As it is shared, the teacher will record responses on the class chart. (G,C) • Have one partner whisper read lines 25-35 to the other partner. Ask pairs to jot down in the <i>What I Learned</i> column a word or phrase that will remind them of what they learned (e.g. North Church tower). (G,C) • Follow the procedure to finish lines 35-45. • Collect the passages and the student sheets to be used tomorrow.
Day 4		<p>Students will recognize when they read something that they did not know about a topic.</p>
	<i>Paul Revere's Ride</i>	<ul style="list-style-type: none"> • Distribute passages of <i>Paul Revere's Ride!</i> and the <i>What I Know/What I Learned</i> sheets to students. • Let students read over their own sheets to remind them of what they learned. Then have them turn and talk to share and summarize their thinking. • Have one partner whisper read lines 50-60. Ask pairs to jot down in the <i>What I Learned</i> column a word or phrase that will remind them of what they learned (impatient to mount and ride). (G,C) • Record on the class chart the word or phrases that can remind the class about what was learned. • Repeat the procedure for the remainder of the article. Allow about 5 minutes for each paragraph. • Circulate during the partner work and ask pairs to share one of their phrases with you. (G,C)
Day 5		<p>Students will distinguish details that might be learned from the big ideas in the poem.</p>
	<i>Paul Revere's</i>	<ul style="list-style-type: none"> • Display the completed "<i>Paul Revere's Ride</i>" class chart. • Restate some of the learning that is represented in the chart. Tell students that

	<i>Ride</i>	<p>they learned many facts.</p> <ul style="list-style-type: none"> • Explain that it is also important to think about the big ideas. Tell students, “I think one of the big ideas from this passage is Paul Revere was a pony express rider and because of his riding skills was able to warn the entire countryside to prepare for the planned British attack.” (M) • Ask students, “What are some other big ideas from this passage?” Tell them to take two or three minutes to discuss this with their partners and to write one big idea from the passage. • Write six or eight of the big ideas so that students can see them. • Ask students what they think about each big idea. Ask students if they think the big idea is “too big,” “too little,” or “just right.” An example of what might be labeled too big is: “The British and colonies fought a war.” An example of what might be labeled “too little” is “Paul Revere’s Ride happened a long time ago.” A “just right” big idea might be: “The consequences of not adhering to warnings.”
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WEEK 3

Passages:

- *A Bone to Pick* (<http://www.readworks.org/books/passages>) is used on Day 1, Day 2, Day 3, and Day 4.
- *An Unwelcome Newcomer* (<http://www.readworks.org/books/passages>) is used on Day 5.

Standards: (The activities in this lesson provide scaffolds to help student reach the following standards.)

- RL. 8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. Determine theme or central idea and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; prove an objective summary of the text.
- L.8.39a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.8.41. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Outcomes Emphasized

Students will continue to:

- Think about what they already know about a topic.
- Recognize when they read something that they did not know about a topic.
- Connect the information in passages to what is already known about a topic.
- Add new information in passages to what is already known about a topic.
- Add new information to what they already know OR correct what they thought they knew before the reading. (Misconceptions)
- Distinguish details from the big ideas in a passage.
- Respond to text by writing.

Teacher Notes for the Week

- Week 3 provides practice in thinking about how our background knowledge helps us understand a passage. Students learn to connect what they are reading about to what they already know. Students also learn to stop, think about, and react to new information they might wonder about and how to connect that with their own background knowledge. (Day 1, Day 2, and Day 3)
- Week 3 introduces making a written response to a prompt and judging that response using a two-step rubric. (Day 4 and Day 5)

**Activating Background Knowledge and Connecting New Learning to What is Known
Responding to Text by Writing
Week 3**

During Week 3, students will continue to practice monitoring comprehension, activating background knowledge, and connecting new learning to what is known. Students will respond to a prompt in writing and learn how to use a two-step rubric to judge their written responses to the prompt.

Week 3		Instruction Model = M; Guided Practice = G; Collaborative Practice = C; Independent Practice = I
Day 1		Students will think about what they know about a topic. Students will recognize when they read something that they did not know about a topic.
	<i>A Bone to Pick</i>	<ul style="list-style-type: none"> • Distribute copies of <i>A Bone to Pick</i>. • Display a three-column chart so that the class can see it. One column is titled <i>What We Know</i>; the other column is titled <i>What We Wonder</i>; the third column is titled <i>What We Have Learned</i>. Tell students that sometimes the title and the pictures tell us very little about what a passage will be about. • Explain what you already know about the expression <i>a bone to pick</i> that you can write in the <i>What We Know</i> column. Write one or two things that you know and that you think will be helpful for preparing students to comprehend the text (e.g., A bone to pick could possibly mean you need to have a difficult conversation with someone). (M) • Ask students to tell you anything they already know or have heard about the expression <i>a bone to pick</i>. Record any background knowledge on the class chart. • Tell the students that there are things in the passage that are not easy to understand and that we want to make a list of those things that we will wonder about as we read the passage. • As you read the title again, model for the students how you underline a word or phrase that causes you to wonder. Underline <u>a bone to pick</u>. Say, “I wonder is this phrase used in the story to mean literally what it says?” (M) • As you read the first paragraph, model again something that you wondered about. (e.g., I wonder if Javier is the owner of this barbeque business and how old is he?) Record your wonder on the class chart. (M) • Tell students to read the second paragraph with their partners. Ask students to mark with their pencils any word or phrase that causes them to wonder. • Continue partner reading through paragraph 3. Ask students to share something that they wondered. Record the student comments in the <i>What We Wonder</i> column of the class chart. Examples of what students might wonder in paragraphs 2 and 3 are: “Was the business successful because it was the only barbecue restaurant in town, or was the food delicious?” “Was Javier a dedicated employee, or did he hate his job?” Record each wonder in the <i>What We Wonder</i> column of the class chart. (G,C) • For each wonder that is offered, praise the contribution, offer a clarifying response, and explain how you know. For example, you might say, “Good question! I’ve seen how demanding a barbeque business can become. This reminds me of the food network television show <i>Drive-ins, Diners, and Dives</i>. I bet others wondered why Bones was so successful. Does anyone else know? How do you know?” • Refer to the completed anchor chart. Tell students that they learned many facts about working in a barbeque restaurant.

		<ul style="list-style-type: none"> • As an example, tell them one thing you learned and write it on the anchor chart (e.g. for a barbeque business to be success, sacrifice and hard work are required). • Tell students to take two or three minutes to list with their partners a few things they learned from the passage. Ask students to share what they learned. Each time learning is shared, write it on the anchor chart. • While you are writing, ask students to put their fingers on the paragraph where the information was given. When you finish recording the learning, ask students to tell the paragraph in which the information was located. Example: While the teacher is writing, “Vegetarians often took offense at what Javier did to make a living”, students locate the information by pointing to paragraph 10 page 2. Then have a student read the sentence.
Day 2		<p>Students will think about what they know about a topic.</p> <p>Students will recognize when they read something that they did not know about a topic.</p>
	<i>A Bone to Pick</i>	<ul style="list-style-type: none"> • Complete the reading from <i>A Bone to Pick</i>. Use the same procedure that was used the day before and apply it to paragraphs. (G,C) With the teacher’s guidance, this exercise will allow students to practice most of the outcomes for the week.
Day 3		<p>Students will respond to a text by writing and using a rubric to evaluate a response.</p>
	<i>A Bone to Pick</i>	<ul style="list-style-type: none"> • Display the class chart that lists what the class has learned about <i>A Bone to Pick</i>. • Tell students that they learned a few things about <i>A Bone to Pick</i>. Point to one item in the class chart that relates to <i>A Bone to Pick</i>. “Sometime difficult conversation is necessary to learn from one another.”(M) • Ask students to refer to the chart and find any other items related to <i>A Bone to Pick</i>. (G) • Mark the items found in the class chart in some way. • Tell students that you will give them 3-4 minutes to locate other items in the text that are not listed on the class chart that relate to <i>A Bone to Pick</i> (e.g. Get to know people before arriving at conclusions about who they are.). Provide one example and ask students to mark it in their texts. Allow a few minutes for students to “highlight” other items in their texts. • Write the following prompt so that students can see it: To clear up misconceptions, it becomes necessary to “Pick a Bone.” Tell students that the class will dictate to the teacher how to respond to this prompt. Write so that students can see a first sentence such as the following: Having difficult conversation can be awkward and uncomfortable but if ignored can lead to deeper issues. Ask students to raise their hands if they can contribute what would go next. Remind students to use examples from the highlighted items on the class chart and in their texts. Accept any items that are accurate. There are at least six facts in the text that could be included in the class writing so several versions of a writing could result. One example could be: <i>Javier didn’t like being attacked by Kelsey, who didn’t know what she was talking about. Bones wasn’t part of the industrial farm system and paid a fair price to all of the ranchers it bought cattle from. He makes high-quality food that brought happiness to a lot of people. Javier could have cleared the air by explaining that he too was a vegetarian but refused to “Pick a Bone” with Kelsey regarding the topic.</i>

Day 4		Students will respond to a text by writing and use a rubric to evaluate a response.
	<i>A Bone to Pick</i>	<ul style="list-style-type: none"> • Tell students that two things are important when writing about what one has read: <ol style="list-style-type: none"> 1. Respond to the question/prompt exactly. 2. Include evidence from the passage in what is written. • Display what the class wrote the day before, and ask the class to evaluate whether or not these two things were accomplished. <ol style="list-style-type: none"> 1. Model exactly how to evaluate the written response from the day before. For example, you might say, “We were supposed to respond to the prompt. 2. Never jump to conclusions. 3. Attacks are no way to persuade for a cause. 4. Kelsey was very pretty, all right, but her strategy was flawed.” • Highlight each piece of evidence in the text to be sure that it is clear for the students. • Remove the class writing but leave the class chart of what was learned and distribute the marked up copies of <i>A Bone to Pick</i>. • Display the same prompt that was used on the previous day for the class writing and ask students to work in pairs to respond to the prompt. Indicate that they will have no more than 10 minutes to work with a partner to create their version of a written response. • Tell students that the class will evaluate the writing by asking: <ol style="list-style-type: none"> 1) Did the writing respond to the prompt exactly? 2) Do all of the steps come from evidence in the text? • Circulate to find an example or two to display so that the class can read it (e.g. rewrite on a transparency film or rewrite on a class chart). • Have the class evaluate with the two-step rubric the examples provided by their classmates. • If the modeling has been done well, most written responses should meet the criteria, be worthy of praise, and provide students with the two most important procedures in responding to written response items.
Day 5		Students will locate specific information in a text.
	<i>An Unwelcome Newcomer</i>	<ul style="list-style-type: none"> • Tell students that we are reading an informational text. It explains how an invasive small plant causes big problems. • Place the text, <i>An Unwelcome Newcomer</i>, on the projector screen. Begin reading the text by modeling for the class the parts of the text (heading, <i>An Unwelcome Newcomer</i>, and subheading, <i>Invasion of the Zebra Mussels</i>). Introduce the heading by saying, “As we read the text, we will discover why zebra mussels are considered newcomers and why they are unwelcomed.” Read paragraphs 1-2, and afterwards continue by saying, “Now I understand why zebra mussels were unwelcome newcomers. They were newcomers because they were brought from rivers of Europe and Asia. I found this information based on what the author said and what I already knew. They were unwelcome because of their invasive nature. I found this answer from what I know about the word invasion.” • Ask students to read the remaining 3 paragraphs and locate specific information on the invasive nature of zebra mussels. After reading once, read the text a second time, highlighting portions of the text describing the invasions of zebra mussels. After 2-3 minutes say, “How did you find the answer? Accept responses from different individuals validating or scaffolding to locate the correct response. • Read the next subtopic, “The Hudson River Invasion,” modeling how to find evidence on why scientists predicted zebra mussels would soon arrive in the Hudson River. Continue modeling how to locate information supporting their predictions. Begin the process by saying, “Scientists wondered how zebra mussels might impact the Hudson River ecosystem. What is one example of information that might help them understand the zebra mussels’ impact?” Display the passage

		<p>and have students work with a partner to find the correct answer. Have 1 or 2 students share what they did to find the correct answer.</p> <ul style="list-style-type: none">• Wrap up the day by reminding students that the text we read today is an informational text. It provides factual evidence about zebra mussels and their invasive nature.
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WEEK 4

Passages

Chapter 8 of *Hatchet* <http://scotland.k12.mo.us/view/637.pdf> will be used all week.

Outcomes Emphasized

Students will continue to:

- **Activate prior knowledge** by thinking about what they already know about a topic.
- **Ask questions** about what they are reading.
- **Connect** what they already know about a topic to what they are reading, recognize when they read something that they did not know, or correct what they thought they knew about the topic.
- **Respond to a text by writing.**

Teacher Notes for the Week

- Week 4 provides more practice with activating prior knowledge and making connections.
- On Day 2 and Day 3, students discuss important ideas in the text to prepare them for deeper comprehension of the text and for writing activities.
- Students write responses to text on three days (Days 2, 3, and 5) and evaluate written responses on three days (Days 2, 4, and 5). The important idea is for students to gain ease in responding to open-ended questions and to experience that there are various written responses that meet the criteria in the rubric.

Responding to Text by Writing
Week 4

Week 4		
Day 1		Students will continue to think about what they are reading; ask questions about what they are reading; and connect what they already know about a topic to what they are reading.
	<i>Hatchet</i>	<ul style="list-style-type: none"> • Tell students to think about what they know about being lost. Say, “Has there been a time when you’ve been lost? I remember a time when my little girl got separated from me in the mall. I can think about how scared I was and how scared she was when I finally found her. Turn to your partner and tell about a time when you or someone you know was lost. Tell them how the person was feeling. Tell your partner what you know.” Listen in to the conversations. Point out a few of the key points in their conversations to the whole group. • Distribute copies of <i>Hatchet</i> and read the preview information: “<i>Brian is on his way to visit his father in northern Canada when the pilot of a small, single-engine plane in which he is flying suffers a fatal heart attack. Forced to crash-land the plane, Brian suddenly finds himself alone in the Canadian wilderness, with only a hatchet to help him survive.</i>” • Say, “Knowing that the plane has crashed and he is alone in the wilderness, think about how he must be feeling. Also, think about what he is going to do to survive.” Let them talk about it. Listen in to the conversations and select a couple to share with the whole group. • Tell the students that good, active readers slow down when they read, and they wonder about all sorts of things. They may wonder about what is going to happen, or about the content, or what a word means. Sometimes when we merge our thinking with the text, we have questions. Say, “Give me a thumbs up if you ever have questions when you read.” • Read the first 5 paragraphs to the class. Ask students, “What are you thinking?” And ask, “What are you wondering?” Record student responses so that the class can see them. Contributions might include: <ul style="list-style-type: none"> <u>What Are We Thinking?</u> - Interesting story! he talks about? - I can’t imagine how awful he feels. - I’m scared just listening to this.

		<p>the story is complete.</p> <ul style="list-style-type: none"> Teachers must judge whether or not to answer the students' questions as they are asked. The story has built-in suspense and students will want to finish. Answer questions if it can be done quickly (e.g., 30 seconds or less) and if you judge that the answer to the questions enhance the students' comprehension of the text. If necessary, note the question and tell students that you will answer the question later in the week.

		<p>Students will continue to think about what they are reading; ask questions about what they are reading; and connect what they already know about a topic to what they are reading.</p> <p>Students will respond to text by writing.</p>
Day 2	<i>Hatchet</i>	<ul style="list-style-type: none"> Tell students that we will continue to do what good, active readers do. Yesterday we wondered about the text and asked questions while we were reading. Sometimes while we are reading we have a question about what a word means. Tell student that one of the words we wondered about was self-pity. Show students the word. Say the word and have students repeat the word. Provide a student friendly definition: self-pity means to feel sorry for yourself. Explain that sometimes we have self-pity when we experience bad things that happen to us. For example, we didn't get invited to a party that we wanted to go to; or didn't make the cheerleading squad. Have partners take turns talking about a time when they experienced self-pity. What caused those feelings and how did you feel? Drop and listen. Read paragraphs 9& 10 to students (beginning with "Some of the quills"). Tell them that this paragraph describes his feeling of self-pity. Give specific examples of things people do when they experience self- pity (e.g. sit and cry, go to bed and sleep, blame others, feel lonely). Tell students that in paragraph 10, it explains what he does in his pity-party. Ask students to jot down a few signs that he is experiencing self-pity. Have students share with their partners what they jotted down. Ask students to share what they have written down. Record the contributions so that students can view them. <ul style="list-style-type: none"> *He says, "I can't do this many times." *He imagines the next thing he might experience. *He cries and cries. *He puts his head on his knees. Have students read paragraph 11. Ask students to jot down what he discovers about self-pity. Have students share with their partners what they jotted down. Ask students to share what they have written down. Record the contributions so that students can view them. <ul style="list-style-type: none"> *It doesn't work. *It was a place you can't stay in. *It was considered incorrect. *Nothing changes as a result. Write the following prompt where students can see it: When Brian finds himself lost in the wilderness, he suffers feelings of self-pity.

		<p>Explain what caused his feelings and how he overcame them. Give examples from the passage to support your answer.</p> <ul style="list-style-type: none"> • Allow partners 5 minutes to write a response. Circulate to look for examples that the class can evaluate according to the two-step rubric used last week. • Display several written responses. Evaluate each written response with the two-question rubric. <ul style="list-style-type: none"> 1) Did the writing respond to the prompt exactly? 2) Do all of the reasons come from evidence in the text? • Remember that there will be many different responses to this prompt that deserve praise. Contributions may be as varied as the examples below. <p><u>Example 1:</u> Brian experienced self-pity because he was in an airplane crash and is alone. He is injured, attacked, and afraid. He sat with his head on his knees. He realized that time was moving and nothing changed. All these feelings didn't help at all.</p> <p><u>Example 2:</u> Brian experienced self-pity because he was hurting. He had needles in his leg and he had some animal growling at him. He has no idea where he is and he is afraid of what else is in the wilderness. Through the night, he comes to realize that all his worrying and crying had not changed anything.</p> <ul style="list-style-type: none"> • Remember that what matters most is for students to realize that they must answer the question exactly and they must provide evidence found in the passage. Therefore, it will be good to apply the two-step rubric to as many written responses as possible.
Day 3		<p>Students will continue to think about what they are reading; ask questions about what they are reading; and connect what they already know about a topic to what they are reading.</p> <p>Students will respond to text by writing.</p>
	<i>Hatchet</i>	<ul style="list-style-type: none"> • Distribute copies of <i>Hatchet</i> again. Explain that the word <i>hatchet</i> is in the title. It is also used thirteen times in the passage in paragraphs 16—23. • Ask students to read these paragraphs. As they read ask students to follow along and to underline each time that they see the word <i>hatchet</i>. • Explain what a hatchet is and what it looks like. (e.g. Show a picture of one and discuss it saying it is like a short ax. Sometimes they would be included in a “survival” kit on an airplane or boat. Campers also take them along because of their size. They are sharp and can be used for cutting wood, limbs, etc.) • Ask students to notice the name of the story. Maybe the author named it that to use symbolism in this text. Symbolism is when an author connects a concrete object to demonstrate a theme. An example would be our American Flag. That is a symbol of our freedom and represents the lives lost to obtain freedom. Look at the paragraphs they read, 16-23. Have students reread and talk about the importance of the hatchet. • Place the following prompt where students can see it. Explain the importance of the hatchet. The author named the story <i>Hatchet</i>, and Brian discovers the importance of it. Be sure to support your answer with facts found in the passage. • Ask students to talk about their answers with their partners. Then, have one of the partners write the response while the other tells him/her what to write. Tell students that they have five minutes to write their responses. • Have partners swap written responses and read each other's work. Ask the

		<p>reading partner to check to see if the question was answered and if the written response includes three pieces of evidence from the passage. Tell students that they have about 3 minutes to make any changes if they believe that their readers' suggestions are good ones.</p> <ul style="list-style-type: none"> • Take up the written responses and explain that the class will review them tomorrow to see how they measure up to the rubric. Again, expect a wide range of written responses.
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Day 4		Students will use a rubric to evaluate written responses to text.
	<i>Hatchet</i>	<ul style="list-style-type: none"> • After reviewing the papers that were turned in the previous day, select those that show the most variety for class review. • Display one written response at a time so that students can read it. Evaluate each written response with the two-question rubric. <ol style="list-style-type: none"> 1) Did the writing respond to the prompt exactly? 2) Do all of the reasons come from evidence in the text? • Remember that there will be many different responses to this prompt that deserve praise.
Day 5		Students will respond to text by writing and use a rubric to evaluate written responses to text.
	<i>Hatchet</i>	<ul style="list-style-type: none"> • Tell students that they are going to write by themselves for 10 minutes. Display this prompt so that students can see it. <p>Brian learns that self-pity doesn't change anything. He learned to make the best of a bad situation. Think of a time when you experienced feelings of self-pity. Tell us the feelings you experienced and how you moved on past those feelings. Include examples of how you were feeling and ways you were able to move past them.</p> • Display several written responses. Evaluate each written response with the two-question rubric: <ol style="list-style-type: none"> 1. Did the writing include the feelings experienced? 2. Did the writing include examples of how you were able to move past the feelings? • Remember that there will be many different responses to this prompt that deserve praise. Always praise by offering the precise reason that the response is deserving of praise.

WEEK 5

Passages

- “A Special Delivery” (<http://www.readworks.org/books/passages>) will be used on Day 1 and Day 2.
- The poems “Mother to Son” <http://www.poemhunter.com/poem/mother-to-son/> and “One Perfect Rose” <http://poemhunter.com/poem/one-perfect-rose/> will be used on Day 3, Day 4, and Day 5.

Standards (The activities in this lesson provide scaffolds to help students reach the following standards.)

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- L.8.39. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content (a) use context as a clue to the meaning of a word or phrase.
- L.8.43. ... gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- W.8.20. Write arguments to support claims with clear reasons and relevant evidence.

Outcomes Emphasized

Students will learn to:

- **Make an inference** by merging their own knowledge with information from a text.
- **Infer word meaning** by using information from a text.
- **Make inferences** in order to answer questions about a text.
- **Respond to a text by writing.**

Teacher Notes for the Week

- During Week 5, the teacher models how to merge prior knowledge with text clues to come up with an idea that the author has not actually written.
- On Day 1, students infer the meanings of unfamiliar words or phrases.
- On Day 2 and Day 4, students make inferences to answer questions about a text.
- On Day 3, students organize information from a text.
- Students write responses to text on Day 5 and evaluate the written responses using a simple two-step rubric.

Inferring Week 5

Week 5	Instruction Model = M; Guided Practice = G; Collaborative Practice = C; Independent Practice = I
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Day 1		<p>Students will merge knowledge with information in a text to make an inference. Students will use information in a text to infer word meaning.</p>
	<p>“A Special Delivery”</p>	<ul style="list-style-type: none"> • Tell students they are going to read a story about an unusual company. • Then distribute copies of the text to pairs of students. Ask partners to read the passage. As they read, they should mark words that are unfamiliar to them. • After reading, have students share words that were identified. (These are the words that might be brought out in this section: <i>simultaneously, elaborate, reciprocated, decipher, nefarious, befallen</i>) • Go back to paragraph 1, reread the paragraph that uses <i>simultaneously</i>. Tell the students, “From reading this paragraph in the passage, I think I can infer that <i>simultaneously</i> means something happens at the same time.” • Explain further: “Actually, when I look at the sentences surrounding the word <i>simultaneously</i>, I see that a computer message showed up at 12 p.m. and, when asked, the secretary said that the envelope arrived at 12 p.m. I can infer from this that they arrived simultaneously, or at the same time.” (M) • In paragraph 4, ask students to read the sentence that contains the word <i>reciprocated</i>. Tell students that the passage never explains what is meant by <i>reciprocated</i>. • Draw three columns on a class chart. Label one column: <i>K</i> for <i>What I Know</i>. Label the second column <i>C</i> for <i>Clues from Text</i>. Label the third column <i>I</i> for <i>What I Can Infer</i>. Ask students to create charts of their own. • Ask for volunteers who could help complete the chart concerning the word <i>reciprocated</i>. Invite several students to contribute their thinking to the class chart. Contributions might include entries such as the following: <i>K</i> = I have heard that word reciprocated used on the news. It was someone paying someone else back for helping them. This word is a verb. <i>C</i> = I see that the brother gave the narrator a pig and then Christoph send a band to his brother. <i>I</i> = I can infer that the word reciprocated means he did something after something was done to him. • Ask students to find other words. • Have students work with their partners to jot down on their charts inferences they made concerning the words they found.
Day 2		<p>Students will merge knowledge with information in a text to make an inference. Students will use information in a text to infer word meaning. Students will make inferences in order to answer questions about a text.</p>
	<p>“A Special Delivery”</p>	<ul style="list-style-type: none"> • Remind students that yesterday they started to learn how to merge something they already know (<i>K</i>) with clues in a text (<i>C</i>) to make an inference (<i>I</i>). • Distribute “A Special Delivery” to partners. • Display another class chart with three columns labeled <i>K, C, I</i> so that students can see it. • Display question 1 so that students can see it. The correct answer (<i>B</i>) should already be marked on question 1. • “Do you agree that I have marked the correct choice? Now, find the sentence in the text that made me choose option <i>B</i>.” (Students should locate

		<p>paragraph 3.) Explain that the answer to this question was located directly (or explicitly from the text. “Are all answers located directly in the text?”</p> <ul style="list-style-type: none"> • Direct students to the class chart they began yesterday. Explain that some questions require students to make inferences the same way they had to make inferences yesterday about unfamiliar vocabulary. • Display question 2 so that students can see it. The correct answer (D) should already be marked. • Relate the question to the class chart with conversation such as the following: • “Let’s look at the class chart. Do you see that under column <i>C</i> I have written the sentence in the text that provided the clue? Now, do you see in column <i>I</i> that I have written the answer to the question? But, I had to <i>infer</i> the answer because it never provides an actual description of Christoph. I had to know (<i>K</i>) something to help me infer. What I know is that all these words describe a person. I had to go back to the text to see if anything in the text will help me determine the best answer. (<i>C</i>). I feel I can eliminate answer B because nothing in the text shows him to be cautious or nervous. I can also eliminate C because laid-back means that he is not in a hurry. That leaves A and D. Looking at the text, I think that because he is a reporter, D describes him and the text gave me those clues to support this. In paragraph 9, “Christoph still wondered (curious), “The more Christoph delved into Anytime’s business, the more something seemed off” (observant), paragraph 13 “He had no intention of stopping his investigation” (determined). <table border="1" data-bbox="505 982 1490 1537"> <thead> <tr> <th data-bbox="505 982 813 1024">What I Know</th> <th data-bbox="813 982 1149 1024">Clues in the Text</th> <th data-bbox="1149 982 1490 1024">What I Inferred</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1024 813 1537"> All these words describe a person. Christoph does not act quiet or nervous, so B doesn’t fit. Laid-back means not in a hurry or not really caring but he is, so C doesn’t fit. Christoph is a reporter and reporters are curious. </td> <td data-bbox="813 1024 1149 1537"> paragraph 9 “Christoph still wondered (curious), paragraph 9 “The more Christoph delved into Anytime’s business, the more something seemed off” (observant), paragraph 13 “He had no intention of stopping his investigation” (determined). </td> <td data-bbox="1149 1024 1490 1537"> Christoph might have all the characteristics from answer A, but the most important ones shown in this story were the ones in answer D. These are necessary for a reporter to investigate. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Allow students to continue the same procedure with questions 3-6. Allow students to add to their charts as they work with partners to answer the questions. 	What I Know	Clues in the Text	What I Inferred	All these words describe a person. Christoph does not act quiet or nervous, so B doesn’t fit. Laid-back means not in a hurry or not really caring but he is, so C doesn’t fit. Christoph is a reporter and reporters are curious.	paragraph 9 “Christoph still wondered (curious), paragraph 9 “The more Christoph delved into Anytime’s business, the more something seemed off” (observant), paragraph 13 “He had no intention of stopping his investigation” (determined).	Christoph might have all the characteristics from answer A, but the most important ones shown in this story were the ones in answer D. These are necessary for a reporter to investigate.
What I Know	Clues in the Text	What I Inferred						
All these words describe a person. Christoph does not act quiet or nervous, so B doesn’t fit. Laid-back means not in a hurry or not really caring but he is, so C doesn’t fit. Christoph is a reporter and reporters are curious.	paragraph 9 “Christoph still wondered (curious), paragraph 9 “The more Christoph delved into Anytime’s business, the more something seemed off” (observant), paragraph 13 “He had no intention of stopping his investigation” (determined).	Christoph might have all the characteristics from answer A, but the most important ones shown in this story were the ones in answer D. These are necessary for a reporter to investigate.						
Day 3		<p>Students will merge knowledge with information in a text to make an inference. Students will use information in a text to infer word meaning.</p>						
	“Mother to Son”	<ul style="list-style-type: none"> • Tell the students that poetry is a way of expression. It has a language of its own that is open to interpretation. The author has something specific he or she is trying to get across to us, but the great thing as a reader is that you can interpret the poem based on your own experiences and understandings. 						

Today we will read a nonfiction poem. Nonfiction poems can help us think more deeply about a familiar topic.

- The teacher reads the title and tells students, “The title ‘Mother to Son’ makes me think about a mother talking to her son.”
- Have students turn and talk about what they know about parent and child relationships.
- Tell students that when reading poetry, we often have to infer to understand the poet’s ideas. Inferring means to take information from a text and to merge it with what we already know to figure out the idea the author is trying to communicate to us. We will be using this chart to help us infer. (Show the anchor chart without anything written on it.)
- Read the entire poem aloud to students (have it displayed where all can see it). Invite the students to read along with you and think about the text.
- Reread the text stopping along the way to model your thinking, jotting down directly on the poem.
- Read aloud line 1, “Well, son, I’ll tell ya…” Tell: “I’m wondering what the mom wants to say? How old is the son? Is it something important or just a brief conversation? I’ll jot down these questions to help me think about this as I continue to read.”
- Read aloud line 2, circle the words *crystal stair*. “The text does not tell me the meaning of this phrase, so I used what I know to infer the meaning of each word to help me understand the phrase. I inferred from what I know about crystal meaning glittery, shiny, and beautiful. When the line said, ‘my life ain’t been no crystal stair’, I inferred that it means her life wasn’t so beautiful or wonderful.”
- Record on Anchor Chart.
- Read aloud lines 3, 4, 5, 6, and 7. Circle “tacks, splinters, boards torn up, bare.” “I’m not sure of the implied meaning, so I will reread. Now I’m thinking that these words are explaining more about how her life had been.” Record the inference on the chart.
- Read aloud lines 8, 9, 10, 11, 12, and 13. After reading line 13, tell students that the question you jotted down after reading line 1 has now been answered. Draw a line from line 13 back to the initial question. “I’m wondering about the phrase, ‘reachin’ landings and turnin’ corners.’ I’m going to use our chart to infer meaning.”
- Distribute copies of poem to students.
- Read aloud lines 14-20. Pause and ask, “What questions are you thinking now?” Have students jot down their thoughts on the poem and then turn and talk about their wonderings. Share and chart a few wonderings. Use an example from students to infer meaning with chart.

Example of chart

Words/phrases in poem	What I know	Clues in Text	What I Infer
Crystal stair	Crystal is shiny and beautiful		Life has been difficult.
Tacks, splinters, boards all torn up, bare floors	These things are hurtful		Life has been tough for her.
Reachin’ landings’,			

		turnin' corners			
		<ul style="list-style-type: none"> • Tell students that we used what we already knew about relationships between parents and children to help us understand the poem. • “Now, let’s take a moment and think about what the author wants us to understand about this poem. Jot down your thoughts at the bottom of your poem. Turn and talk to your partner.” Share a few responses. • Remind students that we inferred today to think deeper about the poem. We used what we knew and merged it with clues from the text to make inferences. 			
Day 4		Students will merge knowledge with information in a text to interpret the author’s message.			
	<p>“Mother to Son”</p> <p>Chart with prompt for response writing</p> <p>Rubric</p> <p>Pencil/paper</p>	<ul style="list-style-type: none"> • Quickly review yesterday’s lesson with “Mother to Son.” Remember inferring means to take information from a text and to merge it with what we know to figure out the message the poet is trying to communicate to us. • Tell students that today they will be interpreting the poet’s message in “Mother to Son.” • Display chart with prompt: What is the poet’s message in “Mother to Son?” Use two details from the poem to support your answer. • Ask students to help create a rubric for this prompt. “What is the first thing we need to do? (<i>Decide what the poet’s message is.</i>) Put #1 there. What is the next thing we need to do? (<i>Find two details.</i>) Put #2 there. Is there anything else we need to do?” (<i>No.</i>) • Share your thoughts with the class about your interpretation of the poet’s message. Use yesterday’s chart to illustrate your thinking. • Compose your written response and think aloud as you go. It may look like this: <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>What is the poet’s message in “Mother to Son?” Use two details from the poem to support your answer.</p> <p>I think the poet’s message in “Mother to Son” is...</p> </div> <ul style="list-style-type: none"> • Ask students to help you check your response using the rubric: <ol style="list-style-type: none"> 1. Did I state what I think the poet’s message is? 2. Did I give at least 2 details to support my ideas? • Tell students that now they are going to have 10 minutes to write with a partner. You may think the poet’s message is the same as mine or you may think the poet has a different message. Remember, you must have two specific details from the poem to support your ideas. • Have students share writings with partners. Encourage the partners to use the rubric to guide their writing. • Support partner work. Choose two different responses to share in whole group. 			
Day 5		Students will merge knowledge with information in a text to make an inference. Students will use information in a text to infer word meaning.			

		Students will merge knowledge with information in a text to interpret the author’s message.										
	<i>One Perfect Rose</i>	<ul style="list-style-type: none"> • Quickly review Day 3’s and Day 4’s lesson with “Mother to Son”. Tell students we will be reading another poem to infer the meaning. Remember inferring means to take information from a text and to merge it with our knowledge to figure out the idea the author is trying to communicate with us. • Tell students that they will be reading and interpreting on their own. “You will be jotting down your thinking directly on the text just like we did when reading yesterday. Make sure you write down questions, thoughts, and inferences as you read. We will share together a little later.” • Distribute individual copies of “One Perfect Rose” to students. • Provide 8-10 minutes to read and write down their thinking. Teacher monitors students. Remind them to write down the message the poet wants us to get from the poem. • After students have worked independently, then have them turn and talk and share their thoughts about the poem. <ul style="list-style-type: none"> • Teacher then has individual students share and record on the class chart. <table border="1" data-bbox="505 1136 1490 1251"> <thead> <tr> <th data-bbox="505 1136 797 1213">Words/Phrases in Poem</th> <th data-bbox="797 1136 1032 1213">in</th> <th data-bbox="1032 1136 1268 1213">What I Know</th> <th data-bbox="1268 1136 1490 1213">Clues In Text</th> <th data-bbox="1490 1136 1593 1213">What I Infer</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 1213 797 1251"></td> <td data-bbox="797 1213 1032 1251"></td> <td data-bbox="1032 1213 1268 1251"></td> <td data-bbox="1268 1213 1490 1251"></td> <td data-bbox="1490 1213 1593 1251"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Tell students that they are now going to write by themselves for 10 minutes. Display this prompt so the students can see it. What is the poet’s message in “One Perfect Rose?” Use two details from the poem to support your answer. Remember to turn your prompt into a rubric and check your writing. • Have students share their writing with a partner. • Wrap up the lesson by sharing a few responses. 	Words/Phrases in Poem	in	What I Know	Clues In Text	What I Infer					
Words/Phrases in Poem	in	What I Know	Clues In Text	What I Infer								

Week 6

Passages

- “A War of Symbols” and “Dinner Plans”(Pre-GED Critical Reading Skills) is used on Day 1 and Day 2.
- “High Jumpers” by Stephan Fraser (<http://www.readworks.org/get/233404>) is used on Day 3, Day 4, and Day 5.

Standards (The activities in this lesson provide scaffolds to help students reach the following standards.)

- RL.8.1. & RI.8.10. Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- W.8.20b. Support claims with logical reasoning & relevant evidence...
- L.8.39d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).

Outcomes Emphasized

Students will continue to practice:

- **Making inferences** by merging information from the text with what they already know about something in the passage and/or something in a question about the passage.
- **Answering questions** about a passage by reading the question carefully, consulting clues in the text and consulting what is already known about information in the question and/or in the passage.
- **Making a written response** to an open-ended question and judging the responses according to a rubric (on Day 5).

Teacher Notes for the Week

- Week 6 provides needed practice for making inferences and answering multiple choice questions, since these two outcomes were introduced in Week 5 and practiced for only one week.
- Practice on Day 1 and Day 2 involves locating clues in the text and in prior knowledge that support the readers’ choices of an answer.
- Practice on Day 3 and Day 4 helps students realize that the wording in the correct multiple choice option will vary from the wording the readers would use in responding orally to the same question. The correct option, however, will be the **BEST OPTION** among the choices provided.
- During Week 6 students will continue to practice making inferences and using inferences to answer multiple choice questions. The main thing for students to understand is that answering multiple choice items correctly depends upon locating pertinent clues from the text and drawing upon what the reader already knows about information in the text, in the multiple choice question, and in the answer options. On Day 5, students will reply to two open-response items and apply a rubric to judge how well they answered the question.

	Text	Other	Students will make inferences by merging information from the text with what t
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Day 1	material "A War of Symbols"	materials Anchor chart Copies of text for students Copies of questions for students	<p>The teacher will read aloud the first paragraph of "A War of Symbols" and ask about WWII and Winston Churchill. Have them share. Ask one partner to read his/her partner. After students complete their reading of the paragraph, ask students so far. Be prepared to clarify as needed. Probe for any questions that the students can use clues that are stated directly to infer ideas that are only suggested or hinted at. Ask partners to finish reading the story. Reading the story and related discussion 15 minutes.</p> <p>Distribute the page that contains the questions. Tell students that you will model to do with the questions. Take Question 1 for modeling. Write two columns so</p> <p style="text-align: center;"><u>Clues From Passage</u> <u>What I Inferred</u></p> <p>Read Question 1 and model your thinking out loud as you read the answer choices</p> <p>A. He was angry over the attack by Germany. B. He had a sense of humor. C. He did not care about the people of England. D. He no longer felt he was an effective Prime Minister.</p> <p>Model how you can record the main points of your thinking under the two-column. You might write something like the following:</p> <p style="text-align: center;"><u>Clues From Passage</u> <u>What I Inferred</u></p> <ul style="list-style-type: none"> • Churchill knew he needed a way to cheer up the people. Only someone with a sense of humor to change a rude gesture. <p>Mark answer B.</p> <p>Tell students that for each question (2, 3, and 4) they should note which clue(s) they used and what they inferred to answer the questions.</p> <p>If time remains, review the students' answers and evidence (clues from text and inferences). If time is short, save the review for the next day.</p>									
			Students will make inferences to answer questions about a passage by merging new information with what they already know.									
Day 2		Anchor chart from previous day Article "Dinner Plans"	<p>The teacher completes the review of the students' work on questions 2, 3, and 4 to understand why the correct answer option is correct. Use the two column format to summarize how the clues from the passage and the students' inferences led to the correct answer.</p> <p>When the review is complete, the two-column class chart could resemble the following:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><u>Question</u></th> <th style="text-align: left;"><u>Clues From Passage</u></th> <th style="text-align: left;"><u>What I Inferred</u></th> </tr> </thead> <tbody> <tr> <td>2</td> <td>"..bombings and lost battles depressed the English people."</td> <td>He understood they were sad.</td> </tr> <tr> <td>3</td> <td>"When the English people saw the symbol they laughed."</td> <td>They understood the rude symbol to make them laugh. They used the symbol to symbolize something.</td> </tr> </tbody> </table>	<u>Question</u>	<u>Clues From Passage</u>	<u>What I Inferred</u>	2	"..bombings and lost battles depressed the English people."	He understood they were sad.	3	"When the English people saw the symbol they laughed."	They understood the rude symbol to make them laugh. They used the symbol to symbolize something.
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3	"When the English people saw the symbol they laughed."	They understood the rude symbol to make them laugh. They used the symbol to symbolize something.										

			Distribute the article “Dinner Plans”, and have students read the passage silently, answering questions paying careful attention to how they use clues, prior knowledge, and inferences. Allow at least 10 minutes for students to work in pairs to answer the questions. Allow at least 10 minutes for students to share their answers with the class. Emphasize having students explain how they arrived at their answer was. Praise responses that explain how the student used clues, prior knowledge, and inferences to answer the questions correctly. Note: At this stage it is critical that students are using clues from the text and their prior knowledge to make the inferences needed to answer the questions.								
			Students will answer questions about a passage and understand that there are many ways to arrive at a correct answer.								
Day 3	“High Jumpers”	Copies of text for students	<p>Note: Practice on Day 3 will help students realize that there can be more than one correct answer to a question. It will also help students realize that there are different ways of expressing an answer. Wednesday’s work is important in setting up Thursday’s practice when students will answer questions by selecting from multiple choice options.</p> <p>Distribute copies of “High Jumpers.” Tell students to look at the title and the illustrations. Turn and talk to ask what they predict the passage might be about and give evidence from the text to support their predictions. Stop and listen and select one or two to share. (The evidence is the critical piece of information.)</p> <p>Tell students that the passage is about tree kangaroos.</p> <p>Ask students to read the passage silently. Explain that they will be answering questions about the passage from the text to support their answers.</p> <p>When students finish reading, have them respond to the following questions with a partner. After each question allow students a few seconds to discuss the answer with their partner. For each question, ask for partners to share their answers. Record a few student responses. The questions to be asked are listed below. Examples of student responses are provided.</p> <table border="1"> <thead> <tr> <th>Question</th> <th>Example of Possible Correct Answer</th> </tr> </thead> <tbody> <tr> <td>What is this story mostly about?</td> <td>“High Jumpers” describes tree kangaroos that are endangered and what scientists are doing to save them.</td> </tr> <tr> <td>What made Lisa Dabek become interested in the tree kangaroo?</td> <td>When she first saw them she thought they were amazing. She decided to write about them.</td> </tr> <tr> <td>What makes tree kangaroos so hard to find?</td> <td>They only venture out to the forest floor at night.</td> </tr> </tbody> </table> <p>The important thing is for students to realize that there are many different ways to answer a question. Teachers should discuss students’ contributions with an emphasis on the importance of using evidence from the text to support their answers. Encourage asking students to explain what in the text made them think so.</p>	Question	Example of Possible Correct Answer	What is this story mostly about?	“High Jumpers” describes tree kangaroos that are endangered and what scientists are doing to save them.	What made Lisa Dabek become interested in the tree kangaroo?	When she first saw them she thought they were amazing. She decided to write about them.	What makes tree kangaroos so hard to find?	They only venture out to the forest floor at night.
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What makes tree kangaroos so hard to find?	They only venture out to the forest floor at night.										
			Students will answer questions about a text using clues from their text and their inferences.								
Day 4	“High Jumpers”	Copies of text and questions for students	<p>Note: Day 4’s practice is intended to make students aware that the correct answer to a question will be the BEST OPTION among the choices provided.</p> <p>Distribute “High Jumpers” and the page of questions that go with the story. Ask students to read the passage and questions independently to answer the five questions. Tell students to mark the clue(s) in the text that helped them answer the question.</p>								

			<p>them to choose that option as the best choice, or if it is stated explicitly in the text, tell students that they will have about 8 minutes to mark their answers.</p> <p>Ask students to compare their answers to the answers of their partners. Tell students to explain to each other why they chose a particular answer as the best choice. Tell students to explain their answer choices if their partner convinces them that another answer is the best choice. Allow 6-7 minutes for students to confer with their partners.</p> <p>In the final 15 minutes, review each answer. Ask students to volunteer the best answer, the clue from the text, and any prior knowledge, and/or inferences that made them choose that answer. For example:</p> <ul style="list-style-type: none"> • Question 1: C–It is explicitly stated in the first sentence of the section labeled “High Jumpers” that the tree kangaroos are hard to find. • Question 2: B– In the introduction Lisa Dabek tells of the landowners who created the conservation area to protect tree kangaroos. In the section Forest Preservation, it is stated that the area has been provided as a protected area for conservation. • Question 3: B – She will continue to return because this is her “life’s work.” • Question 4: C–The clues in the surrounding sentences say that they “live in the dense forest. Their orange-brown fur blends with the moss of the trees”, and “their natural habitat is the forest. All of this make them hard to find. . • Question 5: A- In the introduction it asks the question, “Can they be saved?” The next paragraph says that Lisa Dabek is trying “to take the animals off the island.”
Day 5	“High Jumpers”	<p>Copies of text and questions for students</p> <p>Rubric</p> <p>Paper/pencil</p>	<p>Students will respond to a question by writing and use a rubric to evaluate written responses.</p> <p>Distribute copies of “High Jumper” and write the following prompt so that students can respond to it: “According to the passage, local people call the tree kangaroos the ‘ghosts of the forest.’ Do you think that the locals use this term to describe them? Is this a good characterization of tree kangaroos? Explain your reasoning and cite evidence from the text to support your answer.”</p> <ol style="list-style-type: none"> 1. Does the response tell why the locals call tree kangaroos “ghosts of the forest?” 2. Does the response explain why this is or is not a good characterization of tree kangaroos? 3. Does the response cite evidence to support the reasoning? <p>Distribute pieces of paper and allow 5 minutes for the students to write their responses. Tell students to read their responses to their partners. Tell the partners to judge the quality of their partners’ work. Tell students to agree upon a grade of “Yes” if the written response meets one of the rubric questions. The partners should agree upon a score of “Yes, Yes” if the written response earns a “Yes” on all three of the rubric questions. Circulate to make sure students are able to judge a written response accurately using the rubric.</p> <p>Write the following prompt on the board. The title of the passage is “High Jumpers.” Why do you think the author named the passage “High Jumpers”? Use evidence from the text to support your answer.</p> <ol style="list-style-type: none"> 1. Does the response explain why the writer thinks the author named the passage “High Jumpers?” 2. Does the response include details from the passage? <p>Tell students to do their best work because you are going to read their responses and give them a grade of “Yes, Yes.”</p>

			Collect the papers and find time to read them. Be sure to talk to students individually. "Yes, Yes." Let students know what it would take to make a response worthy of
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"A War of Symbols"

1. What can you infer about Winston Churchill from this article?
 - E. He was angry over the attack by Germany.
 - F. He had a sense of humor.
 - G. He did not care about the people of England.
 - H. He no longer wanted to be Prime Minister.

2. With which one of the following statements would the author of this passage most likely agree?
 - A. Good leaders use rude gestures.
 - B. Good leaders do not allow their people to display their emotions in public.
 - C. Good leaders understand the needs of the people.
 - D. Good leaders maintain a serious and unapproachable attitude at all times.

3. What can you infer about the English people?
 - A. They understood the double meaning in Churchill's gesture.
 - B. They were angry that Churchill made fun of Hitler.
 - C. They had no reason to feel depressed.
 - D. They did not support Churchill as Prime Minister of England.

4. What can you infer about the people's attitude toward winning the war after Churchill invented his symbol?
 - A. The people continued to be depressed.
 - B. The people resented the fact that Churchill was making fun of Hitler.
 - C. The people's morale improved, and their will became stronger.
 - D. The people no longer cared about the war.

A War of Symbols

Winston Churchill was Prime Minister of England during World War II when England was attacked by Germany. In the early, terrible days of the war, bombings and lost battles depressed the English people and threatened to destroy their will to fight Hitler's Germany.

Churchill knew he needed a way to cheer up the people. He knew the hated Nazi symbol, the swastika, had originally symbolized good, but the Nazis had changed it into a symbol for power, death, and war. So Churchill invented a symbol, a "V for Victory," that he used whenever he appeared in public. To make the "V for Victory" sign, he held his hand up, palm out, with the first two fingers raised to form a V.

When English people saw it, they laughed, because if the hand had been reversed, palm in, it would have made a rude gesture. Churchill was telling the people what he really thought of Hitler. The "V for Victory" gesture soon became known worldwide as a sign of hope.

Dinner Plans

"Anger is just hurt covered over," Aunt Rosie had said. "If you want to solve the problem, stay in touch with the hurt. Don't let the anger take over, or you'll never get anything worked out. The ego uses anger to build a fence around itself so it won't get hurt again."

I thought about her advice. Les was late again. He'd said he'd be home by six. It was nearly 8:30. I heard the click of the door. "Stay in touch with the hurt," I told myself.

Les stood hesitantly, as if I were going to throw something. "Sorry I'm late," he said softly. He had tired lines around his eyes and mouth. His shoulders drooped.

"I felt really hurt that you weren't here when you said you would be. I fixed a really nice dinner, but it's all cold now," I said.

"I'm sorry. I couldn't even call. The boss insisted I go out to the new construction site and settle the change of plans with the foreman. I couldn't even get to a phone to call you. Thanks for not being mad."

Aunt Rosie was right, I thought. If I had hit him full tilt with anger, we'd have just had a big fight. I smiled at him. "Well it can't be undone now, I guess," I told him. I wasn't feeling angry any more. Les put down his briefcase and drew me into his arms. "Tell you what," he said, "how about Friday night, we'll go out to eat, just to make up for tonight's ruined dinner."

"Okay," I agreed. Then to myself I said, "Thanks, Aunt Rosie, you were right. If you want to solve the problem, don't let anger take over. Stay in touch with the hurt."