

COMPREHENSION **CIRCUIT** TRAINING





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COMPREHENSION CIRCUIT TRAINING

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COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION (10 -25 Minutes)

Warm-Up Station



1. Preview Text Exercise

- Preview the title and author.
- Preview and scan the text features (title, subheadings, bolded words, graphs, etc.).
- Read the first 1-2 paragraphs and locate challenging words.

2. Develop Background Knowledge Exercise

- Teacher helps build background knowledge by introducing title, author, setting, and characters.
- Teacher identifies and teaches the text vocabulary words.
- Teacher provides Read to Find Out Question to students.

3. Set Checkpoints Exercise

- Understand the text type and the Read to Find Out Question and locate the Text Organizer.
- Skim the text for difficulty and length.
- Set checkpoints.

READING CORE STATION (15-20 Minutes)

Reading Core Station



1. Read and Check Exercise

- Read and stop at checkpoints.
- Review and discuss questions from the Text Organizer with partner.
- Record answers on the Text Organizer.

2. "Fix It" Exercise

- Re-read text and adjust reading speed and checkpoints.
- Mark the text by circling the "who" or "what" and underline the main idea.
- Imagine yourself in the text by visualizing the actions or information.

KNOWLEDGE FLEX STATION (30 Minutes)

Knowledge Flex Station



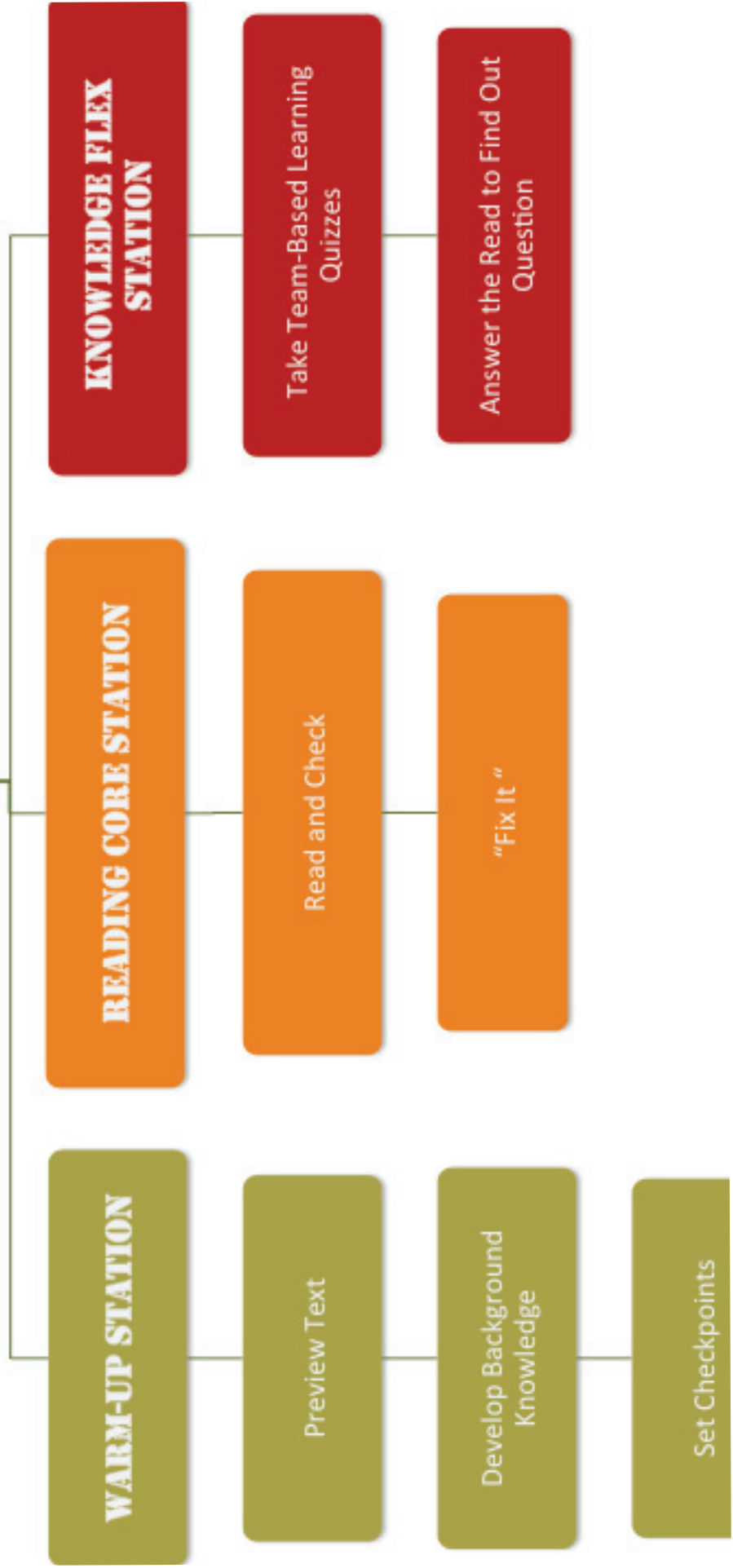
1. Team-Based Learning Exercise

- Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question Exercise

- Review information on the Text Organizer.
- Write the answer to Read to Find Out Question.

COMPREHENSION CIRCUIT TRAINING



COMPREHENSION **CIRCUIT** TRAINING



**Literary Text:
SHORT FICTION**



COMPREHENSION CIRCUIT TRAINING

Literary Short Fiction Training: *Thank You Ma'am*

Week 1 • Lesson 1

Introduce the Warm-Up Station

Overview:

This lesson introduces students to the PACT research project and to Comprehension Circuit Training (CCT). The day begins as students read text, evaluate its difficulty, and determine what strategies they could use to improve reading comprehension. Students are then introduced to PACT and its purpose. Comprehension Circuit Training begins as the teacher introduces and models the Warm-Up Station. Students practice the Warm-Up Station with a short story.

Student Objectives:

- Learn the purpose of the PACT project
- Learn the meanings of the academic vocabulary: “comprehension” and “integration”
- Understand the purpose of Comprehension Circuit Training
- Learn and practice the Warm-Up Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Literary Short Fiction Text: *Thank You Ma'am*
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Explain the Purpose of Project PACT

Scripted/suggested explanation of the project:

Today we will begin a reading research project called PACT. P. A. C. T. stands for Promoting Adolescents' Comprehension of Text. (Write on board.) The United States Department of Education is interested in learning how to help students like you read and comprehend text. You are an important part of this Texas A&M research project. Thank you for participating. What they learn from you through this project will be used to improve reading comprehension in other schools.

Teach and Discuss Academic Vocabulary

Step 1. Teach “comprehension.”

Scripted/suggested explanation of the exercise:

*Each day we will learn vocabulary. Our vocabulary word today is “comprehension”. Find the root word or base word in “comprehension.” (Underline the root word.) “Comprehend” means “to understand”. Reading Comprehension is “the act of understanding what you are reading”. Look at that phrase – it is “the act of understanding what you read.” Reading comprehension involves **action**. You have to act on the text to understand and gain knowledge.*

What are some actions you do when you try to comprehend? Over the next few weeks, you are going to learn “actions” or exercises to help you develop reading comprehension. (Discuss.) Some words that are related to comprehension are understanding, meaning, and knowledge.

Academic Vocabulary Word: comprehension

Word Study: the root word comprehend, means “to understand”

Definition: the act of understanding

Related Words: understanding, meaning, knowledge, grasp, get the picture

Simple Sentence: The confusing letter was difficult to **comprehend**, but Tom understood after he re-read it.

Partner Discussion:

1. With your partner, read the simple sentence, replacing the vocabulary word with a synonym.
2. What are some actions you do when you try to comprehend?

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 2. Teach “interaction.”

Scripted/suggested explanation of the exercise:

Reading comprehension also involves “interaction” with the text. The root of this word is “act”. The prefix “inter-” means “among or between”. It identifies a connection to something. When you interact with text, you read the text and try to connect what you read with what you’ve read before. Good readers have interactions with the text. You have to work with the text to make it meaningful. Some related words are: connections, communication, and relations.

Academic Vocabulary Word: interaction

Word Study: the prefix “inter-” means “among or between”; the root “act” means “to take action”

Definition: to act upon one another

Related Words: connections, communication, relations

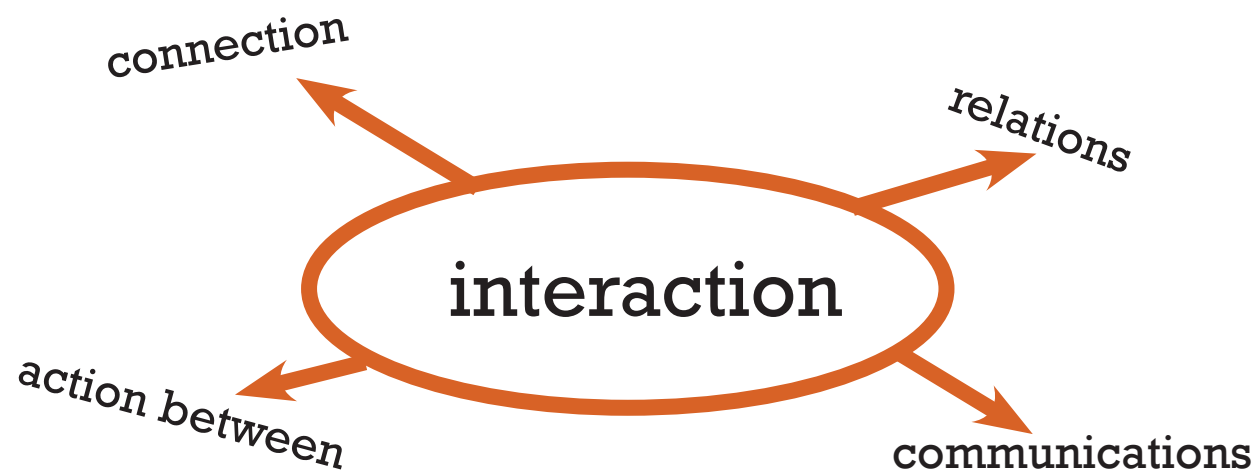
Simple Sentence: The students mostly **interact** with one another during lunch or in the halls.

Partner Discussion:

1. With your partner, read the simple sentence, replacing the vocabulary word with a synonym.
2. What are some things you do to **interact** with text?

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Introduce Experiential Activity and Facilitate Discussion

Step 1. Provide directions for experiential activity.

Scripted/suggested explanation of the exercise:




Read the following excerpt from "The Last Leaf" by O. Henry as you typically would read a class assignment. After you read, rate how well you understood the text.

In a little district west of Washington Square the streets have run crazy and broken themselves into small strips called "places." These "places" make strange angles and curves. One Street crosses itself a time or two. An artist once discovered a valuable possibility in this street. Suppose a collector with a bill for paints, paper and canvas should, in traversing this route, suddenly meet himself coming back, without a cent having been paid on account! So, to quaint old Greenwich Village the art people soon came prowling, hunting for north windows and eighteenth-century gables and Dutch attics and low rents. Then they imported some pewter mugs and a chafing dish or two from Sixth Avenue, and became a "colony."

At the top of a squatty, three-story brick Sue and Johnsy had their studio. "Johnsy" was familiar for Joanna. One was from Maine; the other from California. They had met at the table d'hôte of an Eighth Street "Delmonico's," and found their tastes in art, chicory salad and bishop sleeves so congenial that the joint studio resulted.

From "The Last Leaf" by O. Henry

Now, rate how well you understood the text.

 Understood Little to None "I'm not sure I could explain anything that happened in this story."	 Understood Some "I could name the characters and the setting, but not what was happening."	 Understood Most to All "I could retell this story to a partner."
---	---	---

What actions did you take to understand the text? What did you do to help you understand?

<u>Before I read</u>	<u>While I was reading</u>	<u>After I read</u>

Step 2. Facilitate discussion of students' rating of understanding and actions they identified to improve comprehension.

Scripted/suggested discussion starter:

How well did you understand the text? Hold up the number of fingers: 1, 2, or 3 that corresponds to your level of understanding. Discuss why it was a difficult text. What actions did you take to understand text? (Solicit student responses.)

When you read difficult text, like the kind you read in English language arts classes, and you need to really understand what you read, you will read differently from when you read simple text or read for pleasure. Difficult text requires that you are active, that you use cognitive energy or brainpower to interact with text and build understanding. Over the next several weeks, we will learn how to read difficult text and practice with a comprehension program called Comprehension Circuit Training.

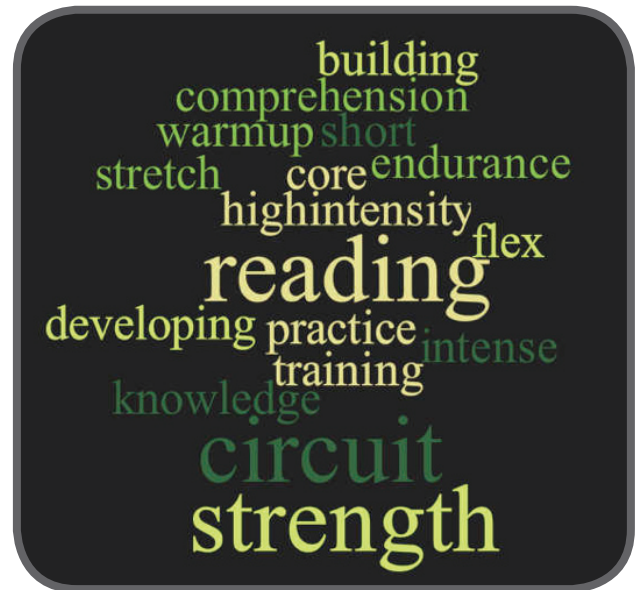
Introduce and Explain Comprehension Circuit Training (CCT)

Step 1. Relate physical activity to reading (Word Cloud activity).

Scripted/suggested discussion:

What do strenuous physical activity and reading difficult text have in common? Look at the word "cloud" on the screen and identify the words that you associate with physical exercise and those you associate with reading comprehension. Write the words in your workbook. Some words may belong in both columns.

Discuss student responses and ask them to justify their response.



Step 2. Explain the purpose of Comprehension Circuit Training (Show CCT Organizer).

Scripted/suggested discussion:

In circuit training for physical fitness, there are various exercises at different stations to increase strength and stamina. When people circuit train, they move from station to station. Each station has a different exercise and specific goal for strengthening the body. In Comprehension Circuit Training, you will move from station to station, working on different exercises that will strengthen your reading comprehension. Each station is designed to work different parts of the brain. The goal is to build your reading comprehension fitness and stamina.

Introduce the Warm-Up Station

Step 1. Explain the athletic-comprehension connection: Develop purpose for warming up.

Scripted/suggested discussion:

Before seeing a movie, most people watch a preview so that they will know what the movie is about. Before you exercise at the gym, you stretch and plan the workout routine before you start. It's the same for reading. You need to warm up for reading, too. You need to prepare to read.

Step 2. Review the exercises in the Warm-Up Station.

Scripted/suggested discussion:

*Locate your Comprehension Circuit Training Chart and Checklist at the front of your workbook. This chart and checklist will help you to learn and remember each station. In Comprehension Circuit Training, the first station is the Warm-Up Station. It has three main exercises: the **Preview Text** exercise, the **Develop Background Knowledge** exercise, and the **Set Checkpoints** exercise. We will learn the steps and practice these today.*

WARM-UP STATION

Warm-Up Station



1. Preview Text Exercise

- Preview the text's title and author.
- Preview and scan text features (title, subheadings, bolded words, graphs, etc.).
- Read the first 1-2 paragraphs and locate challenging words.

2. Develop Background Knowledge Exercise

- Teacher builds background knowledge by introducing title, author, setting, and characters.
- Teacher identifies and teaches text vocabulary.
- Teacher provides the Read to Find Out Question.

3. Set Checkpoints Exercise

- Understand text type and Read to Find Out Question and locate Text Organizer.
- Skim the text for difficulty and length.
- Set checkpoints.

Warm-Up Station: Preview Text Exercise



- Preview the title and author.**
- Preview text features** (title, subheadings, bolded words, graphs, first paragraph, etc.).
- Read the first 1-2 paragraphs and locate challenging words.**

Introduce and Model the Preview Text Exercise

Step 1. Model how to preview title and author.

Scripted/suggested discussion:

*On the chart, the first step of the preview exercise is to **preview text**. The purpose of the preview exercise is to focus your attention on the text to determine what you know, what it may be about, the text type, and how difficult the text may be for you as a reader.*

When you preview the text, you will begin by reading the title and author.

Read the title and think about what the title is telling us about the text. For our text today, our title is “Thank You Ma’am”. What do you think the title is telling us about the story?

(Solicit student responses.)

The author is Langston Hughes. Have you read other stories by this author?

(Solicit student responses.)

I will give you some more information about this author in our next exercise.

Step 2. Model how to preview and scan text features.

Scripted/suggested discussion:

*To preview and scan the text, you look through the text to try to locate subheadings, bolded words, pictures and graphs. First, we’ll skim for **subheadings**. Subheadings are usually in informational text or nonfiction text and can give us more information about the topic. We will learn more about that in a few weeks.*

*Today, we are reading a literary text so there are no subheadings. Next, we’ll look for **illustrations**. There is an illustration of a purse. What do you think this picture tells us about the setting of our story?*

(Solicit student responses.)

Let’s review what you do when you preview text.

(Call on students to discuss.)

Step 3. Model how to read 1-2 paragraphs, identifying and learning challenging words.

- Display First Paragraph on the PowerPoint slide and circle difficult words

Scripted/suggested discussion:

The first step is to determine how difficult the text will be for you. The difficulty of text will vary from reader to reader. Some of you will find it very difficult, some will find it less difficult. I will read the first two paragraphs and identify challenging words.

(Read and circle words you think will be challenging for students. Show list of words to students.)

There weren't many words I couldn't read, so this text rates at a medium or moderate level of difficulty.

*Solicit other challenging words from students and add to list. Define words as needed.

Warm-Up Station: Develop Background Knowledge Exercise



- Teacher builds background knowledge by introducing title, author, setting, and characters.
- Teacher identifies and teaches text vocabulary.
- Teacher provides the Read To Find Out Question.

Introduce and Model the **Develop Background Knowledge** Exercise

Step 1. Provide background knowledge by introducing title, author, setting, and characters.

Scripted/suggested discussion:

*Locate your Comprehension Circuit Training Chart and Checklist. The next exercise is the **Develop Background Knowledge** exercise. This exercise helps build your knowledge, or what you know about the text. I will provide information and background knowledge to help you understand the text. When you read, you make connections with what you already know about the text. To help build connections, I will share some background knowledge about the story.*

Display Title

- *Thank You Ma'am*

Describe Author

- (James) Langston Hughes
- Hughes was born in Mississippi, and his parents divorced when he was young.
- He lived with his grandmother in Kansas until he was 13 years old; he was very poor and grew up feeling neglected by both his parents and grandmother.

Describe Setting

- Story is set in an American city, perhaps in the 1950s when Hughes wrote the story. The story begins at night.
- Imagine the setting.

Introduce Characters

- Mrs. Luella Bates Washington Jones
 - Hughes describes Mrs. Jones as a large woman with a large purse.
 - She is walking down the street around 11:00 p.m. at night.
 - Imagine Mrs. Jones' appearance.
- Roger
 - Roger has a dirty face, and the author describes him as 14 or 15 years old, "frail and willow-wild, in tennis shoes and blue jeans."
 - Imagine Roger's appearance.

Step 2. Identify and teach text vocabulary.

Text Vocabulary Word: frail

Word Study: comes from the Latin word *fragilis* which means “fragile”

Definition: weak and easily damaged

Related Words: fragile, weak, breakable

Simple Sentence: The elderly woman was skinny, weak, and **frail**.

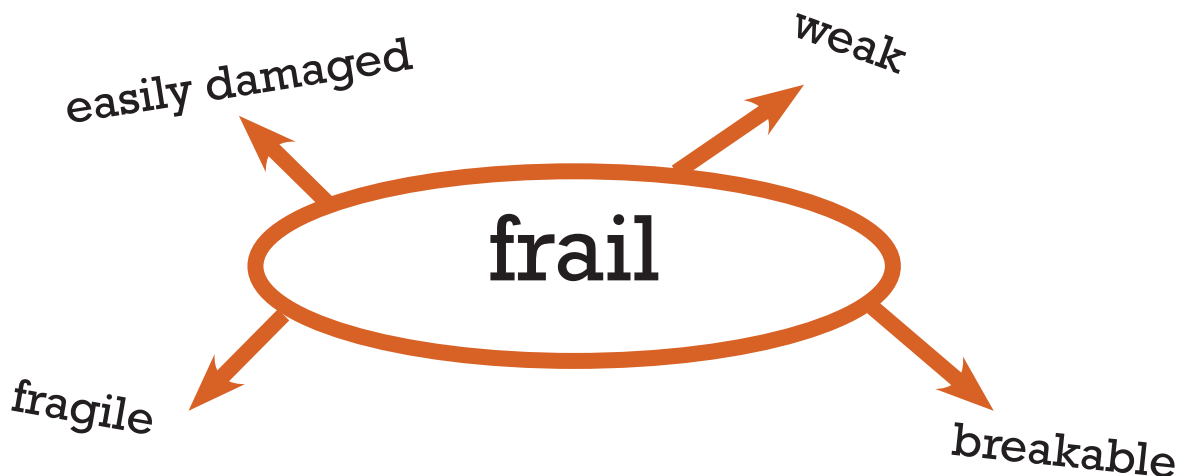
Sentence from text: “He look as if he were fourteen or fifteen, frail, and willow-wild, in tennis shoes and blue jeans.”

Partner Discussion:

1. **Partner A:** Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. **Partner B:** Do the same with the other example sentence.
3. Think of a time or place where you might hear the word **frail**.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Provide the Read to Find Out Question.

Scripted/suggested discussion:

*Next, it is important to determine the **purpose for reading**. When you read for pleasure or for entertainment, your purpose is different from when you read to study or learn. When you read at school, your purpose is to learn and gain knowledge for a test, class discussion, or writing assignment. Our goal is that you will use the Comprehension Circuit Training exercises whenever you need to learn and gain knowledge from text.*

In *Comprehension Circuit Training*, one of your purposes for reading is to **answer the Read to Find Out Question**. The Read to Find Out Question will help you focus on the problem or conflict in the story and how it was solved. You will use your **Text Organizer** to take notes on the components of the story. From the notes and information you add, you will have the information to answer the Read to find Out Question.

“Thank You Ma’am” tells the story of a boy named Roger and his attempt to steal a purse. Read to Find Out what Roger’s problem/conflict was, and how it was resolved.

Warm-Up Station: Set Checkpoints Exercise



- Understand text type and Read To Find Out Question and locate Text Organizer.
- Skim text for difficulty and length.
- Set checkpoints.

Introduce and Model the Set Checkpoints Exercise

Step 1. Provide rationale for checkpoints.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. The next exercise in the Warm-Up Station is the Set Checkpoints exercise. Checkpoints are places where you pause briefly to check your understanding. Setting checkpoints helps break up the text into smaller pieces so that you can understand as you read.

Have you ever read to the end of a story or page and not understood what you read? Checkpoints will help you monitor whether you are on track. Checkpoints are where you’ll stop to ask questions and interact with the text; trying to connect what you’ve read with what you know. Let’s learn how to set checkpoints.

Step 2. Model how to understand the text type, the Read to Find Out Question, and locate Text Organizer.

Scripted/suggested discussion:

It’s important to understand the text type and the Read to Find Out Question in order to help understand the assignment’s purpose. Today’s text is a literary short fiction, so you’ll need to make sure you have the correct Text Organizer.

Step 3. Model how to skim text for difficulty and length.

Scripted/suggested discussion:

*The next thing I'm going to do is skim the text to see how long it is. This text is **four pages**. I also see that there are several logical places to take a break. (Point out breaks.)*

To set checkpoints, skim the text for length and for logical breaking points. You need to think about the length of the text. If the text is short, you may only need 1-2 checkpoints. If the text is longer, you will probably need more checkpoints. Also, you need to look for logical breaking points. In other words, you don't want to put a checkpoint in a place that does not make sense, like in the middle of a paragraph.

*I learned that this text might be **moderate in difficulty**. Even though this text is only four pages, I will set more checkpoints at the beginning to make sure I understand.*

*The next step is to **think about yourself as a reader**. Only you know how many "reading checkpoints" you need. Ask yourself how long you think you can read the text and still understand it.*

Step 4. Model setting checkpoints.

- Display the text on the screen and mark your checkpoints.

Scripted/suggested discussion:

Finally, before I set checkpoints, I consider how far I can read and still understand. For this text, because I know it might be of moderate difficulty, I will set will a short checkpoint. This first checkpoint will be after the second paragraph. The next checkpoint will be after paragraph 15, the next after paragraph 21, the next after paragraph 32, and lastly, a checkpoint at the end. As you read, you can adjust your checkpoints to make them shorter or longer based on how well you understand the text.

Read to the First Checkpoint

Step 1. Read to the first checkpoint.

Scripted/suggested discussion:

Tomorrow we will learn exercises to help during reading. For today, let's practice reading to the first checkpoint and stopping to check our understanding. Read silently and actively. Remember to try to connect information as you read. Remember the Read to Find Out Question and also the question found in your Short Fiction Organizer. I will ask questions when we all reach the first checkpoint.

Step 2. Check for understanding.

Solicit student responses to check for understanding using questions from the Short Fiction Organizer. Ask students if they have any information about the problem/conflict in the story. (You will read more text tomorrow.)

Review the Warm-Up Station

Step 1. Review steps and have students imagine the actions in the in the Preview Text exercises.

- Guide students in review as they “imagine themselves” performing the actions in the Preview Text exercise.

Scripted/suggested discussion:

*The first exercise in the Warm-Up Station is **Preview Text**. Now close your eyes and imagine the actions you take when you preview text. What do you see yourself doing when you preview text? (Discuss. Guide students through other steps and have them imagine their actions as they complete the step.)*

- Review rationale for Preview Text exercise.

Scripted/suggested discussion:

Why do we preview text? Why is it important? Why should we understand our purpose before we start reading?

Step 2. Discuss as a class how to complete the Set Checkpoints exercise.

- Guide students in review as they “imagine themselves” performing the actions in the Set Checkpoint exercise.

Scripted/suggested discussion:

*The third exercise in the Warm-Up Station is **Set Checkpoints**. Now close your eyes and imagine the actions you take when you set checkpoints. What do you see yourself doing when you set checkpoints? (Discuss, then guide students through other steps and have them imagine their actions as they complete the step.)*

- Review rationale for Set Checkpoints exercise.

Scripted/suggested discussion:

Why do we set checkpoints? Why is it important? Why does counting challenging words help us set checkpoints? Should we set checkpoints in the middle of a paragraph?



COMPREHENSION CIRCUIT TRAINING

Literary Short Fiction Training: *Thank You Ma'am*

Introduce the Reading Core Station

Week 1 • Lesson 2

Overview:

This lesson introduces students to the Reading Core Station of Comprehension Circuit Training. The day begins as students quickly review the Warm-Up Station. The teacher introduces and models the Reading Core Station. Students practice the Reading Core Station by reading a short story.

Student Objectives:

- Learn the meanings of the academic vocabulary: “*text structure*”, “*plot*”, “*conflict*”, and “*resolution*”
- Learn and practice the Reading Core Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Literary Short Fiction Text: *Thank You Ma'am*
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Review the Purpose of Project PACT and CCT

Scripted/suggested discussion:

Yesterday we started the PACT project and the Comprehension Circuit Training to improve our reading comprehension. We learned Warm-Up Station exercises. Let's review those exercises. (Solicit student responses and review each exercise and steps involved.) Today we will learn and practice more exercises from the Comprehension Circuit Training. Before we learn the exercises, let's learn new academic vocabulary.

Introduce Reading Core Station with CCT Chart

Step 1. Explain the athletic-comprehension connection. Develop purpose for Reading Core Station.

Scripted/suggested discussion:

Your body's core area, or trunk area, is where your center of gravity is located. People often do exercises focused on this area to build muscles and develop overall strength and balance. What exercises have you practiced to build your core muscles and strength? There are a few "go-to" exercises that build your core. (Discuss sit ups, crunches, and planks.)

*Core exercises in Comprehension Circuit Training build core comprehension skills. Just as in building your body's core, there are a few exercises in reading that will improve your ability to understand text. **Locate your Comprehension Circuit Training Chart and Checklist.** The first exercise is **Read and Check**. In this exercise, you will stop at checkpoints and summarize the information you have read so far. This exercise is one of the most important you can practice to improve comprehension.*

Step 2. Review the exercises in the Reading Core Station.

Scripted/suggested discussion:

*Locate your Comprehension Circuit Training Chart and Checklist. The first station we practiced was the Warm-Up Station. Who can tell me the major exercises within that station? The next station is the **Reading Core Station**. It has two main exercises: the **Read and Check exercise** (which we will learn today and tomorrow) and the **"Fix It"** exercise (we will learn this exercise next week).*

As part of the Reading Core Station, we will learn elements of text structure that will help us comprehend what we read.

Teach and Discuss Academic Vocabulary

Step 1. Teach the phrase “text structure.”

Scripted/suggested discussion:

Our first academic vocabulary phrase is “**text structure**.” What do you think of when you hear the word “structure”? When I think structure, I visualize a building and how it is organized or built. How is a building organized? (Solicit student responses. Rooms, floors, entryway, etc.)

Text structure is the “way an author builds or organizes information in a text.” If you understand how an author organizes a story, it can improve your comprehension. Today we’ll learn about the structure of literary short fiction. For most short fiction, the structure includes **characters**, **setting**, and **plot** along with a problem or **conflict**, and **resolution**.

Academic Vocabulary Phrase: text structure

Word Study: N/A

Definition: the way an author organizes information within a text

Related Phrases: text organization, story elements

Simple Sentences: 1. Many authors use the **text structure** to communicate the meaning of the story. 2. The **text structure** of short fiction includes the characters, problem, and solution. Text structure plays an important role in reading comprehension. If you are aware of the text structure within a story, you will be more likely to understand it.

Partner Discussion:

1. With your partner, read the simple sentence replacing the vocabulary word with a synonym.
2. Why do you think text structure is important for comprehension?

Vocabulary Map: Complete a vocabulary map with your partner for the word **text structure**. List as many words that you can think of that are a part of a story’s text structure.



Step 2. Teach the word “plot.”

Scripted/suggested discussion:

A major component of text structure for short fiction is the “plot”. The plot of a story is the sequence of events. The plot usually begins when the author sets up a problem. The events that follow and the solution to the problem are all considered part of the story’s plot.

Academic Vocabulary Word: plot

Word Study: N/A

Definition: the sequence of events in a story; beginning with a problem and ending with a solution

Related Words: story line, plan, events, sequence, action

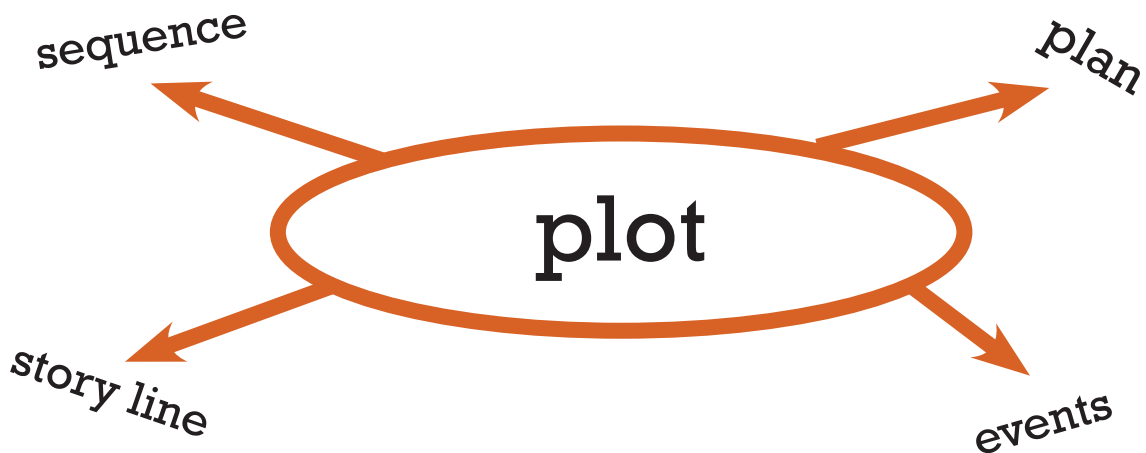
Simple Sentence: The **plot** of the story begins when the pirates set sail to find buried treasure.

Partner Discussion:

1. With your partner, read the simple sentence replacing the vocabulary word with a synonym.
2. Tell your partner the plot of your favorite movie.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Teach the words “problem” and “conflict.”

Scripted/suggested discussion:

A major component of text structure for literary text is the “**problem**” or “**conflict**”. The problem or conflict is the struggle between two opposing forces in a story. The conflict can be a disagreement between characters, an internal conflict, or a struggle to survive. After a main character encounters a problem or a conflict, he or she has a goal, and that goal is to solve the problem or conflict.

Academic Vocabulary Word: problem or conflict

Word Study: N/A

Definition: The struggle between two opposing forces in a story; conflict can be a disagreement between characters, an internal conflict, or a struggle to survive

Related Words: struggle, opposition, clash, dilemma, trouble

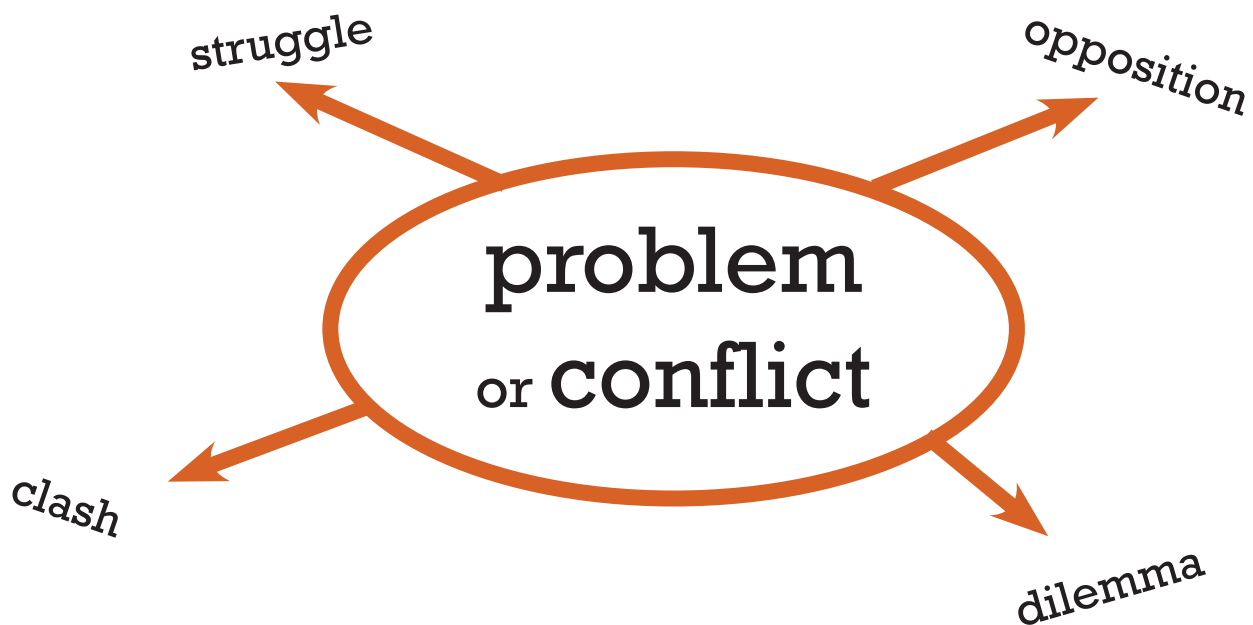
Simple Sentence: The problem or conflict of a short story can be between two characters (external) or a struggle within a character (internal).

Partner Discussion:

1. With your partner, read the example sentence replacing the vocabulary word with a synonym.
2. Why do you think authors often include conflict in a story?

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 4. Teach the word “resolution.”

Scripted/suggested discussion:

Resolution is the part of the story where the problem or conflict is solved or left unsolved. The root word of “resolution” is “resolve” which means to find a solution.

Academic Vocabulary Word: *resolution*

Word Study: the root word is “resolve” means to find a solution

Definition: part of a story in which the problem or conflict is solved

Word Study: the root word is *resolve*, which means “to find a solution.”

Related Words: solution, conclusion

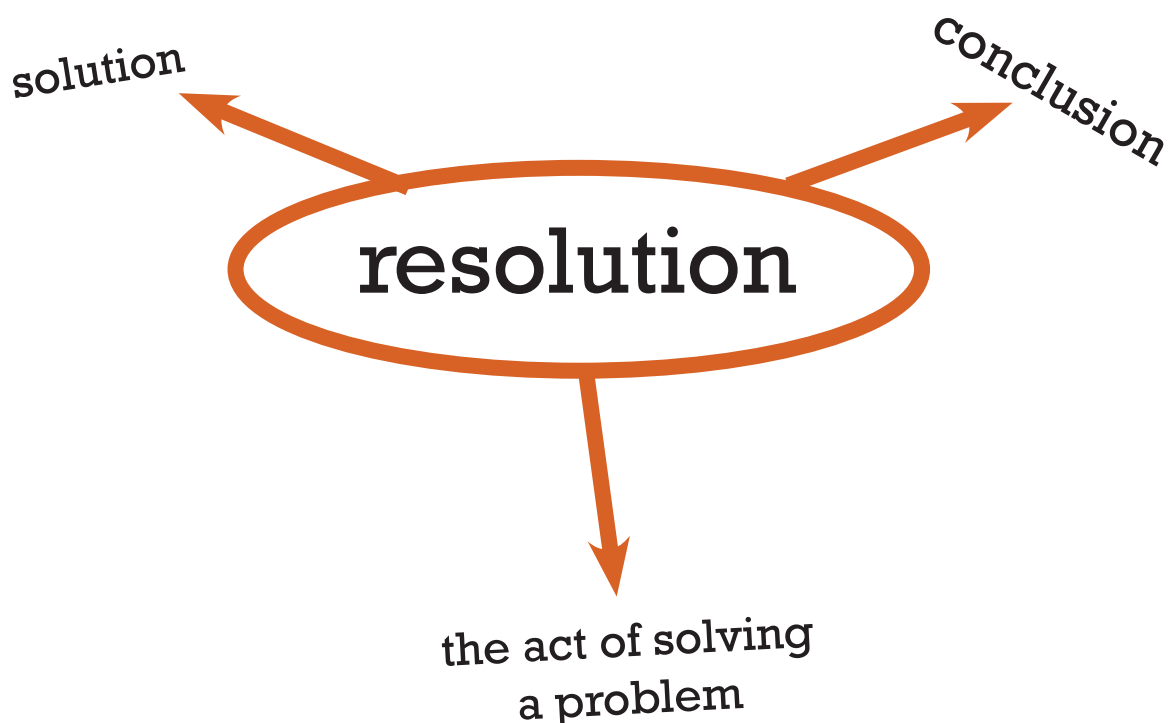
Simple Sentence: The **resolution** to the Ugly Duckling’s problem was simply to wait to grow up.

Partner Discussion:

1. With your partner, read the example sentence replacing the vocabulary word with a synonym.
2. Is there always only one resolution to the main character’s problem? Can you think of a story and its resolution?

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Introduce and Discuss Text Types and CCT Text Focus

Scripted/suggested discussion:

In English or reading classes, you read many types of text. We will first apply our exercises to literary text. Look at the chart and discuss the types of text. (Display and discuss chart.)

Literary Text	Informational Text
Short Fiction: short stories, myths, folktales, and fairytales	Expository
Poetry	Persuasive
Drama	Procedural
Literary non-fiction	

*In Comprehension Circuit Training, we'll read two types of text. We'll start with **literary text**; specifically, short fiction. Later, we'll read **informational text**. For short fiction, we can read short stories, myths, folktales, and fairytales. Short fiction has a text structure that includes characters with a problem or conflict.*

Introduce and Discuss Text Types and CCT Text Focus

Scripted/suggested discussion:

*For the first few weeks, we will focus on **short fiction**. (Display Short Fiction Text Organizer.) Look at this Short Fiction Text Organizer. We'll use it to record information we learn in the **Read and Check** exercise. Remember, we learned the vocabulary phrase "text structure" earlier. The text structure of short fiction is found on the Short Fiction Text Organizer. As we discuss each component, we will use the story (Select a familiar story) to illustrate each part and to take notes on our Text Organizer.*

Teacher Note: Next introduce components of short structure. Identify a familiar story and as you introduce each story element relate it to the element of the story; for example, *The Wizard of Oz*.

*Short fiction has a **setting** or settings. The setting refers to where and when the story takes place. Sometimes the time and place will be obvious; sometimes you will have to determine from the characters the time and place of the story. The setting sometimes changes in the story. (Have students identify and record setting of familiar story.)*

Continued discussion:

Short fiction always has **characters**. As we read, we will ask ourselves the question, who are the characters and what is the author telling us about them? We will take short notes as we go in order to answer this question. We'll think about how the author describes the characters.

(Have students identify and record character descriptions.)

Short fiction usually has a **problem** or **conflict**. Sometimes it is a disagreement between characters, a tough decision a character is trying to make, or a struggle between a character and nature. A story may have more than one problem. The questions on the Short Fiction Text Organizer that will help us monitor our understanding are: "What event or situation sets the story in motion?", "What do the characters hope to do?", and "What are the characters' goals?"

(Have students identify and record the problem or conflict of the story.)

In short fiction, the characters act to **solve or resolve a problem or conflict**. As we read, we will think about what attempts are being made to solve the problem. We will write down the major events and actions the characters take to solve the problem.

(Have students identify and record how the problem was resolved.)

If you understand the components of short fiction, it will help you understand what you are reading. The **Text Organizer** will help us keep track of our understanding of the text we read. We are going to start using our Text Organizer today. For the first few stories, I will show you how to use it; then you will complete the Text Organizer with your partner during the challenge weeks.

Before we start, with your partner, think of a story that you both know and discuss the components of text structure that you can remember. I will set the timer for one minute.

Reading Core Station: Read and Check Exercise



- Read and stop at checkpoints.
- Review and discuss questions on Text Organizer with partner.
- Record answers on Text Organizer.

Introduce and Model the Reading Core Exercise

Step 1. Model how to read and stop at checkpoints.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. The first step of the Read and Check exercise is to read and stop at the checkpoint. Remember from Lesson 1 that checkpoints are important because they help us break text into smaller, more manageable sections. Your job in Read and Check is to stop at the checkpoints to see if you understand AND to try to connect the parts of the story as you read. You will use the Short Fiction Text Organizer to help keep the whole story in mind. Follow along as I read to the first checkpoint.

Read aloud to the first checkpoint. (End with “Now ain’t you ashamed of yourself?”)

Step 2. Model how to review questions and record answers on the Short Fiction Text Organizer.

Scripted/suggested discussion:

When you stop at the checkpoint, examine your Short Fiction Text Organizer. We will review each question and determine if we have information that needs to be recorded. You don’t have to write long, complete sentences. When you write notes, you write words and phrases that make sense to you so when you re-read the notes you will recall the important information in the story.

Teacher Note: The text in blue is an example of what you could write on your Text Organizer. Also see a completed Text Organizer at the end of the lesson.

Model Checkpoint 1: Discuss Setting, Characters, and Problem/Conflict

Scripted/suggested discussion:

*The first box on our Text Organizer is **Setting**. Did we read anything about the setting? I see in the first paragraph that “it was about eleven o’clock at night” so we know it’s late at night. Do we know anything else? (Solicit responses and have students use phrases from text.) The text does not state this directly, but we can infer, or make an educated guess that it is outside on a street. I’m going to write on my text organizer in the setting box that it is **11 o’clock at night**, and it’s on a **city street**.*

*The next question we need to review is the **Character** question. The character question is “Who are the characters and what is the author telling us about them?” This is where we think about what the description of the characters.*

Continued discussion:

So far, we know there is a woman. The woman is described by Langston Hughes as a “large woman with a large purse that had everything in it but hammer and nails”. Let’s think about her actions. She is walking down the street late at night when her purse is snatched. How does she react? (Solicit student response.) Yes, she kicked the boy and then picked him up and shook him. Refer to the question. Who is the character and what is the author telling me about him/her? I think the author is telling me this woman is woman is tough and not afraid of the boy.

(Model on SMART Board or with document camera.)

*For my notes on the Text Organizer, I’m going to write **woman** and next to that I’m going to write “**large and tough, appears unafraid.**” We don’t know her name yet.*

*We also read a little bit about the **boy that tried to steal the woman’s purse**, so we will write that on the Text Organizer as well.*

*The next item on the Short Fiction Text Organizer is the **Problem/Conflict** box. The questions to ask yourself when you are filling in this box are “What event or situation sets the story in motion?” and “What do the characters hope to do?” At this checkpoint, it looks like the problem is **the boy is trying to steal the woman’s purse, but he was caught**. We don’t know anything else at this point. Let’s write that on the Text Organizer.*

Model Checkpoint 1: Discuss Major Events

Scripted/suggested discussion:

*The last box on the first page of our Short Fiction Text Organizer is called **Major Events**. The question to ask is “What are the major events?” The first event of our story is **the boy stole the purse**. Let’s record the event in our major events box before we continue to read.*

*The question about major events reads “Why did the event happen?” This is where you think about the event you recorded and why it happened. Sometimes you will know why and sometimes you will have to keep reading to find out. For our event we just wrote down, “**the boy stole the purse**”, think about why he did that.*

(Solicit student responses.)

I’m not sure why he stole the purse, maybe he is a trouble maker.

*For this box, place a **check mark** in the box if you think you know why an event occurred. Place a **question mark** in the **Why** box if you need to go back to that question at a later time because you don’t know why something happened. For this box, I will place a question mark.*

Let’s continue to read to the next checkpoint. You will read silently and stop at the next checkpoint. Look up when you are done so that I know you are ready.

Model Checkpoint 2: Discuss Setting, Characters, and Problem/Conflict

Scripted/suggested discussion:

*I'm going to start with the **setting**. I don't see any new information about the setting. We thought that it was on the street and this was confirmed in paragraph 14.*

*Next, we will go back to our **Characters** question. We learned more information about the boy. In paragraph 12, the woman says that the boy has a dirty face and that he has no one at home to wash it for him. Locate paragraph 15; Hughes describes the boy as about "fourteen or fifteen, frail and willow wild, in tennis shoes and blue jeans." What does "frail" mean?*

*(Solicit and extend student responses.) I think the author is telling us the boy is **dirty, frail**, and possibly he **has to take care of himself**. Let's write those words on our Short Fiction Text Organizer.*

We didn't learn any new information about the woman.

*Now let's look at back at our **Problem/Conflict** box. We already wrote that the problem is the boy was trying to steal the purse and he got caught. Do you still think that is the problem?*

(Solicit student responses.) I think the problem is still the same, but now we have a little more information. The boy's problem is that this woman is dragging him down the street and he is frightened.

Model Checkpoint 2: Discuss Major Events

Scripted/suggested discussion:

*What is the **major event** in this checkpoint? (Solicit student responses.) The major event is **the woman is dragging the boy down the street**. Let's write the event and action in our Major Events box before we continue to read.*

Why do you think the woman is dragging the boy down the street? (Solicit student responses.) We don't know yet, but maybe she is going to take him to jail.

Continue to read to Checkpoint 3.

Model Checkpoint 3: Discuss Setting, Characters, and Problem/Conflict

Scripted/suggested discussion:

*Let's start with the **Setting** box. The characters are no longer in the street. Where are they now? (Solicit student response.) In paragraph 21, the text says that they are in the woman's "large kitchenette furnished room at the rear of the house." There are other people in the house so it's a shared house. On the Short Fiction Text Organizer, write "**Woman's room in a house**".*

Continued discussion:

We now need to go to the **Character** box to determine if the author is telling us more about the characters. (Solicit student responses.) We learned the woman's name is *Mrs. Luella Bates Washington Jones*. Let's write that next to the information we have already gathered. She also continues to threaten the boy as she drags him down the street. I think the author wants us to continue believing that the lady is tough.

Next, we need to think about the **Problem/Conflict** box. Was a new problem/conflict introduced? There is no new information about the problems or conflicts at this time.

Model Checkpoint 3: Discuss Major Events

Scripted/suggested discussion:

Our last question to discuss is the **Major Events**. What are the major events of this checkpoint? (Solicit student responses.) In paragraph 21, the text says that *Mrs. Jones took the boy to her house*. Let's write that in the Major Events box as the third major event.

Why do you think Mrs. Jones was taking the boy home? (Solicit student responses.)

She asks the boy if he was hungry in paragraph 16, so maybe she is going to cook him dinner. Place a check in the **Why** box.

Review Text with Students

Solicit student responses to check for understanding using questions from the Short Fiction Text Organizer. Have students recap story, referring to the Text Organizer. You will finish the text tomorrow.

Review the Reading Core Station

Step 1. In review, have students imagine the actions in the Read and Check exercises, then review the steps.

Scripted/suggested discussion:

The first exercise in the Reading Core Station is the **Read and Check exercise**. Now close your eyes and imagine the actions you take when you read and check text. What do you see yourself doing when you read text? (Discuss.)

(Guide students through the other steps and have them imagine their actions as they complete the step.)

Why does text structure help you understand a story? What are some components of text structure?



COMPREHENSION CIRCUIT TRAINING

Literary Short Fiction Training: *Thank You Ma'am*

Reading Core Station & Knowledge Flex Station

Week 1 • Lesson 3

Overview:

The day begins as students quickly review the Warm-Up Station and the teacher reviews the Reading Core Station. Teacher introduces Partner Discussion with guidelines and practice. Teacher introduces and models the Knowledge Flex Station. Students practice the Reading Core Station with a short story. The students will also answer the Read to Find Out Question and complete Team-Based Learning.

Student Objectives:

- Learn and practice the Reading Core Station and Knowledge Flex Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Literary Short Fiction Text: *Thank You Ma'am*
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint
- Prepare quizzes and scratch-offs

Review the Comprehension Circuit Training Chart

Scripted/suggested discussion:

*Locate your Comprehension Circuit Training Chart and Checklist. Yesterday we learned the **Read and Check** exercise. Let's review yesterday's exercise.*

(Solicit student responses. Review the Read and Check exercise and the steps involved.)

Today you will learn to review and discuss questions on the Text Organizer with your partner. We will also learn the last station of the Knowledge Flex station.

Introduce the Reading Core Station's Partner Discussion

Step 1. Explain the athletic-comprehension connection. Develop a purpose for Partner Discussion as part of the Reading Core Station.

Scripted/suggested discussion:

When people work on building their core area, they often utilize a difficult weight-lifting exercise called the "bench press." When someone is doing a bench press, it is important that a partner is there to "spot" or help out when needed. The partner also encourages and pushes the person to perform at the best of their ability.

Do you perform better when working with a partner? Do you like to encourage and push a partner to do better? When building your reading core, you will work with a partner to help, encourage, and push each other to become stronger readers. In addition, when you read and discuss text with your partner you will remember more.

Step 2. Develop Partner Discussion guidelines with the class.

Scripted/suggested discussion:

Today we will learn how to discuss text with a partner. Before we begin, it is important to establish guidelines for how to interact.

(Display web and create guidelines with class. Incorporate student ideas with the ideas below.)



Teach Partner Discussion Exercise; How to Discuss Questions on the Text Organizer

Step 1. Explain procedures for Partner Discussion exercise.

Scripted/suggested discussion:

*Yesterday, we learned how to **read to checkpoints** and **review questions with the Text Organizer**. Today, you will learn how to do this with a **partner**. In a few weeks, you and a partner will be expected to complete all of the Comprehension Circuit Training exercises on your own.*

When you read with your partner, you will each read the text aloud, taking turns.

*The process for the **Read and Check** exercise includes :*

- 1. Read and stop at checkpoints.***
- 2. Review and discuss questions on Text Organizer with partner.***
- 3. Record answers on Text Organizer.***

Yesterday, you learned how to review and record answers on the Text Organizer. Today, we will practice Partner Discussion, during which you and your partner will have a conversation about the text. At the end of the lesson, you should have a completed Text Organizer.

Step 2. Partners summarize text from the previous day.

Scripted/suggested discussion:

Think about the part of “Thank You Ma’am” you read yesterday and review what you recorded on your Text Organizer. Think about the following: Who are the characters and what do you remember about them? What problem did the characters face? How did the characters try to solve the problem?

Summarize what you have learned so far about the Read to Find Out Question to your partner. Think about the characters and their problems.

Step 3. Explain and prompt Read and Check exercise for Checkpoint 4.

Note: Students may read silently or orally.

Scripted/suggested discussion:

You and your partner will take turns reading the text. We stopped at paragraph 22 yesterday. With your partner read to the next checkpoint at the end of paragraph 32. When you get to the checkpoint, stop and review the Text Organizer as we did yesterday. You and your partner will discuss the questions on the Text Organizer and decide what to record.

Let’s get started.

Step 4. Monitor students' understanding of the Reading Core Station.

As students complete the Reading Core Station, walk around the room monitoring their understanding of the process. As you circulate, be sure to check in with each student pair and ask them to explain their responses. Take note of student pair responses that could be used as example answers to review with the class.

Step 5. Discuss Checkpoint 4 with the class.

Note: The *blue text* is an example of what you could write on your Text Organizer. You can also view a completed text organizer at the end of the lesson.

Scripted/suggested discussion:

*Let's start with setting. What did you and your partner record for **setting**? (Solicit student response and identify partners that had exceptional answers.)*

My answer would have been, "At the last checkpoint, we noted that the setting moved from the street to Mrs. Jones' house. In paragraph 21 the text confirms that the setting is in her house because she tells the boy to go to the sink. We didn't need to add any new information to our text organizer at this time."

*What did you and your partner record for **characters**? (Solicit student response and identify partners that had exceptional answers.)*

*I would have said to my partner, "we learned that the boy's name is Roger. We also learned in paragraph 28 that nobody is at his house and in paragraph 30 he wants some blue suede shoes. This connects to what I already know about Roger. We already learned that he might be responsible for taking care of himself and I think the author is telling us that he is hungry and needs new shoes. Roger must be feeling better about being at Mrs. Jones' house because he didn't run when he had the chance. On your Text Organizer, be sure that on your notes for character you have added to the boy column that the boy's *name is Roger* and *nobody is at his house*."*

*What did you and your partner record for **problem/conflict**? (Solicit student response and identify partners that had exceptional answers.)*

I would have said to my partner, "the problem is still that Roger got caught by Mrs. Jones and now he is stuck with her. There is no new information to add to the Text Organizer."

*What did you and your partner record for **major events**? Why did that happen? (Solicit student response and identify partners that had exceptional answers.)*

*I would have said to my partner, "*Mrs. Jones tells Roger to wash his face* and she learns that *he wanted some blue suede shoes*. In addition, he learns more about her life. Roger could have solved his problem and escaped when Mrs. Jones let him loose, but he didn't.*

Why did Mrs. Jones tell Roger to wash his face? (Solicit student responses.)

Why does Roger tell Mrs. Jones he wants new shoes? (Solicit student responses.)

Step 6. Explain and prompt the Read and Check exercise for Checkpoint 5.

Scripted/suggested discussion:

With your partner, read to the last checkpoint. Review the three steps on the Read and Check exercise. Be sure to complete all three exercises. You may begin.

Step 7. Monitor students' understanding of the Reading Core Station.

As you walk around the room, check with student pairs regarding their answers to the questions. Take note of student pairs whose answers could be used as examples for the class.

Step 8. Discuss Checkpoint 5 with the class.

Note: The *blue text* is an example of what you could write on your Text Organizer. You can also view a completed text organizer at the end of the lesson.

Scripted/suggested discussion:

*Let's start with **setting**. What did you and your partner record for **setting**? (Solicit student response and identify partners that had good answers.)*

*I didn't read any new information about the setting. What should we do next? Move on to the **Character** box. What did you and your partner record for **characters**? (Solicit student response and identify partners that had good answers.)*

Again, Roger had the opportunity to run, but didn't. In paragraph 37, Roger says he doesn't want to be mistrusted now by Mrs. Jones. I think the author is telling us that Roger might be enjoying Mrs. Jones' company.

*Mrs. Jones is telling Roger stories about her youth as she cooks him dinner. I think the author is telling us that Mrs. Jones understands Roger has been in similar situations. She also calls Roger "son" in paragraph 42, which is a term of endearment. I think the author is telling us that Mrs. Jones likes the boy. In the **Characters** box, for Roger, write that *he doesn't want to leave Mrs. Jones*; and for Mrs. Jones, write that *she relates to Roger*.*

*What did you and your partner record for **problem/conflict**? (Solicit student response and identify partners that had good answers.)*

*The problem is that Roger is still stuck at Mrs. Jones house. What should we do next? Move on to the **Major Events** box.*

What did you and your partner record for major events? Discuss why these events happened. Place a check mark in the box when you are done. (Solicit student response and identify partners that had exceptional answers.)

Continued discussion:

The major events that I put on my text organizer are: Mrs. Jones cooked dinner for Roger and talked about her life. Roger had a chance to escape, but he didn't. Also, Mrs. Jones gave him money to buy the shoes he wanted.

Why did Mrs. Jones cook dinner for Roger? Why didn't Roger escape? Why did Mrs. Jones give Roger money to buy shoes? (Solicit student responses.)

Step 9. Discussion of the Unanswered “Why” Questions.**Scripted/suggested discussion:**

At this point go back and think about the “why” questions that you couldn't answer before. These questions should have a question mark in the box. Discuss with your partner new possible explanations.

Step 10. Model how to answer the resolution question.**Scripted/suggested discussion:**

When you get to the end of the text, you need to think about the problem and how it was resolved. The Resolution box on the back of the Text Organizer is where you will write notes on how the story ended. The questions to think about are: “What is the result?” and “Did the characters solve their problem/conflict?”

A problem in the story “Thank You Ma’am” was that Roger tried to steal Mrs. Jones purse and he was caught. The resolution to the story is that Mrs. Jones gave Roger ten dollars to buy some shoes and lets him leave. Roger was so thankful that he couldn't say anything.

Introduce the Knowledge Flex Station



Knowledge Flex Station



1. Team-Based Learning Exercise

- Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question Exercise

- Review information on the Text Organizer.
- Write the answer to Read to Find Out Question.

Step 1. Explain the athletic-comprehension connection. Develop purpose for Knowledge Flex Station.

Scripted/suggested discussion:

*Athletes and people who work out regularly will often flex or stretch their muscles. In the **Knowledge Flex Station**, you will stretch your understanding of what you read. You will show what you know. Today, you will learn how to flex your knowledge.*

Step 2. Model how to review the Text Organizer to determine critical information which will help answer the Read to Find Out Question.

Scripted/suggested discussion:

The first thing you will do is review your Short Fiction Text Organizer to help you remember and recall critical information from the story. This information will help you answer the Read to Find Out Question.

When you look at the Text Organizer, it's important to think about the problem and the events that helped solve the problem.

I'm going to review the Text Organizer with you today. Let's review the problem/conflict. The problem in our story is that Roger attempted to steal a purse, but Mrs. Jones caught him.

Next, let's think about how the problem was solved. Look at the major events that we wrote down. I'm going to draw a star next to the events that I think led to the solution.

For our story, I am going to put a star next to "Mrs. Jones took the boy home and Roger tells Mrs. Jones he wants new shoes." I think these are important events that help Roger solve his problem. Finally, I'm going to put a star by "Mrs. Jones tells Roger her story and gives him money for the shoes."

Step 3. Model how to answer the Read to Find Out Question.

Scripted/suggested discussion:

You will develop and write an answer to the **Read to Find Out Question**. For the first couple of weeks, there will be a **writing frame** to guide you. Use the prompts to develop your answer to the Read to Find Out Question. (Review the Read to Find Out Question.)

The Read to Find Out question for this story is: **What is Roger’s problem and how was it resolved?**

The first blank in the writing frame is for the **Title** of the text. Go ahead and write the title.

The next blank line is for you to write the **Problem/Conflict** of the story.

My first sentence says, “In the story, ‘Thank You Ma’am,’ the problem is Roger attempts to steal Mrs. Jones purse, but he gets caught.” Write the problem.

(Allow writing time.) Someone please read your first sentence. (Solicit multiple student responses.)

The next blank lines are for you to write what actions the character takes to solve the problem. The lines start with the words “To solve this problem,...” Think about the events that we starred on the Text Organizer and how they connect to help solve the problem. I will write, “To solve the problem, Mrs. Jones took the boy home and befriended him. She learns that he wanted new shoes and he didn’t have anyone at home to take care of him.” Go ahead and write your next two sentences.

(Allow writing time.) Someone please read your next two sentences. (Solicit multiple student responses.)

The next blank says, “Finally, the problem/conflict is solved (or not solved) when....” In the short story, ‘Thank You Ma’am,’ the problem was solved. In some stories, the problem is not resolved.

My sentence says, “Finally, the problem is solved when Mrs. Jones gives Roger money to buy the shoes he wanted and Roger learns that people care about him.”

Go ahead and complete the sentence. (Allow writing time.)

Someone please read your sentences. (Solicit multiple student responses.)

The last 1-2 sentences are where you’ll discuss the author’s purpose or the lesson learned. The last blank says, “In conclusion, I think the author’s purpose for writing this text was...” This is where you will try to tie the events together and think about what the author was trying to tell us.

My sentence says, “In conclusion, I think the author’s purpose in writing this text was to teach us that sometimes you can receive help and compassion in the most unexpected places.”

(Allow writing time.) Someone please read your sentences. (Solicit multiple student responses.)

Select students to read their completed Read to Find Out Question paragraph.

Answer to the Read to Find Out Question

Teacher Note: Underlined phrases are the prompts.

In the story, Thank You Ma'am, the problem is Roger tries to steal Mrs. Jones purse, but he gets caught. To solve the problem, Mrs. Jones took the boy home and befriended him. She learns that he wanted new shoes and he didn't have anyone at home to take care of him. Finally, the problem is solved when Mrs. Jones gives Roger money to buy the shoes he wanted and Roger learned that people care about him. In conclusion, I think the author's purpose in writing this text was to teach us that sometimes you can receive help and compassion in the most unexpected places.

Step 4. Give the individual quiz.

Scripted/suggested discussion:

You will have 10 minutes to take this quiz.

Pass out the quiz and set the timer for 10 minutes. When time is up, collect the quizzes.

Step 5. Explain procedures for Team-Based Learning.

Scripted/suggested discussion:

Today we learn the procedures to Team-Based Learning. After we read a text, you will take an individual quiz. Then you will turn in your quiz and move into your assigned group. You and your partner will now work with another partner. You will then complete the same quiz as a group using scratch-off cards. When you are in your group, you will do the following:

- 1. Suggest an answer*
- 2. Provide paragraph number where you found your answer*
- 3. You may refer to your text organizer*
- 4. Groups must agree on answer*
- 5. Scratch off the answer; if incorrect repeat the process*

If you get the answer correct on the first try, you will receive full credit of four points. After two tries, you will receive reduced credit of three points, and after three tries, you will receive reduced credit of two points.

Step 6. Give the group quiz.

Scripted/suggested discussion:

You will have 15 minutes to take this quiz as a group. Please get with your partner and another partnership. Remember the process for group quizzes. First, someone in your team suggests an answer and provides information on where the information came from. After the group agrees on an answer, you will "scratch off" the answer. You will know the answer is correct if you reveal a star. Repeat this process until you have the correct answer and you find the star.

Pass out the quiz and set the timer for 15 minutes. When time is up, collect the quizzes.



Short Fiction Text Organizer

Title: Thank You Ma'am

Author: Langston Hughes

Directions: At each checkpoint, take notes on the following questions.
As you read, remember to build the "big picture" of what the text is saying.

Read to Find Out Question

How Roger solves his problem

Problem or Conflict (What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

The boy tried to steal a purse, but got caught in the act (i)

	Checkpoint	Setting (Where and when does the story take place?)	Characters (Who are they? What is the author telling us about them?)	Major Events (What are the major events?)	Why? (Why did the events happen?)
Plot	#1	<i>11 o'clock at night on a city street</i>	<i>Woman: Large and tough, appears unafraid; Boy: tried to steal woman's purse</i>	<i>The boy stole the purse.</i>	<i>?</i>
	#2		<i>Boy: 14-15 years old, dirty, frail, has to take care of himself</i>	<i>The woman is dragging the boy down the street.</i>	<i>?</i>
	#3	<i>Woman's room in a house</i>	<i>Mrs. Luella Bates Washington Jones</i>	<i>Mrs. Jones took the boy to her house.</i>	<i>✓</i>

	Checkpoint	Setting (Where and when does the story take place?)	Characters (Who are they? What is the author telling us about them?)	Major Events (What are the major events?)	Why? (Why did the events happen?)
Plot	#4		<i>Boy's name is Roger and nobody is at his house.</i>	<i>Mrs. Jones tells Roger to wash his face. Roger tells Mrs. Jones he wanted some blue suede shoes.</i>	✓
	#5		<i>Roger doesn't want to leave Mrs. Jones. Mrs. Jones relates to Roger.</i>	<i>Roger has a chance to escape, but he didn't. Mrs. Jones cooked dinner for Roger. Mrs. Jones gave him money to buy the shoes.</i>	✓
	#6				

Resolution (What resulted? Did the characters solve the problem/conflict? If so, how?)

Mrs. Jones gave Roger ten dollars to buy some shoes and let him leave. Roger was so thankful he couldn't say anything.

Author's Style (Tone, Voice, etc.)

Teacher's Choice (Literary Elements)



COMPREHENSION CIRCUIT TRAINING

Literary Short Fiction Training: *After Twenty Years*

Warm-Up & Reading Core Stations

Week 2 • Lesson 4

Overview:

This week lessons will review Comprehension Circuit Training exercises learned the previous week. Lesson 5 introduces the “Fix It” exercise. In today’s lesson, students will review and practice the Warm-Up Station and begin the Reading Core Station.

Student Objectives:

- Practice the Warm-Up Station
- Begin Reading Core Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Literary Short Fiction Text: *After Twenty Years*
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Warm-Up Station: Preview Text Exercise



- ❑ **Preview the title and author.**
- ❑ **Preview text features** (title, subheadings, bolded words, graphs, first paragraph, etc.).
- ❑ **Read the first 1-2 paragraphs and locate challenging words.**

Review and Practice the Preview Text Exercise

Step 1. Review and practice how to preview the title and author.

Scripted/suggested discussion:

*Remember the first step of the **Preview Text** exercise is to preview the title and author. When you preview text, you focus your attention on the text to determine what you know, what it may be about, the text type, and how difficult the text may be for you to understand.*

First, we read the title and think about what it is telling us about the text. The title is “After Twenty Years”. What do you think the title is telling us about the story? (Solicit student responses.) The author is O. Henry. He was a very famous author of short stories. I will provide more information about O. Henry in our next segment.

Step 2. Review and practice how to preview and scan text features.

Scripted/suggested discussion:

To preview and scan the text, you examine the text to locate subheadings, bolded words, pictures, and graphs.

Today, we are reading a literary text and there are no subheadings. Next, I look for illustrations. Look for the illustrations. There is an illustration of a building in a city at nighttime. What do you think this picture tells us about the setting of our story? (Solicit student responses.)

Step 2. Review and practice how to read 1-2 paragraphs identifying and learning challenging words.

Scripted/suggested discussion:

The first step is to determine how difficult the text will be for you. I will read the first two paragraphs and identify challenging words. (Read and circle words you think will be challenging for students. Show list of words to students. Solicit challenging words from students and add to list. Define words if necessary.)

I circled the words “intricate,” “vicinity,” “thoroughfare,” and “stalwart” in the first two paragraphs. Because I circled four words in two paragraphs, I know this text will be more difficult for me to read. After you locate the words, practice reading the words with your partner. Take turns as you read. Look at your Comprehension Circuit Training chart, what is the next exercise?

Warm-Up Station: Develop Background Knowledge Exercise



- ❑ **Build background knowledge by introducing title, author, setting, and characters.**
- ❑ **Identify and teach text vocabulary.**
- ❑ **Provide the Read to Find Out Question.**

Introduce and Model the **Develop Background Knowledge Exercise**

Step 1. Provide background knowledge by introducing title, author, setting, and characters.

Scripted/suggested discussion:

*The next exercise is the **Develop Background Knowledge** exercise. Follow along as I share some background knowledge about the story.*

Display Title

- *After Twenty Years*

Describe Author

- O. Henry's real name was William Sydney Porter. To disguise their identity, writers often create a fake or "pen" name to remain anonymous.
- O. Henry was born in 1862 and spent most of his adult life in Texas and New York (where most of his stories are set).
- He began writing short stories while he was in prison as a way of earning money. He wrote 14 stories in 3 ½ years while in prison.

Introduce Characters

- **Police officer:** a male patrol policeman who is watchful and has a "stalwart form and slight swagger". Imagine what the officer looked like.
- **Bob:** A 38-year-old man who has a "pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow." Imagine Bob's appearance.

Describe Setting

- The story takes place on a street in New York City outside what is now a hardware store, used to be a restaurant named Big Joe Brady's. Most of the businesses, including the hardware store, have been closed for a while. It is approximately 10 p.m. Imagine the setting of this story.

Step 2. Identify and teach text vocabulary.

Text Vocabulary Word: egotism

Word Study: “ego” the “I” or self of any person

Definition: an exaggerated sense of importance, thinking highly of oneself

Related Words: proud, big-headed

Simple Sentence: His **egotism** made it hard for him to have friends.

Sentence from Text: “The man from the West, his **egotism** enlarged by success, was beginning to outline the history of his career.”

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word **egotism**.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Provide the Read to Find Out Question.

Scripted/suggested discussion:

“After Twenty Years” tells the story of two old friends who made an appointment twenty years ago to see each other again in New York City. Read to Find out Officer Jimmy’s conflict and how he resolved it.

Look at your Comprehension Circuit Training Chart. What is the next exercise?

Warm-Up Station: Set Checkpoint Exercise



- Understand the text type, the Read to Find Out Question, and locate the Text Organizer.
- Skim the text for text difficulty and length.
- Set checkpoints.

Step 1. Review checkpoints.

Scripted/suggested discussion:

*The second exercise in the Warm-Up Station is the **Set Checkpoints** exercise. Why is it important to set checkpoints? (Solicit student responses.)*

What are the steps for setting checkpoints? (Solicit student responses.) Let’s review how to set checkpoints.

Step 2. Model how to understand text type, the Read to Find Out Question and locate Text Organizer.

Scripted/suggested discussion:

It’s important to understand the text type and Read to Find Out Question in order to help understand your purpose. Today’s text is literary/short fiction, so I need to have the correct Text Organizer.

Step 3. Review and practice how to skim text for difficulty and length.

Scripted/suggested discussion:

The next thing to do is skim the text to see how long it is. This text is five pages. I see there are several logical places to take a break. (Point out breaks.)

To set checkpoints, skim the text for length and for logical breaking points. Think about how long the text is. If the text is short you may need only 1-2 checkpoints. If the text is longer, you will need more. Also, you need to look for logical breaking points. In other words, you don't want to put a checkpoint in a place that does not make sense, like in the middle of a paragraph.

Even though this text is only five pages, it may be difficult, so I will set more checkpoints at the beginning to make sure I understand what I've read.

Step 4. Model setting checkpoints.

Display text on screen and mark checkpoints.

Scripted/suggested discussion:

Before setting checkpoints, I consider how far I can read and still understand. For this text, because I know it may be difficult, I will set a short checkpoint. This first checkpoint will be after paragraph 4. The next will be after paragraph 10, then after paragraph 20, and lastly, one at the end. As you read, you can always adjust your checkpoints to make them shorter or longer based on how well you understand the text.

Reading Core Station: Read and Check Exercise



- Read and stop at checkpoints.
- Review and discuss questions on Text Organizer with partner.
- Record answers on Text Organizer.

Review and Practice the Reading Core Exercise

Step 1. Review the Read and Check exercise.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. Let's review the steps in the Read and Check exercise. What is the first step? (Solicit student responses.) What is the next step? (Solicit student responses.) What is the final step? (Solicit student responses.)

Step 2. Review how to read and stop at checkpoints.

Scripted/suggested discussion:

The first step of the Read and Check exercise is to read and stop at each checkpoint. Remember from lesson one that checkpoints are important because they help us break text into smaller, more manageable sections. I will read aloud to the first checkpoint and we will stop and go to the next step.

Read aloud to the first checkpoint. (End with “Big Joe Brady’s restaurant.”)

Step 3. Model checkpoint 1. (Review and discuss questions on the Text Organizer with partner and record answers.)

Scripted/suggested discussion:

The next two steps of the Read and Check exercise are to review and discuss questions on the Text Organizer then record the answers. I will model the first checkpoint point with you. You and your partner will read the rest of the text together today and tomorrow completing the Read and Check exercise.

Note: The *blue text* is an example of what you could write on your Text Organizer.

Remember, when you write notes, you write words and phrases about the characters and the main events. That way, when you reread your notes, the information will help you recall and figure out the story.

*The first box on our text organizer is **setting**. Did we read anything about the setting? I see in the first paragraph that “the time was barely 10 o’clock at night,” so we know it’s late at night. What is the weather like? (Solicit responses and have students use phrase from text.)*

The text also says it’s on a “depeopled street.” What do you think that means? (Solicit response.) The prefix “de” means “to remove” so if the street is “depeopled”, I imagine the street being removed of people and empty.

*I will write on the setting box on my Text Organizer that it is **10 o’clock at night, it’s chilly and rainy, and the street is empty**. We also read in paragraph two and four that there is an “all-night lunch counter” as well as several other businesses located on this street.*

*The next text item we need to review are the **characters**. The question asks “Who are the characters?” and “What is the author telling us about them?”*

So far, we know there is a policeman “on the beat” which means that he is on patrol. He is described by O. Henry as having a “stalwart form and a slight swagger.” Stalwart means sturdy and strong. When I think of “swagger” I think of someone strutting as they walk. I think the author is telling me that police officer is a strong and confident. O. Henry also says that this police officer is a “fine guardian of the peace.” This makes me think that O. Henry sees this police officer as a well-respected policeman.

Continued discussion:

(Model on SMART Board or with document camera.) *For my notes on the Text Organizer, I'm going to write **Police Officer on patrol**. Then I'm going to write **confident and respected, has a swagger**. We don't know his name yet.*

We also read a little bit about another character standing in the doorway of a business, but we don't have any more information, so we will wait to learn more before we make any notes.

*The next box is for the **problem/conflict**. What is the major problem or conflict? What event or situation starts the story in motion? What do the characters hope to do?*

The text says that the man tells the officer that he is waiting on a friend for an appointment made twenty years ago. That could be a problem, but we need to read more to find out. So, I'm not going to write anything about the problem.

*What are the major events so far? Let's write, "The **police officer stopped and talked to someone who was waiting on a friend**." Next, we should think about why this event happened. **Place a check in the box** if we are able to answer the question "why" and **a question mark in the box** if we cannot answer the question.*

Why did the officer stop and talk to the man? I think the officer perhaps thought he looked suspicious, but I'm not certain. Remember to place a check mark in the "why" box if you know why an event happened and a question mark if you are not certain. I'm placing a question mark in my box.

Step 4. Explain and prompt Read and Check exercise for checkpoint 2.

Scripted/suggested discussion:

With your partner, read to the next checkpoint and complete the three steps of the Read and Check exercise. You may begin.

NOTE: Students may read silently or orally.

Step 5. Monitor students as they complete the Reading Core exercises.

As you circulate around the room, check with student pairs and the answers to their questions. Take note of student responses that could be used as an example for the class.

Step 6. Discuss checkpoint 2 with the class.

Scripted/suggested discussion:

- Let's start with **setting**. What did you and your partner record for setting?

(Solicit student response and identify partners that had exceptional answers.)

In paragraph 7, the text says that they are in **New York City**. Be sure to modify your answer if you did not have the correct information.

- What did you and your partner record for **characters**?

(Solicit student response and identify partners that had exceptional answers.)

In paragraph 6, we learn more about the man waiting and what he looks like. He has a "pale, square jawed face with keen eyes, and a little white scar near his right eyebrow." He has a scarf with a large diamond. He also talks about his "hustling." Imagine what this character looks like. On your Text Organizer, you should have **Man, has square face, scar, and large diamond**.

We also learned that the man is waiting on Jimmy. In paragraph 9, the text says that he is the truest old chap. It sounds like Jimmy is a good friend. Let's write "**Jimmy, good friend**" on our Text Organizers.

- What did you and your partner record for **problem/conflict**?

(Solicit student response and identify partners that had exceptional answers.)

At this point, we still think the problem is **the man is waiting on his friend and he doesn't know if he will show up or not**. Let's write this problem in our problem/conflict box. It may change, but this is the current problem.

- What did you and your partner record for **major events and why**?

(Solicit student response and identify partners that had exceptional answers.)

The man in the doorway is bragging to the officer about his adventures. I think he's telling the officer this because he is egotistic and wants to show off. On your text organizer, write "**the man is bragging about his adventures**."

We will read the rest of the story in lesson 5.

Note: If time permits, continue to lesson 5.



COMPREHENSION CIRCUIT TRAINING

Literary Short Fiction Training: *After Twenty Years*

Reading Core Station

Week 2 • Lesson 5

Overview:

This lesson introduces the “Fix It” exercise from the Reading Core Station. Students practice the Reading Core Station with a short story.

Student Objectives:

- Learn the meanings of the academic vocabulary: “*visualization*” and “*annotate*”
- Learn the “Fix It” exercise from the Reading Core Station
- Practice the Reading Core Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Literary Short Fiction Text: *After Twenty Years*
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Introduce the “Fix It” Exercise

Step 1. Explain the athletic-comprehension connection. Develop purpose for “Fix It” exercise.

Scripted/suggested discussion:

Sometimes athletes need to adjust their workout plans to increase their speed and stamina. They “fix” any problems or barriers that keep them from success. They may improve form, speed, increase the number of repetitions they do, in order to meet their workout goal. What is your comprehension goal?

For reading, if you do not comprehend what you are reading, you need to “fix” what you are doing. Have you ever read to the bottom of a page and realized that you didn’t really “get it?” There are three exercises that will help you “fix” your understanding.

*Locate your Comprehension Circuit Training Chart and Checklist. As part of the Reading Core Station, there are two exercises: **Read and Check** and “**Fix It**”. We have practiced the Read and Check exercise. We will learn the steps to the “Fix It” exercise. First we will learn new academic vocabulary.*

Step 2. Teach the word “visualization.”

Scripted/suggested discussion:

*Our next academic vocabulary word is “**visualization**.” Look at the word and find a root or base word. (Underline visual.) What do you think of when you hear the word “visual”? Visual is something that you can see, like a picture or graphic. So “visualization” is the process of seeing. In Comprehension Circuit Training, you will visualize the characters and their actions in your mind. Sometimes athletes visualize winning a race before the race to help them mentally prepare. Some people visualize text as they read.*

Academic Vocabulary Word: Visualization

Word Study: the root word is “visual” means to see

Definition: the act of creating a mental image

Related Words: imagery, picture, visuals, mental image, envision, vision

Simple Sentence: The student **visualized** the character actions to help recall the details of the story.

Partner Discussion:

1. Choose one of the example sentences and read the sentence, replacing the vocabulary word with a synonym.
2. Visualize the characters in *After Twenty Years* so far. What do they look like to you? Think about their appearance and actions.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Reading Core Station: “Fix It” Exercise



- ❑ Re-read and adjust reading speed and checkpoints.
- ❑ Mark the text by circling the “who” or “what” and underline the main action/idea.
- ❑ Imagine yourself in the text by visualizing the actions or information.

Introduce and Teach the Steps in the “Fix It” Exercise

Step 1. Explain the steps in the “Fix It” exercise.

Scripted/suggested discussion:

When you read text and do not comprehend, you can use steps in the “Fix It” exercise to help. You do not need to do these steps all the time, only when you don’t understand what you are reading.

The three steps are:

1. *Reread and adjust speed and checkpoints.*
2. *Mark the text by circling the “who” or “what” and underline main action/idea.*
3. *Imagine you in the text by visualizing the actions or information.*

Step 2. Explain “reread and adjust speed” and checkpoints.

Scripted/suggested discussion:

*When you get to a checkpoint and you don’t understand what you read, it is important to **re-read the text**. You should also think about the pace, or speed, of your reading. When you are reading to understand and gain information, you may need to slow your pace and put in more effort and thought.*

*You may also need to **adjust your checkpoints**. If you understand the text, you can lengthen the space between checkpoints. However, if you don’t understand the text, make the length between checkpoints shorter. Checkpoints are flexible, and should be adjusted to support your individual understanding of the text.*

If you were not able to answer the Text Organizer questions in the sections of “After Twenty Years”, you should reread; adjusting your pace and checkpoints.

Step 3. Model how to mark the text by circling the “who” and/or “what” and underlining the main idea/action.

Scripted/suggested discussion:

The next step is to **mark the text**. When your comprehension breaks down, or as you are reading, you may need to mark the text to “fix it.” Marking the text focuses on the important information you need to “fix” the comprehension problem, but you can also use this technique in the Read and Check exercise as a way to highlight important information.

First, **circle the important person, place, or thing**. Next, **underline important actions/ideas** of the paragraph. Sometimes this information may be located in multiple places throughout the text. Your job is to think about what is going on then underline phrases that help you understand the important actions. Let’s try one.

(Display paragraph.) Please find checkpoint 1 in the text “After Twenty Years.”

First, I’ll read at a slow pace and think about the characters and the events. Sometimes it is difficult to remember the important characters. I’m going to think about the most important person, place, or thing in the checkpoint and circle it.

(Read paragraph slowly.) I think one of the most important people in this checkpoint is the police officer. Let’s circle “the policeman” in line one.

Next, let’s think about the most important action the policeman is doing. Let’s read on to find out what he is doing. I’m going to underline the words “on the beat moved up the avenue.” This tells me the policeman is patrolling and walking down the street.

That was information gathered in the first paragraph. Let’s skim the next paragraph to identify if there is any other important information that will help us understand this checkpoint. **Skimming text** means that you read text at a quick pace while looking for key information. Skim paragraph two.

In paragraph two, there is not a new event or person that would help us understand the checkpoint anymore. The author is describing the police officer and his character.

Skim paragraph three. A new person is introduced. There is a man leaning in the hardware store. Let’s circle “a man.”

Let’s skim paragraph four to read what the man is doing. In paragraph four, we learn that the man is waiting for a friend. Let’s underline that sentence in line one of paragraph four because that is the most important action for the man.

To recap, we have underlined the police officer on the beat moved up the avenue. We have also underlined a man waiting for a friend.

Step 4. Model how to imagine oneself in the text with visualization.

Scripted/suggested discussion:

*The final step of the “Fix It” exercise is to imagine yourself in the text by **visualizing** the actions or information presented. I’ll review my text markings and imagine myself in the text as the character that I circled. I will then visualize the actions that I underlined. I’m going to be the police officer.*

Think aloud what you imagine. I’m thinking of myself as a police officer walking down a street. I also imagine myself as a man waiting on my friend. What did you imagine? (Solicit student responses.)

Repeat process as much as necessary for students to fully understand.

Review the Reading Core Station

Step 1. Have partners summarize text from the previous day.

Scripted/suggested discussion:

Think about the part of “After Twenty Years” you read yesterday and review what you recorded on your Text Organizer. Think about the following: Who are the characters and what do you remember about them? What problem did the characters face? How did the characters try to solve the problem?

Summarize what you have learned so far about the Read to Find Out Question to your partner. Think about the characters and their problems.

Step 2. Explain and prompt Read and Check exercise for checkpoint 3.

Scripted/suggested discussion:

Yesterday we read to the second checkpoint. Now, with your partner, read to the next checkpoint. When you get there, you and your partner will discuss the Text Organizer and decide what to record. Be sure to use the “Fix It” exercise if necessary.

Note: Students may read silently or orally.

Step 3. Monitor Reading Core Station for checkpoint 3.

As students complete the Reading Core Station, walk around the room monitoring their understanding of the process. Try to get to each student pair and ask them to explain their responses. Take note of student pair responses that could be used as example answers to review with the class.

Step 4. Discuss checkpoint 3 with the class.

The *blue text* is an example of what you could write on your Text Organizer. Also see completed Text Organizer at the end of the lesson.

Scripted/suggested discussion:

- *Let's start with **setting**. What did you and your partner record for setting?*

(Solicit student response and identify partners that had exceptional answers.)

We didn't need to add any new information to our Text Organizer this time.

- *What did you and your partner record for **characters**?*

(Solicit student response and identify partners that had exceptional answers.)

I would have said to my partner, "we learned more about the man in the door way and his adventures and that he is still egotistic. Jimmy is still described as a "good fellow".

- *What did you and your partner record for **problem/conflict**?*

(Solicit student response and identify partners that had exceptional answers.)

I would have said to my partner, "The problem is still that the man is waiting and not sure if his friend will show up."

- *What did you and your partner record for **major events** and **why**?*

(Solicit student response and identify partners that had exceptional answers.)

I would have said to my partner, "the main event is that the conversation ended between the man and the officer and the officer left. A tall man showed up at the end."

Why did the officer leave? (Solicit student responses.) I'm not sure why the officer left, so I would put a question mark in the "why" box.

Why did the tall man show up? (Solicit student response.) I'm not sure why the tall man showed up. We are lead to believe that it is the man's long-lost friend.

Step 5. Explain and prompt Read and Check exercise for checkpoint 4.

Scripted/suggested discussion:

With your partner read to the last checkpoint. When you get there, you and your partner will discuss the Text Organizer and decide what to record. Be sure to use the "Fix It" exercise if necessary.

Step 6. Monitor the Reading Core Station.

Scripted/suggested discussion:

As you walk around, check with student pairs and the answers to their questions. Take note of student pairs that could be used as an example for the class.

Step 7. Discuss checkpoint 4 with the class.

Scripted/suggested discussion:

- *Let's start with **setting**. What did you and your partner record for setting?*

(Solicit student response and identify partners that had exceptional answers.)

I didn't read any new information about the setting. What should we do next? Move on to the character box.

- *What did you and your partner record for **characters**?*

(Solicit student response and identify partners that had exceptional answers.)

*We found out that the name of the man who was waiting is "Silky Bob" and he was **wanted in Chicago**. We also found out that **Jimmy was the police man**. We thought the police officer and Jimmy were two separate characters, but it turns out that they are the same person.*

- *What did you and your partner record for **problem/conflict**?*

(Solicit student response and identify partners that had exceptional answers.)

*Earlier we wrote that the problem was that the man was waiting on his friend and wasn't sure if he was going to show up. Sometimes, you aren't fully aware of the conflict until the end. Sometimes there is a twist at the end. What is the new conflict? (Solicit student responses.) **Jimmy, the police officer, met his long lost friend, who is a criminal, and now he is stuck between honoring the friendship or doing his duty as a police officer. That is the new conflict. Let's write this conflict and underline it.***

- *What did you and your partner record for major events? Discuss why these events happened? Place a check mark in the box when you are done.*

(Solicit student response and identify partners that had exceptional answers.)

*The major events that I put on my Text Organizer are: **Bob was arrested by a "plain clothes" man and Jimmy wrote a note to Bob.***

Why was Bob arrested by a plains clothes man? Why did Jimmy write a letter to Bob? (Solicit student responses.)

Step 8. Discussion of the unanswered “Why” questions.

Scripted/suggested discussion:

At this point go back and think about the “why” questions that you couldn’t answer before. These questions should have a question mark in the box. Discuss with your partner new possible explanations.

Step 9. Model how to answer the resolution question.

Scripted/suggested discussion:

*When you get to the end of the text, you need to think about the problem or conflict and how it was resolved. The **Resolution** box on the back of the Text Organizer is where you will record notes about two questions. The questions to think about are “What is the result?” and “Did the characters solve their problem/conflict?”*

A problem in “After Twenty Years” is that Jimmy was to meet his long lost friend and when he met him he was a criminal. The resolution to the story is that to avoid betraying his friend, Jimmy had someone else arrest Bob. Jimmy resolved his conflict by staying loyal to his friend and his job.



COMPREHENSION CIRCUIT TRAINING
Literary Short Fiction Training: *After Twenty Years*
Knowledge Flex Station

Week 2 • Lesson 6

Overview:

Students complete the Knowledge Flex Station by answering the Read to Find Out Question and completing the Team-Based Learning.

Student Objectives:

- Practice the Knowledge Flex Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Literary Short Fiction Text: *After Twenty Years*
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint
- Prepare quizzes and scratch-offs

Review the Knowledge Flex Station

Knowledge Flex Station



1. Team-Based Learning

- Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question Exercise

- Review information on the Text Organizer.
- Write the answer to Read to Find Out Question.

Step 1. Review the exercises in the Knowledge Flex Station.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. Last week, we learned about the Knowledge Flex Station. Let's review the steps. What's the first step? What is the second step? What is the last step? (Solicit student response.)

Step 2. Model how to review the Text Organizer to determine critical information in answering the Read to Find Out Question.

Note: This process was modeled in Week One. This week is intended to scaffold the process to prepare the students for the Challenge Weeks. If your class needs more review and modeling, please do so.

Scripted/suggested discussion:

The first thing you will do is review notes from your Short Fiction Text Organizer to help recall critical information from the story. This information will help you answer the Read to Find Out Question.

When you look at the Text Organizer, it is important to think about the problem and the events that led to its resolution.

*Let's review the Text Organizer information. First, what was the **problem** in the text? (Solicit student responses.) The problem in our story is that Jimmy met his friend after 20 years and he was a criminal.*

Next, think about how the problem was solved. Look at the major events that you wrote down. Notate with a star the events that you think lead to the solution. (Allow some time for the students to star their text organizers.)

For our story, I will put a star next to "Bob was arrested by a plains clothes man and that Jimmy gave Bob a note explaining the situation." I think these are important events that help Jimmy solve his problem.

Step 3. Model how to answer the Read to Find Out Question.

Scripted/suggested discussion:

You will develop and write the answer to the Read to Find Out Question. Today you'll use a writing frame to guide you through the process. Use the prompts to develop your answer to the Read to Find Out question.

(Review the Read to Find Out Question.)

The Read to Find Out Question for this story is "What is Jimmy's conflict and how was it resolved?"

The first blank in the writing frame is for the title of the text. Write the title. The next blank line is for you to write the problem of the story. Write the problem.

My first sentence says, "In the story, 'After Twenty Years,' the problem is that Jimmy meets his friend after twenty years and discovers that his friend is a wanted criminal."

The next blank lines are for you to write what the actions the character takes to solve the problem. The lines start with the words "to solve this problem." Think about the events that we starred on the Text Organizer and how they connect to help solve the problem.

Go ahead and write your next two sentences. (Allow writing time.)

Someone please read your first sentence. (Solicit multiple student responses.)

I will write, "To solve the problem, Jimmy leaves Bob and finds someone else walking down the street. He had that person arrest Bob." (Allow some writing time.)

Someone please read your next two sentences. (Solicit multiple student responses.)

The next blank says, "Finally, the problem/conflict is solved when...." Go ahead and complete the sentence.

My sentence says, "Finally, the problem is solved when Jimmy writes a note to his friend, Bob, explaining that he was there at the right time and that he didn't want to arrest his friend."

The last 1-2 sentences are where you discuss the author's purpose or the lesson learned. The last blank says, "In conclusion, I think the author's purpose for writing this text was..." This is where you will try to tie the events together and think about what the author was trying to tell us.

My sentence says, "In conclusion, I think the author's purpose in writing this text was to teach us that loyalty to friends is important, but not as important as doing the right thing." (Allow some writing time.)

Someone please read your sentences. (Solicit multiple student responses.)

Select students to read their completed Read to Find Out Question paragraph.

Answer to the Read to Find Out Question

Scripted/suggested discussion:

In the story, "After Twenty Years," the problem is Jimmy meets his friend after twenty years and discovers that his friend is a wanted criminal. To solve the problem, Jimmy leaves Bob and finds someone else walking down the street. He had that person arrest Bob. Finally, the problem is solved when Jimmy writes a note to his friend, Bob, explaining that he was there at the right time and that he didn't want to arrest his friend. "In conclusion, I think the author's purpose in writing this text was to teach us that loyalty to friends is important, but not as important as doing the right thing."

Step 4. Give the individual quiz.

Scripted/suggested discussion:

You will have ten minutes to take this quiz.

Pass out quiz and set the timer for ten minutes. When time is up, collect the quizzes.

Step 5. Explain procedures for Team-Based Learning.

Scripted/suggested discussion:

Today we learn the procedures to Team-Based Learning. After we read a text, you will take an individual quiz. Then you will turn in your quiz and move into your assigned group. You and your partner will work with another partner. You will then complete the same quiz as a group using scratch-off cards. When you are in your group, you will:

- 1. Suggest an answer*
- 2. Provide the number of the paragraph where you found your answer*
- 3. You may refer to your Text Organizer*
- 4. Groups must agree on answer*
- 5. Scratch off the answer; if incorrect repeat the process*

If you get the answer correct on the first try, you will receive full credit of four points. After two tries, you will receive reduced credit of three points, and after three tries, you will receive reduced credit of two points.

Step 6. Give the group quiz.

Scripted/suggested discussion:

You will have 15 minutes to take this quiz as a group. Please get with your partner and another partnership. Remember the process, for group quizzes. First, someone in your team suggests an answer and provides information on where the information came from. After the group agrees on an answer, you will "scratch off" the answer. You will know if the answer is correct if there is a star. Repeat process until you have the correct answer and you find the star. Pass out quiz and set timer for 15 minutes. When time is up, collect the quizzes.



Short Fiction Text Organizer

Title: *After Twenty Years*

Author: *O. Henry*

Directions: At each checkpoint, take notes on the following questions.
As you read, remember to build the “big picture” of what the text is saying.

Read to Find Out Question

What is Jimmy's conflict and how is it resolved?

Problem or Conflict (What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

Man is waiting for his friend and doesn't know if he is going to show up. Jimmy meets his friend, who is a criminal; he is stuck between loyalty to his job or his friendship.

	Checkpoint	Setting (Where and when does the story take place?)	Characters (Who are they? What is the author telling us about them?)	Major Events (What are the major events?)	Why? (Why did the events happen?)
Plot	#1	<i>10:00 at night; it's chilly and rainy, the street is empty</i>	<i>Police Officer: On patrol. Confident and well-respected.</i>	<i>Police officer stopped and talked to man who is waiting for a friend.</i>	<i>?</i>
	#2	<i>New York City</i>	<i>Man who is waiting is pale, square jaw, keen eyes, scarf with diamonds. Jimmy: Good fellow</i>	<i>Man is bragging about his adventures.</i>	<i>?</i>
	#3		<i>Jimmy: A friend the man is waiting on. Loves New York, a loyal friend.</i>	<i>Officer left; a new man showed up.</i>	<i>✓</i>

	Checkpoint	Setting (Where and when does the story take place?)	Characters (Who are they? What is the author telling us about them?)	Major Events (What are the major events?)	Why? (Why did the events happen?)
Plot	#4		<i>Silky Bob is wanted in Chicago; Jimmy was the policeman.</i>	<i>Bob was arrested by a plainclothes man and Jimmy sent Bob a note.</i>	✓
	#5				
	#6				

Resolution (What resulted? Did the characters solve the problem/conflict? If so, how?)

The resolution to the story is that to avoid betraying his friend, Jimmy had someone else arrest Bob. Jimmy resolved his conflict by staying loyal to his friend and his job.

Author's Style (Tone, Voice, etc.)

Teacher's Choice (Literary Elements)

COMPREHENSION **CIRCUIT** TRAINING



CHALLENGE WEEK
Short Fiction
Teacher's Choice of Text

COMPREHENSION CIRCUIT TRAINING

Literary Short Fiction Training: Teacher's Choice of Text

Challenge Week

Day 1

Overview:

This lesson introduces students to the Challenge Week for Literary Short Fiction text. Using text selected by the teacher, students practice the Comprehension Circuit Training exercises by independently completing the exercises with a partner. The Challenge Week takes place over the course of three days. On Day 1, students review vocabulary they previously learned. They then complete the Warm-Up Station and begin the Reading Core Station.

Student Objectives:

- Independently apply the CCT exercises to a challenging text
- Complete the Text Organizer and correctly answer the Read to Find Out Question

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Teacher's choice of text for Challenge Week
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Review the Previously Learned Vocabulary

Scripted/suggested discussion:

Today we will review vocabulary we've previously learned.

First, you will refer to the Vocabulary Inventory and read the directions. Then, with your partner, you will complete the activity on your Vocabulary Organizer. You will have two minutes to complete the review activity with your partner and then we'll discuss as a class.

Review the Steps in the Warm-Up Station



Scripted/suggested discussion:

At the Warm-Up Station, remember to complete the tasks for the exercises including: Preview Text, Develop Background Knowledge, and Set Checkpoints.

For the Preview Text exercise, you will preview the text features including: title, author, subheadings, bolded words, graphs and pictures. You will also read the first 1-2 paragraphs and locate words that are unfamiliar or challenging.

For the Develop Background Knowledge exercise, I will teach you important information that you need to know which will help you understand the text better.

For the Set Checkpoints exercise, you will read to make sure you understand the text type and the Read to Find Out Question. You will also locate the appropriate Text Organizer.

Finally, you will skim the text and determine how far you will be able to read and comprehend, then set your checkpoints.

WARM-UP STATION

Warm-Up Station



1. Preview Text

- Preview the text's title and author.
- Preview and scan text features (title, subheadings, bolded words, graphs, etc.).
- Read the first 1-2 paragraphs and locate challenging words.

2. Develop Background Knowledge

- Teacher builds background knowledge by introducing title, author, setting, and characters.
- Teacher identifies and teaches text vocabulary.
- Teacher provides the Read to Find Out Question.

3. Set Checkpoints Exercise

- Understand text type and Read to Find Out Question and locate Text Organizer.
- Skim the text for difficulty and length.
- Set checkpoints.

Warm-Up Station: Preview Text Exercise

Step 1. Review and practice how to preview the text.

Scripted/suggested discussion:

As you complete the Preview Text exercise, remember to preview the title and author, preview text features such as subheadings, bolded words, graphs and pictures. Also, read the first 1-2 paragraphs locating unfamiliar words. Make sure to check off each task as you complete it.

- Preview the title and author.**
- Preview text features.**
- Read the first 1-2 paragraphs and locate challenging words.**

Warm-Up Station: Develop Background Knowledge Exercise

Step 1. Provide background information by introducing title, author, characters and setting.

Scripted/suggested discussion:

*At the Preview Text exercise, you'll preview the title of the text, which is **(insert the title of your selected text here)** Based on the title, what information do you think it might convey?*

Solicit student responses.

Continued discussion:

Not only did you preview the title during the Preview Text exercise, but you also learned the author. What information do you already know about this author? There are three critical pieces of information that you should know about the author:

- **Discuss critical piece of information #1 about author.**
- **Discuss critical piece of information #2 about author.**
- **Discuss critical piece of information #3 about author.**

(Insert reflection question about the author here, and discuss with the class. An example: Based on these facts, what type of stories do you think this author wrote?)

Preview the characters. Display a list of characters and share descriptions of each. Have students form a mental image of the characters, and share them with their partner.

(Insert reflection question about the characters here, and discuss with the class. An example: Who do you think will be the protagonist and why? What do the descriptions allow us to infer about each character?)

Preview the setting. Introduce the description of setting and have students form a mental image of the setting. Have students share the image with their partner and discuss images as a class. **(Insert reflection question about the setting here,** and discuss with the class. An example: *Why do you think setting will be important to this story?*)

Step 2. Identify and teach text vocabulary.

Scripted/suggested discussion:

*Today you will learn two new vocabulary words that will help you understand the text better. The two words are “**insert word here**” and “**insert word here.**”*

Use the PowerPoint slides to showcase each of the vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Then, each of you will replace the word with a related word in the example sentences we read.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentences here.*

Sentence from Text: *Example sentences here.*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word _____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Repeat the exercise with the second vocabulary word.

The second vocabulary word from the Challenge Week text is “insert word here.”

Use the PowerPoint slides to showcase each of the vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentences here*

Sentence from Text: *Example sentences here*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word_____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Introduce and complete the Word Attack exercise.

Scripted/suggested discussion:

Our next exercise is called “Word Attack.” We’ll be learning some challenging words from the text, so they will no longer be a challenge. Read the words on the chart with your partner.

Select 3-9 multisyllabic words from the text. Using the PowerPoint slides, reveal the words you selected to the students.

1. Choose 3-9 multisyllabic words from the text. Words may be proper nouns or vocabulary that are important to text meaning.
2. Explain that the purpose of the Word Attack exercise is to learn challenging words.
3. Review difficult words/definition as needed.

Continued discussion:

Now, read the words out loud with your partner, taking turns. If you aren't sure of how to pronounce the word, your partner may be able to help.

Monitor the activity, giving students about 30 seconds to read the words with their partner, then review the definitions if needed.

Step 4. Provide the Read to Find Out Question.

Scripted/suggested discussion:

The Read to Find Out Question is : “ **Insert your Challenge Week Read to Find Out Question here.**” As you read the text, pay attention to what we learn about (**insert reference to the Read to Find Out Question here**).

Warm-Up Station: Set Checkpoints Exercise



- Understand text type and Read To Find Out Question and locate Text Organizer.
- Skim text for difficulty and length.
- Set checkpoints.

Review Steps in the Set Checkpoints Exercise

Step 1. Review the steps in the exercise.

Scripted/suggested discussion:

As you complete the Set Checkpoints exercise, make sure you understand the text type as well as the Read to Find Out Question. You'll also need the appropriate Text Organizer. Next, skim the text and determine how far you will be able to read and comprehend. Finally, set your checkpoints within the text.

Make sure to check off each step on your checklist as you complete it.

Complete the Reading Core Station


Step 1. Review the Reading Core Station exercises.

Scripted/suggested discussion:

At the **Reading Core Station**, you will complete the *Read and Check* exercise, and will use the *Fix It* Exercise if you are not able to understand what you are reading in the text.

READING CORE STATION

Reading Core Station



- 1. Read and Check Exercise**
 - Read and stop at checkpoints.
 - Review and discuss questions from the Text Organizer with partner.
 - Record answers on the Text Organizer.
- 2. “Fix It” Exercise**
 - Re-read text and adjust reading speed and checkpoints.
 - Mark the text by circling the “who” or “what” and underline the main idea.
 - Imagine yourself in the text by visualizing the actions or information.

Scripted/suggested discussion:

For the **Read and Check exercise**, you will read and stop at checkpoints, review questions on your Text Organizer, and record your answers. You will also discuss your reading with others to check your understanding.

If you are not understanding what you are reading, you may need to **“Fix It”** by re-reading the text, adjusting your reading speed or number of checkpoints. You can also annotate by circling the “who” or “what” in the story and by underlining the main idea. Imagining the actions will also help you understand better.

Step 2. Complete the Text Organizer.

Scripted/suggested discussion:

Most short fiction share a similar text structure. This means that the way the story is organized is similar from one short story to another. Generally, the characters are introduced, then face some sort of problem or conflict. Over the course of the story, the characters attempt to solve the problem and find a resolution at the end. While you are reading (insert your Challenge Week text title here), you will fill out the Text Organizer like we did on the previous two stories.

At each checkpoint, you will review the questions provided and determine which questions you can answer at this point in the story. Answer them on your Text Organizer and discuss your answers with your partner. At each subsequent checkpoint, you should be able to build your comprehension, and answer more questions.

Continued discussion:

The questions you will answer are:

- 1. Who are the characters? What is the author telling us about them?*
- 2. What is the major problem or conflict? What event or situation sets the story in motion? What do the characters hope to do?*
- 3. What are the major events? Why did the event happen?*
- 4. What resulted? Did the characters solve their conflict or problem? If so, how did they solve it?*

NOTE: For future challenge weeks, simply remind students to continue to use and fill out their Text Organizers, answering the questions listed. You may want to leave this slide up so students can refer to it while working.

Now, with your partner, complete the tasks on the Reading Core Station checklist. Remember, you only need to use the “Fix It” exercise if you are not understanding the text. Check off each task on the checklist as you complete it.

Complete the Effort Chart

Step 1. Complete the Effort Chart.

Scripted/suggested discussion:

At the end of each day, you will rate your effort for each exercise completed on that day. It is important when you are practicing any skill you put in maximum effort.

COMPREHENSION CIRCUIT TRAINING

Literary Short Fiction Training: Teacher's Choice of Text

Challenge Week

Day 2

Overview:

This lesson introduces students to the Challenge Week for Literary Short Fiction text. Using text selected by the teacher, students practice the Comprehension Circuit Training exercises by completing the exercises with a partner. On Day 2, students review the Warm-Up Station and continue with the Reading Core Station.

Student Objectives:

- Independently apply the CCT exercises to a challenging text
- Complete the Text Organizer and correctly answer the Read to Find Out Question

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Teacher's choice of text for Challenge Week
- Timer

Teacher Preparation:

- Pre-read the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Warm-Up Station: Preview Text Exercise

Step 1. Review and practice how to preview the text.

Scripted/suggested discussion:

At the Warm-Up Station on Day 2, you will not need to preview the text as you already did that on Day One. For the Develop Background Knowledge exercise, you will review what you read yesterday using your Text Organizer. You will also learn two new vocabulary words and learn to pronounce more difficult words from the text. As you have already set your checkpoints, you will not need to do this either.

Warm-Up Station: Preview Text Exercise

Step 1. Review text read the previous day.

Scripted/suggested discussion:

Think about the part of the story you read the previous day and review what you recorded on your Text Organizer. Think about what you remember about the characters, the problem the characters faced, and how they tried to solve this problem. With your partner, discuss what you remember and summarize what you learned about the characters and their problems.

Step 2. Identify and teach text vocabulary.

Scripted/suggested discussion:

*Today you will learn two new vocabulary words that will help you understand the text better. The two words are “**insert word here**” and “**insert word here.**”*

Use the PowerPoint slides to showcase each of vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Then, each of you will replace the word with a related word in the example sentences we read.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentences here*

Sentence from Text: *Example sentences here*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word _____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Repeat the exercise with the second vocabulary word.

*The second vocabulary word from the Challenge Week text is “**insert word here.**”*

Use the PowerPoint slides to showcase each of vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

The second word is (insert word):

Use the PowerPoint slides to showcase each of vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentences here*

Sentence from Text: *Example sentences here*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word _____.
3. Think of a time or place where you might hear the word _____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Word Attack.

Our next exercise is called “Word Attack.” We’ll be learning some challenging words from the text, so they will no longer be a challenge. Read the words on the chart with your partner.

Select 3-9 multisyllabic words from the text. Using the PowerPoint slides, reveal the words you selected to the students.

1. Choose 3-9 multisyllabic words from the text. Words may be proper nouns or vocabulary that are important to text meaning.
2. Explain that the purpose of the Word Attack exercise is to learn challenging words.
3. Review difficult words/definition as needed.

Now, read the words out loud with your partner, taking turns. If you aren’t sure of how to pronounce the word, your partner may be able to help.

Monitor the activity, giving students about 30 seconds to read the words with their partner, then review the definitions if needed.

Step 4. Provide the Read to Find Out Question.

Scripted/suggested discussion:

*The Read to Find Out Question is : “ **Insert your Challenge Week Read to Find Out Question here.**” As you read the text, pay attention to what we learn about (**insert reference to the Read to Find Out Question here**).*

Warm-Up Station: Set Checkpoints Exercise

- Understand text type and Read To Find Out Question and locate Text Organizer.**
- Skim text for difficulty and length.**
- Set checkpoints.**



Review Steps in the Set Checkpoints Exercise

Step 1. Review the steps in the exercise.

Scripted/suggested discussion:

As you complete the Set Checkpoints exercise, make sure you understand the text type as well as the Read to Find Out Question. You’ll also need the appropriate Text Organizer. Next, skim the text and determine how far you will be able to read and comprehend. Finally, set your checkpoints within the text.

Make sure to check off each step on your checklist as you complete it.


Complete the Reading Core Station

Step 1. Review the Reading Core Station exercises.

Scripted/suggested discussion:

At the **Reading Core Station**, you will complete the *Read and Check* exercise, and will use the *Fix It Exercise* if you are not able to understand what you are reading in the text.

READING CORE STATION

**Reading Core
Station**


1. Read and Check Exercise

- Read and stop at checkpoints.
- Review and discuss questions from the Text Organizer with partner.
- Record answers on the Text Organizer.

2. “Fix It” Exercise

- Re-read text and adjust reading speed and checkpoints.
- Mark the text by circling the “who” or “what” and underline the main idea.
- Imagine yourself in the text by visualizing the actions or information.

Scripted/suggested discussion:

For the **Read and Check** exercise, you will read and stop at checkpoints, review questions on your Text Organizer, and record your answers. You will also discuss your reading with others to check your understanding.

If you are not understanding what you are reading, you may need to **“Fix It”** by re-reading the text, adjusting your reading speed or number of checkpoints. You can also annotate by circling the “who” or “what” in the story and by underlining the main idea. Imagining the actions will also help you understand better.

Step 2. Complete the Text Organizer.

Scripted/suggested discussion:

Most short fiction share a similar text structure. This means that the way the story is organized is similar from one short story to another. Generally, the characters are introduced, then face some sort of problem or conflict. Over the course of the story, the characters attempt to solve the problem and find a resolution at the end. While you are reading (insert your Challenge Week text title here), you will fill out the Text Organizer like we did on the previous two stories.

At each checkpoint, you will review the questions provided and determine which questions you can answer at this point in the story. Answer them on your Text Organizer and discuss your answers with your partner. At each subsequent checkpoint, you should be able to build your comprehension, and answer more questions.

Continued discussion:

The questions you will answer are:

- 1. Who are the characters? What is the author telling us about them?*
- 2. What is the major problem or conflict? What event or situation sets the story in motion? What do the characters hope to do?*
- 3. What are the major events? Why did the event happen?*
- 4. What resulted? Did the characters solve their conflict or problem? If so, how did they solve it?*

NOTE: For future challenge weeks, simply remind students to continue to use and fill out their Text Organizers, answering the questions listed. You may want to leave this slide up so students can refer to it while working.

Now, with your partner, complete the tasks on the Reading Core Station checklist. Remember, you only need to use the “Fix It” exercise if you are not understanding the text. Check off each task on the checklist as you complete it.

Complete the Effort Chart

Step 1. Complete the Effort Chart.

Scripted/suggested discussion:

At the end of each day, you will rate your effort for each exercise completed on that day. It is important when you are practicing any skill you put in maximum effort.

COMPREHENSION CIRCUIT TRAINING

Literary Short Fiction Training: Teacher's Choice of Text

Challenge Week

Day 3

Overview:

This lesson introduces students to the Challenge Week for Literary Short Fiction text. Using text selected by the teacher, students practice the Comprehension Circuit Training exercises by completing the exercises with a partner. On Day 3, students review vocabulary, complete the Warm-Up Station, Reading Core Station, and the Knowledge Flex Station.

Student Objectives:

- Independently apply the CCT exercises to a challenging text
- Complete the Text Organizer and correctly answer the Read to Find Out Question

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Teacher's choice of text for Challenge Week
- Timer

Teacher Preparation:

- Pre-read the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Review the Previously Learned Vocabulary

Scripted/suggested discussion:

Today we will review vocabulary we've previously learned.

First, you will refer to the Vocabulary Inventory and read the directions. Then, with your partner, you will complete the activity on your Vocabulary Organizer. You will have two minutes to complete the review activity with your partner and then we'll discuss as a class.

Warm-Up Station: Preview Text Exercise

Step 1. Review and practice how to preview the text.

Scripted/suggested discussion:

At the Warm-Up Station on Day 2, you will not need to preview the text as you already did that on Day One. For the Develop Background Knowledge exercise, you will review what you read yesterday using your Text Organizer. You will also learn two new vocabulary words and learn to pronounce more difficult words from the text. As you have already set your checkpoints, you will not need to do this either.

Warm-Up Station: Preview Text Exercise

Step 1. Review text read the previous day.

Scripted/suggested discussion:

In order to review what you read yesterday please think about the part of the story you read the previous day and review what you recorded on your Text Organizer. Think about what you remember about the characters, the problem the characters faced, and how they tried to solve this problem. With your partner, discuss what you remember and summarize what you learned about the characters and their problems.

Step 2. Identify and teach text vocabulary.

Scripted/suggested discussion:

*Today you will learn two new vocabulary words that will help you understand the text better. The two words are "**insert word here**" and "**insert word here.**"*

Use the PowerPoint slides to showcase each of vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentences here*

Sentence from Text: *Example sentences here*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word _____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



The second word is (insert word):

Use the PowerPoint slides to showcase each of the vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentences here.*

Sentence from Text: *Example sentences here.*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word_____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Complete the Word Attack exercise.

Scripted/suggested discussion:

Our next exercise is called “Word Attack.” Read the words on the chart with your partner.

Select 3-9 multisyllabic words from the text. Using the PowerPoint slides, reveal the words you selected to the students.

1. Choose 3-9 multisyllabic words from the text. Words may be proper nouns or vocabulary that are important to text meaning.
2. Explain that the purpose of the Word Attack exercise is to learn challenging words.
3. Review difficult words/definition as needed.

Step 4. Review Read to Find Out Question.

Scripted/suggested discussion:

Remember that the Read To Find Out Question is: Read to find out (insert Read To Find Out Question).

Complete the Reading Core Station

Step 1. Review the Reading Core Station exercises.

Scripted/suggested discussion:

At the Reading Core Station, you will complete the Read and Check exercise, and will use the “Fix It” Exercise if you are not able to understand what you are reading in the text.

READING CORE STATION

Reading Core Station



1. Read and Check Exercise

- Read and stop at checkpoints.
- Review and discuss questions from the Text Organizer with partner.
- Record answers on the Text Organizer.

2. “Fix It” Exercise

- Re-read text and adjust reading speed and checkpoints.
- Mark the text by circling the “who” or “what” and underline the main idea.
- Imagine yourself in the text by visualizing the actions or information.

Scripted/suggested discussion:

At the Reading Core Station you will complete the Read and Check exercise and will use the “Fix It” exercise if you are not understanding what you are reading. Remember to read and stop at checkpoints, review questions on your Text Organizer, and record answers. You will also discuss your reading with others to check your understanding.

Step 2. Complete the Text Organizer.

Scripted/suggested discussion:

Remember that while you are reading you need to continue to use and fill out your Text Organizer for Short Fiction. At each checkpoint, review the questions on your Text Organizer and answer any questions that you are able to. The questions you need to answer are listed here.

The questions you will answer are:

- 1. Who are the characters? What is the author telling us about them?*
- 2. What is the major problem or conflict? What event or situation sets the story in motion? What do the characters hope to do?*
- 3. What are the major events? Why did the event happen?*
- 4. What resulted? Did the characters solve their conflict or problem? If so, how did they solve it?*

NOTE: For future challenge weeks, simply remind students to continue to use and fill out their Text Organizers, answering the questions listed. You may want to leave this slide up so students can refer to it while working. Be sure to monitor students.

Now, with your partner, complete the tasks on the Reading Core Station checklist. Remember, you only need to use the “Fix It” exercise if you are not understanding the text. Check off each task on the checklist as you complete it.

Review the Knowledge Flex Station

Knowledge Flex Station



1. Team-Based Learning Exercise

- Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question Exercise

- Review information on the Text Organizer.
- Write the answer to Read to Find Out Question.

Step 1. Review the purpose of the Knowledge Flex Station.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. Remember that athletes and people who work out often to flex or stretch their muscles. In the Knowledge Flex Station you will stretch your understanding of what you read. You will show what you know. Today, we will review how to “flex” your knowledge.

Step 2. Complete Answer the Read to Find Out Question exercise.

Scripted/suggested discussion:

The first thing you will do is review your Text Organizer to help you remember and recall critical information from the text. This information will help you answer the Read to Find Out Question. Don't forget to star major events that help answer the Read to Find Out Question.

When that is complete, answer the Read to Find Out Question on the following page.

Step 3. Complete Team-Based Learning exercise.

Scripted/suggested discussion:

First, you will take a quiz individually. Then you will take the quiz with your group. Remember that you will need to prove your answer to your group.

Complete the Effort Chart

Step 1. Complete the Effort Chart.

Scripted/suggested discussion:

At the end of each day, you will rate your effort for each exercise completed on that day. It is important when you are practicing any skill you put in maximum effort.

COMPREHENSION **CIRCUIT** TRAINING



**Informational Text:
EXPOSITORY**



COMPREHENSION CIRCUIT TRAINING

Expository Training: *Black Wings*

Week 1 • Lesson 1

Introduce the Warm-Up Station

Overview:

This lesson introduces students to informational/expository text using the passage *Black Wings: The American Black in Aviation*. The lesson begins as students learn the definition of the word “expository.” Students then review the Warm-Up Station and practice the exercises with an informational/expository text.

Student Objectives:

- Learn the meanings of the academic vocabulary “expository”
- Learn and practice the Warm-Up Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Expository Text: *Black Wings: The American Black in Aviation*
- Timer

Teacher Preparation:

- Preread the informational/expository text
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Review and Discuss Text Types

Step 1. Teach types of informational texts. Explain expository and text features.

Scripted/suggested discussion:

Remember that in English or reading classes, you read many types of text. First, we applied our Comprehension Circuit Training exercises to literary short fiction, and now we will apply them to informational text. Many of the exercises will be similar, but have some important adjustments you will learn in the upcoming lessons. Let's look at the chart to see different types of informational text. (Display and discuss.)

Literary Text	Informational Text
Short Fiction: short stories, myths, folktales, and fairytales	Expository
Poetry	Persuasive
Drama	Procedural
Literary non-fiction	

Scripted/suggested discussion:

We will focus on **expository** text, which is one type of informational text. Expository text is very different from literary short fiction. I will explain these differences in the next segment. Over the next few weeks, you will apply the Comprehension Circuit Training exercises to develop your comprehension of expository texts.

Teach and Discuss the Academic Vocabulary

Step 1. Teach the word “expository.”

Scripted/suggested discussion:

Our academic vocabulary word today is “**expository**.” What do you think of when you hear the word “expository”? (Solicit student responses.) When I think of “expository,” I think of the word “expose”, which means “to show.”

In fact, expository text is non-fiction reading material intended to **inform, describe, or explain information**. Expository text exposes, or reveals, information about a topic.

One important difference between expository text and literary text is that expository texts have **more graphics, tables, subheadings and illustrations**. As the reader, you must scrutinize these graphics and illustrations to determine how they directly contribute to the information in the text. Another difference is that the **content of expository text is often unfamiliar to the reader** and there may be vocabulary that is difficult to understand and pronounce.

Scripted/suggested discussion:

Think of an expository text as a large puzzle. These texts are usually organized in sections, and each section provides an idea along with details that support that main idea. When combined, like puzzle pieces, these sections explain a single topic.

Academic Vocabulary Word: expository

Word Study: the root word is “expose,” which means “to show or reveal.”

Definition: Nonfiction reading material intended to inform, describe, or explain information.

Related Words: informational, nonfiction, explanatory

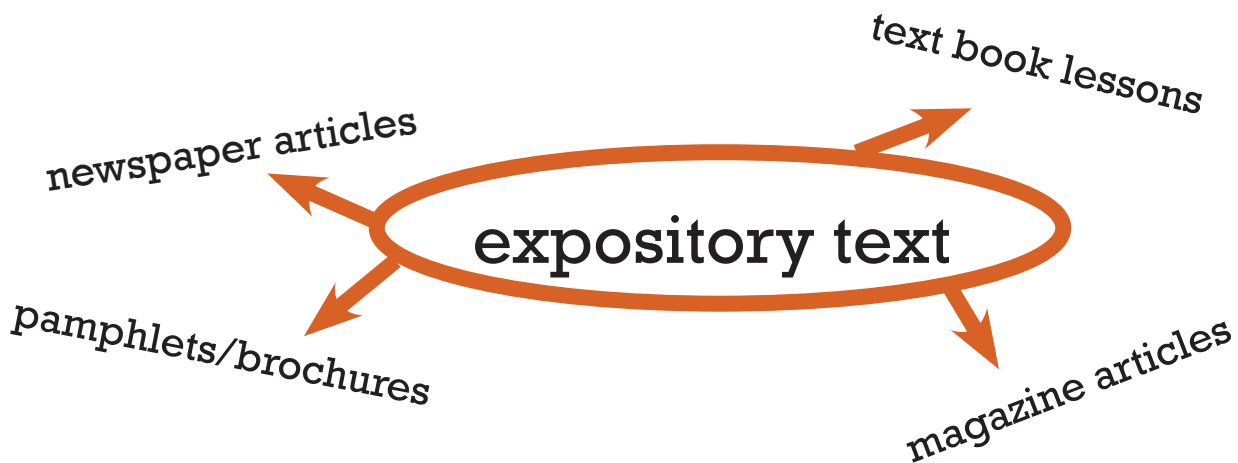
Simple Sentence: Some expository texts we encounter daily include newspapers and textbooks.

Partner Discussion:

1. With your partner, read the example sentence, replacing the vocabulary word with a synonym for the word “**expository**.”
2. What are some types of expository text? Discuss and fill in the word map with examples of expository text.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Warm-Up Station: Preview Text Exercise



- Preview the title and author.**
- Preview text features** (title, subheadings, bolded words, graphs, first paragraph, etc.).
- Read the first 1-2 paragraphs and locate challenging words.**

Introduce and Model the Preview Text Exercise

Step 1. Model how to preview title and author.

Scripted/suggested discussion:

Locate your **Comprehension Circuit Training Chart and Checklist**. The first step of the **Preview Text exercise** is to preview text by looking at the title, author, subheadings, bolded words, graphs and pictures. When you preview, you focus your attention on the text to determine what you know, what it may be about, the text type, and how difficult the text may be for you as a reader.

When you preview the text, you begin by reading the title and author.

Read the title and think about what it is telling us about the text. The title is “*Black Wings: The American Black in Aviation*.” What do you think the title is telling us about the text? (Solicit student responses.) The author is not specifically stated in the text. The reason for this is because it wasn’t written by a single author alone. Instead, it was written by many authors including researchers, teachers, and staff at the National Air and Space Museum, which is part of the Smithsonian Museum. Why might these authors be reliable or believable sources? (Solicit student responses.) I will give you some more information about these authors and the Smithsonian Museum in our next segment.

Step 2. Model how to preview and scan text features (subheadings, bolded words, pictures, graphs, etc.).

Scripted/suggested discussion:

To preview and scan the text, you look through the text to locate **subheadings, bolded words, pictures and graphs**. First, I skim for subheadings. Subheadings are usually in expository text and give us information about the topic.

Today we are reading an expository text, so in many cases there will be subheadings. Look at page 2. There is a subheading called “*Bessie Coleman*.” Who or what do you think the author will tell us in this section of the text based on this subheading? (Solicit student responses.) What other subheadings are in this text? (Solicit student responses.)

Next, I look for illustrations. For this particular text there are no illustrations. Let’s review what you do when you preview text exercise so far. (Call on students to discuss.)

Step 3. Model how to read 1-2 paragraphs, and to how to identify and learn challenging words.

Display the first paragraph of the text on the PowerPoint and circle the difficult words.

Scripted/suggested discussion:

The first step is to determine how difficult the text is for you. I will read the first two paragraphs and identify challenging words. (Read and circle words you think will be challenging for students. Show list of words to students.)

I circled the words “aviation,” “segregated,” “entrenched,” and “acrobatics” in the first two paragraphs. Because I circled four words in two paragraphs, I know this text will be difficult for me to read. After you locate the words, you and your partner will practice reading those words together. Now with your partner, practice reading the words. Take turns as you read through them.

Solicit other challenging words from students and add to list. Define words as needed.

Warm-Up Station: Develop Background Knowledge Exercise



- Teacher builds background knowledge by introducing title, author, topic, people, and historical/social context.**
- Teacher identifies and teaches text vocabulary.**
- Teacher provides the Read To Find Out Question.**

Introduce and Model the Develop Background Knowledge Exercise

Step 1. Provide background knowledge by introducing title, author, topic, people, and historical/social context.

Scripted/suggested discussion:

*Locate your Comprehension Circuit Training Chart and Checklist. The next exercise is the **Develop Background Knowledge** exercise. This exercise will help build your knowledge about the text. I will provide information to help you understand the text.*

Display Title

- *Black Wings: The American Black in Aviation*

Describe Author

- Researchers, teachers, and staff at the National Air and Space Museum
- The NASM is part of the Smithsonian Museum complex, and houses the world's largest historic air and spacecraft collection
- The Smithsonian is a credible source for information because it's a national museum committed to providing accurate, unbiased, educational information.

Introduce Topic

- Early African-American Aviators

Introduce People

- Bessie Coleman
 - A pioneer, black aviator, the first black American to become a licensed pilot
- William J. Powell
 - A black engineer who served in World War I
- Benjamin O. Davis, Jr.
 - An African-American soldier who accomplished many firsts for African Americans in his lifetime.

Preview Historical/Social Context

- The early years of aviation presented challenges for African American aviators. This text will describe conditions in the 1930s when Black aviators faced many obstacles, including segregated facilities, hostile and unpredictable receptions at airfields, and the refusal of some airports to service aircraft flown by blacks. African Americans shared the dream of flight; but racial discrimination denied them access.

Step 2. Identify and teach text vocabulary.

Text Vocabulary Word: aerial

Word Study: the prefix *aer(o)* means “air, atmosphere, or gas”

Definition: in or from the air

Related Words: air, atmosphere

Simple Sentence: The **aerial** stunts that the circus acrobats performed awed and amazed the audience.

Sentence from Text: These air shows drew the curious with promises of “**aerial** acrobatics, rolls, turns, spins, ribbon cutting, crazy flying.”

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word **aerial**.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Provide the Read to Find Out Question.

Scripted/suggested discussion:

Next, it is important to determine the purpose for reading. When you read expository text, the purpose is to learn and gain knowledge about a topic. You may use this information on a test, in a class discussion, or on a writing assignment.

In Comprehension Circuit Training, one of your purposes for reading is to answer a Read to Find Out Question. The Read to Find Out Question will focus on the topic. You will use your Expository Text Organizer to take notes on the important information you learn and the conclusions that you can draw. From the notes and information you add, you will have the information to answer the Read to Find Out Question.

Continued discussion:

“Black Wings: The American Black in Aviation” tells the story of three black aviators from the 1930s and the challenges they faced. Read to Find Out what problems African American aviators faced and how they overcame these problems.

Warm-Up Station: Set Checkpoints Exercise



- Understand text type and Read To Find Out Question and locate Text Organizer.**
- Skim text for difficulty and length.**
- Set checkpoints.**

Introduce and Model the Set Checkpoints Exercise

Step 1. Provide rationale for checkpoints.

Scripted/suggested discussion:

*Locate your Comprehension Circuit Training Chart and Checklist. The next exercise in the Warm-Up Station is the **Set Checkpoints** exercise. Checkpoints are places where you pause to check your understanding. Setting checkpoints helps break up the text into smaller sections to help you understand as you read. Checkpoints will help you monitor whether you are on track. Checkpoints are where you ask questions and interact with the text, trying to connect what you’ve read and what you know. Let’s learn how you set checkpoints for expository text.*

Step 2. Model how to understand the text type, the Read to Find Out Question, and locate Text Organizer.

Scripted/suggested discussion:

It’s important to understand the text type and Read to Find Out Question to help you understand your purpose for reading. Today’s text is expository so I need to make sure I have the correct Text Organizer. The Read to Find Out Question is as follows: “Black Wings: The American Black in Aviation” tells the story of three black aviators from the 1930s and the challenges they faced. Read to find out what problems African American aviators faced and how they overcame these problems. Understand that as you are reading, you need to pay attention to the challenges that black aviators faced and the things they did to overcome these challenges.

Step 3. Model how to skim text for difficulty and length.

Scripted/suggested discussion:

The next thing to do is skim the text to see how long it is. This text is about four pages. I am also going to look for logical places to take a break and set checkpoints.

*Expository text is often divided into sections marked by **subheadings**, which make for logical checkpoints. This text has subheadings, which will be good places to set our checkpoints. (Point out subheadings.)*

Step 4. Model setting checkpoints for expository text.

Display text on the screen and mark checkpoints as you skim.

Scripted/suggested discussion:

Our first checkpoint will be at the first subheading, which is “Bessie Coleman” and is located at the end of the third paragraph. Checkpoint #2 will be at the next subheading, titled “William J. Powell” and comes at the end of paragraph 8. Checkpoint #3 will be at the subheading “Benjamin O. Davis Jr.,” which comes at the end of paragraph 14. The fourth and final checkpoint will be at the end of the text, after paragraph 20.

Review the Warm-Up Station Exercises

Step 1. Review the steps and have students imagine themselves in the Preview Text exercises.

- Guide students in review as they imagine themselves performing the actions in the Text Preview.

Scripted/suggested discussion:

*Let’s review the **Preview Text** exercise. Close your eyes and imagine the actions you take when you preview expository text. What do you see yourself doing when you preview text? (Discuss and guide students through other steps and have them imagine their actions as they complete the step).*

- Review rationale for Preview Text exercise.

Scripted/suggested discussion:

Why do we preview the text? Why is it important? Why should we understand our purpose before we start reading? (Solicit student responses.)

Step 2. Review the steps and have students imagine themselves in the Set Checkpoint exercises.

- Guide students in review as they imagine themselves performing the actions in the Set Checkpoint exercise.

Scripted/suggested discussion:

*Let's review the **Set Checkpoints** exercise. Close your eyes and imagine the actions you take when you set checkpoints. What do you see yourself doing when you set checkpoints? (Discuss and guide students through other steps and have them imagine their actions as they complete the step).*

- Review rationale for Set Checkpoints exercise.

Scripted/suggested discussion:

Why do we set checkpoints? Why is it important? Why does counting challenging words help us set checkpoints? Should we set checkpoints in the middle of a paragraph?

NOTE: If there is remaining time, you may continue to Lesson 2.



COMPREHENSION CIRCUIT TRAINING

Expository Training: *Black Wings*

Introduce Reading Core Station

Week 1 • Lesson 2

Overview:

This lesson introduces students to the Reading Core Station of Comprehension Circuit Training. The day begins as students quickly review the Warm-Up Station. The teacher introduces and models the Reading Core Station. Students practice the Reading Core Station with an expository text.

Student Objectives:

- Learn the meanings of the academic vocabulary “*conclusion*” and “*inference*”
- Learn and practice the Reading Core Station with informational/expository text

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Expository Text: *Black Wings: The American Black in Aviation*
- Timer

Teacher Preparation:

- Preread the informational/expository text
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Review the Warm-Up Station Exercises

Scripted/suggested discussion:

Yesterday we started the Comprehension Circuit Training to improve your reading comprehension of expository text. Let's review the Warm-Up Station exercises we learned.

(Solicit student responses and review each exercise and steps involved.)

Today we will learn and practice more exercises from the Comprehension Circuit Training.

Teach and Discuss Academic Vocabulary

Step 1. Teach the word “conclusion.”

Scripted/suggested discussion:

*Our first academic vocabulary word is “**conclusion**.” What do you think of when you hear the word “conclusion”? When I think of conclusion, I think about the end of something or the final part of something. A conclusion is a reasoned deduction or inference. In other words, a conclusion is an opinion or decision formed after an investigation of evidence. Everyday you draw conclusions about incidents you observe. If you see smoke filtering from the kitchen and the smoke alarm is buzzing, you will likely draw the conclusion that there is a fire in the kitchen.*

*In Comprehension Circuit Training, you as the reader are investigating and thinking about the text you are reading. When you read a piece of text, you draw conclusions or make a decision based on evidence or facts in the text. When you draw a conclusion about a text, you use two types of information: **What you already know** and **the information from the text**. When you integrate these two and arrive at a decision regarding the text, you are drawing a conclusion. Drawing conclusions helps you understand the text on a deeper level. Today we'll learn and practice drawing conclusions in an expository text.*

Academic Vocabulary Word: conclusion

Word Study: the prefix “con-,” means “with” or “together”

Definition: a reasoned deduction or inference

Related Words: decision, hypothesis, judgement

Simple Sentence: Based on evidence found in the passages, Rocco was able to draw some **conclusions** about what he thought might happen in Chapter 2 of his book.

Partner Discussion:

- With your partner, read the example sentence, replacing the vocabulary word with a synonym for the word **conclusion**.
- Why do you think drawing conclusions helps us to better understand the text on a deeper level?

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 2. Teach the word “inference.”

Scripted/suggested discussion:

A major component of drawing a conclusion is making an “inference.” The word “inference” is made up of the prefix “infer-”, which means “below or under,” and the suffix “-ence”, which means “action, process, or state.” Therefore, an inference is the process of looking below the surface of something, in this case below the surface of what you are reading.

To make an inference, you must look beyond the words on the page and look at the deeper meaning of the words. Making an inference is the process of drawing a conclusion about what you have read. While you are reading, you gather more information and interpret that information to make an inference, or to determine the deeper meaning behind what you have read.

Academic Vocabulary Word: inference

Word Study: the prefix “infer-,” means “below or under”, and the suffix “-ence” means “action, process, or state.”

Definition: the process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process

Related Words: infer, conclude, imply, gather

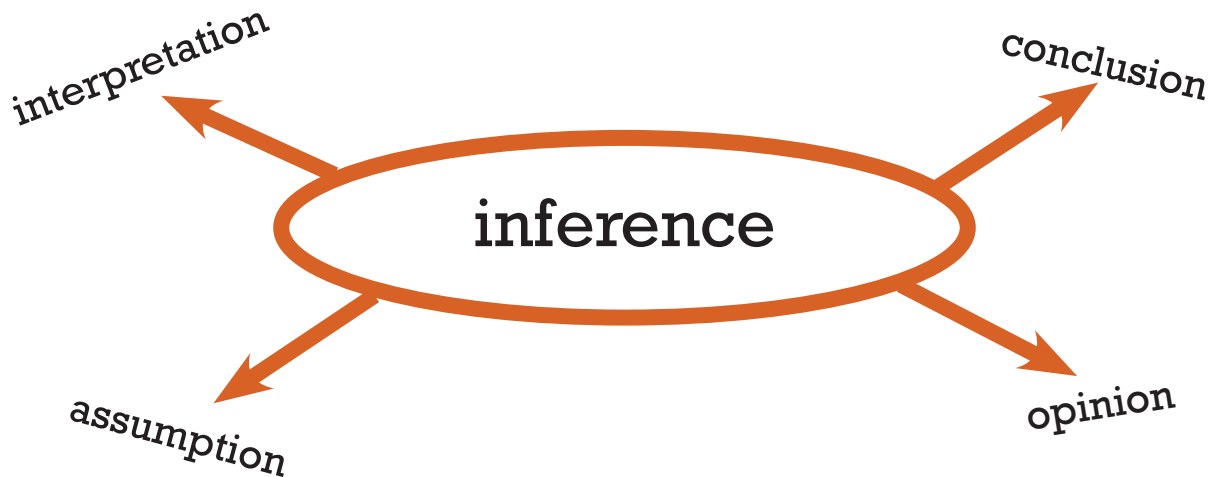
Simple Sentence: I **inferred** that my teacher’s favorite color is blue by the many blue outfits she has; she wears a blue shirt almost every day.

Partner Discussion:

- With your partner, read the example sentence, replacing the vocabulary word with a synonym for the word **inference**.
- What are some everyday situations you encounter in which you have to make inferences?

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Scripted/suggested discussion:

Let's practice making an inference. Follow along as I read the following example:

"Tony met his friend near a pond in the park. He walked home, soaking wet, to change his clothes."
(Zwaan & Singer, 2008, p. 101)

Discuss the following questions with your partner.

- What do you know from the text?
- What do you know from your background knowledge?
- What is a logical inference or conclusion you can make?

(Give students time to discuss and then solicit student responses.)

The inference I would make is that Tony fell in the pond.

(Discuss what clues from the sentence led them to that inference.)

With your partner, read the next example and discuss the questions that follow:

"They made sure everyone was wearing long pants, long-sleeved shirts, and socks before they pulled up at the lodge. They noticed that the two men working on the grounds in front of the lodge were wearing nets around their heads and necks and hands."

- What do you know from the text?
- What do you know from your background knowledge?
- What is a logical inference or conclusion you can make?

(Give students time to discuss and then solicit student responses.)

Continued discussion:

The inference I would make is that there is a mosquito problem and you have to wear protective clothing.

(Discuss what clues from the sentences led them to that inference.)

Scripted/suggested discussion:

Now let's practice making an inference using a sample paragraph from, "Into Thin Air" by Jon Krakauer. Follow along as I read this paragraph aloud.

"In my backpack was a banner from Outside magazine, a small pennant emblazoned with a whimsical lizard that Linda, my wife, had sewn, and some other mementos with which I'd intended to pose for a series of triumphant photos. Cognizant of my dwindling oxygen reserve, however, I left everything in my pack and stayed on top of the world just long enough to fire off four quick shots of Andy Harris and Anatoli Boukreev posing in front of the summit survey marker."

Based on what you already know and the information in this paragraph, discuss the questions below with your partner and make an inference about where you think Harris, Boukreev and the narrator are.

- *What do you know from the text?*
- *What do you know from your background knowledge?*
- *What is a logical inference or conclusion you can make?*

(Give students time to discuss and solicit student responses.)

The inference that I would make is that they are on top of a mountain. What clues in this paragraph would lead us to believe that the three men are on top of a mountain?

(Solicit student responses. Correct answers may be: dwindling oxygen reserves, stayed on the top of the world, in front of the summit survey marker.)

Does the author directly tell us that they are on top of a mountain? No, he does not tell us, but based on what the paragraph says and what we know about the words/phrases "summit", "top of the world", "dwindling oxygen," we can conclude or infer where they are.

Introduce the Reading Core Station

Step 1. Review purpose of the Reading Core Station.

Scripted/suggested discussion:

*Remember that core exercises in Comprehension Circuit Training build essential comprehension skills. If you don't use these exercises, you may have weak or limited comprehension. The first exercise is **Read and Check**. In this exercise, you stop at checkpoints and summarize the important information you have read so far and draw conclusions from that information. This exercise is one of the most important you can practice to improve comprehension.*

Step 2. Review the exercises in the Reading Core Station.

Scripted/suggested discussion:

*Locate your Comprehension Circuit Training Chart and Checklist. The first station we practiced was the Warm-Up Station. Who can tell me the major exercises in that station? (Solicit student responses.) The next station is the Reading Core Station. It has two main exercises: the **Read and Check** exercise and the “**Fix It**” exercise. We will learn the steps to the **Read and Check** exercise today and tomorrow.*

Introduce Expository Text Organizer

Step 1. Locate the Text Organizer and introduce the parts.

Scripted/suggested discussion:

*For the next few weeks, we will focus on expository text. **Locate your Expository Text Organizer.** (Display Expository Text Organizer.) Look at the Text Organizer. We will use it to record information we learn in the Read and Check exercise. Remember that we learned the vocabulary word “conclusion”? A place where you draw conclusions about the text is found on the Expository Text Organizer. As we read the text today, I will introduce each of the parts of the organizer and we will complete it together.*

Reading Core Station: Read and Check Exercise

- Read and stop at checkpoints.
- Review and discuss questions on Text Organizer with partner.
- Record answers on Text Organizer.



Review the Read and Check Exercise

Step 1. Review how to read and stop at checkpoints.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. The first step of the Read and Check exercise is to read and stop at each checkpoint. Remember from that checkpoints are important because they help us break text into smaller, more manageable sections. Your exercise in Read and Check is to stop at the checkpoints and determine what important information you have learned about the topic and what conclusions you can draw about that information.

Read aloud to the first checkpoint. (End with “...to fill the air with black wings.”)

Step 2. Practice how to review questions on the Text Organizer and record answers.

Scripted/suggested discussion:

When you stop at the checkpoint, examine your Expository Text Organizer. We will answer the two questions at each checkpoint: “What is the topic and what important information did I learn?” and “What conclusions can I draw from this section of the text?” When you draw a conclusion, remember you use what you know from the text and your background knowledge. You do not have to write long, complete sentences. When you write notes, you need to write words and phrases that make sense to you so when you re-read the notes the information will help you figure out what the passage is about.

Model Question 1: What is the topic, and what important information did I learn? (Checkpoint 1)

Scripted/suggested discussion:

The first box on our Text Organizer asks about the topic and the important information we have learned. The topic is African American flying clubs in the 1930s. The important information I learned is that during the 1930s, African Americans formed flying clubs and that because of these clubs, more African Americans were involved in the aviation field, but today blacks are still not represented much in this industry.

What is the topic and what important information did you learn?

(Solicit student responses.)

I’m going to write this new information on my Text Organizer. Because we do not want to spend a lot of time writing a really long answer and don’t need to, we will write a summary. A summary is where we will write what the section is mainly about in as few words as possible. We will call this “Give me 10.” To do this, we must pick the **ten most important words that BEST summarize the information we learned**. To pick these ten words we will answer two questions: 1. **What is the most important person, place, or thing in this section?**, and 2. **What is the most important idea about the person, place, or thing?**

For checkpoint 1, the most important thing is the black flying clubs and the most important idea is that these clubs attracted more African Americans to the aviation field.

(Model on SMART Board or with document camera.) On my Text Organizer I will write, “Black flying clubs attracted more to aviation, although still underrepresented.”

Model Question 2: What conclusions can I draw from this section of text? (Checkpoint 1)

Scripted/suggested discussion:

The next question we need to answer asks about the conclusions that we can draw from this section of the text. This is where we need to make an inference about the information we just read. We need to dig below the surface of the text and figure out the deeper meaning behind it. This is where you use information you learned from the text and your background knowledge. The conclusion that I can draw about the text is that flying clubs promoted aviation in the black community because they were visible for members of the community to see. The publications, lectures, and air “circuses” got the word out about the aviation industry and brought it to the attention of people who might not otherwise have known about it.

What conclusions can you draw about this section of text? (Solicit student responses.)

Again, because my answer is so long, I want to get the gist and “Give me 10,” or write the answer in ten words or less. (Model on SMART Board or with document camera.) On my Text Organizer I will write, “Flying clubs promoted aviation because they got the word out,” or “Flying clubs made aviation more popular to the public.”

Now let’s read to the second checkpoint. Read aloud with your partner to the next checkpoint. You will end with “I am right on the threshold of opening a school.” As you are reading, make sure to think about the topic and what important information you learn about it. Also, think about the conclusions that you can draw from this section of the text. When you are done reading, stop and wait till everyone is finished. We will answer the two questions on our text organizer together. (Allow students time to read with their partner.)

Model Question 1: What is the topic, and what important information did I learn? (Checkpoint 2)

Scripted/suggested discussion:

Let’s answer the first question at checkpoint two, “What is the topic and what important information did I learn?”

What is the topic and what important information did you learn? (Solicit student responses.)

The important information I learned is that Bessie Coleman was turned down by numerous aviation schools because she was an African American woman, but she learned French and moved to France where she earned her certification. She then moved back to the United States to open her own aviation training school for African Americans.

With your partner, “Give me 10.” Discuss how you would summarize this important information in ten words or less and write your notes on your Text Organizer. Remember to “Give me 10,” you first identify the most important person, place or thing. Then you identify the most important idea. What is the most important person place or thing? (Give students time to discuss; then solicit student responses.)

Continued discussion:

(Model on SMART Board or with document camera.) *On my Text Organizer I will write, “BC turned down by U.S. flight schools, trained in France.” Notice how instead of writing out Bessie Coleman I shortened it to BC. This saves me a little time and space.*

Model Question 2: What conclusions can I draw from this section of text? (Checkpoint 2)

Scripted/suggested discussion:

Next we will answer the second question, “What conclusions can I draw from this section of the text?” Here we must look at the new information we have learned and make an inference about this information. We use what we know from the text and what we know from background knowledge.

What conclusions can you draw from this section of the text? (Solicit student responses.)

The conclusions that I can draw are that Bessie Coleman probably went to France to get her aviation certification because the French people were more open-minded and accepting of people of different races than people in the United States were. The text didn’t tell me that French people were more accepting but that is the inference I made. She had more opportunities in France, which opened more doors for her in the industry. With your partner, “Give me 10.” Discuss how you would summarize this important information in ten words or less and write your notes on your text organizer.

(Give students time to discuss; then solicit student responses. Model on SMART Board or with document camera.) *On my Text Organizer I will write, “BC went to France because blacks had more opportunity there.”*

NOTE: If there is remaining time, continue to lesson three and keep reading. If not, continue below.

Review Text with Students

Solicit student responses to check for understanding using questions from the Expository Text Organizer. Have students recap the text referring to the Text Organizer. You will finish the text tomorrow.

Review the Reading Core Station

Step 1. Review the steps and have students imagine the actions in the Read and Check exercise.

Guide students in review as they “imagine themselves” performing the actions in the Read and Check exercise.

Scripted/suggested discussion:

*The first exercise in the Reading Core Station is the **Read and Check** exercise. Now close your eyes and imagine the actions you take when you read and check text. What do you see yourself doing when you read text?*

Discuss, then guide students through other steps and have them imagine their actions as they complete the step.

Review Read and Check exercise.

Scripted/suggested discussion:

Why is it important to draw conclusions or make inferences? How does drawing conclusions or making inferences help you understand a piece of text? What information do you use when you make an inference?



COMPREHENSION CIRCUIT TRAINING

Expository Training: *Black Wings*

Reading Core Station & Knowledge Flex Station

Week 1 • Lesson 3

Overview:

This lesson reviews the Reading Core Station of Comprehension Circuit Training. The day begins as students quickly review the Reading Core Station. Teacher then reviews Partner Discussion with guidelines and practice. Teacher reviews and students practice the Knowledge Flex Station.

Student Objectives:

- Review and practice the Reading Core Station
- Review and practice the Knowledge Flex Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Informational/Expository Text: *Black Wings: The American Black in Aviation*
- Timer

Teacher Preparation:

- Preread the expository text
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint
- Prepare quizzes and scratch-offs

Review the Read and Check Exercise

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. Let's review the exercise we learned yesterday at the Reading Core Station. (Solicit student responses and review exercise and steps involved.)

*Today we will review and practice the last step in Read and Check exercise called **Partner Discussion**. We will also learn the last station called the **Knowledge Flex Station**.*

Review Purpose of Partner Discussion

Step 1. Review the purpose of Partner Discussion.

Scripted/suggested discussion:

Remember that when people build their core by lifting heavy weights, they often need a partner to help. The partner also encourages and pushes the other to work hard and try his/her best. A partner is also important when building your "reading core." You will work with your partner to help, encourage and push each other to become stronger readers. You will also discuss the text with each other.

Step 2. Review Partner Discussion guidelines with the class.

Scripted/suggested discussion:

What are some of the guidelines we established for interacting with each other during partner discussion?

(Solicit student responses. Answers may include: work the entire time, read and stop at checkpoints, put forth my best effort, respect each other, help each other understand, work with partner to complete text organizer, etc.)

Review and Practice Procedures for Partner Discussion

Step 1. Review the procedures of Partner Discussion.

Scripted/suggested discussion:

Yesterday, we read to checkpoints and reviewed questions with the Text Organizer. Today, you will review and continue how to do this with a partner. When you read with your partner, you will read the text aloud together taking turns.

Remember that the entire process for the Read and Check exercise is:

- **Read and stop at checkpoints.**
- **Review and discuss questions on Text Organizer with partner.**
- **Record answers on Text Organizer.**

Today, we will continue to practice partner discussion where you and your partner have a conversation about the text. At the end of the lesson, you should have a completed text organizer.

Step 2. Review the “Fix It” exercise.

Scripted/suggested discussion:

Remember the second exercise in the Reading Core Station is the “Fix It” exercise. What are the “Fix It” exercises you can use if you and your partner do not understand the text? (Solicit student responses.)

If you and your partner do not understand what you are reading, you may need to re-read and adjust your reading speed or checkpoints, annotate the text by circling the “who” or “what” and underlining the main idea, or imagine yourself in the text by visualizing the actions or information.

Step 3. Have partners summarize text from the previous day.

Scripted/suggested discussion:

*Before we begin, let’s review what we read yesterday. Think about the part of “Black Wings” you read yesterday and review what you recorded on your Text Organizer. Think about the following: **What is the topic and what did I learned about it? What conclusions did I draw? Or what inferences did I make? What information did I learn that will help me answer the Read to Find Out Question?***

Summarize what you have learned so far about the Read to Find Out Question to your partner. Think about the topic and the conclusions you drew.

Step 4. Explain and prompt Read and Check exercise for checkpoint 3.

Scripted/suggested discussion:

*You and your partner will take turns reading the text. We stopped at **paragraph 9** yesterday. With your partner, read to the next checkpoint at the end of **paragraph 14**. When you get to the checkpoint, stop and review the Text Organizer like we did yesterday. You and your partner will discuss the questions on the Text Organizer and decide what to record. Remember to summarize, “Give me 10” and write your answers in ten words or less. Remember your “Fix It” exercises if you and your partner do not understand the text. Let’s get started.*

Step 5. Monitor Partner Discussions.

As students complete the Partner Discussion, circulate around the room monitoring their understanding of the process. Check in with each student pair and ask them to explain their responses. Take note of student pair responses that could be used as an example answers to review with the class.

Step 6. Discuss checkpoint 3 with the class.

NOTE: See completed Text Organizer at the end of the lesson as a guide.

Allow students time to read and answer the questions on their Text Organizer.

Scripted/suggested discussion:

Let’s start with our first question. What is the topic and what important information did I learn? What is the topic and what important information did you learn? (Solicit student response and identify partners that had exceptional answers.)

I would have said to my partner, “The topic is William J. Powell and the important information I learned is that after moving to Los Angeles to go to flight school, William J. Powell founded the Bessie Coleman Aero Club. He promoted the aviation industry to other African Americans and helped increase the number of black aviators.” On my text organizer I wrote, “WP started flight club and increased number of black aviators.”

Now, let’s move on to the second question: What conclusions can I draw from this section of the text? What conclusions did you draw from this section of the text? Remember to use information from the text and from your background knowledge. (Solicit student response and identify partners that had exceptional answers.)

I would have said to my partner, “The conclusion that I can draw is that William J. Powell used celebrities like Duke Ellington and Joe Louis to attract youth to aviation because young people looked up to celebrities and listened to them. Similar to today, celebrities endorsed products and people bought these products. William J. Powell knew this and used celebrities to draw more people into the aviation field.” On my Text Organizer I wrote, “Celebrities attracted people to aviation because people looked up to them.”

Step 7. Explain and prompt Read and Check exercise for checkpoint 4.

Scripted/suggested discussion:

With your partner, read to the last checkpoint. When you get there, you and your partner will discuss the Text Organizer and decide what to record. Remember to summarize and “Give me 10.” Write your answers in ten words or less. You may begin.

Step 8. Monitor Partner Discussions.

As you walk around, check with student pairs regarding their answers to the questions. Take note of student pairs that could be used as an example for the class.

Step 9. Discuss checkpoint 4 with the class.

Scripted/suggested discussion:

Let’s start with our first question. What is the topic and what important information did I learn? What is the topic and what important information did you learn? (Solicit student response and identify partners that had exceptional answers.)

I would have said to my partner, “The topic is Benjamin Davis, Jr. and the important information I learned is that even though Benjamin Davis, Jr. was not spoken to for four years while at West Point and was turned down when he applied for pilot training, he was eventually trained and was promoted to colonel. He successfully led the 322nd Fighter group and eventually became the first black general in the U.S. Air Force.” On my text organizer I wrote, “BD ignored at West Point but worked hard and became first black general in AF.”

Now let’s move on to the second question: What conclusions can I draw from this section of the text? What conclusions did you draw from this section of the text? Remember to use what you know from the text and from your background knowledge. (Solicit student response and identify partners that had exceptional answers.)

I would have said to my partner, “The conclusion I can draw is that Benjamin Davis was probably successful because he had the determination and drive to be successful, despite the obstacles he faced. People wanted him to be weak and fail, but he was not going let anyone keep him down, and because of his strength he continued to overcome challenge after challenge, earning the respect of people along the way. On my text organizer I wrote, “He was successful because he had drive and did not let people keep him down.”

Review the Knowledge Flex Station

Knowledge Flex Station



1. Team-Based Learning Exercise

- Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question Exercise

- Review information on the Text Organizer.
- Write the answer to Read to Find Out Question.

Step 1. Review the purpose of the Knowledge Flex Station.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. Remember that athletes and people who work out often to flex or stretch their muscles. In the Knowledge Flex Station you will stretch your understanding of what you read. You will show what you know. Today, we will review how to “flex” your knowledge.

Step 2. Model how to review the Text Organizer to determine critical information for the Read to Find Out Question.

Scripted/suggested discussion:

The first thing you will do is review your Expository Text Organizer to help you remember and recall critical information from the text. This information will help you answer the Read to Find Out Question.

When you look at the Text Organizer, it’s important to think about the topic and the important information you learned as well as the inferences you made.

I’m going to review the Text Organizer with you today. First, I will review the topic. The topic is black aviators in the 1930s, particularly Bessie Coleman, William Powell and Benjamin Davis. The important information that I learned is that these three black aviators faced many challenges. They were denied access to training programs and were treated differently because they were black. Each had overcome these challenges by either moving to another country or state, starting up flying clubs, or they worked hard to move up in rank in the armed forces.

Next, let’s need to think about the inferences we made. I’m looking at the inferences I wrote down to remind me about the connections I made between the text and what I already knew.

Step 3. Model how to answer the Read to Find Out Question.

Scripted/suggested discussion:

Next, you will develop and write the answer to the Read to Find Out Question. You may use the writing frame, if you need help with this.

(Review the Read to Find Out Question.)

*The Read to Find Out Question is: **What problems did African American aviators face and how did they overcome these problems?***

*The first blank in the writing frame is for the **title of the text**. Go ahead and write the title. The next blank line is for you to **write the name of the author**. Write who the author is. The third blank is for you to **write the topic** that the author discusses. This topic should relate to the Read to Find Out Question.*

My first sentence says, “In the text “Black Wings: The American Black in Aviation,” employees at the Smithsonian Institute discuss the challenges that black aviators faced in the 1930s and the things they did to overcome these challenges.

Now it is your turn to write the topic. (Allow some writing time.)

Someone please read your first sentence. (Solicit multiple student responses.)

The next lines are for you to write what challenges the black aviators faced and how they overcame these challenges. Because there are three people that are talked about in this text, I will devote two sentences to each person. The first sentence will discuss the challenge he/she faced, and the second sentence will explain how he/she overcame that challenge.

My next six sentences say, “I learned that Bessie Coleman was turned down by many aviation schools because she was both black and a woman. She overcame this challenge by learning French so she could attend aviation school in France. Also, William J. Powell faced similar challenges in the aviation field because he was black and was turned down by most aviation schools. He overcame this challenge by selling his business in Chicago and moving to Los Angeles to be trained, where he eventually opened up the Bessie Coleman Aero Club and promoted the aviation industry to the black community by publishing newsletters and writing a book. Finally, Benjamin O. Davis, Jr. was ignored by his classmates while attending West Point, but he did not let these people bring him down. He graduated, applied to pilot training school, and his hard work led him to become the first black general in the U.S. Air Force.

Continued discussion:

Now it is your turn to write six sentences about the challenges the black aviators faced and how they overcame these challenges. (Allow some writing time.)

Someone please read your six sentences. (Solicit multiple student responses.)

The last 1-2 sentences are where you discuss the author's purpose or the lesson learned. The last blank says, "In conclusion, I think the author's purpose for writing this text was..." This is where you will try to tie the events together and think about what the author was trying to tell us.

My sentence says, "I think the author's purpose in writing this text was to teach us that these three people were admirable because they stood up for what they believed. They opened doors for many more African Americans in the aviation field."

Answer to the Read to Find Out Question

NOTE: Underlined phrases are the prompts.

Scripted/suggested discussion:

In the text "Black Wings: The American Black in Aviation", the author, employees at the Smithsonian Institute, discuss the challenges that black aviators faced in the 1930s and the things they did to overcome these challenges. First, I learned that Bessie Coleman was turned down by many aviation schools because she was both black and a woman. She overcame this challenge by learning French so she could attend aviation school in France. Next, I learned that William J. Powell faced similar challenges in the aviation field because he was black and was turned down by most aviation schools. He overcame this challenge by selling his business in Chicago and moving to Los Angeles to be trained, where he eventually opened up the Bessie Coleman Aero Club and promoted the aviation industry to the black community by publishing newsletters and writing a book. Finally, I learned that Benjamin O. Davis, Jr. was ignored by his classmates while attending West Point, but he did not let these people bring him down. He graduated, applied to pilot training school, and his hard work led him to become the first black general in the U.S. Air Force. I think the author's purpose in writing this text was to teach us that these three people are admirable because they stood up for what they believed and opened the doors for many more African Americans in the aviation field.

Step 4. Review procedures for Team-Based Learning exercise.

Scripted/suggested discussion:

Today we will review **Team-Based Learning**. After we read a text, you will take an individual quiz. Then you will turn in your quiz and move into your assigned group. You and your partner will work with another partner. You will then complete the same quiz as a group using scratch-off cards. When you are in your group, you will: Suggest an answer, provide the paragraph number in which you found your answer, refer to your Text Organizer, and as a group, agree on an answer and scratch it off of the card.

Continued discussion:

If you get the answer correct on the first try, you will receive full credit of four points. After two tries, you will receive reduced credit of three points, and after three tries, you will receive reduced credit of two points.

Step 5. Give the individual quiz.**Scripted/suggested discussion:**

You will have 10 minutes to take this quiz.

Pass out quiz and set timer for 10 minutes. When time is up, collect the quizzes.

Step 6. Give the group quiz.**Scripted/suggested discussion:**

You will have 15 minutes to take this quiz as a group. Please get with your partner and another partnership. Remember the process for group quizzes. First, someone in your team should suggest an answer and provide information on where the information came from. After the group agrees on an answer, you will “scratch off” the answer. You will know if the answer is correct if there is a star. Repeat process until you have the correct answer and you find the star.

Pass out quiz and set timer for 15 minutes. When time is up, collect the quizzes.

Title: Black Wings: The American Black in Aviation

Author: Smithsonian Institute employees

Directions: At each checkpoint, take notes on the following questions.
As you read, remember to try to build a “big picture” of what the text is saying.

Read to Find Out Question:

What problems did African American aviators face and how did they overcome these problems?

Checkpoint	What is the Topic? What Important Information Did I Learn?	What Conclusions Can I Draw from this Section?
#1	<i>Topic - African American flying clubs in the 1930s</i> <i>Information: Black flying clubs attracted more to aviation, but still underrepresented.</i>	<i>Flying clubs promoted aviation because they got the word out.</i>
#2	<i>Topic - Bessie Coleman</i> <i>Information: BC turned down by US flight schools, trained in France.</i>	<i>BC went to France because blacks had more opportunity there.</i>
#3	<i>Topic - William J. Powell</i> <i>Information: WP started flight club and increase the number of black aviators.</i>	<i>Celebrities attracted people to aviation because people looked up to them.</i>
#4	<i>Topic - Benjamin Davis, Jr.</i> <i>Information: Ignored at West Point, but worked hard and become first black general in the US Air Force.</i>	<i>His drive helped him succeed. He did not let people keep him down or discourage him from his goal.</i>
#5		

Author’s Style: (Text features, graphics)

Teacher’s Choice: (Text structure)



COMPREHENSION CIRCUIT TRAINING

Expository Training: *Dogs vs. Terrorists*

Warm-Up & Reading Core Station

Week 2 • Lesson 4

Overview:

This lesson continues to introduce students to informational/expository text using the passage *Dogs vs. Terrorists*. Students will review the Warm-Up Station and practice the Warm-Up Station with an informational/expository text. They will then review and practice the Reading Core Station.

Student Objectives:

- Review and practice the Warm-Up Station
- Review and practice the Reading Core Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Expository Text: *Dogs vs. Terrorists*
- Timer

Teacher Preparation:

- Preread the informational/expository text
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Warm-Up Station: Preview Text Exercise



- Preview the title and author.**
- Preview text features** (title, subheadings, bolded words, graphs, first paragraph, etc.)
- Read the first 1-2 paragraphs and locate challenging words.**

Review and Practice the Preview Text Exercise

Step 1. Review and practice how to preview title and author.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. Remember that the first step of the Preview Text exercise is to preview the title and author. When you preview text, you focus your attention on the text to determine what you know, what it may be about, the text type, and how difficult the text may be for you.

First we read the title and think about what it is telling us about the text. The title is “Dogs vs. Terrorists.” What do you think the title is telling us about the text? (Solicit student responses.)

The author is Burkhard Bilger. I will give you some more information about Bilger in our next segment.

Step 2. Review and practice how to preview and scan text features.

Scripted/suggested discussion:

To preview and scan the text, you look through the text to locate subheadings, bolded words, pictures, and graphs. First, I skim for subheadings. Subheadings are usually found in expository text; they give us information about the topic. Today we are reading an expository text, so in many cases there will be subheadings. Look at page 7. There is a subheading called “On Patrol.” Who or what do you think the author will tell us in this section of the text based on this subheading? (Solicit student responses.)

What other subheadings are found in this text, and what do you think the author will tell us in these sections based on these subheadings? (Solicit student responses.)

Continued discussion:

Next, I look for illustrations. This particular text has many illustrations. The first picture is on pages 4 and 5. It is a picture of a guard with a large dog standing in a subway station in New York City. What do you think this picture tells us about the information you will learn in this piece of text? (Solicit student responses.) Skim the rest of the text and look at the other pictures. What information do you learn from these pictures? (Solicit student responses.)

Let's review what you do when you Preview Text at this point. (Call on students to discuss.)

Step 3. Review and practice how to read 1-2 paragraphs, identifying and learning challenging words.

- Display the first paragraph on the PowerPoint and circle difficult words.

Scripted/suggested discussion:

Now you must determine how difficult the text is for you. I will read the first two paragraphs and identify some challenging words.

(READ and circle words you think will be challenging for students. Show list of words to students.)

I circled the words "commuters" and "unswerving" in the first two paragraphs. Because I circled two words in two paragraphs, I know this text will not be too difficult. After you locate the words, you and your partner will practice reading those words together. Now with a partner, practice reading the words. Take turns as you read.

(Solicit other challenging words from students and add to list.)

OPTION: If necessary, provide a quick student-friendly definition or synonym for the words you circled or the words you solicited from students.

Warm-Up Station: Develop Background Knowledge Exercise

- Teacher builds background knowledge by introducing title, author, topic, people, and historical/social context.**
- Teacher identifies and teaches text vocabulary.**
- Teacher provides the Read To Find Out Question.**

Develop Background Knowledge Exercise

Step 1. Provide background knowledge by introducing title, author, topic, people, and historical/social context.

Scripted/suggested discussion:

*Locate your Comprehension Circuit Training Chart and Checklist. The next exercise is the **Develop Background Knowledge** exercise. This exercise will help build your knowledge about the text. I will provide information to help you understand the text.*

Display Title

- *Dogs vs. Terrorists*

Describe Author

- o Burkard Bilger is a correspondent or reporter for the magazine The New Yorker.
- o Dogs vs. Terrorists is adapted from an article Bilger wrote for The New Yorker called Beware of Dogs, which was published on February 27, 2012.
- o Bilger has been a writer for The New Yorker since 2001. His articles have focused on food and science. He has also written about gem dealers in Madagascar, short-order cooks in Las Vegas, and a cheese-making nun in Connecticut.

Introduce Topic

- Using dogs to patrol the subways of New York City and fight terrorism.

Introduce People

- Detection dogs
 - Trained to sniff out explosives and drugs.
- Thunder/Patrol dogs
 - Trained to hunt down criminals.
- Paul Waggoner
 - A behavioral scientist at the Canine Detection Research Institute at Auburn University in Alabama.

Preview Historical/Social Context

- Since the terrorist attacks that happened in New York City on September 11, 2001, police forces have been even more concerned with protecting the citizens of this city. With millions of passengers riding the New York City subways everyday, a terrorist could easily blend in with a crowd. It is an enormous place to inflict harm as stations are underground, and many people use them each day. Dogs have been found to be very good protectors and have dramatically helped protect New York City from more attacks.

Step 2. Identify and teach text vocabulary.

Text Vocabulary Word: subdue

Word Study: the prefix *sub-* means “below, under, from”

Definition: to keep under control

Related Words: control, repress, inhibit

Simple Sentence: After the argument the man had calmed down and was much more **subdued**.

Sentence from Text: He manages to break away, but within a few steps, Thunder is on him again, jerking him to the ground. The suspect has been **subdued**.

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word **subdue**.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Text Vocabulary Word: diligent

Word Study: none

Definition: Constant in effort to accomplish something; attentive and persistent in doing anything.

Related Words: attentive, busy, careful

Simple Sentence: Mary was a **diligent** student because she worked very hard in class and always had her homework completed on time.

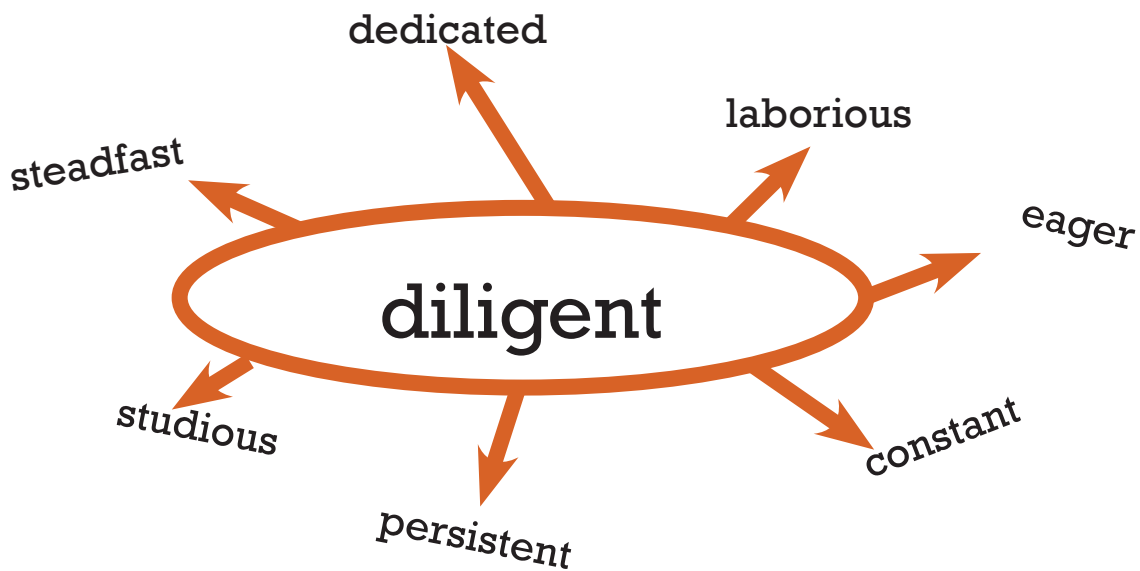
Sentence from Text: As a species, dogs were made for this sort of work. No other animal **diligently** aims to please humans.

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word **diligent**.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Provide the Read to Find Out Question.

Scripted/suggested discussion:

Next, it is important to determine the purpose for reading. When you read expository text, the purpose is to learn and gain knowledge about a topic. You may use this information on a test, in a class discussion, or on a writing assignment.

In Comprehension Circuit Training, one of your purposes for reading is to answer a Read to Find Out Question. The Read to Find Out Question focuses on the topic. You will use your Expository Text Organizer to take notes on what important information you learn and the conclusions you can draw. From your notes and information you add, you will have the information necessary to answer the Read to Find Out Question.

“Dogs vs. Terrorists” is about how dogs are used to protect the subways in New York City from terrorist attacks. Read to find out what makes dogs effective in law enforcement.

Warm-Up Station: Set Checkpoints Exercise



- Understand text type and Read To Find Out Question and locate Text Organizer.
- Skim text for difficulty and length.
- Set checkpoints.

Review and Practice Set Checkpoints Exercise

Step 1. Review the Set Checkpoints exercise.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. The next exercise in the Warm-Up Station is the Set Checkpoints exercise. Checkpoints are places where you will pause to check your understanding. Why is it important to set checkpoints? (Solicit student responses. Answers may include: Setting checkpoints helps break up the text into smaller sections to help you understand as you read. Checkpoints will help you monitor whether you are on track. Checkpoints are places where you ask questions and interact with the text, trying to connect what you've read and what you know.) In expository text, where is the best place to set checkpoints generally? (Solicit student responses.) Let's review how you set checkpoints for expository text.

Step 2. Model how to understand the text type, the Read to Find Out Question, and locate Text Organizer.

Scripted/suggested discussion:

It's important to understand the text type and Read to Find Out Question to understand your purpose. Today's text is expository, so I need to make sure I have the correct Text Organizer. The Read to Find Out Question is "What makes dogs effective in law enforcement?" I know that as I read, I need to focus on the skills that dogs possess that make them successful in law enforcement.

Step 3. Review and practice how to skim text for difficulty and length.

Scripted/suggested discussion:

The next thing I'm going to do is skim the text to see how long it is. This text is about four pages. I'm also going to look for logical places to take a break and set checkpoints. Expository text is often divided into sections marked by subheadings, which makes for logical checkpoints. This text has subheadings, which are good places to set our checkpoints. (Point out subheadings.)

Step 4. Model setting checkpoints for expository text.

Display text on the screen and mark checkpoints as you skim.

Scripted/suggested discussion:

Our first checkpoint will be at the second subheading, which is "A Natural Super Soldier." Checkpoint 2 will be at the subheading "The Best of the Best." Checkpoint 3 will be at the subheading "A Unique Bond." The fourth checkpoint will be at the subheading "They are Ready," and the final checkpoint will be at the end of the passage.

Review the Reading Core Station

Step 1. Review purpose of the Reading Core Station.

Scripted/suggested discussion:

Remember that core exercises in Comprehension Circuit Training build essential comprehension skills. If you don't use these exercises, you may have weak and limited comprehension. In this exercise, you will stop at checkpoints and summarize the important information you have read so far and draw conclusions from that information. This is one of the most important exercises you can practice to improve comprehension.

Step 2. Review the exercises in the Reading Core Station.

Scripted/suggested discussion:

Locate your *Comprehension Circuit Training Chart and Checklist*. The next station is the Reading Core Station. What are the two exercises in the Reading Core Station? (Solicit student responses.)

It has two main exercises: the Read and Check exercise and “Fix It” exercise.

Reading Core Station: Read and Check Exercise



- Read and stop at checkpoints.
- Review and discuss questions on Text Organizer with partner.
- Record answers on Text Organizer.

Review the Read and Check Exercise

Step 1. Review steps in Read and Check exercise.

Scripted/suggested discussion:

Locate your *Comprehension Circuit Training Chart and Checklist*. What are the steps of the Read and Check exercise? (Solicit student responses.)

The first step of the Read and Check exercise is to read and stop at each checkpoint. Remember from lesson 1 that checkpoints are important because they help us break text into smaller, more manageable sections.

The second step of the Read and Check exercise is to review questions on Text Organizer and record answers. You determine what the topic is, what important information you have learned about it, and what conclusions you can draw about that information. Remember that when you record your answers, you want to keep them short and to the point. “Give me 10,” and write your answers in ten words or less.

The third and final step of the Read and Check exercise is to discuss reading with others to check understanding. You and your partner discuss what you read so that you both understand the text. Remember to work the entire time, put forth your best effort, help each other understand, and complete the Text Organizer.

Review the “Fix It” Exercise

Step 1. Review steps in “Fix It” exercise.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. What are the Fix It exercises you can use if you and your partner do not understand the text? (Solicit student responses.) If you and your partner do not understand what you are reading you may need to re-read and adjust your reading speed or checkpoints, mark the text by circling the “who” or “what” and underlining the main idea, or imagine yourself in the text by visualizing the actions or information.

Introduce Expository Text Organizer

Step 1. Locate the Text Organizer and introduce parts.

Scripted/suggested discussion:

We are currently focusing on expository text. Please locate your Expository Text Organizer. (Display Expository Text Organizer.)

Look at the Text Organizer. As we read today, we will begin to fill out this Text Organizer for “Dogs vs. Terrorists.” Tomorrow, you will continue to read the text with your partner and will complete it.

Step 2. Review and practice how to review questions on the Text Organizer and record answers.

Scripted/suggested discussion:

When you stop at the checkpoint, examine your Expository Text Organizer. We will answer the two questions at each checkpoint: “What is the topic and what important information did I learn?” and “What conclusions can I draw from this section of the text?” You do not need to write long, complete sentences. When you write notes you need to summarize what the section is mainly about and “Give me 10,” or write your answers in ten words or less. Write words and phrases that make sense to you so when you reread the notes the information will help you figure out what the passage is about.

Follow along as I read aloud to checkpoint #1. As I read, think about the topic, what important information you learn and the conclusions you can draw.

Read aloud to the first checkpoint. (End with “The suspect has been subdued.”)

Model Question 1: What is the topic, and what important information did I learn?
(Checkpoint 1)

The first box on our Text Organizer asks about the topic and the important information that we have learned. Discuss with your partner the topic and the important information you learned. Write your notes on your Text Organizer. Remember to “Give me 10,” and write your notes in ten words or less.

(Allow students time to discuss and write.)

What is the topic and what important information did you learn? (Solicit student responses.) I think the topic is the canine unit in the New York Police Department and the important information I learned is that the canine unit is used to protect the subway stations in New York City and consist of large 200 pound dogs who are trained to scan the crowds of people on the subway platforms and catch criminals.

(Model on SMART Board or with document camera.) On my Text Organizer, I will write, “NYPD uses canines to protect NYC subways from terrorist attacks.”

Model Question 2: What conclusions can I draw from this section of the text?
(Checkpoint 1)

The next question we need to answer asks about the conclusions that we can draw from this section of the text. This is where we need to make an inference about the information we have just read. We need to dig below the surface of the text and figure out the deeper meaning behind it. This is where you use information your learned from the text and your background knowledge.

Discuss with your partner the conclusions that you can draw from this section of the text and write your notes on your Text Organizer. Remember to “Give me 10,” and write your notes in ten words or less.

(Allow students time to discuss and write.)

What conclusions did you draw from this section of the text? (Solicit student responses.)

The conclusion that I can draw about the text is that using the dogs saves the police department money because they have the same effect on passengers that police officers have, in that they are able to monitor the subway stations and they make passengers nervous. Hiring more police officers would cost more money, so it makes sense to use the dogs instead because they can do many of the same things as police officers.

(Model on SMART Board or with document camera.) On my Text Organizer, I will write, “Using canines instead of more officers might save NYPD money.”

Model Question 1: What is the topic, and what important information did I learn? (Checkpoint 2)

Now let's read to the second checkpoint. Read aloud with your partner, taking turns. You will end where it says, "...'They're just incredible finding the needle in the haystack,' Waggoner says." Think about what the topic is, what important information you learn and the conclusions that you can draw from this section of the text. When you draw conclusions, remember to use information from the text and from your background knowledge. You and your partner will discuss the questions on the Text Organizer and decide what to record. Remember to "Give me 10," and write your answers in ten words or less. If you and your partner don't understand what you read, use the "Fix Up" exercise to help your comprehension.

Let's get started.

(Allow students time to read and answer the questions on their Text Organizer.)

Let's start with our first question: "What is the topic, and what important information did I learn?" What is the topic and what important information did you learn? (Solicit student responses and identify partners that had exceptional answers.)

I would have said to my partner, "The topic is the skills the dogs have, and the important information I learned is that this is a very dangerous job for the dogs and that in the police department the dogs are trained to either sniff out explosives and drugs, or catch criminals. Also, the most important tool that a dog has is its nose because it can identify substances with only a tiny amount to smell, and these dogs cannot be fooled."

On my Text Organizer, I wrote, "Dangerous job, dog's nose is important to sniff drugs and criminals."

Model Question 2: What conclusions can I draw from this section of the text? (Checkpoint 2)

Next, we will answer the second question: "What conclusions can I draw from this section of the text?" What conclusions can you draw from this section of the text? Remember to use information from the text and from your background knowledge. (Solicit student responses and identify partners that had exceptional answers.)

I would have said to my partner, "The conclusions that I can draw are that these police dogs may be even more effective than the actual police officers because they have skills that humans do not possess, such as being able to leap higher and run twice as fast. They also have an amazing sense of smell that humans don't have, which may make them even more useful than humans in fighting crime."

On my Text Organizer, I wrote, "Dogs have skills humans don't and may be more useful fighting crime". We will finish the rest of the text tomorrow.

Teacher Note: If there is remaining time, continue to lesson 5.



COMPREHENSION CIRCUIT TRAINING

Expository Training: *Dogs vs. Terrorists*

Reading Core Station

Week 2 • Lesson 5

Overview:

In this lesson, students review and practice the Reading Core Station of Comprehension Circuit Training. The day begins as students learn two new text vocabulary words. Then they quickly review what they read the previous day. Finally, students practice the Reading Core Station with an expository text.

Student Objectives:

Learn and practice the Reading Core Station with informational/expository text.

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Informational/Expository Text: *Dogs vs. Terrorists*
- Timer

Teacher Preparation:

- Preread the expository text
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Step 2. Identify and teach text vocabulary.

Text Vocabulary Word: idiosyncrasy

Word Study: the prefix “*idio*” means peculiar, personal, distinct

Definition: a characteristic, habit, mannerism that is peculiar to an individual

Related Words: quirk, peculiarity, distinct

Simple Sentence: My friend’s habit of only eating pickles with peanut butter is just one of her **idiosyncrasies**.

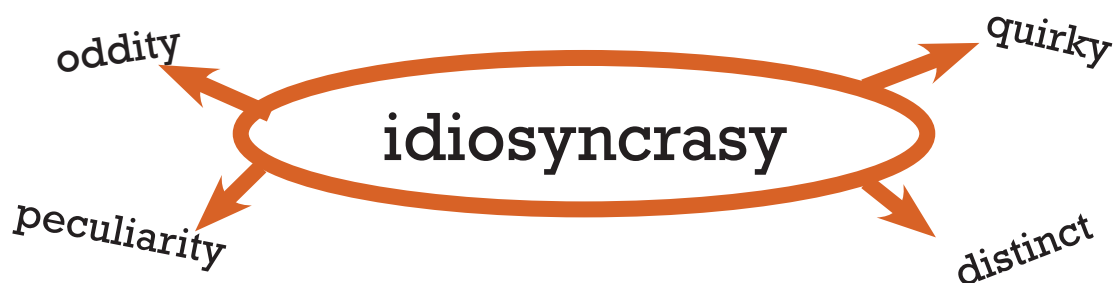
Sentence from Text: For the next six weeks, each cop-dog-teach builds its working relationship, learning each other’s cues and **idiosyncrasies**.

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word **idiosyncrasy**.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Text Vocabulary Word: inherent

Word Study: “*in*” means in or into

Definition: an element, quality or attribute that exists in someone and is permanent

Related Words: fixed, permanent

Simple Sentence: Joe is unable to travel by plane because he has an **inherent** fear of flying.

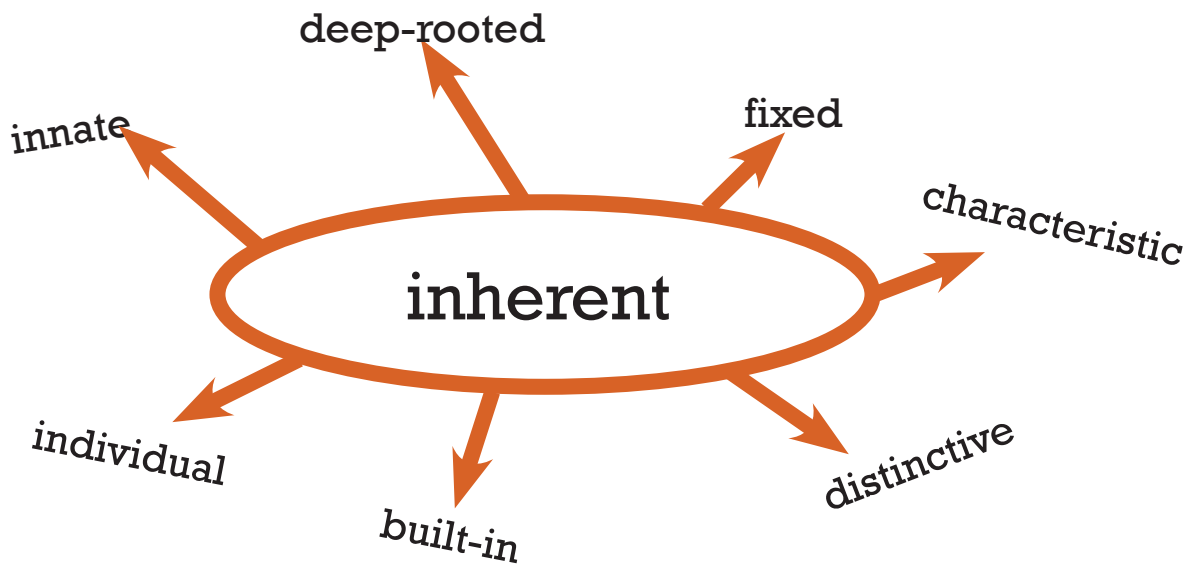
Sentence from Text: These dogs are **inherently** aggressive, and if they go too far, someone could get injured – or worse.

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word **inherent**.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Reading Core Station: Read and Check Exercise



- Read and stop at checkpoints.
- Review and discuss questions on Text Organizer with partner.
- Record answers on Text Organizer.

Step 1. Review Read and Check exercise.

Scripted/suggested discussion:

Locate your Comprehension Circuit Chart and Checklist. Let's review the steps in the Read and Check exercise. What is the first step? (Solicit student responses.)

What is the second step? (Solicit student responses.)

What is the final step? (Solicit student responses.)

Read aloud to the first checkpoint. (End with "The suspect has been subdued.")

Step 2. Partners summarize text from previous day.

Scripted/suggested discussion:

Before we begin reading, let's review what we read yesterday. Think about the part of "Dogs vs. Terrorists" you read yesterday, and review what you recorded on your Text Organizer. Think about the following: What is the topic and what did I learn about it? What conclusions did I draw? Or what inferences did I make? What information did I learn that will help me answer the Read to Find Out Question?

Summarize what you have learned so far about the Read to Find Out Question to your partner. Think about the topic and the conclusions you drew.

Step 3. Explain and prompt the Read and Check exercise for checkpoint #3.

Scripted/suggested discussion:

You and your partner will take turns reading the text. We stopped at column 5 yesterday. With your partner, read to the third checkpoint in the middle of column 9. When you get to the checkpoint, stop and review the Text Organizer as we did yesterday. You and your partner will discuss the questions on the Text Organizer and decide what to record. When you draw conclusions, remember to use information from the text and from your background knowledge. Remember to summarize and "Give me 10," or write your answers in ten words or less. If you and your partner don't understand what you read, use the "Fix It" exercise to help your comprehension.

Let's get started.

Step 4. Monitor Partner Discussion.

As students complete the Partner Discussion, walk around the room monitoring their understanding of the process. Try to get to each student pair and ask them to explain their responses. Take note of student pair responses that could be used as example answers to review with the class.

Step 5. Discuss checkpoint #3 with the class.

NOTE: See completed Text Organizer at the end of this lesson as a guide.

(Allow students time to read and answer the questions on their Text Organizer.)

Let's start with our first question: "What is the topic and what important information did I learn?" What is the topic and what important information did you learn?

(Solicit student responses and identify partners that had exceptional answers.)

I would have said to my partner, "The topic is the history of police dogs, and the important information I learned is that the ancestors of these police dogs were fierce and fought in many wars. Different breeds are used as police dogs, and each one is matched with a human officer; they bond and train together for six weeks before going into action."

On my Text Organizer, I wrote, "Dogs used in wars, also matched and trained with officer before duty."

Now let's move on to the second question: "What conclusions can I draw from this section of the text?" What conclusions did you draw from this section of the text? Remember to use information from the text and from your background knowledge.

(Solicit student responses and identify partners that had exceptional answers.)

I would have said to my partner, "The conclusion that I can draw is that it is important that the dog be matched with the correct officer as that bond is very much like a human partnership. They must be able to trust each other when they are in dangerous situation. There must be trust between the dog and officer so that the officer has control over the dog in chaotic environments."

On my Text Organizer, I wrote, "Dog/officer bond similar to officer/officer bond as trust is needed."

Step 6. Explain and prompt the Read and Check exercise for checkpoint #4.

Scripted/suggested discussion:

With your partner, read to fourth checkpoint. When you get there, you and your partner will discuss the Text Organizer and decide what to record. Remember to "Give me 10," and write your answers in ten words or less.

You may begin.

Step 7. Monitor Partner Discussion.

Scripted/suggested discussion:

As you walk around, check with student pairs regarding their answers to the questions. Take note of student pairs that could be used as an example for the class.

Step 8. Discuss checkpoint #4 with the class.

Scripted/suggested discussion:

Let's start with our first question: "What is the topic and what important information did I learn?" What is the topic and what important information did you learn?

(Solicit student responses and identify partners that had exceptionally good answers.)

I would have said to my partner, "The topic is the bond between dog and officer, and the important information I learned is that when in their cages they act wild, but as soon as their partner opens the cages, they are calm and obedient. The dog and officer are like a family, and often the dog lives with the partner's family."

On my Text Organizer, I wrote, "Crazy in cages but calm when partner is with them, dogs/partner like family."

Now let's move on to the second question: "What conclusion can I draw from this section of the text?" What conclusions did you draw from this section of the text? Remember to use information from the text and from your background knowledge.

(Solicit student responses and identify partners that had exceptionally good answers.)

I would have said to my partner, "The conclusion I can draw is that even though the dogs act crazy in their cages, they know who the boss is because they are calm as soon as the officer let's them out. It is as if the dog respects the officer and knows its place despite its wild nature."

On my Text Organizer, I wrote, "Dogs respect the officer and know who the boss is."

Step 9. Explain and prompt Read and Check exercise for checkpoint #5.

Scripted/suggested discussion:

With your partner read to fifth checkpoint. When you get there, you and your partner will discuss the Text Organizer and decide what to record. Remember to "Give me 10," and write your answers in ten words or less. Use your "Fix It" exercise if you do not understand the text.

You may begin.

Step 10. Monitor Partner Discussion.

As you walk around, check with student pairs regarding their answers to the questions. Take note of student pairs that could be used as an example for the class.

Step 11. Discuss checkpoint #5 with the class.

Let's start with our first question: "What is the topic and what important information did I learn?" What is the topic, and what important information did you learn?

(Solicit student responses and identify partners that had exceptional answers.)

I would have said to my partner, "The topic is the dogs being ready for duty, and the important information I learned is that since September 11, the New York Police Department has doubled the number of dogs used on the force. There are now 100 dogs patrolling the city and subways of New York City."

On my Text Organizer, I wrote, "Since 9/11, the NYPD has doubled the number of dogs to 100."

Now let's move on to the second question: "What conclusions can I draw from this section of the text?" What conclusions did you draw from this section of the text? Remember to use information from the text and from your background knowledge.

(Solicit student responses and identify partners that had exceptional answers.)

I would have said to my partner, "The conclusion I can draw is that if the NYPD decided to spend more money and double the number of dogs used, rather than hiring more human officers, the dogs must be really helpful in fighting crime." On my Text Organizer, I wrote, "Number of dogs doubled = Must be helpful fighting crime."

TEACHER NOTE: If there is remaining time, you may go to Lesson 6.



COMPREHENSION CIRCUIT TRAINING

Expository Training: *Dogs vs. Terrorists*

Knowledge Flex Station

Week 2 • Lesson 6

Overview:

This lesson reviews the Knowledge Flex Station. Students practice the Knowledge Flex Station with an expository text.

Student Objectives:

- Review and practice the Knowledge Flex Station

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Informational/Expository Text: *Dogs vs. Terrorists*
- Timer

Teacher Preparation:

- Preread the expository text
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint
- Prepare quizzes and scratch-offs

Step 1. Review the exercises in the Knowledge Flex Station.

Scripted/suggested discussion:

Locate your Comprehension Circuit Training Chart and Checklist. Remember that athletes and people who work out often flex or stretch their muscles. In the Knowledge Flex Station, you will stretch your understanding of what you read. You will show what you know. Today we will review how to flex your knowledge.

Step 2. Model how to review the Text Organizer to determine critical information in answering the Read to Find Out Question.

Note: This process was modeled in Week 1. This week is intended to scaffold the process to prepare the students for the Challenge Weeks. If your class needs more review and modeling, please do so.

Scripted/suggested discussion:

The first thing you will do is review your Expository Text Organizer to help you remember critical information from the text. This information will help you answer the Read to Find Out Question.

When you look at the Text Organizer, it's important to think about the topic and the important information you learned as well as the inferences you made.

I'm going to review the Text Organizer with you today. First, I will remind myself of the topic. The topic is the use of dogs in the New York Police Department as a way to fight crime and help stop terrorism. The important information I learned is that these dogs are well trained and possess many skills that humans do not, such as their sense of smell. They are wild by nature, but when trained, they are very obedient to their partners. The partnership between the officer and the dog is similar to a human relationship as there has to be trust; these dogs become part of the officer's family. Finally, the NYPD has doubled the number of dogs in the force since 9/11.

Next I need to think about the conclusions I drew. I look at the conclusions I wrote down. I'm looking at them to remind me about the connections I made between the text and what I already know.

Step 3. Model how to answer the Read to Find Out Question.

Next, you will develop and write the answer to the Read to Find Out Question. For the first couple of weeks, you will have a writing frame to guide you.

(Review the Read to Find Out Question.)

The Read to Find Out Question is: What makes dogs effective in law enforcement?

The first blank in the writing frame is for the title of the text. Go ahead and write the title. The next blank line is for you to write the name of the author.

Continued discussion:

Write who the author is. The third blank is for you to write the topic that the author discusses. This topic should relate to the Read to Find Out Question.

My first sentence says, "In the text "Dogs vs. Terrorists," the author, Burkhard Bilger, discusses the use of dogs in law enforcement and what makes them effective in law enforcement.

Now it is your turn to write the topic. (Allow some writing time.)

Someone, please read your first sentence. (Solicit multiple student responses.)

The next lines are for writing what makes dogs effective in law enforcement. To best organize my information, I am going to pick three main reasons why they are effective in law enforcement. I will devote one sentence to each reason and another sentence explaining that reason. My three reasons are: 1) Their physical traits, 2) Their ability to be trained, and 3) Their bond with their partner.

My next six sentences say, "First, I learned that dogs are effective in law enforcement because of their physical traits. They are able jump higher and run faster than humans, and their sense of smell is extremely good, as they can easily sniff out drugs and explosives.

Next, I learned that dogs also are effective in law enforcement because they are easily trained. Throughout history, dogs have fought in wars, and within a year of training they are ready to protect people in chaotic situations. Finally, I learned that dogs are also effective in law enforcement because of their bond with their partner. The officer and his/her dog bond during training and gain trust between each other. The dog is part of the family, and while vicious, knows who the boss is."

Now it is your turn to write six sentences about what makes dogs effective in law enforcement. Similar to what I did, I suggest choosing three reasons why they are effective and explain these reasons. (Allow some writing time.)

Someone, please read your six sentences. (Solicit multiple student responses.)

In the last 1-2 sentences, you discuss the author's purpose or the lesson learned. The last blank says, "In conclusion, I think the author's purpose for writing this text was ..." This is where you try to tie the events together and think about what the author was trying to tell us.

My sentence says, "In conclusion, I think the author's purpose in writing this text was to teach us that dogs are not just pets; they have the skills and abilities to help capture criminals, prevent terrorist attacks, and protect the people of the city."

Answer to the Read to Find Out Question

TEACHER NOTE: Underlined phrases are the prompts.

In the text “Dogs vs. Terrorists,” the author, Burkhard Bilger, discusses the use of dogs in law enforcement and what makes them effective. First, I learned that one reason why dogs are effective in law enforcement is their physical traits. They are able to jump higher and run faster than humans, and their sense of smell is extremely good, as they can easily sniff out drugs and explosives. Next, I learned that dogs also are effective in law enforcement because they are easily trained. Throughout history, dogs have fought in wars, and within a year of training they are ready to protect people in chaotic situations. Finally, I learned that dogs are also effective in law enforcement because of their bond with their partner. The officer and his/her dog bond during training and gain trust between each other. The dog is part of the family, and while vicious, knows who the boss is. In conclusion, I think the author’s purpose in writing this text was to teach us that dogs are not just pets; they have the skills and abilities to help capture criminals, prevent terrorist attacks, and protect the people of the city.

Step 4. Give the individual quiz.

Scripted/suggested discussion:

You will have 10 minutes to take this quiz.

Pass out quiz and set the timer for 10 minutes. When time is up, collect the quizzes.

Step 5. Explain procedures for Team-Based Learning.

Scripted/suggested discussion:

Today we learn the procedures to Team-Based Learning. After we read a text, you will take an individual quiz. Then you will turn in your quiz and move into your assigned group. You and your partner will work with another partner. You will then complete the same quiz as a group using scratch-off cards. When you are in your group, you will:

- 1. Suggest an answer*
- 2. Provide the number of the paragraph where you found your answer*
- 3. You may refer to your Text Organizer*
- 4. Groups must agree on answer*
- 5. Scratch off the answer; if incorrect repeat the process*

If you get the answer correct on the first try, you will receive full credit of four points. After two tries, you will receive reduced credit of three points, and after three tries, you will receive reduced credit of two points.

Step 6. Give the group quiz.

Scripted/suggested discussion:

You will have 15 minutes to take this quiz as a group. Please get with your partner and another partnership. Remember the process, for group quizzes. First, someone in your team suggests an answer and provides information on where the information came from. After the group agrees on an answer, you will “scratch off” the answer. You will know if the answer is correct if there is a star. Repeat process until you have the correct answer and you find the star.

Pass out quiz and set timer for 15 minutes. When time is up, collect the quizzes.

Directions: At each checkpoint, take notes on the following questions.
As you read, remember to try to build a “big picture” of what the text is saying.

Read to Find Out Question:

What makes dogs effective in law enforcement?

Checkpoint	What is the Topic? What Important Information Did I Learn?	What Conclusions Can I Draw from this Section?
#1	<u>Topic</u> - The canine unit in the NY City Police Dept. <u>Information:</u> NYPD uses canines to protect subways from terrorist attacks	Using canines, instead of more human officers, might save NYPD money.
#2	<u>Topic</u> - The skills dogs have. <u>Information:</u> Dangerous job, dog's nose is important for sniffing out drugs and criminals	Dogs have skills that humans don't and are more useful in some areas.
#3	<u>Topic</u> - History of police dogs <u>Information:</u> dogs were used in wars, also matched and trained with officers before sent on duty	Officer/dog bond is similar to bond between human partners.
#4	<u>Topic</u> - bond between officer & dog <u>Information:</u> crazy in cages, but calm when partner is with them, dogs/partner are like family	Dogs respect the officer and know who the boss is.
#5	<u>Topic</u> - dogs ready for duty <u>Information:</u> since 9/11, NYPD has doubled the number of canine officers to 100.	Number of dogs doubled, so they must be helpful in fighting crime.

Author's Style: (Text features, graphics)

Teacher's Choice: (Text structure)

COMPREHENSION **CIRCUIT** TRAINING



CHALLENGE WEEK
Expository
Teacher's Choice of Text

COMPREHENSION CIRCUIT TRAINING

Expository: Teacher's Choice of Text

Challenge Week

Day 1

Overview:

This lesson introduces students to the Challenge Week for Expository text. Using text selected by the teacher, students practice the Comprehension Circuit Training exercises by completing the exercises with a partner. The Challenge Week takes place over the course of three days. On Day 1, students review vocabulary they previously learned. They then complete the Warm-Up Station and begin the Reading Core Station.

Student Objectives:

- Independently apply the CCT exercises to a challenging text
- Complete the Text Organizer and correctly answer the Read to Find Out Question

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Teacher's choice of text for Challenge Week
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Review the Previously Learned Vocabulary

Scripted/suggested discussion:

Today we will review vocabulary we've previously learned.

First, you will refer to the Vocabulary Inventory and read the directions. Then, with your partner, you will complete the activity on your Vocabulary Organizer. You will have two minutes to complete the review activity with your partner and then we'll discuss as a class.

Review the Exercises in the Warm-Up Station



Scripted/suggested discussion:

At the Warm-Up Station, remember to complete the tasks for the exercises including: Preview Text, Develop Background Knowledge, and Set Checkpoints.

For the Preview Text exercise, you will preview the text features including: title, author, subheadings, bolded words, graphs and pictures. You will also read the first 1-2 paragraphs and locate words that are unfamiliar or challenging.

For the Develop Background Knowledge exercise, I will teach you important information that you need to know which will help you understand the text better.

For the Set Checkpoints exercise, you will read to make sure you understand the text type and the Read to Find Out Question. You will also locate the appropriate Text Organizer.

Finally, you will skim the text and determine how far you will be able to read and comprehend, then set your checkpoints.

WARM-UP STATION

Warm-Up Station



1. Preview Text

- Preview the text's title and author.
- Preview and scan text features (title, subheadings, bolded words, graphs, etc.).
- Read the first 1-2 paragraphs and locate challenging words.

2. Develop Background Knowledge

- Teacher builds background knowledge by introducing title, author, setting, and characters.
- Teacher identifies and teaches text vocabulary.
- Teacher provides the Read to Find Out Question.

3. Set Checkpoints Exercise

- Understand text type and Read to Find Out Question and locate Text Organizer.
- Skim the text for difficulty and length.
- Set checkpoints.

Warm-Up Station: Preview Text Exercise

Step 1. Review and practice how to preview the text.

Scripted/suggested discussion:

As you complete the Preview Text exercise, remember to preview the title and author, preview text features such as subheadings, bolded words, graphs and pictures. Also, read the first 1-2 paragraphs locating unfamiliar words. Make sure to check off each task as you complete it.

- Preview the title and author.**
- Preview text features.**
- Read the first 1-2 paragraphs and locate challenging words.**

Warm-Up Station: Develop Background Knowledge Exercise

Step 1. Provide background information by introducing title, author, characters and setting.

Scripted/suggested discussion:

At the Preview Text exercise, you'll preview the title of the text, which is **(insert the title of your selected text here)** Based on the title, what information do you think it might convey?

Solicit student responses.

Continued discussion:

Not only did you preview the title during the Preview Text exercise, but you also learned the author. What information do you already know about this author? There are three critical pieces of information that you should know about the author:

- **Discuss critical piece of information #1 about author.**
- **Discuss critical piece of information #2 about author.**
- **Discuss critical piece of information #3 about author.**

(Insert reflection question about the author here, and discuss with the class. An example: Based on these facts, what type of stories do you think this author wrote?)

Introduce **Topic**. Have students form a mental image of the characters, and share them with their partner.

(Insert reflection question about the topic here, and discuss with the class. An example: What do you know about this topic?)

Preview the **historical/social context**. Introduce the description of context and have students form a mental image. Have students share the image with their partner and discuss images as a class. *(Insert reflection question about the setting here, and discuss with the class. An example: Why do you think context will be important to this story?)*

Step 2. Identify and teach text vocabulary.

Scripted/suggested discussion:

*Today you will learn two new vocabulary words that will help you understand the text better. The two words are “**insert word here**” and “**insert word here.**”*

Use the PowerPoint slides to showcase each of the vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Then, each of you will replace the word with a related word in the example sentences we read.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentences here*

Sentence from Text: *Example sentences here*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word_____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Repeat the exercise with the second vocabulary word.

The second vocabulary word from the Challenge Week text is “insert word here.”

Use the PowerPoint slides to showcase each of the vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Example Sentences: *Example sentences here*

Sentence from Text: *Example sentences here*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence
3. Think of a time or place where you might hear the word_____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Introduce and complete the Word Attack exercise.

Scripted/suggested discussion:

Our next exercise is called “Word Attack.” We’ll be learning some challenging words from the text, so they will no longer be a challenge. Read the words on the chart with your partner.

Select 3-9 multisyllabic words from the text. Using the PowerPoint slides, reveal the words you selected to the students.

1. Choose 3-9 multisyllabic words from the text. Words may be proper nouns or vocabulary that are important to text meaning.
2. Explain that the purpose of the Word Attack exercise is to learn challenging words.
3. Review difficult words/definition as needed.

Continued discussion:

Now, read the words out loud with your partner, taking turns. If you aren't sure of how to pronounce the word, your partner may be able to help.

Monitor the activity, giving students about 30 seconds to read the words with their partner, then review the definitions if needed.

Step 4. Provide the Read to Find Out Question.

Scripted/suggested discussion:

The Read to Find Out Question is : “ **Insert your Challenge Week Read to Find Out Question here.**” As you read the text, pay attention to what we learn about (**insert reference to the Read to Find Out Question here**).

Warm-Up Station: Set Checkpoints Exercise



- Understand text type and Read To Find Out Question and locate Text Organizer.
- Skim text for difficulty and length.
- Set checkpoints.

Review Steps in the Set Checkpoints Exercise

Step 1. Review the steps in the exercise.

Scripted/suggested discussion:

As you complete the Set Checkpoints exercise, make sure you understand the text type as well as the Read to Find Out Question. You'll also need the appropriate Text Organizer. Next, skim the text and determine how far you will be able to read and comprehend. Finally, set your checkpoints within the text.

Make sure to check off each step on your checklist as you complete it.


Complete the Reading Core Station

Step 1. Review the Reading Core Station exercises.

Scripted/suggested discussion:

At the **Reading Core Station**, you will complete the **Read and Check** exercise, and will use the “**Fix It**” Exercise if you are not able to understand what you are reading in the text.

READING CORE STATION

Reading Core Station


- 1. Read and Check Exercise**
 - Read and stop at checkpoints.
 - Review and discuss questions from the Text Organizer with partner.
 - Record answers on the Text Organizer.

- 2. “Fix It” Exercise**
 - Re-read text and adjust reading speed and checkpoints.
 - Mark the text by circling the “who” or “what” and underline the main idea.
 - Imagine yourself in the text by visualizing the actions or information.

Scripted/suggested discussion:

For the **Read and Check exercise**, you will read and stop at checkpoints, review questions on your Text Organizer, and record your answers. You will also discuss your reading with others to check your understanding.

If you are not understanding what you are reading, you may need to “**Fix It**” by re-reading the text, adjusting your reading speed or number of checkpoints. You can also annotate by circling the “who” or “what” in the story and by underlining the main idea. Imagining the actions will also help you understand better.

Step 2. Complete the Text Organizer.

Scripted/suggested discussion:

When you stop at the checkpoint, examine your Expository Text Organizer. You and your partner will answer the following two questions at each checkpoint: “What is the topic, and what important information did I learn?” and “What conclusions can I draw from this section of the text?”.

You do not have to write long, complete sentences. When you write notes, you need to write words and phrases that make sense to you so that when you re-read the notes, the information will help you figure out what the passage is about. At each checkpoint, you will review the questions provided and determine which questions you can answer at this point in the story. Answer them on your Text Organizer and discuss your answers with your partner. At each subsequent checkpoint, you should be able to build your comprehension, and answer more questions.

NOTE: For future challenge weeks, simply remind students to continue to use and fill out their Text Organizers, answering the questions listed. You may want to leave this slide up so students can refer to it while working.

Scripted/suggested discussion:

Now, with your partner, complete the tasks on the Reading Core Station checklist. Remember, you only need to use the “Fix It” exercise if you are not understanding the text. Check off each task on the checklist as you complete it.

Complete the Effort Chart

Step 1. Complete the Effort Chart.

Scripted/suggested discussion:

At the end of each day, you will rate your effort for each exercise completed on that day. It is important when you are practicing any skill you put in maximum effort.

COMPREHENSION CIRCUIT TRAINING

Expository: Teacher's Choice of Text

Challenge Week

Day 2

Overview:

This lesson introduces students to the Challenge Week for Expository text. Using text selected by the teacher, students practice the Comprehension Circuit Training exercises by completing the exercises with a partner. On Day 2, students review the Warm-Up Station and continue with the Reading Core Station.

Student Objectives:

- Independently apply the CCT exercises to a challenging text
- Complete the Text Organizer and correctly answer the Read to Find Out Question

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Teacher's choice of text for Challenge Week
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Warm-Up Station: Preview Text Exercise

Step 1. Review and practice how to preview the text.

Scripted/suggested discussion:

At the Warm-Up Station on Day 2, you will not need to preview the text as you already did that on Day 1. For the Develop Background Knowledge exercise, you will review what you read yesterday using your Text Organizer. You will also learn two new vocabulary words and learn to pronounce more difficult words from the text. As you have already set your checkpoints, you will not need to do this either.

Step 2. Review text read the previous day.

Scripted/suggested discussion:

In order to review what you read yesterday please think about the part of the story you read the previous day and review what you recorded on your Text Organizer. Think about what you remember about the characters, the problem the characters faced, and how they tried to solve this problem.

With your partner, discuss what you remember and summarize what you learned about the characters and their problems.

Step 3. Identify and teach text vocabulary.

Scripted/suggested discussion:

*Today you will learn two new vocabulary words that will help you understand the text better. The two words are “**insert word here**” and “**insert word here.**”*

Use the PowerPoint slides to showcase each of the vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Then, each of you will replace the word with a related word in the example sentences we read.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentence here.*

Sentence from Text: *Example sentence here.*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word_____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Repeat the exercise with the second vocabulary word.

The second vocabulary word from the Challenge Week text is “insert word here.”

Use the PowerPoint slides to showcase each of the vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentence here.*

Sentence from Text: *Example sentence here.*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence .
3. Think of a time or place where you might hear the word_____.

Vocabulary Map:

1. With your partner, generate synonyms and related words and add to map (30 seconds).
2. Create class map by soliciting student Vocabulary Map additions.



Step 4. Complete the Word Attack exercise.

Scripted/suggested discussion:

Our next exercise is called “Word Attack.” Read the words on the chart with your partner.

Select 3-9 multisyllabic words from the text. Using the PowerPoint slides, reveal the words you selected to the students.

1. Choose 3-9 multisyllabic words from the text. Words may be proper nouns or vocabulary that are important to text meaning.
2. Explain that the purpose of the Word Attack exercise is to learn challenging words.
3. Review difficult words/definition as needed.

Step 5. Review Read to Find Out Question.

Scripted/suggested discussion:

Remember that the Read To Find Out Question is: Read to find out (*insert Read To Find Out Question*).

Complete the Reading Core Station


Step 1. Review the Reading Core Station exercises.

Scripted/suggested discussion:

At the **Reading Core Station**, you will complete the Read and Check exercise, and will use the “Fix It” Exercise if you are not able to understand what you are reading in the text.

READING CORE STATION

Reading Core Station



- 1. Read and Check Exercise**
 - Read and stop at checkpoints.
 - Review and discuss questions from the Text Organizer with partner.
 - Record answers on the Text Organizer.
- 2. “Fix It” Exercise**
 - Re-read text and adjust reading speed and checkpoints.
 - Mark the text by circling the “who” or “what” and underline the main idea.
 - Imagine yourself in the text by visualizing the actions or information.

Scripted/suggested discussion:

At the **Reading Core Station** you will complete the Read and Check exercise and will use the “Fix It” exercise if you are not understanding what you are reading. Remember to read and stop at checkpoints, review questions on your Text Organizer, and record answers. You will also discuss your reading with others to check your understanding.

Step 2. Complete the Text Organizer.

Scripted/suggested discussion:

Remember that while you are reading you need to continue to use and fill out your Text Organizer for expository text. At each checkpoint, review the questions on your Text Organizer and answer any questions that you are able to. The questions you need to answer are listed here.

The questions you will answer are:

- 1. What is the topic and what important information did I learn? Give Me 10*
- 2. What conclusions can I draw from this section of text? Give Me 10*

NOTE: For future challenge weeks, simply remind students to continue to use and fill out their Text Organizers, answering the questions listed. You may want to leave this slide up so students can refer to it while working. Be sure to monitor students.

Now, with your partner, complete the tasks on the Reading Core Station checklist. Remember, you only need to use the “Fix It” exercise if you are not understanding the text. Check off each task on the checklist as you complete it.

Complete the Effort Chart

Step 1. Complete the Effort Chart.

Scripted/suggested discussion:

At the end of each day, you will rate your effort for each exercise completed on that day. It is important when you are practicing any skill you put in maximum effort.

COMPREHENSION CIRCUIT TRAINING

Expository: Teacher's Choice of Text

Challenge Week

Day 3

Overview:

This lesson introduces students to the Challenge Week for Expository text. Using text selected by the teacher, students practice the Comprehension Circuit Training exercises by completing the exercises with a partner. On Day 3, students review vocabulary, complete the Warm-Up Station, Reading Core Station, and the Knowledge Flex Station.

Student Objectives:

- Independently apply the CCT exercises to a challenging text
- Complete the Text Organizer and correctly answer the Read to Find Out Question

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Teacher's choice of text for Challenge Week
- Timer

Teacher Preparation:

- Preread the short story
- Post the Read to Find Out Question
- Assign student pairs
- Locate Comprehension Circuit Training Chart and Checklist
- Open corresponding PowerPoint

Review the Previously Learned Vocabulary

Scripted/suggested discussion:

Today we will review vocabulary we've previously learned.

First, you will refer to the Vocabulary Inventory and read the directions. Then, with your partner, you will complete the activity on your Vocabulary Organizer. You will have two minutes to complete the review activity with your partner and then we'll discuss as a class.

Warm-Up Station: Preview Text Exercise

Step 1. Review and practice how to preview the text.

Scripted/suggested discussion:

At the Warm-Up Station on Day 2, you will not need to preview the text as you already did that on Day 1. For the Develop Background Knowledge exercise, you will review what you read yesterday using your Text Organizer. You will also learn two new vocabulary words and learn to pronounce more difficult words from the text. As you have already set your checkpoints, you will not need to do this either.

Warm-Up Station: Preview Text Exercise

Step 1. Review text read the previous day.

Scripted/suggested discussion:

In order to review what you read yesterday please think about the part of the story you read the previous day and review what you recorded on your Text Organizer. Think about what you remember about the characters, the problem the characters faced, and how they tried to solve this problem. With your partner, discuss what you remember and summarize what you learned about the characters and their problems.

Step 2. Identify and teach text vocabulary.

Scripted/suggested discussion:

*Today you will learn two new vocabulary words that will help you understand the text better. The two words are "**insert word here**" and "**insert word here.**"*

Use the PowerPoint slides to showcase each of vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentence here.*

Sentence from Text: *Example sentence here.*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word_____.

Vocabulary Map:

1. *With your partner, generate synonyms and related words and add to map (30 seconds).*
2. Create class map by soliciting student Vocabulary Map additions.



The second word is (insert word):

Use the PowerPoint slides to showcase each of vocabulary words, the root word, related words, and example sentences using the words from the text you selected.

1. Pronounce the word clearly.
2. Explain the word study. Root word, prefixes and suffixes.
3. Read the definition of the word.
4. Read the related words (complete a related word map if you like).
5. Read two example sentences. One simple sentence and the sentence in the text in which the vocabulary word is used.
6. Have students work in pairs to complete the partner discussion.

Text Vocabulary Word: *Vocabulary word here*

Definition: *Definition of vocabulary word here*

Related Words: *Related words here*

Simple Sentences: *Example sentence here.*

Sentence from Text: *Example sentence here.*

Partner Discussion:

1. Partner A: Choose either simple sentence or sentence from text and read the sentence replacing the vocabulary word with a synonym.
2. Partner B: Do the same with the other example sentence.
3. Think of a time or place where you might hear the word_____.

Vocabulary Map:

1. *With your partner, generate synonyms and related words and add to map (30 seconds).*
2. Create class map by soliciting student Vocabulary Map additions.



Step 3. Complete the Word Attack exercise.

Scripted/suggested discussion:

Our next exercise is called “Word Attack.” Read the words on the chart with your partner.

Select 3-9 multisyllabic words from the text. Using the PowerPoint slides, reveal the words you selected to the students.

1. Choose 3-9 multisyllabic words from the text. Words may be proper nouns or vocabulary that are important to text meaning.
2. Explain that the purpose of the Word Attack exercise is to learn challenging words.
3. Review difficult words/definition as needed.

Step 4. Review Read to Find Out Question.

Scripted/suggested discussion:

Remember that the Read To Find Out Question is: Read to find out (insert Read To Find Out Question).

Complete the Reading Core Station

Step 1. Review the Reading Core Station exercises.

Scripted/suggested discussion:

*At the **Reading Core Station**, you will complete the Read and Check exercise, and will use the “Fix It” Exercise if you are not able to understand what you are reading in the text.*

READING CORE STATION

Reading Core Station



1. Read and Check Exercise

- Read and stop at checkpoints.
- Review and discuss questions from the Text Organizer with partner.
- Record answers on the Text Organizer.

2. "Fix It" Exercise

- Re-read text and adjust reading speed and checkpoints.
- Mark the text by circling the "who" or "what" and underline the main idea.
- Imagine yourself in the text by visualizing the actions or information.

Scripted/suggested discussion:

At the Reading Core Station you will complete the Read and Check exercise and will use the "Fix It" exercise if you are not understanding what you are reading. Remember to read and stop at checkpoints, review questions on your Text Organizer, and record answers. You will also discuss your reading with others to check your understanding.

Step 2. Complete the Text Organizer.

Scripted/suggested discussion:

Remember that while you are reading, you need to continue to use and fill out your Text Organizer for Short Fiction. At each checkpoint, review the questions on your Text Organizer and answer any questions that you are able to. The questions you need to answer are listed here.

The questions you will answer are:

- 1. What is the topic and what important information did I learn? Give Me 10...*
- 2. What conclusions can I draw from this section of text? Give Me 10...*

NOTE: For future challenge weeks, simply remind students to continue to use and fill out their Text Organizers, answering the questions listed. You may want to leave this slide up so students can refer to it while working. Be sure to monitor students.

Now, with your partner, complete the tasks on the Reading Core Station checklist. Remember, you only need to use the "Fix It" exercise if you are not understanding the text. Check off each task on the checklist as you complete it.

Review the Knowledge Flex Station

Knowledge Flex Station



1. Team-Based Learning Exercise

- Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question Exercise

- Review information on the Text Organizer.
- Write the answer to Read to Find Out Question.

Step 1. Review the purpose of the Knowledge Flex Station.

Scripted/suggested discussion:

*Locate your Comprehension Circuit Training Chart and Checklist. Remember that athletes and people who work out often to flex or stretch their muscles. In the **Knowledge Flex Station** you will stretch your understanding of what you read. You will show what you know. Today, we will review how to “flex” your knowledge.*

Step 2. Complete Answer the Read to Find Out Question exercise.

Scripted/suggested discussion:

The first thing you will do is review your Text Organizer to help you remember and recall critical information from the text. This information will help you answer the Read to Find Out Question.

When that is complete, answer the Read to Find Out Question on the following page.

Step 3. Complete Team-Based Learning exercise.

Scripted/suggested discussion:

First, you will take a quiz individually. Then you will take the quiz with your group. Remember that you will need to prove your answers to your group.

Complete the Effort Chart

Step 1. Complete the Effort Chart.

Scripted/suggested discussion:

At the end of each day, you will rate your effort for each exercise completed on that day. It is important when you are practicing any skill you put in maximum effort.

COMPREHENSION **CIRCUIT** TRAINING



CHALLENGE WEEK
Vocabulary
Review Activities

COMPREHENSION CIRCUIT TRAINING

Challenge Week Vocabulary Review

Days 1 & 3

Overview:

These activities allow students to review the vocabulary words they have learned throughout the training and challenge weeks. The activities are completed on days 1 and 3 of each challenge week. Teachers choose which activity students complete on a particular day.

Student Objectives:

To review the vocabulary words they have learned in the training and challenge weeks.

Suggested Materials:

- Comprehension Circuit Training Student Book
- Comprehension Circuit Training Teacher Book
- Corresponding PowerPoint
- Timer

Teacher Preparation:

- Pre-read the instructions for each activity.
- Post the activity
- Assign student pairs
- Open corresponding PowerPoint

Vocabulary Review Activity #1

Password

PURPOSE: To describe a word from the Vocabulary Inventory, without using the word itself, in an effort to have another person guess the word. This fast-paced motivating game offers a competitive (or cooperative) way to review vocabulary.

Option 1: Divide the class into two teams, and explain that they need to help their classmates identify a specific vocabulary word without saying the word or any part of it. One student from the first team stands facing the front of the class as the teacher writes a vocabulary word on the board. Students on that team take turns providing a definition or explanation of the word in an effort to have the student guess the word within one minute. Then, the second team gets a turn. Teams alternate having a player at the front of the room until the class has reviewed all words or time is up.

Option 2: Divide class into partners, and explain that they need to help their partner identify a specific vocabulary word without saying the word itself or any part of it. The first partner chooses a vocabulary word and provides clues, such as a definition or explanation of that word in an effort to have his/her partner guess the word.

Directions:

Step 1: Have students choose a partner.

Step 2: The first partner chooses a vocabulary word from the Vocabulary Inventory and provides clues, such as a definition or explanation of that word in an effort to have your partner guess the word.

Example Clues: For the word “sensible” you might say:

“Good judgment.”

“Good choice.”

“Practical.”

Step 3: The partner guessing the word gets up to three clues in order to guess it. Award the following points according to how many clues are required to identify the word:

One clue: 3 points

Two clues: 2 points

Three clues: 1 point

Step 4: If the partner guesses the word or does not guess it within three clues, switch roles and repeat until time is up. Keep track of your points. Switch roles and repeat until time is up. The winner is the partner who has the most points when time is up.

Vocabulary Review Activity #2

Connect Three

PURPOSE: To write a sentence using three words from the Vocabulary Inventory.

In this activity, students write sentences using words from the Vocabulary Inventory. Students select three words and write one sentence using those three words correctly. They then share their sentence with their partner.

Directions:

Step 1: Choose 3 words from the Vocabulary Inventory.

Step 2: Write a sentence that uses these 3 words. Be sure to underline the vocabulary words that you use.

Step 3: Share your sentence with your partner and record on your Vocabulary Organizer. (If time is limited, students can share sentences orally rather than writing them down).

Vocabulary Review Activity #3

Progressive Writing

PURPOSE: To write a story that follows the short story structure, using as many words from the Vocabulary Inventory as possible.

This review activity takes place over the course of multiple review sessions. In this activity students write a story that follows the short story structure where the characters and setting are introduced and the characters face a problem or conflict. Over the course of the story, the characters attempt to solve this problem and find some resolution at the end. Students choose from the sample plot ideas/character descriptions/story starters provided and try to use vocabulary words from the Vocabulary Inventory in their stories. For students to complete their stories, 3-4 review sessions may be needed for this activity. Each review session they must use at least three vocabulary words in their story.

Step 1: The teacher chooses a topic for students to write about from the following plot ideas, character descriptions, and story starters:

Example Character Descriptions:

- Very tall, long nose, with a broad chin and dark hair
- Short, long blonde hair, dark green eyes, and a big chin
- About 6'2", balding hair with blue eyes and long arms
- Medium height, black skin, dark hair cut short, and a beard
- Big, muscular, with a shaved head and a mean look
- Tall, with a broad nose and a chin that sticks out
- Very short, with long curly hair and a warm smile

(continued on next page)

Example Suspense Writing Prompts:

- Something is drastically wrong! Every time I pick up the telephone...
- As soon as I arrived, I could sense that something was out of place...
- One night, I looked out the window and I saw the neighbor...
- I was reading a book when I looked up. There in the window I saw...
- I decided to go for an evening stroll. I walked about three blocks when I felt it...
- They would have been fine if they hadn't stopped for the stranger...
- Everyone avoided the big old mansion. It was believed to have...
- They said she was able to utter a few words before she died...
- Sometimes my friend has strange powers. Every time he is around...
- All of the sudden I was trapped!
- It was a strange night, there seemed to be a chill in the air...

Step 2: Using your Literary/Short Fiction Text Organizer as a guide, write a story using the story starter/plot idea/character description provided by your teacher. Remember to introduce the characters, the setting, and the problem or conflict that your characters face. Be sure to include how your characters attempt to solve the problem and the resolution or the solution to the problem.

Step 3: Try to use as many vocabulary words from the Vocabulary Inventory in your story as possible. Please underline each vocabulary word as you use them.

Step 4: You will work on this same story over several days, so write as much as you can each day. Try to beat your score (the number of vocabulary words you use each day). Aim for a minimum of three vocabulary words per day.

Step 5: Be creative and have fun!

Vocabulary Review Activity #4

Three Questions

PURPOSE: To choose two words from the Vocabulary Inventory and think more deeply about these words by answering three questions.

In this activity, students choose two vocabulary words from the Vocabulary Inventory and analyze each word on a deeper level. For each word they must answer three questions:

1. What is it?
2. What is it like?
3. What are some examples?

By coming up with analogies and examples, students can see the word in a broader context and demonstrate whether they have a good grasp of the word. As learners they think more deeply about a word and make connections between familiar and unfamiliar terms.

Directions:

Step 1: Each partner chooses a word from the Vocabulary Inventory.

Step 2: For each word, partners take turns answering the three questions below. Using his/her word, partner A will answer question one for that word. Partner B will answer the same question for the same word, trying to come up with something different than partner A. Continue through each question. Complete the same process for the second word. Record answers for each word on Vocabulary Organizer. (If time is limited, students can share answers orally rather than writing them down).

1. What is it?
2. What is it like?
3. What are some examples?

Step 3: Share your sentence with your partner and record on your Vocabulary Organizer. (If time is limited, students can share sentences orally rather than writing them down).

Activities adapted from the website: <http://www.docstoc.com/docs/74024065/Activating-Strategies-A-Collection-ofPlotIdeas/Character-Descriptions/Suspense-Writing-Prompts> retrieved from the website: <http://library.thinkquest.org/J002344/StoryStarters.html>

COMPREHENSION **CIRCUIT** TRAINING



Frequently Asked Questions

1. What is *Comprehension Circuit Training (CCT)*?

Over the next 12 weeks, your students will participate in *Comprehension Circuit Training (CCT)*. Much like strenuous physical activity, reading and comprehending complex text requires effortful cognitive activity. Comprehension involves planning, purposeful effort, active construction of what the text says and integration of knowledge to understand what the text means.

Comprehension Circuit Training is a routine of evidence-based instructional strategies designed to facilitate adolescents' comprehension of complex and difficult text. The program is grounded in theories of instruction, cognition, motivation, and reading comprehension. *Comprehension Circuit Training* is designed to address high-priority state and national standards for reading comprehension of various text types. It is introduced using short stories. The routine and instructional practices are then transferred to informational texts. It is typically introduced using short fiction (short stories, fables, myths). However, the routine and instructional practices are transferable to expository texts, literary nonfiction, and novels.

CCT is a form of conditioning that includes three main stations: Warm-Up, Reading Core, and Knowledge Flex. Each station in the circuit has multiple exercises to strengthen planning, core comprehension strategies, and post-reading activities. A comprehension circuit involves completion of all prescribed exercises in the training program. A short story or expository text selection can be completed in one cycle. Longer texts may require multiple cycles.

2. Why Did We Develop *Comprehension Circuit Training*?

Reading research has identified multiple strategies or procedures that improve reading comprehension. Primary studies and research reviews share many common elements, such as question generation, comprehension monitoring, and summarization, that improve comprehension. You probably use some of these strategies in your current practice. As we work in schools, the challenge we see is not identifying strategies that work. Rather, the challenge is building comprehension routines that are both effective and sustainable over time.

To develop *Comprehension Circuit Training*, we reviewed the research on reading comprehension, vocabulary, and motivation to identify essential ingredients of a comprehension routine. We selected strategies and practices that work across text types (e.g., short stories, novels, informational text). In *Comprehension Circuit Training*, our goal is to make comprehension instruction and practice a dynamic process of teacher and student interactions with text.

In *Comprehension Circuit Training*, we will study the effects of practices that place increasing responsibility on students to construct meaning and monitor their own understanding of text. Your role as teacher will be to provide instruction that sets the context and purpose for reading. Students will work with partners as they apply strategies to read and construct their understanding of text. Finally, they will summarize and synthesize information and evidence from text as they complete assignments.



3. What Are the Essential Features of *Comprehension Circuit Training*?

Comprehension Circuit Training, a multiple-strategy routine, incorporates teacher- and partner-based instruction to increase students' engagement with text and reading comprehension. Following are essential features that must be in place for CCT to be effective.

- An effective comprehension routine involves multiple strategies.
- To work effectively, these strategies should integrate seamlessly into a parsimonious routine.
- Practices must generalize to multiple text types (e.g., narrative, informational) and can be modified to address the distinctive features of each text type.
- Teachers provide essential instruction prior to text reading to set up comprehension success.
- To build reading comprehension, students must have plentiful opportunities to read and act on text.
- Text engagement and comprehension construction can be effectively mediated through structured partner or paired activities.
- Questions and inferences should be text-dependent and require evidence from the text.

4. What Are Best Practices for Teaching CCT?

CCT is divided into two types of lessons: training weeks and challenge weeks. Training weeks include direct, explicit instruction of the strategies of the week. Challenge weeks include teacher-directed instruction where you set up the text followed by the three CCT stations. The following instructional guidelines are recommended to ensure that students learn, practice and apply CCT practices. Our practices are adapted from *Principles of Instruction* (Rosenshine, 2012) that characterize effective teachers.

Present CCT Stations and Exercises in Small Steps with Plentiful Opportunities for Student Practice. Working memory, the cognitive space we have to process information, can manage a limited amount of information. In CCT, we gradually introduce stations and exercises to make the information load manageable. In CCT, you will introduce components followed by opportunities for students to practice each part.

In the first two-weeks of CCT, there are six lessons introducing CCT with short fiction. In weeks 8 and 9, there are an additional six lessons teaching students to apply CCT to expository text.

Week	Type of Lessons	# of Lessons
Weeks 1-2	Short Fiction Training	6
Weeks 3-7	Short Fiction Challenge	15
Weeks 8-9	Expository Training	6
Weeks 10-12	Expository Challenge	9

Provide Explicit, Modeled Examples to Help Students Learn and Apply CCT. Training weeks include explicit steps for you to introduce the stations and exercises with example texts. View these as “think alouds” where you play the role of the learner and demonstrate specific steps. In the modeled lessons, you demonstrate what CCT looks like as a student. In the models, you will describe the process you use when you stop to monitor your comprehension, the questions you ask, and the answers you provide. Training lessons indicate where you model; however, some classes may require more modeled examples. Use your professional judgment to determine where to add modeled examples.

Engage Students in Partner and Team-based Learning. There is plentiful evidence that having students work in pairs or small groups promotes student engagement and higher-order thinking (King, 1994, 2002). In particular, CCT includes activities that engage students in active, interactive, and constructive procedure (Chi, 2009).

1. Active procedures: creating an ongoing list of words with which students are unfamiliar, taking notes on important text information, and writing summaries or responses to questions.
2. Interactive procedures: students elaborate and incorporate each other's contributions into their own understanding of the text.
3. Constructive procedures: articulating their own understanding of the text, asking questions, and using self-explanations to reflect and monitor their own understanding.

Monitor Partner and Independent Practice. Effective instruction involves a balance of teacher-directed instruction and student practice. Your role during partner and independent practice is to circulate through the class checking for student understanding and facilitating “deeper text processing.” For example, if students provide brief or superficial responses, ask questions that promote depth of understanding and correct misunderstandings. Rosenshine (2012) found that the optimal time for student “check-ins” was 30 seconds or less. If you find common misunderstandings among students, you will need to reteach and model areas of difficulty.

Teach Students to Transfer CCT Practices to Authentic Texts. One of the findings from prior research is that students fail to generalize strategies beyond a specific text or setting. The CCT approach uses authentic texts and specifically teaches students how to situate the strategy in a range of text types. We also include examples that explicitly teach students “how” to transfer CCT to other texts.

Apply CCT Across Multiple Text Genres. CCT is most readily introduced in short fiction because the text structure is familiar. However, the exercises are designed for use in expository, literary nonfiction and even novels. Our library of CCT texts is available for you to access during the study.

Summary

CCT uses the following practices to improve students understanding of text.

- Present CCT Stations and Exercises in Small Steps with Plentiful Opportunities for Student Practice
- Provide Explicit, Modeled Examples to Help Students Learn and Apply CCT
- Gradually Release Responsibility to Students.
- Engage Students in Partner and Team-based Learning
- Monitor Partner and Independent Practice
- Teach Students to Transfer CCT Practices to Authentic Texts
- Apply CCT Across Multiple Text Genres

Rosenshine, B. (2012) Principles of instruction: Research-based strategies that all teachers should know. *American Educator* , 36, 12-19.



5. What is taught during the 12 weeks?

Comprehension Circuit Training consists of two modules. The first module introduces the *Comprehension Circuit Training* routine through short fiction. Short fiction consists of short stories, myths, folktales and fairy tales. The second module contains lessons to facilitate the transition from narrative text (short stories) to informational text.

Literary/Short Fiction Weeks 1-7					
Week	Day	Text Title	Skill	Academic Vocabulary	Text Vocabulary
Training Weeks: Teacher explicitly models every station and exercise.					
1	Training 1	<i>Thank You Ma'am</i>	Introduce CCT Warm-Up Station	Comprehension Interact	
	Training 2	<i>Thank You Ma'am</i>	Review Warm Up Station Intro to Reading Core Station , Text Type, and Text Structure	Text Structure Problem/Conflict Resolution Plot	frail
	Training 3	<i>Thank You Ma'am</i>	Partner Discussion Guidelines Intro into Knowledge Flex Station		
2	Training 4	<i>After Twenty Years</i>	Warm Up Station Reading Core Station		
	Training 5	<i>After Twenty Years</i>	Reading Core Station Intro into "Fix It" exercise	Visualization	egotism
	Training 6	<i>After Twenty Years</i>	Reading Core Station Knowledge Flex Station		
Challenge Weeks: Students apply CCT with partner and individual					
3, 4, 5, 6, 7	Challenge Day 1	Short Fiction: Teacher Choice	Vocabulary Review Warm-Up Station Reading Core Station		1-2 teacher choice
	Challenge Day 2	Short Fiction: Teacher Choice	Warm-Up Station Reading Core Station		1-2 teacher choice
	Challenge Day 3	Short Fiction: Teacher Choice	Vocabulary Review Warm-Up Station Reading Core Station Knowledge Flex Station		1-2 teacher choice

Informational/Expository Weeks 8-12

Week	Day	Text Title	Skill	Academic Vocabulary	Text Vocabulary
Training Weeks: Teacher explicitly models every station and exercise.					
8	Training 1	Black Wings	Warm Up Station Reading Core Station Text Type	Expository	
	Training 2	Black Wings	Reading Core Station	Conclusion Inference	
	Training 3	Black Wings	Reading Core Station Knowledge Flex Station		
9	Training 4	Dogs vs. Terrorists	Warm Up Station Reading Core Station		subdue diligent
	Training 5	Dogs vs. Terrorists	Reading Core		idiosyncrasy inherent
	Training 6	Dogs vs. Terrorists	Reading Core Knowledge Flex		
Challenge Weeks: Students apply CCT with partner and individual					
10, 11, 12	Challenge Day 1	Expository: Teacher Choice	Vocabulary Review Warm-Up Station Reading Core Station		1-2 teacher choice
	Challenge Day 2	Expository: Teacher Choice	Warm-Up Station Reading Core Station		1-2 teacher choice
	Challenge Day 3	Expository: Teacher Choice	Vocabulary Review Warm-Up Station Reading Core Station Knowledge Flex Station		1-2 teacher choice



6. How and when do I integrate *Comprehension Circuit Training* in my ELA classroom?

The *Comprehension Circuit Training* routine is designed to “fit” with your current text. When introducing the stations, you will use our training materials. You then transfer the *Comprehension Circuit Training* to your text. For the study, we ask that you implement a minimum of 36 lessons, 50 minutes per day. We estimate implementation will take approximately 12 weeks. Use your professional judgment to determine how to incorporate the 36 lessons into your curriculum. Below is a suggested week schedule.

COMPREHENSION CIRCUIT TRAINING					
12 Weeks: 7 Weeks Short Fiction/ 5 Weeks Expository					
Minutes	Day 1	Day 2	Day 3	Day 4	Day 5
5	Warm-Up Station	Warm-Up Station	Warm-Up Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum
10	Warm-Up Station	Warm-Up Station	Warm-Up Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum
15	Warm-Up Station	Reading Core Station	Reading Core Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum
20	Warm-Up Station	Reading Core Station	Reading Core Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum
25	Warm-Up Station	Reading Core Station	Reading Core Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum
30	Reading Core Station	Reading Core Station	Reading Core Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum
35	Reading Core Station	Reading Core Station	Knowledge Flex Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum
40	Reading Core Station	Reading Core Station	Knowledge Flex Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum
45	Reading Core Station	Teacher Choice/District Curriculum	Knowledge Flex Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum
50	Reading Core Station	Teacher Choice/District Curriculum	Knowledge Flex Station	Teacher Choice/District Curriculum	Teacher Choice/District Curriculum

Key	
Warm-Up Station	Warm-Up Station
Reading Core Station	Reading Core Station
Knowledge Flex Station	Knowledge Flex Station
Teacher Choice/District Curriculum	Teacher Choice/District Curriculum

7. How do I plan for *Comprehension Circuit Training*?

This guide provides lesson plans for the initial training weeks. During these training lessons, your students will learn each station and exercise of *Comprehension Circuit Training*. For subsequent weeks, we provide lesson planning materials to help you transfer *Comprehension Circuit Training* to the text you normally use in your classroom.

You may also contact the Texas A&M University research team for assistance in implementing and planning *Comprehension Circuit Training*.

8. What about the research requirements?

To study program effects, you will implement both *Comprehension Circuit Training* and your typical practices. We will randomly assign some of your classes to *Comprehension Circuit Training* and others to typical practice. It is critical that you not allow practices from *Comprehension Circuit Training* to “drift” into your typical instruction. To prevent drift, we ask that you create a firewall, as described below. We want you to protect the *Comprehension Circuit Training* materials and only use them in the experimental classes.

Providing Implementation Data and Feedback

Each week you will be asked to complete an online Implementation Log. Information you will need to complete the log includes:

- Days you implemented
- The number of minutes per day
- Text (title and type) used
- Activities completed

Observation and Coaching

Your *Comprehension Circuit Training* and your typical practice classes will be observed throughout the twelve weeks. You will be asked to help with the following:

- Scheduling observations with TAMU staff
- Attending coaching meetings
- Audiotaping required amount of classes

As stated earlier, we ask you implement a minimum of 36 lessons for approximately 50 minutes a lesson. You will also provide information on what activities you did with your typical practice classes.



9. Where can I get help?

Help is only a click or call away!

You may email questions through the website. We will make every effort to answer your questions within a 24-hour period, Monday through Friday.

Name	Title	Contact information	For questions about...
Deb Simmons	Principal Investigator	dsimmons@tamu.edu	Research grant
Melissa Fogarty	Intervention Director	melissafogarty@tamu.edu 512-299-0010	<ul style="list-style-type: none"> • Anything not listed below • Material needs • Implementation questions • Coaching needs
Leslie Simmons	Assessment Coordinator	lsimmons@tamu.edu	<ul style="list-style-type: none"> • Scheduling pretesting and post testing • What tests/information to provide to research personnel • Consent/Assent questions
Leah Anderson	Graduate Assistant/ CCT Coach	leah.anderson2@gmail.com	<ul style="list-style-type: none"> • Observation schedule • Coaching
John Davis	Research Associate	lockettDavis@tamu.edu	<ul style="list-style-type: none"> • Observation schedule • Coaching schedule • Implementation questions
Kim Williams	Project Specialist	kim.williams@tamu.edu	<ul style="list-style-type: none"> • Payment • Personnel paperwork



PACT

PROMOTING ADOLESCENTS' COMPREHENSION OF TEXT

 **INSTITUTE OF
EDUCATION SCIENCES**

TEXAS A&M
UNIVERSITY

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