COMPREHENSION
CIRCUIT
TRAINING

PACT
PROMOTING ADOLESCENTS' COMPREHENSION OF TEXT

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LITERARY TEXT: SHORT FICTION (Weeks 1-7)

INFORMATIONAL TEXT: EXPOSITORY (Weeks 8-12)

VOCABULARY REVIEW ACTIVITIES/SELECTIONS

Vocabulary Review Activities for Day 1 & 3 of Challenge Week

OTHER RESOURCES

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

KNOWLEDGE FLEX STATION

- Take Team-Based Learning Quizzes
- Answer the Read to Find Out Question

READING CORE STATION

- Read and Check
- "Fix It"

WARM-UP STATION

- Preview Text
- Develop Background Knowledge
- Set Checkpoints

COMPREHENSION
CIRCUIT
TRAINING

Literary Text:
SHORT FICTION

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: ***The Necklace***
- 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.

comprehension — gain insight, understanding, meaning, acquire knowledge
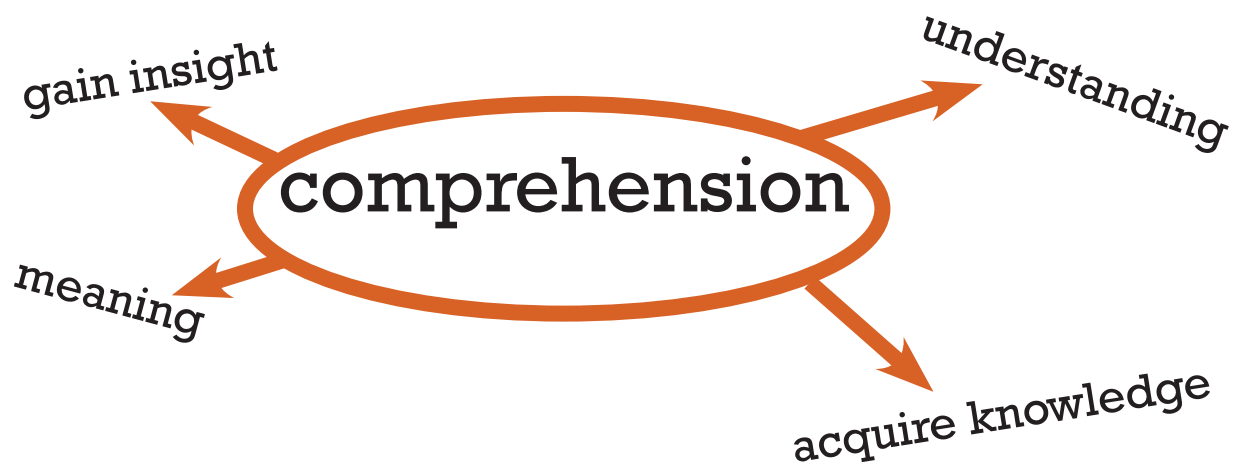
Step 2. Teach "interaction."

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.

connection

relations

interaction

action between

communications
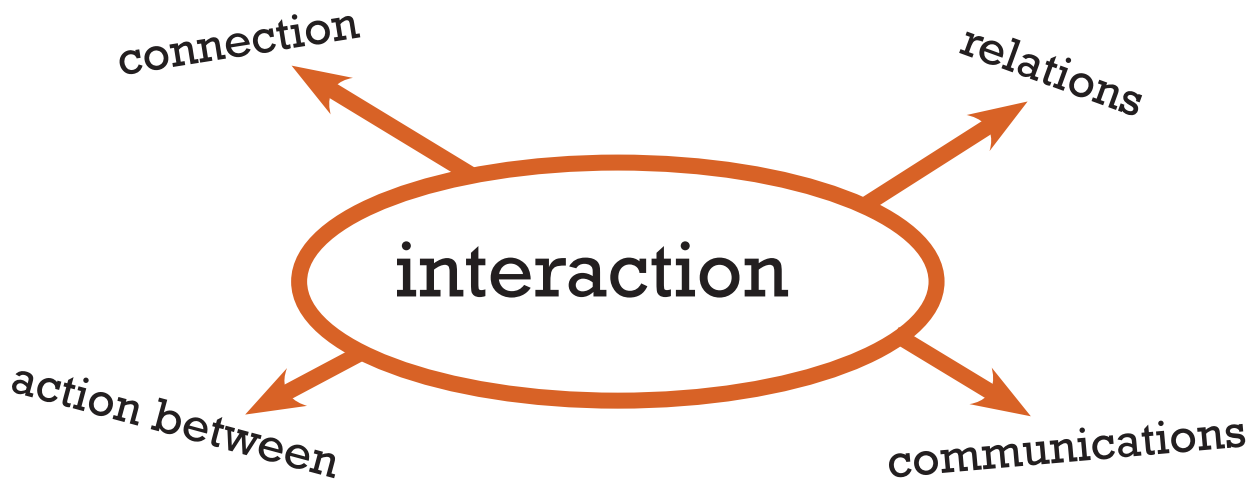
Step 1. Provide directions for experiential activity.

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.

1	2	3
Understood Little to None	**Understood Some**	**Understood Most to All**
"I'm not sure I could explain anything that happened in this story."	"I could name the characters and the setting, but not what was happening."	"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?

Before I read	While I was reading	After I read

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 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 <u>both</u> columns.

Discuss student responses and ask them to justify their response.
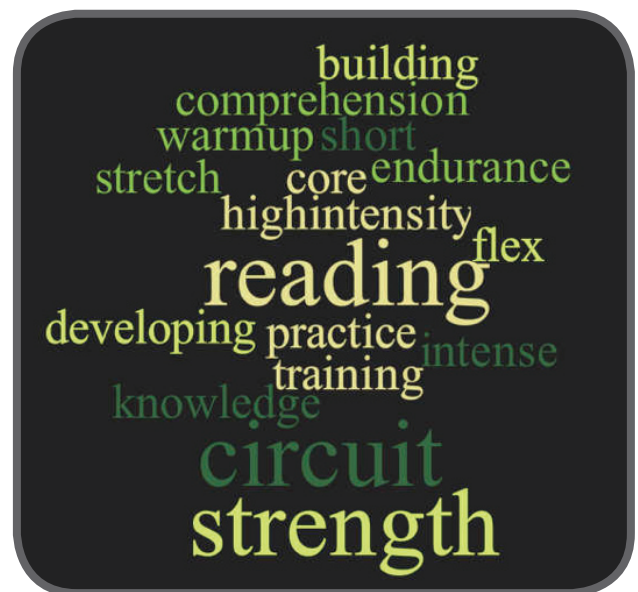
Step 2. Explain the purpose of Comprehension Circuit Training (Show CCT Organizer).

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 and 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 **"The Necklace".** What do you think the title is telling us about the story?* (Solicit student responses.)

*The author is **Guy de Maupassant**. 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**. What do you see? What does this picture tell 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.)

I circled the words "dowry," "distinguished," "ingenuity," and "caste" 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 a partner practice reading the words. Take turns as you read.

*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
- *The Necklace*

Describe Author
- Guy de Maupassant
- He lived from 1850 to 1893 and grew up in northwestern France with peasants and sailors although he was a child of wealthy parents.
- He worked a simple government job after he fought in the Franco-Prussian war, and began to publish his own work which made him famous and extremely wealthy. However, he began to live an excessive lifestyle and ended up in debt.
- Maupassant is one of the greatest short story writers in the world with 300 short stories to his name.

Describe Setting
- Culture Shock: In the 1800s, Paris' population was structured into classes made up of the very rich, a middle class, and a large group of farmers and servants. The middle class lived modestly and could afford some servants. Middle class women did not work because it was considered socially unacceptable.
- Imagine the setting.

Introduce Characters
- Madame Mathilde Loisel
  - She was "pretty and charming," but "born, as if by an accident of fate, into a family of clerks."
  - She is a middle class woman, but is unhappy with her life.
  - Imagine Madame Loisel's appearance.
- Monsieur Loisel
  - Husband to Mathilde.
  - He is satisfied with the life he and his wife have.
  - Imagine Monsieur Loisel's appearance.
- Madame Forestier
  - A friend of Madame Loisel from childhood. She is wealthy.
  - Imagine Madame Forestier's appearance.

Text Vocabulary Word: incessantly

Word Study: '-ly' means the word modifies verbs, adjectives, or other adverbs (adverb)

Definition: adv; endlessly; constantly

Related Words: never-ending, everlasting, eternal, relentless

Simple Sentence: The day seemed to go on **incessantly**, like the clock had stopped.

Sentence from text: "She grieved **incessantly,** feeling that she had been born for all the little niceties and luxuries of living."

never-ending   everlasting

incessantly

ceaseless   relentless   eternal

Text Vocabulary Word: disconsolate

Word Study: Prefix 'dis'- adds negative meaning; Root word 'console' – to comfort

Definition: adj. so unhappy that nothing can comfort

Related Words: hopeless, depressed, unhappy, miserable

Simple Sentence: The team was **disconsolate** when they lost the championship.

Sentence from text: "The sight of the little Breton girl who did her humble housework roused in her **disconsolate** regrets and wild daydreams."

hopeless   depressed

disconsolate

sad

unhappy   miserable
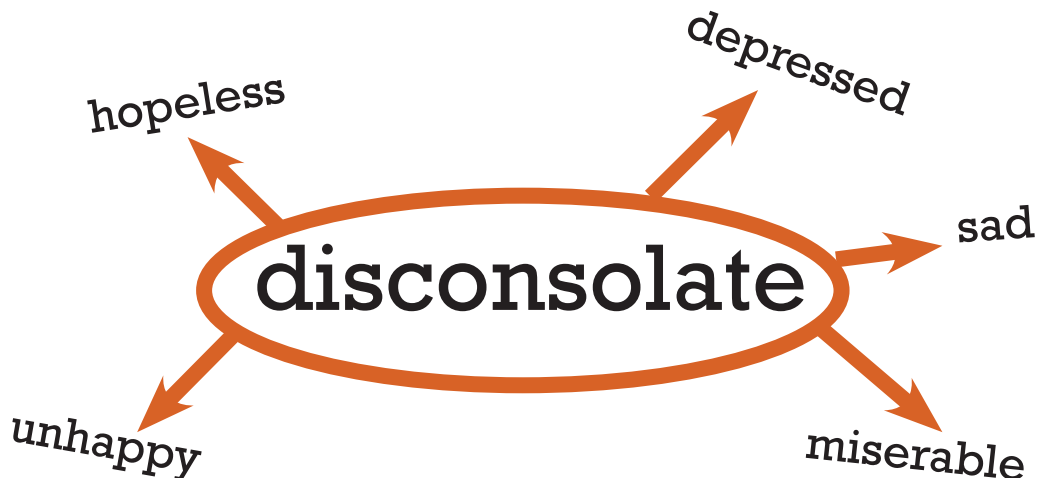
(Optional)

Text Vocabulary Word: aghast

Definition: adj; filled with fear, horror, or amazement

Related Words: shocked, stunned, horrified

Simple Sentence: He sat **aghast** when he received his failing test grade.

Sentence from text: "They looked at each other **aghast**."

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 "**incessantly**."
4. Think of a time or place where you might hear the word "**disconsolate**."
5. Think of a time or place where you might hear the word "**aghast**."

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.*

Continued discussion:

*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.*

"The Necklace" tells the story of a beautiful but unhappy woman. Read to Find out Mme. Mathilde Loisel's conflict and how it is 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 to do is to skim the text to see how long it is. This text is about 14 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 **difficult** *to understand. Even though this text is only about 14 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 difficult, I will set a short checkpoint. This first checkpoint will be after the third paragraph. The next checkpoint will be after paragraph 7, the next after paragraph 21, the next after paragraph 45, the next after paragraph 81, 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 Checkpoint #1

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 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?

Promoting Adolescents' Comprehension of Text (PACT), Texas A&M University

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: *The Necklace*
- 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.

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 phrase "**text structure**." List as many words that you can think of that are a part of a story's text structure.*

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.

sequence   plan

plot

story line   events
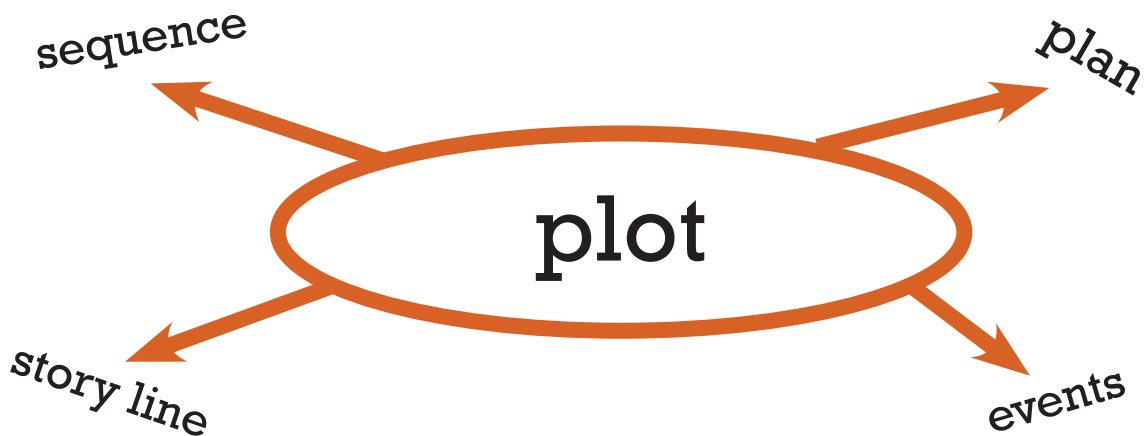
Step 3. Teach the words "problem" and "conflict."

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.
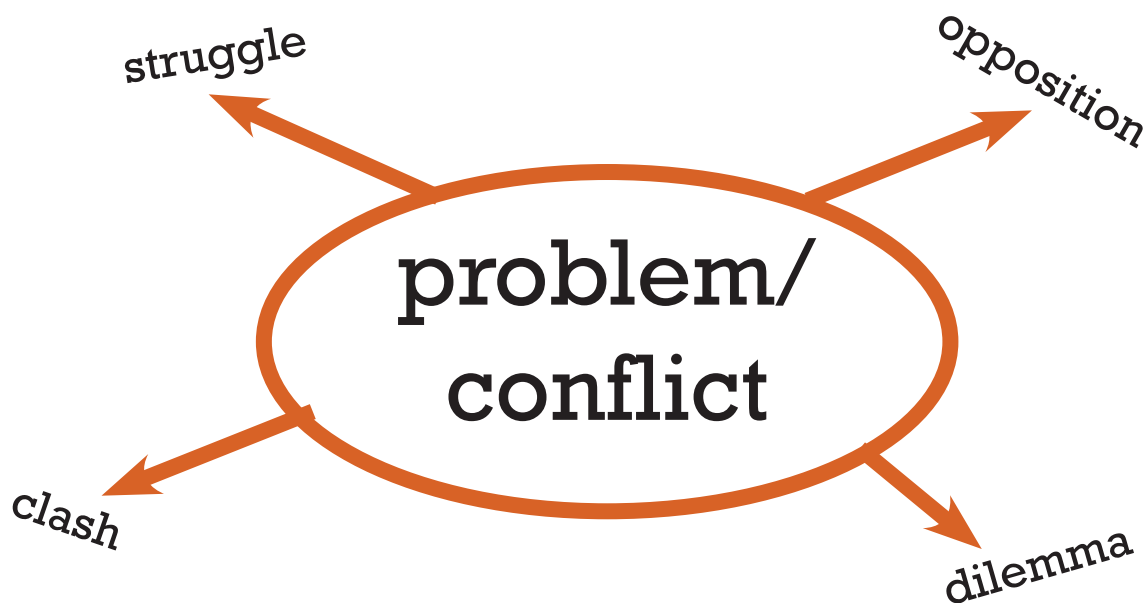
Scripted/suggested discussion:

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.

solution

conclusion

resolution

the act of solving a problem
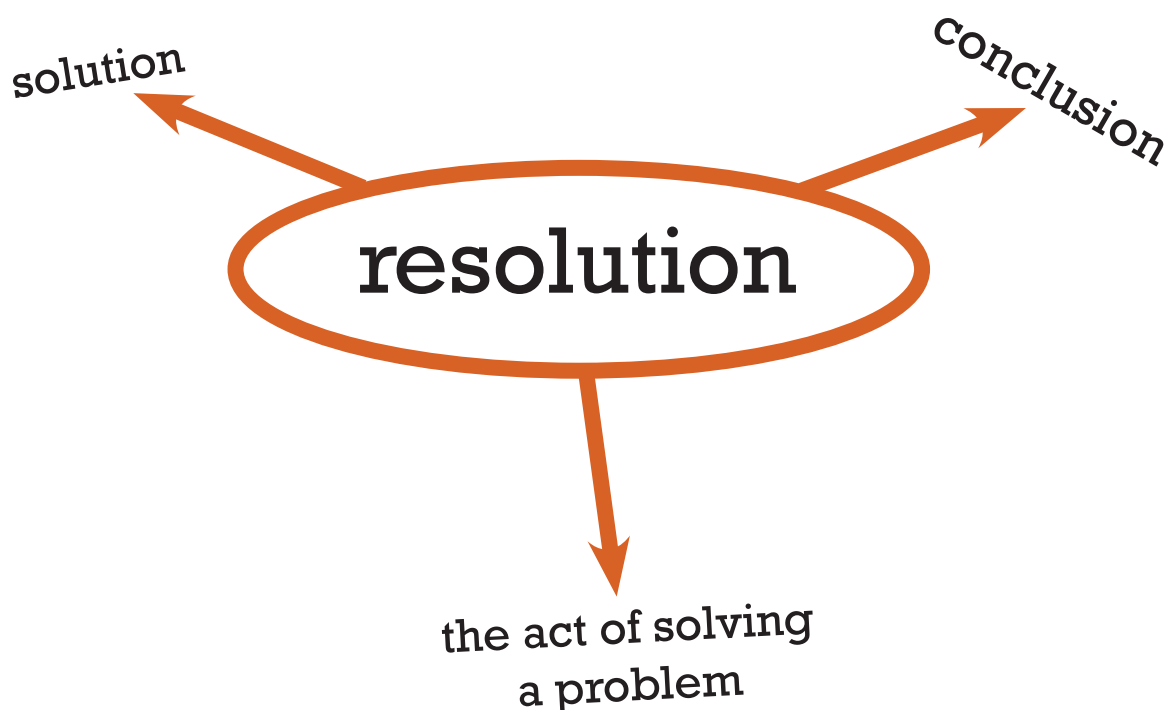
Scripted/suggested discussion:

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.*

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 <u>where and when the story takes place</u>. 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 "*…dozed in large overstuffed armchairs.*")

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 "with no dowry, no prospects, no way of being met, understood, loved, and married by a man both prosperous and famous, she was finally married to a minor clerk in the Ministry of Education." This gives us a clue about the cultural aspect of the setting. The text does not state this directly, but we can infer, or make an educated guess, that the time was in a previous age because of the reference to the "dowry," which refers to money or property that a woman brings to her husband at the start of a marriage. Do we know anything else?* (Solicit responses and have students use phrases from text.)

Further inference would tell us that she was probably arranged to be married due to the following statement, "she was finally married." Lastly, the title "Ministry of Education" is possibly an older way of saying public school. This tells us that this time period had a clear class structure. People were born rich, middle class, or poor, and couldn't really change their status in life.

Continued discussion:

Also, we can find out some information about the physical setting. I see in the third paragraph that "she grieved over the shabbiness of her apartment, the dinginess of the walls, the worn out appearance of the chairs, the ugliness of the draperies." So we know that she lives in a simple home with no extreme luxuries. Do we know anything else? (Solicit responses and have students use phrase from text.)

I'm going to write on my text organizer in the "Setting" box that the time period has dowries, arranged marriages, and a class system. I'll also write that our characters live in a middle-class house because of the description of their modest home.

*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 character is doing, why he/she is doing it, and what he/she might be feeling.*

So far, we know there is a woman. The woman is described by Guy de Maupassant as "one of those pretty, charming girls, born, as if by an accident of fate, into a family of clerks." Next, in paragraph 2, it states, "She dressed plainly because she could not afford fine clothes, but was as unhappy as a woman who has come down in the world." Finally, in paragraph 3, we see that "she grieved incessantly, feeling that she had been born for all the little niceties and luxuries of living," and "she would dream of silent chambers, draped with Oriental tapestries, and lighted by tall bronze floor lamps ..." Let's think about what she is doing. What does it mean to grieve incessantly? (Solicit student responses.) *She feels sad constantly, so she seems to be unhappy with what she has, and she believes it is an "accident" that she must wear plain clothes. What else does she do?* (Solicit student responses.) *Yes, she dreams of the things that she could have if she were wealthy.*

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 that this woman is very unhappy that she was born into a middle class family because she is pretty and charming, and she believes she should have been born into the upper class life of luxury.

(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 that she is unsatisfied, believing she is too beautiful, graceful, and charming to be in the middle class, and she wants desperately to have the life of luxury. We don't know her name yet.*

We also learn about her husband, who is a probably a teacher and, therefore, is not rich. 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, as we found out earlier, is that she is unsatisfied, believing she is too beautiful, graceful, and charming to be in the middle class, and she wants desperately to have the life of luxury. 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?" So far we have read background information, but have not seen a major event. Therefore, will not write an event down yet.*

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 in a middle class apartment, and this was confirmed in paragraph 5 by the way the narrator describes the table.*

*Next, we will go back to our **Characters** question. We learned more information about her husband. Locate paragraph 5, when they are eating soup for dinner, he would "declare delightedly, 'Ah! A good stew! There's nothing I like better' …" What is he doing and why?* (Solicit student responses.)

He is excited about the soup because he is satisfied with his lifestyle. Let's write those words on our Short Fiction Text Organizer.

We learn that her sadness is severe that she won't even go see her friend from school because her friend has the lifestyle that our protagonist wants. I'm going to write on my Text Organizer woman: severe; won't go see friend, friend has life she wants.

*Now let's look at back at our **Problem/Conflict** box. We already wrote that the problem is her misery about the unfairness of life. 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 woman's husband seems to have the opposite view of life.

Model Checkpoint 2: Discuss Major Events

Scripted/suggested discussion:

*The last box on the first page of our Short Fiction Text Organizer is **Major Events**. The question to ask is "What are the major events?" and "What are the actions the characters take to solve the problem?" There still hasn't been a major event; we've just learned more background information about our main characters.*

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. Where are they now?* (Solicit student responses.) *The characters are at home in the evening. Write this on the Short Fiction Text Organizer.*

Continued discussion:

*We now need to go to the **Character** box and determine if we read anything new about the two characters. Does anybody remember reading any new information?* (Solicit student responses.)

We learned the woman's name is Madame Mathilde Loisel, and her husband's name is Monsieur Loisel. We also learned that M. Loisel proudly brought home an invitation to a fashionable party because he thinks it will make his wife happy. Let's write that he tries to make his wife happy.

Mme. Loisel opened the envelope excitedly at first, but she becomes annoyed after she reads it, because she doesn't have a dress to wear to the party. She continues to be unhappy with her situation, so we don't need to add any new information to our text organizer.

*Next, we need to think about the **Problem/Conflict** box. Was a new problem/conflict introduced? Yes, Mme. Loisel doesn't want to go to a party without a new dress, and M. Loisel must give up his savings in order for her to get a new dress. He agrees to do so. The main problem/conflict, however, is still that she is unsatisfied with her life and wants to live a life of luxury, so we will keep this the same in our box.*

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.)

Mme. Loisel is irritated that her husband would get her an invitation to a party without getting her a dress, but he agrees to spend his savings on a dress for her. *Let's write that in the "Major Events" box as the third major event.*

Why does Mme. Loisel get irritated about the invitation and not having a dress to wear? (Solicit student responses. Possible student responses are that she is embarrassed/ashamed of having to wear her normal theater dress.)

Maybe she's worn it more than once already and doesn't want to be seen in it again. Why does M. Loisel agree to give her the money for a dress even though he saved it for himself? (Solicit student responses.)

We can assume that he loves his wife and wants to make her happy.

*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, place a check in the **Why** box.*

Continue to read to Checkpoint 4

Model Checkpoint 4: Discuss Setting, Characters, and Problem/Conflict

Scripted/suggested discussion:

*Let's start with the **setting** box. Where are they now?* (Solicit student responses.)

She is at Mme. Forestier's house. The day of the party is getting closer. Write this on the Short Fiction Text Organizer.

*We now need to go to the **Character** box and determine if we read anything new about the two characters. Does anybody remember reading any new information?* (Solicit student responses.)

Mme. Loisel is still "sad, moody, and ill at ease," even though her new dress was ready. She believes she would be embarrassed without jewelry. When she visits her friend, she is initially not pleased with any of the jewelry until she sees a large diamond necklace.

M. Loisel continues to try to make his wife happy. He advises her to wear flowers instead of jewelry, and when that doesn't convince his wife, he recommends that she go borrow something from her friend Mme. Forestier. Mme. Forestier "took out a large jewel box … and said, 'Pick something out, my dear.'" She must be wealthy because she has a lot of jewelry. She is also very nice to Mme. Loisel because she lets her borrow anything Mme. Loisel wants.

*I'm going to write on my Text Organizer Mme. Loisel: embarrassed without jewelry. M. Loisel: wants to make wife happy. Mme. Forestier: has a lot of jewelry, must be wealthy. Next, we need to think about the **Problem/Conflict** box. Was a new problem/conflict introduced? Not really, the problem/conflict is still that she is unsatisfied with her life so we do not need to write anything new.*

Model Checkpoint 4: Discuss Major Events

Scripted/suggested discussion:

*Our last box before we continue to read is the **Major Events** box. What are the major events of this checkpoint?* (Solicit student responses.) *Mme. Loisel is still unsatisfied, even with a dress, so she goes to Mme. Forestier's to borrow some jewelry. Let's write that in the **Major Events** box.*

Why is Mme. Loisel still unsatisfied and borrows an expensive diamond necklace? (Solicit student responses.)

(Possible student responses could include that she still feels ashamed of not having any jewelry and doesn't want to appear poor. She is greedy for more beautiful items, and borrows a piece of jewelry that she could never afford on her own.)

*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?

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: *The Necklace*
- 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.)

Read and stop at checkpoint.

Put forth my best effort.

Partner Discussion

Help partner when needed.

Work together the entire time.

Promoting Adolescents' Comprehension of Text (PACT), Texas A&M University

Teach **Partner Discussion Exercise**; How to Discuss Questions on 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 "The Necklace" 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 5.

Note: Students may read silently or orally.

Scripted/suggested discussion:

You and your partner will take turns reading the text. With your partner read to the next checkpoint. 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 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 who had exceptional answers.)

My answer would have been, "New information about the setting is that the night of the big party has arrived. Then the setting shifts to walking the cold streets looking for a cab. Then they arrive home." Write at the party and at home after the party *on the Short Fiction Text Organizer.*

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

I would have said to my partner, "Mme. Forestier is giving and generous as she loans a necklace to her friend. Mme. Loisel feels overwhelmed when she found out the necklace was missing." On my text organizer I wrote: Mme. Forestier: Giving because she loaned her friend a necklace. Mme. Loisel: Feels overwhelmed when she found out the necklace was missing*."*

In paragraph 48, it says Mme. Loisel remains at home "in her evening clothes, without the strength to go to bed … her mind a blank." She must realize how big of a problem this could be for them, but chooses not to do anything to help.

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/conflict changes a little. Originally she was unsatisfied with her life and now the problem is that when she borrows the necklace from her friend and wears it to the party, she gets home at the end of the night and the necklace is missing. They look all over for it, but are unable to find it." On my text organizer I wrote, "*Mme. Loisel borrows a necklace from her friend to wear to the party but loses it and is unable to find it.*"*

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

Continued discussion:

I would have said to my partner, "Mme. Loisel borrows a necklace for the party, and after having a wonderful time at the party, she gets home and realizes the necklace is missing. They cant find it anywhere and they are so upset."

Let's write that in the Major Events box." Why is she so upset that the necklace is missing? (Solicit student responses.)

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

Scripted/suggested discussion:

With your partner, read to the next checkpoint.

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 6 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 responses and identify partners who had exceptional answers.)

My answer would have been, "At the jewelry store and in the park." What should we do next?

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

I would have said to my partner, "They decide to replace the necklace and trick Mme. Forestier into believing they didn't lose the original. M. Loisel borrows more money than he has in order to pay for the replacement necklace. They work hard for ten years to repay the debt. Mme. Forestier is also shocked by Mme. Loisel's appearance when she sees her." On my text organizer I wrote, "M. Loisel and Mme. Loisel: Hardworking so they can pay back debt. Mme. Forestier: Shocked by Mme. Loisel's appearance."

Continued discussion:

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

*I would have said to my partner, "The problem is still that they lost the necklace and can't find it." I did not need to write anything new on my Text Organizer. 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 who had exceptionally good answers.)

I would have said to my partner, "M. Loisel can't find the necklace anywhere, so he must use all his savings and borrow money in order to buy a replacement. They worked for ten years to pay back the money, only to find that Mme. Forestier's original necklace was fake." Let's write that in the Major Events box." Why do M. and Mme. Loisel want to trick Mme. Forestier? (Solicit student responses.)

Why does M. Loisel need to borrow the money, and why is it a bad idea? (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 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 in "The Necklace" was that Mme. Loisel wanted to be someone she was not. The resolution to the story is that Mme. Loisel loses everything she values in order to repay the debt of getting what she wanted for one night.

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 Mme. Loisel wanted to be something she was not; she wanted wealth but was in the middle class.

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 lead to the solution.

For our story, I am going to put a star next to Events 1, 2, 3, 4, 5, 6. I think these are important events that resolve the conflict.

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 Mme. Loisel'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 of the story.

My first sentence says, "In the story The Necklace, the problem or conflict is that Mme. Loisel is unhappy with what she has." Now you write your first sentence. (Allow writing time.)

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

Now you must show proof of this problem/conflict using textual evidence. This may take several sentences. Your evidence should start with transitional words such as, "For example,…" or "For instance,…". I will think about what pieces of textual evidence prove that her problem is that she was unhappy and greedy.

Go ahead and look for evidence that proves that she is unhappy and greedy. (Solicit student responses.)

A strong piece of evidence that proves she is unhappy and greedy is, "She grieved incessantly, feeling that she had been born for all the niceties and luxuries of living" (Paragraph 3).

My sentence says, "For example, in the beginning of the story, "she grieved incessantly, feeling that she had been born for all the little niceties and luxuries of living" (Paragraph 3).

Now you write your sentence providing textual evidence. (Allow writing time.)

Someone please read your text evidence. (Solicit multiple student responses.)

For every piece of textual evidence that you use, you must also provide an analysis of that evidence that shows how it is relevant. I can start my analysis by saying, "This proves that…". For my first piece of textual evidence I must explain how this quote proves that she is unhappy and greedy. I should continue to elaborate on the problems her greed leads her to.

My analysis says, "This proves that she was unsatisfied with what she had even though she was middle class, making her seem greedy."

Now you write your analysis for your first piece of textual evidence. (Allow writing time.)

Someone please read your text analysis. (Solicit multiple student responses.)

Continued discussion:

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 this problem, the author uses a series of surprising events to teach Mme. Loisel a lesson for her greedy nature."

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

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

Now you must show proof of this through textual evidence. This may take several sentences. Your evidence should start with transitional words such as, "For example…" or "For instance,…". I will think about what pieces of textual evidence prove that she learns a lesson for her greedy nature.

Go ahead and look for evidence that proves that she learns a lesson (Solicit student responses).

A strong piece of evidence that proves she learns a lesson is, she "knew the horrible existence of the needy," and eventually finds out the original necklace "was only paste" (Paragraphs 93 and 122).

My sentence says, "For instance, after she lost the necklace and borrowed more money then she had to replace it, she "knew the horrible existence of the needy," and eventually finds out the original necklace "was only paste" (Paragraphs 93 and 122).

Now you write your sentence providing textual evidence. (Allow writing time.)

Someone please read your text evidence. (Solicit multiple student responses.)

Now you must also provide an analysis of that evidence that shows how it is relevant. I can start my analysis by saying, "This shows that…". For my first piece of textual evidence I must explain how this quote proves that she learns a lesson.

My analysis says, "This shows that she realizes how difficult it is to be in need and that she lusted after the necklace, which symbolized her wanting to be something that she is not. In the end, the necklace ended up being fake, proving to her that being greedy is not a good quality."

Now you write your analysis for your second piece of textual evidence. (Allow writing time.)

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

The next blank says, "Finally, the problem/conflict is or is not solved when…." This is where you explain how the problem is actually resolved. In some cases there is not resolution, so it is important that you say that.

Continued discussion:

My sentence says, "Finally, the problem is not solved when she loses everything she values because of greed."

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

Someone please read your sentence. (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 in 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 story is to surprise the reader by revealing the information of the fake original necklace to emphasize how far Mme. Loisel has fallen from her initial beauty and how it turns out to be simply perception. Just like the necklace was beautiful but fake, so was Mme. Loisel." (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.

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.

Promoting Adolescents' Comprehension of Text (PACT), Texas A&M University

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: *The Necklace*   Author: *Guy de Maupassant*

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 Mme. Loisel'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?)

Woman is unsatisfied, believing she is too beautiful, graceful, and charming to be in the middle class, and class, and she wants desperately to have a life of luxury. The woman's husband seems to have the opposite view of life. Mme. Loisel borrows a necklace from her friend to wear to the party but loses it and is unable to find it.

	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	*Older time period with class structure, arranged marriages, and dowry. Middle class apartment; live modestly.*	*woman: unsatisfied, believing she is too beautiful, graceful, and charming to be in the middle class Husband: Teacher, not rich*	*None*	
	#2		*Husband: he is satisfied with his lifestyle.* *woman: severe; won't go see friend, friend has life she wants*	*None*	
	#3	*The characters are at home in the evening*	*Madame Mathilde Loisel, Monsieur Loisel.*	*Mme. Loisel is irritated that her husband would get her an invitation to a party without getting her a dress, but he agrees to spend his savings on a dress for her.*	*√*

	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	Mme. Forestier's house. The day of the party is getting closer	Mme. Loisel: embarrassed without jewelry. M. Loisel: wants to make wife happy. Mme. Forestier: has a lot of jewelry, must be wealthy	Mme. Loisel is still unsatisfied, even with a dress, so she goes to Mme. Forestier's to borrow some jewelry.	√
	#5	at the party and at home after the party	Mme. Forestier: Giving because she loaned her friend a necklace. Mme. Loisel: Feels overwhelmed when she found out the necklace was missing.	Mme. Loisel borrows a necklace for the party, and after having a wonderful time at the party, she gets home and realizes the necklace is missing. They cant find it anywhere and they are so upset	
	#6	at the jewelry store and in the park	M. Loisel and Mme. Loisel: Hardworking so they can pay back debt. Mme. Forestier: Shocked by Mme. Loisel's appearance	M. Loisel can't find the necklace anywhere, so he must use all his savings and borrow money in order to buy a replacement. They worked for ten years to pay back the money, only to find that Mme. Forestier's original necklace was fake	

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

The resolution to the story is that Mme. Loisel loses everything she values in order to repay the debt of getting what she wanted for one night

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

Teacher's Choice (Literary Elements)

Step 7. Answer the Read to Find Out Question

Scripted/suggested discussion:

In the story "The Necklace", the <u>problem or conflict is</u> that Mme. Loisel is unhappy with what she has. For example, in the beginning of the story, "she grieved incessantly, feeling that she had been born for all the little niceties and luxuries of living" (Paragraph 3). This proves that she was unsatisfied with what she had even though she was middle class, making her seem greedy. <u>To solve this problem</u>, the author uses a series of surprising events to teach Mme. Loisel a lesson for her greedy nature. For instance, after she lost the necklace and borrowed more money then she had to replace it, she "...knew the horrible existence of the needy," and eventually finds out the original necklace "was only paste" (Paragraphs 93 and 122). This shows that she realizes how difficult it is to be in need and that she lusted after the necklace, which symbolized her wanting to be someone that she is not. In the end, the necklace ended up being fake, proving to her that being greedy is not a good quality. Finally, <u>the problem is not solved</u> when she loses everything she values because of greed. In conclusion, I think <u>the author's purpose in writing this story </u>is to surprise the reader by revealing the information of the fake original necklace to emphasize how far Mme. Loisel has fallen from her initial beauty and how it turns out to be simply perception. Just like the necklace was beautiful but fake, so was Mme. Loisel.

COMPREHENSION CIRCUIT TRAINING
Literary Short Fiction Training:
The Secret Life of Walter Mitty
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: *The Secret Life of Walter Mitty*
- 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.*

*For our text today, our **title** is "The Secret Life of Walter Mitty." What do you think the title is telling us about the story?* (Solicit student responses.) *The author is James Thurber. Have you read any other stories by Thurber?* (Solicit student responses.) *I will give you some more information about him in our next exercise.*

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.** What do you think this picture tells us about the setting of our story?* (Solicit student responses.)

Step 3. 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 "**rakishly**," "**cylinder**," "**auxiliary**," and "**hydroplane**" 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
- *The Secret Life of Walter Mitty*

Describe Author
- James Thurber was born on December 8, 1894 in Ohio.
- When he was young, his eye was pierced by an arrow while playing "William Tell," which involves placing an apple on one's head and having someone try to shoot it off. Eventually, he lost the sight in both eyes but continued to write and draw. How might blindness affect his life?
- Thurber ultimately became a successful author of nearly 40 books, a cartoonist, and a playwright.

Introduce Characters
- Walter Mitty, initially described as wearing a "heavily braided white cap pulled down rakishly over one cold gray eye" and "ain't afraid of hell," is in reality "always getting something wrong," according to his wife.
- Mrs. Mitty: In town to get her hair done, she often nags her husband for his careless and forgetfulness, such as "driving too fast" because she "doesn't like to go more than forty."

Describe Setting
- The story begins on an eight-engine hydroplane flying through a hurricane, one of Walter's many heroic, but imaginative adventures; however, in reality, the events take place on a street in Waterbury, Connecticut, as Walter and his wife go into town to run some errands.

(Optional) Text Vocabulary Word: rakishly

Word Study: -ishly means the word modifies verbs (adverb)

Definition: adv; self-confident in a romantic and adventurous way; or carelessly unconcerned

Related Words: romantically, adventurously, stylishly, and handsomely

Simple Sentence: The picture of the **rakishly** dressed man made all the girls sigh with longing.

Sentence from Text: "He wore his full-dress uniform, with the heavily braided white cap pulled down **rakishly** over one cold gray eye."

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 "**rakishly.**"

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.
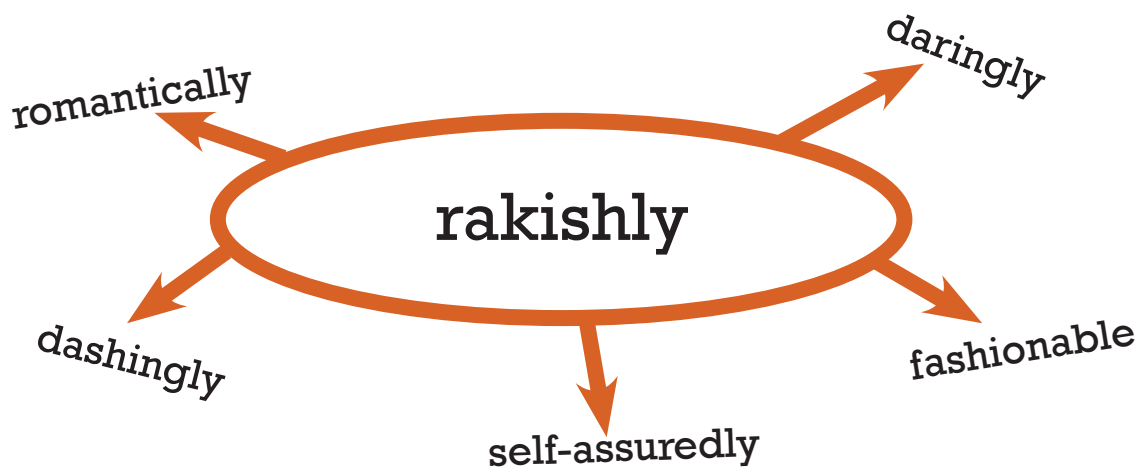
Text Vocabulary Word: remote

Word Study: remotus- from the word removēre meaning to remove

Definition: adj; located far away, distant

Related Words: isolated, removed, apart, solitary, sequestered

Simple Sentence: Many of the **remote** parts of Texas do not have Internet access.

Sentence from Text: "Walter Mitty drove on toward Waterbury in silence, the roaring of the SN202 through the worst storm in twenty years of Navy flying fading in the **remote**, intimate airways of his mind."

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 "**remote.**"

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.

distant

isolated

remote

alone

inaccessible

far-away
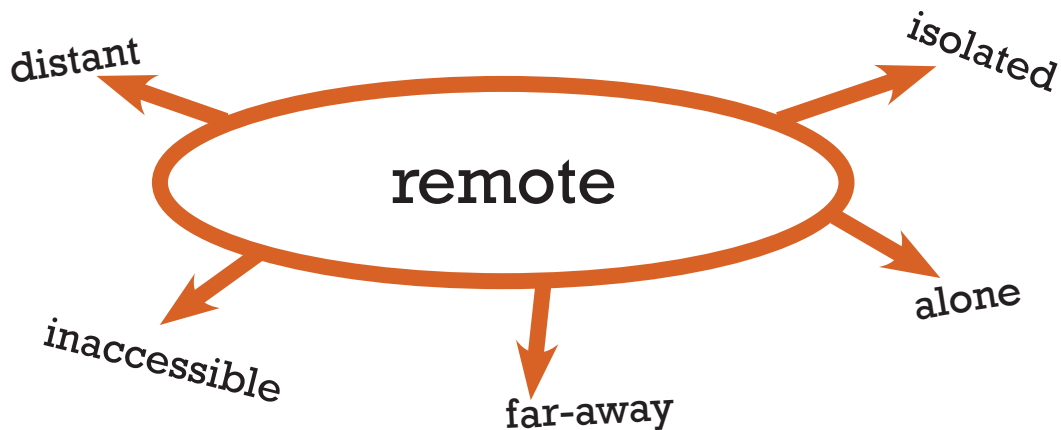
Text Vocabulary Word: distraught

Word Study: dis- has a negative effect on the word

Definition: adj; deeply upset and agitated

Related Words: nervous, disturbed, tense, troubled, worried

Example Sentence: Sarah was **distraught** about the test because she didn't study last night.

Sentence From Text: A door opened down a long, cool corridor and Dr. Renshaw came out. He looked **distraught** and haggard. (Why would a doctor look distraught?)

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 "**distraught**."

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.

distressed

beside yourself

distraught

out of your mind

hysterical

troubled
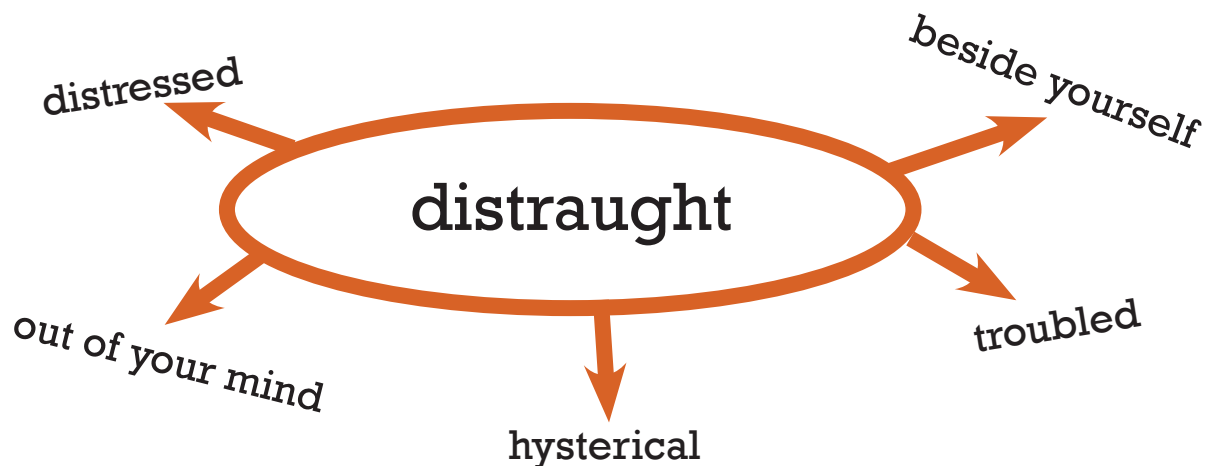
Step 3. Provide the Read to Find Out Question.

Scripted/suggested discussion:

"The Secret Life of Walter Mitty" tells the story of an old, forgetful man who is constantly daydreaming. Read to Find Out Walter Mitty'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 **13 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 13 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 3. The next will be after paragraph 6, then after paragraph 10, 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 "***he drove past the hospital on his way to the parking lot.***")

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 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 crew, bending to their various tasks in the huge, hurtling eight-engined Navy hydroplane, looked at each other and grinned," so we know they are in a plane, probably over a large body of water. Imagine being in this setting. I imagine the setting to be in a huge, load plane while a storm rages all around, rocking the plane back and forth in the sky. However, in paragraph 3, the author tells us that "the roaring of the SN202 through the worst storm in twenty years of Navy flying [faded] in the remote, intimate airways of his mind." What does the word* **"remote"** *mean? It means far away; so the author is trying to tell us that the daydream begins to leave his mind.*

In the second paragraph, Mrs. Mitty says, "Not so fast! You're driving too fast!" This means that Mitty is not in the hydroplane any more, he is now driving a car. Do we know anything else? (Solicit responses, and have students use phrase 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. Now imagine this setting. I imagine waking up in a car with a yelling woman next to me.

I'm going to write on my Text Organizer in the **Setting** *box that so far there are two settings,* one in Walter Mitty's dream, in the hydroplane, and one in his reality, in the car driving to Waterbury.

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 man, Walter Mitty, who has at least two personalities. First, Commander Mitty is described as wearing a "full-dress uniform, with the heavily braided white cap pulled down rakishly over one cold gray eye." What does the word **"rakishly"** *mean?* (Solicit student responses.)

I think the author is telling us that he is adventurous and confident. He is also described by his crew as an "Old man," who "ain't afraid of hell."   Let's think about what he is doing. He is captaining a hydroplane in the middle of a hurricane. Imagine old Commander Mitty being brave in the face of danger. Discuss with your partner what you imagine.

Continued discussion:

Then, there is Walter Mitty who is driving his wife into town to run some errands. What does he do? (Solicit student responses.)

Yes, his daydream ends, and he gets yelled at by his wife. 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 to let me know that Walter seems more powerful in his dreams than in reality. Imagine another, less brave, Walter Mitty driving a car.

(Model on SMART Board or with document camera.) *For my notes on the Text Organizer, I'm going to write* Fake Walter Mitty *and next to that I'm going to write* adventurous and unafraid. *Then I'll write* The Real Walter Mitty, *and next to that I'll write that he is* old, easily controlled by his wife, and absentminded.

We also read about Mrs. Mitty *and how she is* bossy *to her husband and* not very adventurous *because she doesn't like going over 40 miles per hour. What else does she do? She tells him that she wishes he would go see Dr. Renshaw. Imagine a nagging old woman.*

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 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? At this checkpoint, it looks like there are two conflicts. In his daydream, the fake Walter Mitty is trying to fly a plane through a hurricane. However, this conflict is interrupted by what is happening in real life. Also, he is spending time in a daydream when he should be focused on driving. We don't know anything else at this point. Until I learn more about the problem/conflict, I am not going to write anything.*

What are the **major events** *so far? Let's write, "Let's write, "*Walter Mitty dreams about being a commander of a hydroplane flying through a hurricane while he is driving." *Next, we ask ourselves why this event happened. We 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 does Walter Mitty dream of being a commander flying a plane through a hurricane? (Solicit student responses.)

Students may or may not be able to infer why Walter Mitty is daydreaming. 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 responses and identify partners who had exceptionally good answers.)

In paragraph 4, the text confirms the setting as being in the car, but they've reached Waterbury. After he drops off his wife, he drives past the hospital and slips into another daydream. The setting then switches to a hospital's operating room where a millionaire banker is dying. Imagine driving slowly around a city and it suddenly becomes a hospital room. Discuss with your partner what you imagine. I'm going to write on my Text Organizer Waterbury and a hospital's operating room.

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

Next, we will go back to our **Characters** *question. We learned more information about Mrs. Mitty. In paragraph 4, Mrs. Mitty says that Walter must buy overshoes because he is "not a young man any longer."* (Solicit and extend student responses.)

I think the author is trying to tell us that Mrs. Mitty does not think Walter is capable. She also appears to annoy Walter. Let's write those words on our Short Fiction Text Organizer.

We also learn more about Walter through his interaction with Mrs. Mitty and in his next daydream. We see the real Walter Mitty "race the engine a little" whenever Mrs. Mitty calls him old, and he gets snapped at by a police officer to "Pick it up, brother!" What is the author telling us about Walter Mitty? (Solicit student responses.)

Yes, he seems to try to defy his wife's perception of him, but isn't confident or very aware of his surroundings. On the Text Organizer write: Real Mitty isn't confident or aware of his surroundings.

In his new daydream, located in paragraphs 5 and 6, we see another version of the Fake Walter Mitty. What does his do? (Solicit student responses.)

We see Walter calmly fix a complicated machine and begin a surgery that all the other doctors are afraid to try.

Imagine Walter Mitty in the car; then imagine him as a hot-shot doctor. Discuss with your partner what you think this man looks like.

Continued discussion:

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

We know that the Real Walter Mitty is spending his time daydreaming instead of driving. 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. His wife calls him old, and he gets yelled at a police officer for sitting at a red light. From this, I gather that Walter Mitty tends to be belittled by the people around him, such as his wife and the cop. On my Text Organizer I am going to write: "Walter Mitty is belittled by the people around him."

There is a separate conflict in his daydream. A millionaire banker is dying in the operating room, the machine breaks, and all of the other doctors are too scared to try the operation. I won't write this on my Text Organizer though.

*What did you and your partner record for **major events** and **why**?* (Solicit student responses and identify partners who had exceptional answers.)

The Real Walter Mitty gets bossed around in his reality by his wife and a police officer because he is old and forgetful, but in his fantasy he is a heroic doctor who comes to the rescue of a dying man. He seems to day-dream about things he sees in reality, but makes himself seem more important and interesting in his fantasy. Discuss with your partner what you imagine this scene to look like.

Why did he get he get bossed around? (Solicit student responses and identify partners who had exceptional answers.)

Why did he fantasize about being a doctor? (Solicit student responses and identify partners who had exceptional answers.)

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

TEACHER NOTE: If time permits, continue on to 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: *The Secret Life of Walter Mitty*
- 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 a 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 *The Secret Life of Walter Mitty* 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.

imagining

mental image

visualization

envision

picture

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. *Re-read 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 "re-read 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 "**The Secret Life of Walter Mitty**", you should reread; adjusting your pace and checkpoints.*

Scripted/suggested discussion:

*The next step is to **mark the text**. When your comprehension breaks down, or at any other time 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 any important person, place, or thing**. Next, **underline important actions/ideas** in the paragraph. Sometimes this information is found 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 "The Secret Life of Walter Mitty."

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 commander. Let's circle "the Commander" in paragraph 1.

Next let's think about the most important action the commander is doing. Let's Read to Find Out what he is doing. I'm going to underline the words "I'm not asking you Lieutenant Berg," said the Commander. "Throw on the power lights! Rev her up to 8500! We're going through!" This tells me the commander is yelling orders at his crew to fly through a hurricane.

*That was information gathered in paragraph 1. Let's skim the next two paragraphs to see 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 paragraphs 2 and 3.*

In paragraph 2, we meet Mrs. Mitty, who is screaming, "You're driving too fast!" The author is describing the police officer and his character.

Skim paragraph 3. We see Walter saying "Hmm?" as if waking up, and then continuing to drive "on toward Waterbury in silence, the roaring of the SN202 through the worst storm in twenty years of Navy flying fading in the remote, intimate airways of his mind."

To recap, we have underlined <u>"I'm not asking you Lieutenant Berg," said the Commander. "Throw on the power lights! Rev her up to 8500! We're going through!"</u> We have also underlined <u>"You're driving too fast!"</u> <u>said Mrs. Mitty.</u> Finally, we underlined <u>Walter Mitty drove on toward Waterbury in silence, the roaring of the SN202 through the worst storm in twenty years of Navy flying fading in the remote, intimate airways of his mind.</u>

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 real Walter Mitty and the Fake Walter Mitty.*

Think aloud what you imagine. I'm thinking as me as a commander of a hydroplane, unafraid of a hurricane. I also imagine myself as a man who gets nagged by his wife.

What did you imagine? (Solicit student responses.)

Repeat this 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 "The Secret Life of Walter Mitty" 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.

TEACHER 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.

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 responses and identify partners who had exceptionally good answers.)

I would have said to my partner, "In paragraphs 8-9, Walter parks his car and begins to walk. Then in paragraph 10, he has another daydream; this time he is in a courtroom." On my Text Organizer, I wrote reality: parking lot and daydream: in a courtroom.

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

I would have said to my partner, "We continue to see how Walter Mitty is yelled at by people for his forgetfulness, and we learn a little more about how he feels about people who can do things he can't do. He seems to resent these people. We also see that he tends to have problems with his memory as he slips into daydreams.

Then in his daydream, the Fake Walter Mitty becomes, yet again, a remarkable man. Not only is he an excellent shot and good with women, he also is brave enough to punch another man for striking a woman."

On my Text Organizer I have, Real Mitty: yelled at by people and resents people who can do things he can't do. Fake Mitty: remarkable man.

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

I would have said to my partner, that the problem is still that he is belittled by the people around him, so I am not going to write anything new on my Text Organizer.

*What did you and your partner record for **major events** and **why**?* Solicit student responses and identify partners who had exceptional answers.)

I would have said to my partner, "Walter Mitty resents the people around him, like the parking attendant, who can do things that he can't do. He also resents his wife because she thinks he has a bad memory and needs to go see the doctor. But, in his daydreams he is confident and capable of doing anything, no matter how complicated; for example, while he is on trial for murder, he claims that he could have killed the victim with his left hand at 300 feet even though he didn't actually do it. He is also more respected and feared in his dreams by the minor characters in his fantasy; for example, the crowd in the courtroom is shocked by what he says, and a woman appears in his arms." I'm going to write that Mitty resents his wife because she wants him to go to the doctor. Fake Mitty is on trial for murder. Why did these events happen?

Continued discussion:

Why did Walter Mitty daydream? (Solicit student responses.) *Walter Mitty is having problems being powerless in the real world, yet in his dream world, he is extremely confident and powerful.*

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 responses and identify partners who had exceptional answers.)

I would have said, "The setting switches back and forth between Waterbury, World War II dream with bombs falling all around, and being in front of a firing squad."

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

I would have said, "We continue to see the Real Walter Mitty being forgetful and pushed around in real life; he finally remembers he needs to buy "puppy biscuits," but can't remember what brand. When his wife finds him, she yells at him for not being easy to find. We see the Fake Walter Mitty, in two daydreams, again become a fearless and heroic figure. In the first daydream, he chooses to fly a dangerous mission alone, despite bombs going off everywhere around him. In the second daydream, he faces a firing squad without a blindfold. I will write, Real Mitty: continues to be forgetful and pushed around and Fake Mitty: fearless and heroic figure.

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

The problem/conflict here is that the Real Walter Mitty is continually belittled for his forgetfulness and silliness.

In the two dreams, the Fake Walter Mitty chooses to fly a dangerous mission alone and faces a firing squad.

Continued discussion:

*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 responses and identify partners who had exceptional answers.)

The major events that I put on my Text Organizer are: Walter Mitty remembers what he must get, but is laughed at by a woman who overhears him. He has another daydream about being a pilot who chooses to fly a dangerous mission.

The next major event is that his wife finds him and yells at him for being hard to find, and then he has another daydream about facing a firing squad and removing his blindfold.

Why does Walter Mitty daydream? (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. There should be a question mark for these questions 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?"*

Think of all the conflicts together to see how the conflict has evolved over the course of the story. A problem in "The Secret Life of Walter Mitty" is that Walter Mitty is belittled by the people around him for his absent-mindedness. The resolution to the story is that Walter Mitty began living with strength and confidence so as not to let the belittling comments get to him.

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: *The Secret Life of Walter Mitty*
- 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.

TEACHER 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 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 Walter Mitty is belittled by the people around him.

*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 event #1 and event #3. I think these are important events that help Walter Mitty 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 have 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 is: **What is Walter Mitty's conflict, and how is 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 or conflict of the story**. *Write the problem/conflict.*

Write your first sentence. (Allow writing time.)

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

The first sentence in the writing frame is for the title of the text and to rephrase the question with the two-part answer. (Allow writing time.)

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

My first sentence says, "In the story "The Secret Life of Walter Mitty," the problem or conflict is that Walter Mitty is belittled by the people around him."

Now you must show proof of this problem/conflict by using **textual evidence**. *This may take several sentences. Your evidence should start with transitional words such as, "For example,…" or "For instance…" I will think about what pieces of textual evidence support the idea of his being belittled by the people around him as the problem or conflict.*

Go ahead and look for evidence that proves that he is belittled. (Solicit student responses).

Strong pieces of evidence that prove he is, in fact, belittled are the quotes "Not so fast! You're driving too fast!" and "Back it up, Mac!! Look out for that Buick!" (Paragraphs 2 and 7) Now you write your sentence providing this textual evidence. (Allow writing time.)

Someone please read your text evidence. (Solicit multiple student responses.)

My sentence says, "For example, in the story Mrs. Mitty is constantly nagging him, "Not so fast! You're driving too fast!" And the parking-lot attendant yells at him, "Back it up, Mac!! Look out for that Buick!" (Paragraphs 2 and 7)."

For every piece of textual evidence that you use, you must also provide an analysis of that evidence, which shows how it is relevant.

Promoting Adolescents' Comprehension of Text (PACT), Texas A&M University

Continued discussion:

I can start my analysis by saying, "This proves that..." For my first piece of textual evidence I must explain how this quote proves that the people around him belittle him. Write your analysis for your first piece of textual evidence. (Allow writing time.)

Someone please read your text analysis. (Solicit multiple student responses.)

My analysis says, "This proves that Walter Mitty is incessantly forgetful and is chided for it from those around him. He is resentful of the fact that these people are more capable than he is."

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. Write your next one to two sentences. (Allow writing time)

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

I will write, "To solve this problem, the author creates a refuge for Walter Mitty in daydreams."

Now you must show proof of this using textual evidence. This may take several sentences. Your evidence should start with transitional words such as, "For example..." or "For instance..." I will think about what pieces of textual evidence prove that he finds refuge in daydreams.

Go ahead and look for evidence that proves that he finds refuge in daydreams. (Solicit student responses).

A strong piece of evidence that proves he finds refuge in daydreams is, he "pulled a faulty piston out of the machine and inserted the pen in its place," and carelessly ignores an explosion of "wood and splinters [flying] through the room" (Paragraphs 6 and 13). Write your sentence providing textual evidence. (Allow writing time.)

Someone please read your text evidence. (Solicit multiple student responses.)

My sentence says, "For instance, in his dreams he becomes a completely different person who "pulled a faulty piston out of the machine and inserted the pen in its place," and carelessly ignores an explosion of "wood and splinters [flying] through the room" (Paragraphs 6 and 13)."

Now you must also provide an analysis of this evidence, which shows how it is relevant. I can start my analysis by saying, "This shows that..." For my first piece of textual evidence I must explain how this quote proves that he finds refuge in daydreams.

Write your analysis for your second piece of textual evidence. (Allow writing time.)

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

Continued discussion:

My analysis says, "This shows that Walter is capable and fearless in his daydreams, the opposite of his absentminded and powerless reality. He lets these daydreams close in on him so he can think of a better, more exciting world where he is more powerful than the people around him."

The next blank says, "Finally, the problem/conflict is or is not solved when…." This is where you explain how the problem is actually resolved. **In some cases there is not resolution,** *so it is important that you say that. Go ahead and complete the sentence.* (Allow some writing time.)

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

My sentence says, "Finally, the problem is solved when Walter Mitty began living with strength and confidence so as not to let the belittling comments get to him."

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 in 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. Write what you think the author's purpose in writing this text was. (Allow some writing time.)

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

My sentence says, "In conclusion, I think the author's purpose in writing this story is to teach us that rather than escaping reality when things get rough or people say negative things to you, it is important to stay confident in yourself, ignore the negative talk, and believe in who you are."

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

Step 5. Explain procedures for Team-Based Learning.

Scripted/suggested discussion:

Today we learn the procedures for 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 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 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: *The Secret Life of Walter Mitty*   Author: *James Thurber*

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 Walter Mitty'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?)

Walter Mitty is belittled by the people around him.

	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	*One in Walter Mitty's dream, in the hydro-plane, and one in his reality, in the car driving to Waterbury*	*Fake Walter Mitty: adventurous and un-afraid Real Mitty: old, eas-ily controlled by his wife, and absent-minded Mrs. Mitty: bossy*	*Walter Mitty dreams about be-ing a commander of a hydroplane flying through a hurricane while he is driving*	?
	#2	*Waterbury and a hospital's operating room.*	*Mrs. Mitty does not think Walter is capa-ble. She also appears to annoy Walter Real Mitty: isn't confident or aware of surrondings*	*Real Mitty gets bossed around by his wife and a police officer. His fantasy he is a heroic doctor, who comes to the rescue of a dying man.*	√
	#3	*reality: parking lot and day-dream: in a courtroom*	*Real Mitty: yelled at by people and resents people who can do things he can't do. Fake Mitt y: remark-able man.*	*Mitty resents his wife because she wants him to go to the doctor. Fake Mitty is on trial for murder..*	√

	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	switches back and forth between Waterbury, World War II dream	Real Mitty: continues to be forgetful and Fake Mitty: fearless and heroic figure	Walter Mitty remembers what he must get, but is laughed at by a woman who overhears him. He has another daydream about being a pilot who chooses to fly a dangerous mission. that his wife finds him and yells at him for being hard to find, and then he has another daydream about facing a firing squad and removing his blindfold	√

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

The resolution to the story is that Walter Mitty began living with strength and confidence so as not to let the belittling comments get to him.

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

Teacher's Choice (Literary Elements)

Step 7. Answer the Read to Find Out Question

Scripted/suggested discussion:

In the story "The Secret Life of Walter Mitty", the problem or conflict is that Walter Mitty is belittled by the people around him. For example, in the story Mrs. Mitty is constantly nagging him, "Not so fast! You're driving too fast!" And the parking-lot attendant yells at him, "Back it up, Mac!! Look out for that Buick!" (Paragraphs 2 and 7). This proves that Walter Mitty is incessantly forgetful and is chided for it by those around him. He is resentful of the fact that these people are more capable than he is. To solve this problem, the author creates a refuge for Walter Mitty in daydreams. For instance, in his dreams, he becomes a completely different person who "pulled a faulty piston out of the machine and inserted the pen in its place," and carelessly ignores an explosion of "wood and splinters [flying] through the room" (Paragraphs 6 and 13). This shows that Walter is capable and fearless in his daydreams, the opposite of his absentminded and powerless real self. He lets these daydreams close in on him so he can think of a better, more exciting world where he is more powerful than the people around him. Finally, the problem is solved when Walter Mitty began living with strength and confidence so as not to let the belittling comments get to him. In conclusion, I think the author's purpose in writing this story is to teach us that rather than escaping reality when things get rough or people say negative things to you, it is important to stay confident in yourself, ignore the negative talk, and believe in who you are.

COMPREHENSION
CIRCUIT
TRAINING

CHALLENGE WEEK
Short Fiction
Teacher's Choice of Text

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:

- 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, 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 to 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.

Scripted/suggested 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 of 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.

related word 1

related word 3

word #1

related word 2

related word 4

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.

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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 of 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.

related word 1

related word 3

word #2

related word 2

related word 4

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?*

TEACHER 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.

Challenge Week

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: Review **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 also already set your checkpoints, you will not need to do this again, 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 of 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.

related word 1   related word 3

word #1

related word 2   related word 4

(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 from the text in which the vocabulary word is used.
    6. Have students work in pairs to complete the partner discussion.

Continued 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 from 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 of 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.

related word 1

related word 3

word #2

related word 2

related word 4

Step 3. Learn challenging words with Word Attack exercise.

Scripted/suggested discussion:

Our next vocabulary 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.**

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?*

TEACHER 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 that you put in maximum effort.

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: Review **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.**"*

Continued discussion:

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 from 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 of 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.

Continued discussion:

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 of 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.

related word 1

related word 3

word #2

related word 2

related word 4

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**

READING CORE STATION
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 able to understand what you are reading in the text.*

Continued 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.

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 that you put in maximum effort.

COMPREHENSION
CIRCUIT
TRAINING

Informational Text:
EXPOSITORY

COMPREHENSION CIRCUIT TRAINING
Expository Training: *Dogs vs. Terrorists*
Introduce the **Warm-Up Station**

Week 1 • Lesson 1

Overview:

This lesson introduces students to informational/expository text using the passage *Dogs vs. Terrorists*. 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: **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

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**, and **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 it may contain vocabulary that is difficult to understand and pronounce.*

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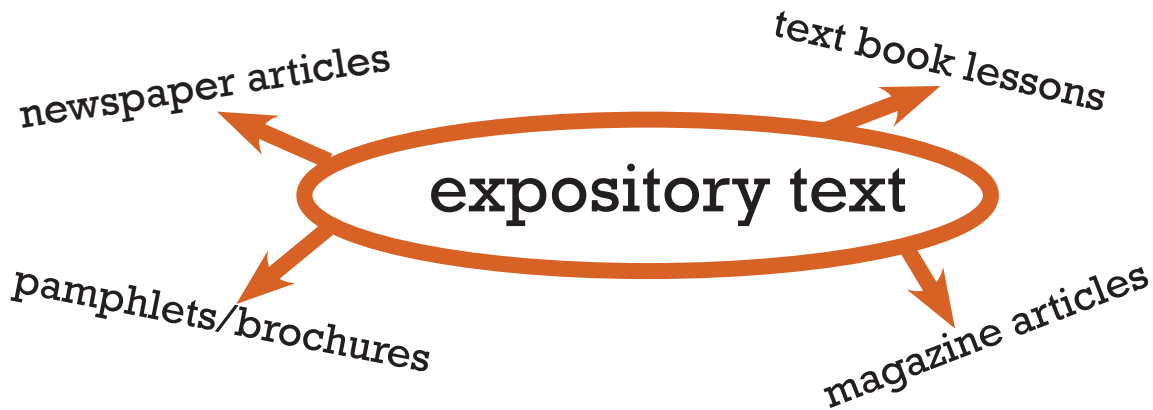
Simple Sentence: Some **expository** texts we encounter daily include newspapers and textbooks.

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.

newspaper articles

text book lessons

expository text

pamphlets/brochures

magazine articles

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 "**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. 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 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 there in this text, and what do you think the author will tell us in these sections based on these subheadings? (Solicit student responses.)

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 section 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 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 commuters and unswerving in the first two paragraphs. Because I only 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. Define words as needed.)

TEACHER NOTE: 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.**

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 <u>Title</u>
- *Dogs vs. Terrorists*

Describe <u>Author</u>
- Burkhard Bilger is a correspondent or reporter for the magazine *The New Yorker*.
- *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.
- 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.
- The majority of Bilger's writing is expository, and each piece of text focuses on a different topic. Expository writers can write about a large and varied number of topics. They research the topic they are writing about and then inform their readers about the topic.

Introduce <u>Topic</u>
- Using dogs to patrol the subways of New York City and fight terrorism

Introduce <u>People</u>
- 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 <u>Historical/Social Context</u>
- Since the terrorist attacks in New York City on September 11, 2001, police forces have been especially concerned about protecting the citizens of New York. With millions of passengers riding the New York City subways every day, a terrorist could easily blend in with a crowd. The place has an enormous potential 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.

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: When the bank robber tried to run away with the money, a brave individual outside the bank tackled him and **subdued** him until the police arrived.

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.
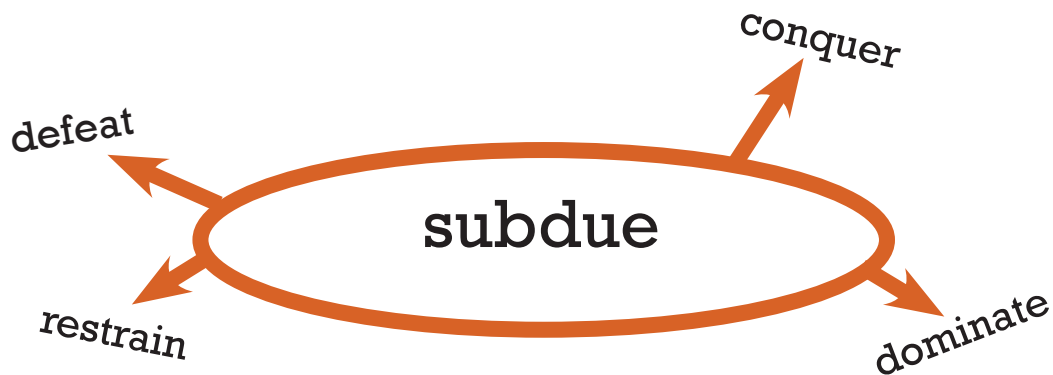
Text Vocabulary Word: *diligent*

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.
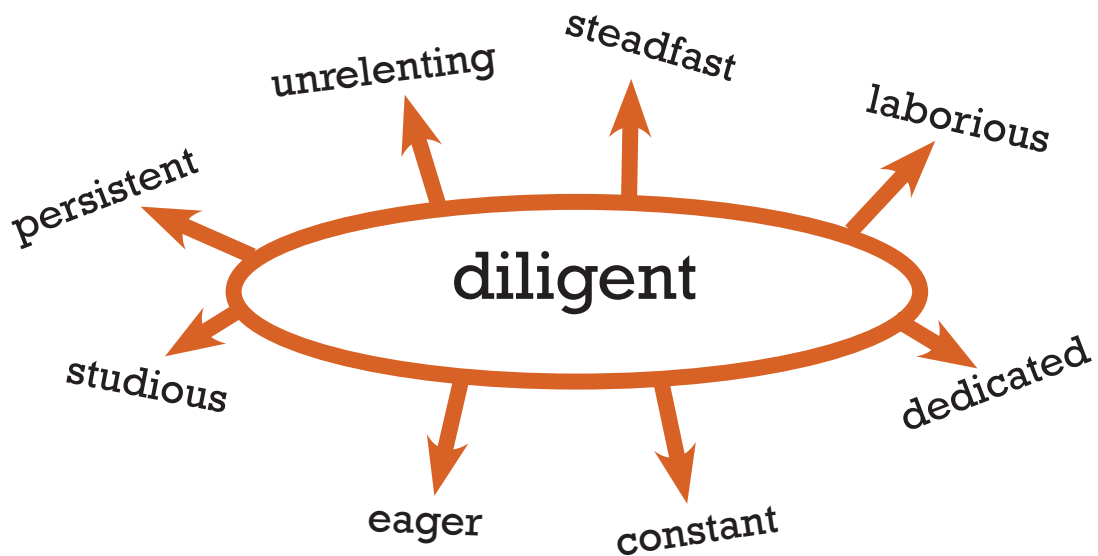
Sentence from Text: As a species, dogs were made for this sort of work. No other animal **diligently** aims to please humans.

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 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.

"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.**

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 the 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: 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. Model how to skim text for difficulty and length.

Scripted/suggested discussion:

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

Expository text is often divided into sections marked by subheadings, which makes 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 second subheading, which is "A Natural Super Soldier." Checkpoint number 2 will be at the subheading, "The Best of the Best". Checkpoint number 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 **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 pre-view 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.) *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.) *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?*

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

COMPREHENSION CIRCUIT TRAINING
Expository Training: *Dogs vs. Terrorists*

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: *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

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:

What is the root word in **conclusion**? (Confirm that it is conclude.) *What does conclude mean?* (Solicit student responses.) *When I think of conclusion, I think of the end of something or the final part of something. The word conclusion has two different meanings. The first meaning that we are probably the most familiar with is the ending or closing of something. When you write an essay, your last and final paragraph is usually your conclusion.*

The second meaning of **conclusion**, *which we will use in Comprehension Circuit Training, is a "reasoned deduction or inference." In other words, a conclusion is an opinion or decision formed after an investigation of evidence or facts. Essentially, conclusion is a synonym for* **inference**. *When you make an inference, you are basically drawing a conclusion about something. Every day you are* **drawing 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 conlusions or make a sensible decision based on evidence or facts in the text. When you draw a conclusion, you use two things: What you already know, or your background knowledge, and the information in 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 Bill Gate's donation of billions of dollars to AIDS research, I* **concluded** *that he is a generous individual.*

Continued discussion:

Partner Discussion:

- With your partner, read the example sentence, replacig 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.

interpretation   judgment

outcome   finding

conclusion

ending   closure

decision   hypothesis
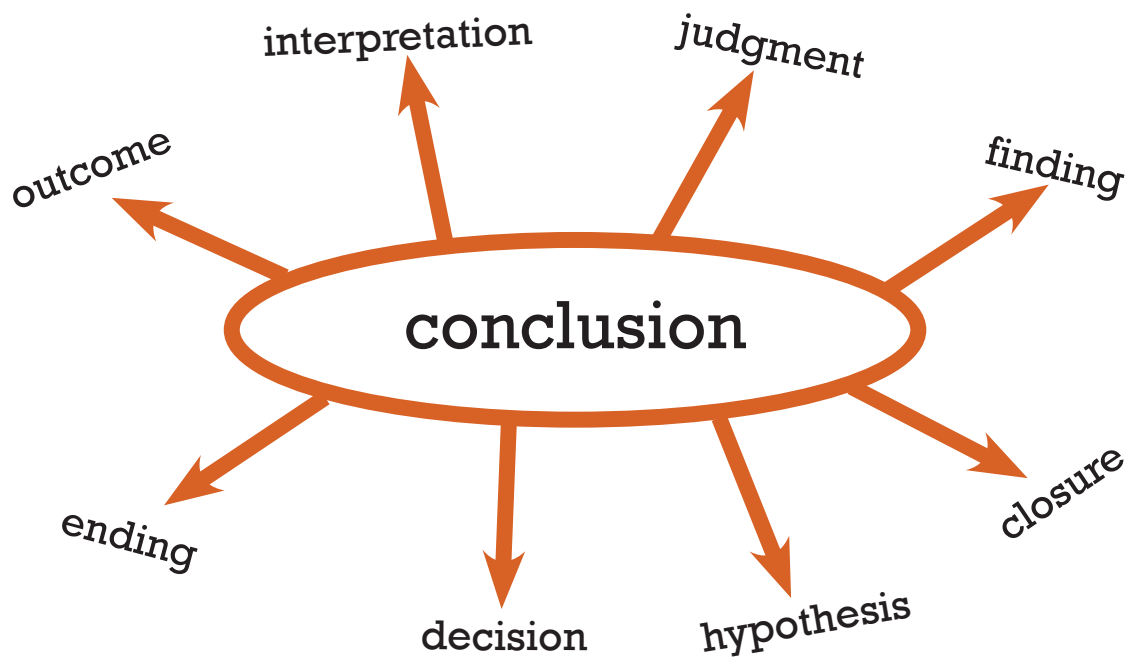
Step 2. Teach the word "inference."

Scripted/suggested discussion:

*Our first academic vocabulary word is **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 go 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 determine the deeper meaning behind what you have read. To make an inference you use what you read in the text and what you already know, or your background knowledge, to infer something from the text.

Continued discussion:

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 have encountered 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.
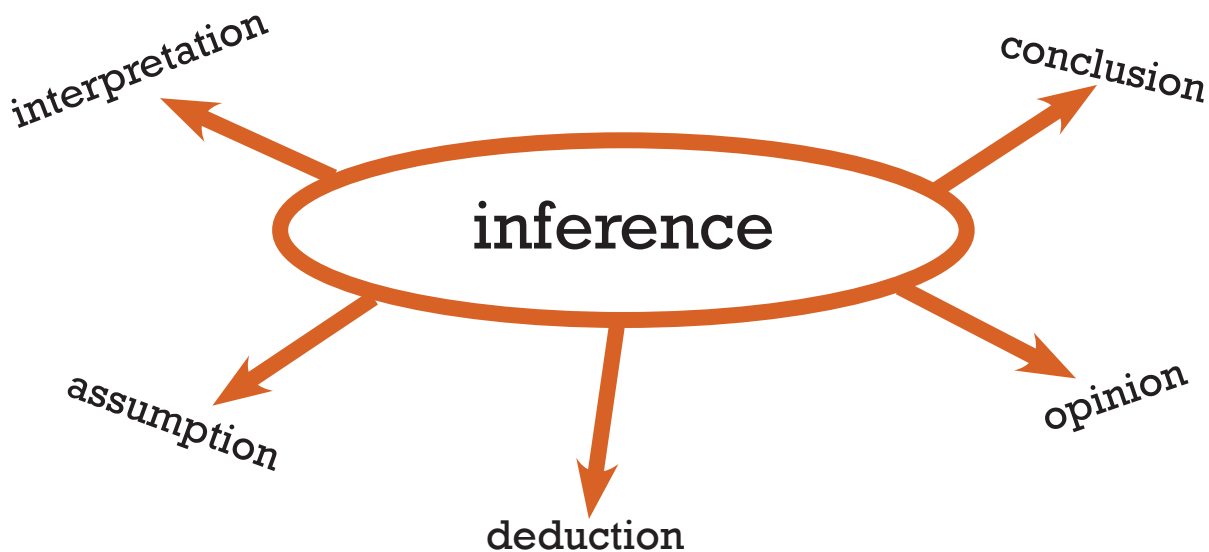
Scripted/suggested discussion:

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)*

Continued discussion:

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 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.)

The inference I would make is that there is a mosquito problem so you have to wear protective clothing. (Discuss what clues from the sentences led to that inference.)

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.)

Continued discussion:

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 doesn't tell us, but based on what the paragraph says and what we know about the words/phrases "summit", "top of the world", and "dwindling oxygen," we can conclude, or infer, where they are.

Step 3. Identify and Teach Text Vocabulary.

Academic Vocabulary Word: idiosyncrasy
Word Study: *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-and-dog team builds its working relationship, learning each other's cues and **idiosyncrasies**.*

Partner Discussion:
- With your partner, read the example sentence, replacing the vocabulary word with a synonym for the word **idiosyncrasy**.
- 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.
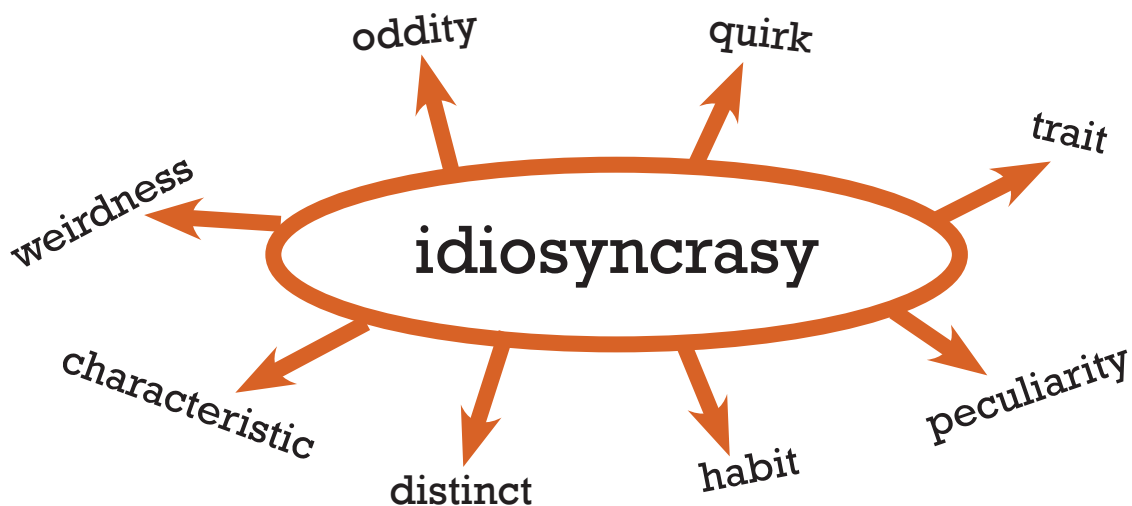
Academic Vocabulary Word: inherent

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:
- With your partner, read the example sentence, replacing the vocabulary word with a synonym for the word.
- 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.
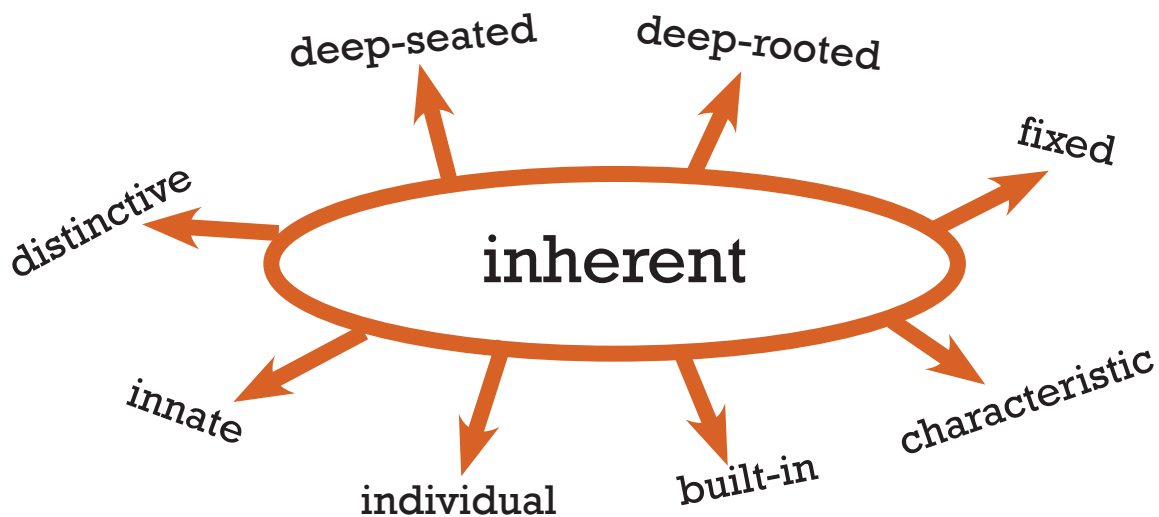
Introduce the **Reading Core Station**

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 up to that point 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 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 based on that information.

Read aloud to the first checkpoint. (End with "The suspect has been subdued.")

Scripted/suggested discussion:

When you stop at the checkpoint, examine your Expository Text Organizer. We 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?" When you draw a conclusion, remember you use what you know from the text and your background knowledge. You don't 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.

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 learned. 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. It consists of large, 200-pound dogs who are trained to scan the crowds of people on the subway platforms and catch criminals.

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

*I will write this new information on my Text Organizer. Our answers will be brief, concise summaries. A summary is where we 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 NYPD canine unit, and the most important idea is that these units protect NYC subways from terrorist attacks. (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 text? (Checkpoint 1)

Scripted/suggested discussion:

The next question we need to answer asks about the conclusions or inferences 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. When you draw a conclusion, remember you use what you know from the text and your background knowledge. The conclusion I can draw about the text is that using the dogs saves the police department money because the dogs have the same effect on passengers as police officers, 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 that police officers can.

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,* "Using canines instead of more officers might save NYPD money."

Now let's read to the second checkpoint. Read aloud with your partner to the next checkpoint. You will end with "…'They're just incredible finding the needle in the haystack,' Waggoner says." As you are reading, make sure to think about the topic and the important information you learn about it.

Also think about the conclusions that you can draw from this section of the text. When you finish reading, stop and wait until 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 2, "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 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 to 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; these dogs cannot be fooled.

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. Then solicit student responses.) *On my Text Organizer I will write, "Dangerous job, dog's nose is important to sniff drugs and criminals."*

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 it. 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 these police dogs may be even more effective than the actual police officers because they have skills that humans don't 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.

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, "Dogs have skills humans don't, and may be more useful fighting crime."

TEACHER 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.

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?

Overview:

This lesson reviews the Reading Core Station of Comprehension Circuit Training. The day begins as students quickly review the Reading Core Station. The teacher then reviews the Partner Discussion using 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: *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

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 don't understand the text?* (Solicit student responses.)

If you and your partner don't 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 "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 to your partner what you have learned so far about the Read to Find Out Question. 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 **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 like 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 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.

TEACHER 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 who had exceptionally good 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 as well and fought in many wars. Different breeds are used as police dogs. Each one is matched with a human officer, and 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 train 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 response and identify partners who had exceptionally good 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 a 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 7. Explain and prompt Read and Check exercise for checkpoint 4.

Scripted/suggested discussion:

*With your partner, read to the fourth 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 and their answers to the questions. Take note of student pairs that could be used as examples 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 who 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; dog/partner like family."

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 who 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 lets 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 10. Explain and prompt Read and Check exercise for checkpoint 5.

Scripted/suggested discussion:

*With your partner, read to the fifth 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. Use your "Fix It" exercise if you don't understand the text. You may begin.*

Step 11. Monitor Partner Discussions.

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

Step 12. 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 who had exceptionally good 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 what you know from the text and from your background knowledge. (Solicit student response and identify partners who had exceptionally good 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."

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 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. Remember that that the Read to Find Out Question is: What makes dogs effective in law enforcement?

Because I wrote my notes in ten words or less, I may need to elaborate or add more detail when I answer the Read to Find Out Question. As I review my Text Organizer, I'm going to pay close attention to which portions of the organizer answer the Read to Find Out Question. When I come to a piece of information that answers the Read to Find Out Question, I will star it in the actual text so that I can refer back to it when I am answering the question.

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 that I learned is that these dogs are well trained and possess many skills that humans don't, such as their sense of smell. I think this piece of information helps answer the Read to Find Out Question, so I am going to star this section in the text. Let's continue our review. Throughout history, dogs have been used to fight in wars, and today they are matched with an officer and train with that officer for at least a year before

Continued discussion:

they go on duty. Again, this piece of information may help answer the Read to Find Out Question, so I'm going to star this section in the text.

Let's continue the review. Dogs are wild by nature, but when trained, they are very obedient to their partner. 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. I think this is another piece of information that will help answer the Read to Find Out Question, so I will also star this section in the text. 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.

Scripted/suggested discussion:

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 help 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**. 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, "<u>In the text</u> *'Dogs vs. Terrorists',* <u>the author</u>*, Burkhard Bilger,* <u>discusses</u> *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 you to write what makes dogs effective in law enforcement and why this information is important. To best organize my information, I'm going to pick three main reasons why dogs are effective in law enforcement. I will devote one sentence to each reason and another sentence to explaining why this reason is important. My three reasons are: 1) Their physical traits, 2) Their ability to be trained, and 3) Their bond with their partner.

My first reason is that they have many physical traits that humans don't have. I will write, "<u>First, I learned</u> *that dogs are effective in law enforcement because of their physical traits, such as their sense of smell, which is much stronger and more effective than that of humans, as they are able to easily sniff out drugs and criminals."*

Continued discussion:

Now it is your turn to write your first reason why dogs are effective in law enforcement. (Allow some writing time.)

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

Next, I need to explain why this reason is important. This is where I use the conclusions I drew while I was reading. I will write, "This is important because if dogs have many skills that humans do not, such as their great sense of smell, they may be more useful than humans in fighting crime."

Now it is your turn to write why this reason is important. (Allow some writing time.)

Someone, please read why your first reason is important. (Solicit multiple student responses.)

Now, I will continue with my second reason and why this reason is important. The second reason why dogs are effective in law enforcement is that they are easily trained. I will write, "Next, I learned that dogs also are effective in law enforcement because they are easily trained. Throughout history, dogs have fought in wars; they are matched with an officer and train for a year before they go on duty. This is important because this dog-officer bond is very similar to an officer-officer bond, as trust is needed between the two, making them more effective in fighting crime."

Now it is your turn to write your second reason and why it reason is important. (Allow some writing time.)

Someone, please read your second reason and why it is important. (Solicit multiple student responses.)

Next, I will write my third reason and why it is important. My third reason why dogs are effective in law enforcement is this bond between the dog and the officer. I will write, "Finally, I learned that dogs are also effective in law enforcement because of their bond with their partner. The dogs are crazy in their cages, but instantly calm down when their partner opens the cage and is with them. This is important because there is respect between the dog and officer, and the dog knows who the boss is in chaotic situations."

Now it is your turn to write your third reason and why it is important. (Allow some writing time.)

Someone, please read your third reason and why it is important. (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 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, but that 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: What makes dogs effective in law enforcement?

Scripted/suggested discussion (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 in law enforcement. First, I learned that dogs are effective in law enforcement because of their physical traits, such as their sense of smell, which is much stronger and more effective than that of humans, as they are able to easily sniff out drugs and criminals. This is important because if dogs have many skills that humans don't, such as their great sense of smell, they may be more useful than humans in fighting crime. Next, I learned that dogs are also effective in law enforcement because they are easily trained. Throughout history, dogs have fought in wars. They are matched with an officer and train for a year before they go on duty. This is important because this dog-officer bond is very similar to an officer-officer bond, as trust is needed between the two, making them more effective in fighting crime. Finally, I learned that dogs are also effective in law enforcement because of their bond with their partner. The dogs are crazy in their cages, but instantly calm down when their partner opens the cage and is with them. This is important, because there is respect between the dog and the officer, and the dog knows who the boss is in chaotic situations. In conclusion, I think the author's purpose in writing this text was to teach us that dogs are not just pets, but that 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 timer for 10 minutes. When time is up, collect the quizzes.

Step 5. 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 partnership. 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.*

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 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: _Dogs vs. Terrorists_   Author: _Burkhard Bilger_

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	Topic: The canine unit in the New York Police Department Information: NYPD uses canines to protect NYC subways from terrorist attacks.	Using canines instead of more officers might save NYPD money.
#2	Topic: The skills the dogs have Information: Dangerous job, dog's nose is important to sniff drugs and criminals.	Dogs have skills humans don't have, and are more useful fighting crime.
#3	Topic: History of police dogs Information: Dogs used in wars, also matched and train with officer before duty.	Dog-officer bond similar to officer-officer bond, as trust is needed.
#4	Topic: Bond between dog and officer Information: Crazy in cages, but calm when partner is with them; dogs/partner like family.	Dogs respect the officer and know who the boss is.
#5	Topic: Dogs being ready for duty Information: Since 9/11, the NYPD has doubled the number of dogs to 100.	Number of dogs doubled = Must be helpful fighting crime.

Author's Style: (Text features, graphics)

Teacher's Choice: (Text structure)

Overview:

This lesson continues to introduce students to informational/expository text using the passage *The AIDS Epidemic.* 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: *The AIDS Epidemic*
- 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 the text 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. This piece of text includes two related articles. The title of the first article, paragraphs 1 through 23, is "The AIDS Epidemic." What do you think the title is telling us about the text? (Solicit student responses.) *The author is Dr. Lawrence K. Altman. I'll give you some more information about Dr. Altman in our next segment. The second section, paragraphs 24 through 34, is taken from the AmeriCares website. I will give you some more information about AmeriCares in the 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 1. There is a subheading called "Immune System Attacked." 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 there in this text, and what do you think the author will tell us in these sections based on these subheadings?* (Solicit student responses.) *Next, I look for illustrations. This particular text has illustrations. Look at the first picture on page 4. 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 pic-*

tures. What information do you learn from these pictures? (Solicit student responses.) *Some expository texts also have charts. In this text, there is a chart on page 2 called "H.I.V./AIDS Today." Look at the information in this chart. What information do you learn from this chart?* (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 challenging words. (READ and circle words you think will be challenging for students. Show list of words to students.*)

I circled the words "baffling," "blotches," "sarcoma," "ailments," and "deficiency," in the first two paragraphs. Because I circled four words in two paragraphs, I know this text will be 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
- *The AIDS Epidemic*

Describe Author
- Lawrence K. Altman, M.D., is a medical doctor who works full-time as a daily newspaper reporter. He has written for The New York Times since 1969, and also writes the "Doctor's World" column in Science Times.
- He graduated from Harvard and earned his medical degree from Tufts University in 1962.
- In 1974, he won the Claude Bernard Science Journalism Award for a story called "Baboon Experiment Shows Alcohol Damages Liver, Even With Good Diet."
- Based on this information, what do you know about this author?
- AmeriCares is an organization that provides aid to 164 countries around the world. Using donations from other organizations, they provide medical supplies, medicine, and other supplies to help patients with AIDS in poverty-stricken countries.

Introduce Topic
- The AIDS epidemic over the past 30 years and the organization AmeriCares

Introduce People
- Dr. Frank J. Bia
    - Doctor who works for AmeriCares, "a disaster relief and humanitarian organization that delivers treatment to H.I.V. patients around the world."
- Thunder/Patrol dogs
    - Contracted H.I.V. from a blood transfusion. Parents at his school fought to keep him out of school even though he posed no threat.
- Faye Miller
    - A parent of a classmate at Ryan White's school. She felt it was unsafe for Ryan to attend school with H.I.V.

Preview Historical/Social Context
- In 1982, 450 men and women were diagnosed with the same disease. They displayed the same symptoms, yet scientists and doctors were not sure what disease they had. The Centers for Disease Control and Prevention eventually called it AIDS, or acquired immune deficiency syndrome. Thirty years later, millions of men and women around the world are still infected with this disease.

Text Vocabulary Word: epidemic

Word Study: *dem* means people, population

Definition: extremely widespread, spreading from person to person

Related Words: prevalent, sweeping

Simple Sentence: There was an **epidemic** of protests around the country when the government decided to raise taxes.

Sentence from Text: Looking back 30 years, and with the wisdom of hindsight, it seems as if doctors, the public, journalists, and governments were shockingly slow to recognize an **epidemic** in the making and to take steps to try to contain it.

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 "**epidemic**."

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.
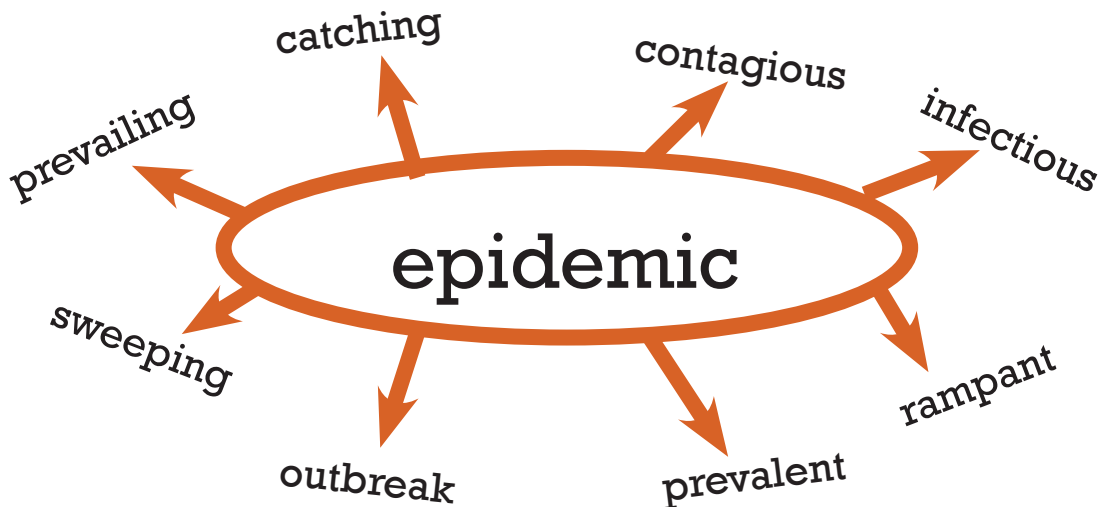
Text Vocabulary Word: eradicate

Word Study: *-ate* means *cause to be*

Definition: to remove or destroy

Related Words: erase, abolish

Simple Sentence: The construction company used explosives to **eradicate** the building in order to build another in its place.

Sentence from Text: *Smallpox had just become the first ever disease to be **eradicated**, and most doctors overlooked a basic fact of biology: that a new infectious disease could appear at any time.*

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 "**eradicate**."

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.

demolish

erase

extinguish

wipe away

eradicate

abolish

destroy

eliminate

squash
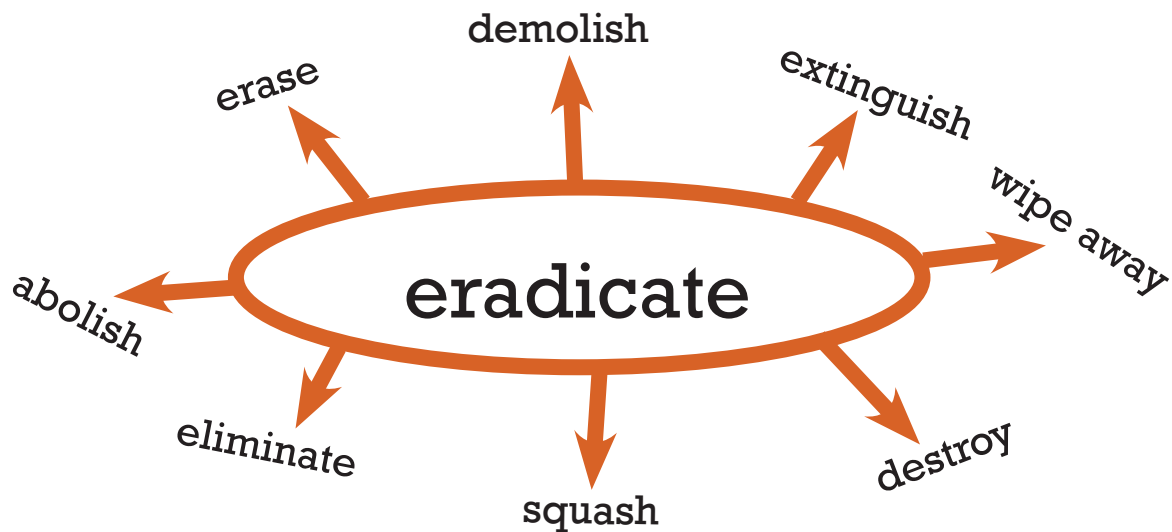
Text Vocabulary Word: Dormant

Word Study: *dorm* means *to sleep*

Definition: as if asleep; in a state of rest; inactive

Related Words: Latent, inoperative

Simple Sentence: The volcano was thought to be **dormant** until it erupted and demolished the city below.
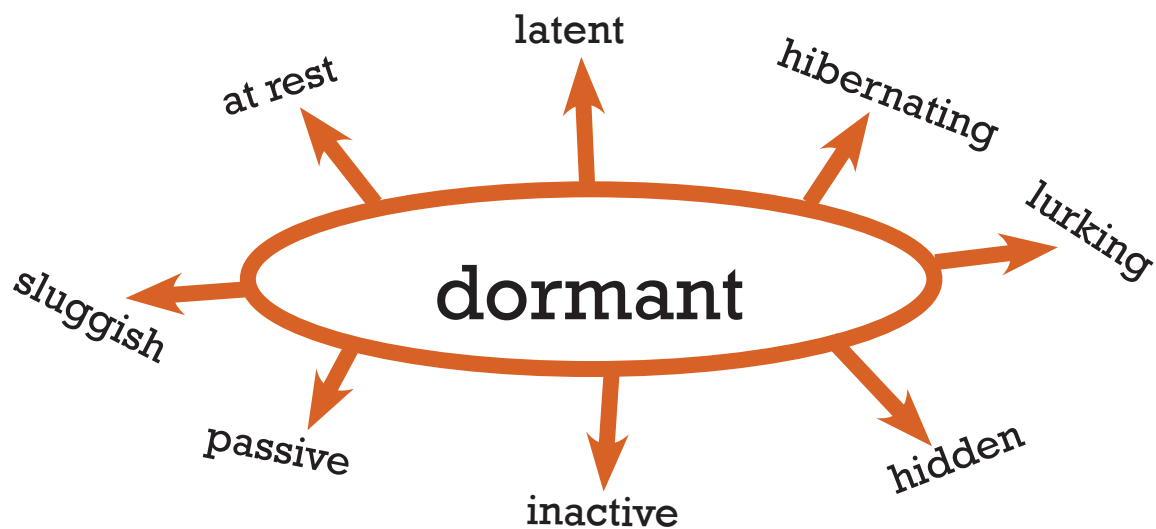
Sentence from Text: *With new blood tests, scientists soon found that H.I.V. infects women and heterosexual men too, and that the virus usually lies **dormant** in the body for about 10 years before developing into AIDS.*

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 "**dormant**."

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.

latent

hibernating

at rest

lurking

dormant

sluggish

hidden

passive

inactive

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 the 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.

"The AIDS Epidemic" and "AmeriCares" are about the spread of AIDS throughout the world since the 1980s and an organization that gives aid to those infected with the disease. Read to Find Out how the knowledge and perceptions about AIDS have changed over the last 30 years.

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 "How have the knowledge and perceptions about AIDS changed over the past 30 years?" I know that as I read I need to focus on the perceptions and knowledge 30 years ago and how they are different from the knowledge and perceptions today.

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 five pages long. 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 subheading, "Immune System Attacked." Checkpoint 2 will be at the subheading, "Public Hysteria." Checkpoint 3 will be at the subheading "The Future of AIDS." The fourth checkpoint will be at the subheading "AmeriCares Model." The fifth checkpoint will be at "Global Medical Assistance and Humanitarian Aid Programs." The sixth and 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 up to that point and draw conclusions from that information. This is one of the most important exercises you can practice to improve comprehension.

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 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 includes two main exercises: the Read and Check exercise and the "Fix It" exercise.

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 your reading with others to check understanding. You and your partner discuss what you read to make sure 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 don't 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 "The AIDS Epidemic" Tomorrow, you will continue to read the text with your partner and 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 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 don't 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 that 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 "… causes AIDS came from researchers in Paris.")

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 discovery and investigation of AIDS, and the important information I learned is that 60 million people are infected with AIDS and that people did not recognize this epidemic quick enough in order to stop or contain it.

(Model on SMART Board or with document camera.) On my Text Organizer, I will write, "60 million people infected with AIDS, people slow to contain it."

Continued discussion:

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 if people had recognized that there was an epidemic, they could have made more of an effort to stop it so that fewer people would have been infected.

(Model on SMART Board or with document camera.) *On my Text Organizer, I will write,* "*If recognized sooner, could have been contained earlier and saved people.*"

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 It" 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 response and identify partners who had exceptionally good answers.)

Continued discussion:

I would have said to my partner, "The topic is the effects of AIDS, and the important information I learned is that the virus can be dormant for 10 years before it develops into AIDS and, therefore, can spread without people knowing. And because the virus attacks the immune system, it is especially dangerous because it makes the person infected open to other types of infections."

On my Text Organizer, I wrote, "Can be dormant for 10 years, attacks immune system leading to infections."

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 response and identify partners who had exceptionally good answers.)

I would have said to my partner, "The conclusions that I can draw are that even more people may be infected who don't know about it because the disease may be dormant, and that it is important to take precautions to educate people and keep them safe."

On my Text Organizer, I wrote, "More people may be infected, so important to educate people about disease". We will finish the rest of the text tomorrow."

TEACHER NOTE: If there is remaining time, continue to 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: **The AIDS Epidemic**
- 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

Text Vocabulary Word: complacent

Word Study: *place* means *please*

Definition: pleased, especially with oneself or one's accomplishments or situation

Related Words: content, satisfied

Simple Sentence: The student was **complacent** about his average grades, and did not feel the need to improve them.

Sentence from Text: *Beyond that, there's concern that stories about Magic Johnson and others infected with H.I.V. living more normal lives might make people – especially teenagers, who weren't around when the epidemic began – **complacent** about how serious a disease AIDS remains.*

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 "**complacent**."

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.
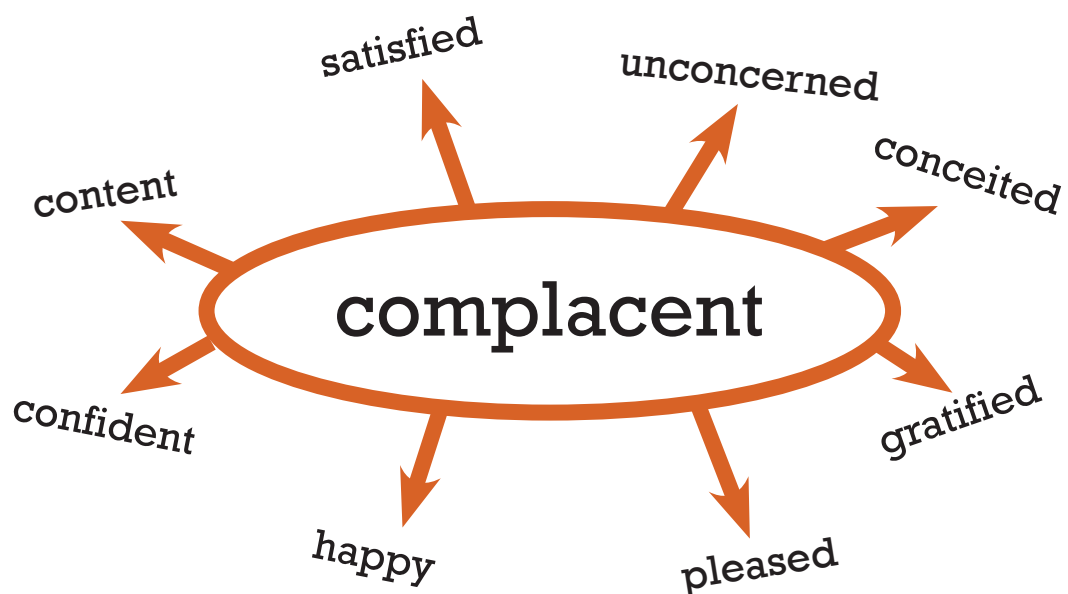
Continued discussion:

Text Vocabulary Word: Indigent

Word Study: *in-* means *not*

Definition: lacking food, clothing, and other necessities of life because of poverty

Related Words: needy, impoverished

Simple Sentence: Not only do developing countries like Africa have **indigent** populations, but parts of the United States have people living in poverty.

Sentence from Text: *To provide quality care for **indigent** patients, the health care institutions and health care professionals have an ongoing need for medicines and other medical assistance.*

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 "**indigent**."

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.
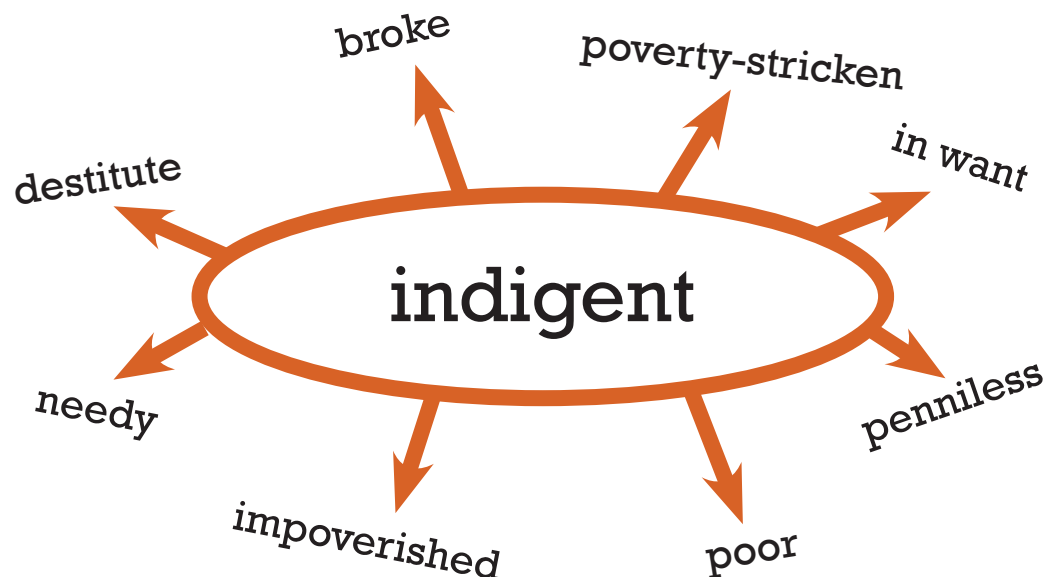
Reading Core Station: **Read and Check** Exercise

❏ **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.)

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 "The AIDS Epidemic" 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 to your partner what you have learned so far about the Read to Find Out Question. 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 the end of checkpoint 2. With your partner, read to the third checkpoint. 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.

Sometimes one checkpoint may include multiple pieces of information that answer the Read to Find Out Question. If this is the case, it is OK to write two topics and two pieces of information in the same checkpoint box. You will also draw two conclusions if this happens. Make sure to keep each piece of information and each conclusion to ten words or less. 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.

TEACHER 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 responses and identify partners that had exceptional answers.)

This is one of those situations where the checkpoint includes two pieces of information that may help us answer the Read to Find Out Question. I would have said to my partner, "The topic is the public fears about AIDS and treatments, and the two pieces of important information I learned is that people with AIDS were looked at negatively and were treated differently from other patients. However, eventually a law was passed that paid for health care for H.I.V., and AIDS patients and people's views of them changed. Also, people don't need to take a ton of expensive pills; instead, they usually only take one pill that is much more affordable."

On my Text Organizer, I wrote, "People with AIDS treated negatively, but law passed giving help." Also, "One cheaper pill instead of multiple expensive pills."

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.)

Because I learned two important pieces of information, I need to draw two conclusions. I would have said to my partner, "The conclusions that I can draw are that if people had been more knowledgeable about the disease, they may not have treated people with AIDS differently, and more help could have been given. Also, with only one affordable pill as treatment, it is possible to treat more people, especially those in poorer countries."

On my Text Organizer, I wrote, "Becoming more educated = Less negative treatment & more help." Also, "Fewer/cheaper pills = more people, especially poor, treated for disease."

Step 6. Explain and prompt the Read and Check exercise for checkpoint 4.

Scripted/suggested discussion:

*With your partner, read to checkpoint 4. 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 and their answers to the questions. Take note of student pairs that could be used as examples 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 who had exceptional answers.)

I would have said to my partner, "The topic is the future of AIDS, and the important information I learned is that while many strides have been made in treating AIDS, there is still much to learn, and the epidemic has not yet been stopped. The number of people infected in the United States has dropped, but in poorer countries millions of people continue to be infected each year."

On my Text Organizer, I wrote, "Strides made and numbers better in US; poorer countries still suffer."

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 who had exceptional answers.)

I would have said to my partner, "The conclusion that I can draw is that because it is not talked about as much, younger people do not understand the destructiveness of this disease, and while it is good that the disease is more easily treated nowadays, it might make people overlook the awfulness of this disease."

On my Text Organizer, I wrote, "Not talked about as much and more easily treated = People overlooking destructiveness."

Step 9. Explain and prompt Read and Check exercise for checkpoint 5.

Scripted/suggested discussion:

*With your partner read to checkpoint 5. 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.

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 who had exceptional answers.)

I would have said to my partner, "The topic is AmeriCares, and the important information I learned is that for 30 years, AmeriCares has provided billions of dollars of aid to 164 countries, and that the model is cost-effective and has been shown to work."

On my Text Organizer, I wrote, "Provided support to 164 countries over the last 30 years."

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 who had exceptional answers.)

I would have said to my partner, "The conclusion I can draw is that maybe if there had been more organizations like this 30 years ago, the spread of the disease might have been lessened, and fewer number of people might have been infected with AIDS today. Maybe more organizations should follow the same method."

On my Text Organizer, I wrote, "More organizations like AmeriCares = Fewer infected with AIDS today?"

Step 12. Explain and prompt Read and Check exercise for checkpoint 6.

Scripted/suggested discussion:

*With your partner read to the sixth 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 13. Monitor Partner Discussion.

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

Step 14. Discuss checkpoint 6 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 exceptionally good answers.)

I would have said to my partner, "The topic is the need in other countries and how AmeriCares helps, and the important information I learned is that nearly 2 billion people don't have needed resources such as medicine. People in poverty often have more health problems, and with the help of clinics, hospitals, and other organizations, AmeriCares helps to provide medicines, vitamins, and health supplies."

On my Text Organizer, I wrote, "2 billion without access to medicine, but with help, AmeriCares provides."

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 exceptionally good answers.)

I would have said to my partner, "The conclusion I can draw is that these organizations are saving lives and are very important to people around the world. More support should be given to help organizations like this continue to provide support to those in need."

On my Text Organizer, I wrote, "Organizations are saving lives, and more support should be given."

TEACHER NOTE: If there is remaining time, you may go to lesson 6. If not, continue below.

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

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: ***The AIDS Epidemic***
- 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.

TEACHER 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.

Because I wrote my notes in ten words or less, I may need to elaborate or add more detail when I answer the Read to Find Out Question. As I review my Text Organizer, I'm going to pay close attention to which portions of the organizer answer the Read to Find Out Question. When I come to a piece of information that answers the Read to Find Out Question, I will star it in the actual text so that I can refer back to it when I am answering the question. Remember that the Read to Find Out Question is: How have the knowledge and perceptions about AIDS changed over the last 30 years?

I'm going to review the Text Organizer with you today. First, I will remind myself of the topic. The topic is the AIDS epidemic over the last 30 years. The important information that I learned is that 60 million people are infected with AIDS, and we have been slow to contain the disease. The disease can be dormant for ten years; it attacks the immune system, leading to other infections. Early on, people with AIDS were treated negatively, but then laws were passed, giving help. This piece of information helps answer the Read to Find Out Question, so I am going to start this section of the text.

Let's continue with the review. Instead of multiple expensive pills, now there is one cheaper pill that can be used as treatment. Here is another piece of information that will help answer the Read to Find Out Question, so again, I will star it in the text.

There is a fear that because it is not talked about as much anymore, people will forget about the destructiveness of the disease. Strides have been made, and the number of people infected in the U.S. is lower, but poorer countries still suffer. Thankfully, there are organizations like AmeriCares that have provided resources to 164 countries over the last 30 years. I think this is another piece of information that helps answer the Read

Continued discussion:

to Find Out Question, so I will star this section in the text. Two billion people don't have access to medicine, but with help from other companies, AmeriCare provides support.

Next, I need to think about the conclusions I drew. I look at the conclusions I wrote down. I'm looking at these to remind myself 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.

Scripted/suggested discussion:

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 help guide you. (Review the Read to Find Out Question.)

The Read to Find Out Question is: **How have the knowledge and perceptions about AIDS changed over the last 30 years?**

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 texts "The AIDS Epidemic" and "AmeriCares," the author, Lawrence Altman, M.D., and the organization AmeriCare, discuss the AIDS epidemic and how our knowledge and perceptions about the disease have changed over the past 30 years.

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 how the knowledge and perceptions about AIDS have changed over the last 30 years. To best organize my information, I'm going to pick three main changes. I will devote one sentence to each change and another sentence to explaining why this change is important. The three changes are: 1) The public's view about AIDS, 2) The treatment of AIDS, and 3) The support organizations that exist.

The first change is in the public's view about AIDS. I will write, "First, I learned that early on people with AIDS were treated differently than other patients, but eventually a law was passed that made treatment cheaper and paid for health care and support services for H.I.V. and AIDS patients."

Now, it is your turn to write what the first change is. (Allow some writing time.)

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

Continued discussion:

Next, I need to explain why this change is important. This is where I use the conclusions that I drew while I was reading. I will write, "This is important because the more educated people became, the less negative treatment people with AIDS received, and the more help was available to them."

Now it's your turn to write why this change is important. (Allow some writing time.)

Someone, please read why your first change is important. (Solicit multiple student responses.)

Now I will continue with the second change and why this change is important. This second change is in the same checkpoint as the first change. In some cases, we won't use every box on our Text Organizer when answering the Read to Find Out Question.

The second change is in the treatment of AIDS. I will write, "Next, I learned that originally very little was known about how to treat AIDS and that patients had to take a lot of expensive pills, but today patients usually take just one pill, and it does not cost nearly as much as it used to. This is important because with fewer pills to take and the cost being less, more people, especially in poorer countries, can be treated for the disease."

Now it's your turn to write the second change and why it is important. (Allow some writing time.)

Someone, please read the second change and why it is important. (Solicit multiple student responses.)

Next, I will write my third change and why it is important. The third change is in the support organizations that exist. I will write, "Finally, I learned that the organization AmeriCares has provided support to 164 countries over the last 30 years. This is important because with more support, more people can be treated and more people can be educated about how to prevent themselves from being infected, which, in turn, will decrease the number of people in the world infected with AIDS."

Now it's your turn to write the third change and why it is important. (Allow some writing time.)

Someone, please read the third change and why it is important. (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 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 educate people about the AIDS epidemic so that people don't forget it exists and to encourage people to support organizations like AmeriCares."

Answer to the Read to Find Out Question:

How have the knowledge and perceptions about AIDS changed over the last 30 years?

TEACHER NOTE: Underlined phrases are the prompts.

In the texts "The AIDS Epidemic" and "AmeriCares, the author, Lawrence Altman, M.D., and the organization AmeriCares discuss the AIDS epidemic and how the knowledge and perceptions about the disease have changed over the past 30 years. First, I learned that early on, people with AIDS were treated differently than other patients, but eventually a law was passed that paid for health care and support services for H.I.V. and AIDS patients. This is important because the more educated people became, the less negative treatment people with AIDS received, and more help was available to them. Next, I learned that originally very little was known about how to treat AIDS, and that patients had to take a lot of expensive pills. Today, patients usually take just one pill, and it does not cost nearly as much as it used to. This is important because with fewer pills to take and the cost being less, more people, especially in poorer countries, can be treated for this disease. Finally, I learned that the organization AmeriCares has provided support to 164 countries over the last 30 years. This is important because with more support, more people can be treated and more people can be educated about how to prevent being infected, which, in turn, will decrease the number of people in the world infected with AIDS. In conclusion, I think the author's purpose in writing this text was to educate people about the AIDS epidemic so that people don't forget it exists and to encourage people to support organizations like AmeriCares.

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 for 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.)

Promoting Adolescents' Comprehension of Text (PACT), Texas A&M University

Title: *The Aids Epidemic and AmeriCares*   Author: *Dr. Lawrence K. Altman*

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:

How have the knowledge and perceptions about AIDS changed over the last 30 years?

Checkpoint	What is the Topic? What Important Information Did I Learn?	What Conclusions Can I Draw from this Section?
#1	<u>Topic</u>: The discovery and investigation of AIDS <u>Information</u>: 60 million people infected with AIDS; people slow to contain it.	If recognized sooner, could have been contained earlier and saved people.
#2	<u>Topic</u>: Effects of AIDS <u>Information</u>: Can be dormant for 10 years; attacks immune system, leading to infections.	More people may be infected, so important to educate people about disease.
#3	<u>Topic</u>: Public fears about AIDS and treatments <u>Information</u>: People treated people with AIDS negatively, but law was passed giving help. <u>Information</u>: One cheaper pill instead of multiple expensive pills.	Becoming more educated = Less negative treatment & more help. Fewer/cheaper pills = more people, especially poor, treated for disease.
#4	<u>Topic</u>: The future of AIDS <u>Information</u>: Strides made, and numbers better in U.S.; poorer countries still suffer.	Not talked about as much and more easily treated = People overlooking destructiveness.
#5	<u>Topic</u>: AmeriCares <u>Information</u>: Provided support to 164 countries in the last 30 years.	More organizations like AmeriCares = Fewer infected with AIDS today?
#6	<u>Topic</u>: Need in other countries and how AmeriCares helps <u>Information</u>: 2 billion without access to medicine, but with help, AmeriCares provides.	Organizations are saving lives and more support should be given.

Author's Style: (Text features, graphics)

Teacher's Choice: (Text structure)

COMPREHENSION
CIRCUIT
TRAINING

CHALLENGE WEEK
Expository
Teacher's Choice of Text

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:

- 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.

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 of 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.

related word 1

related word 3

word #1

related word 2

related word 4

(Repeat the exercise with the second vocabulary word.)

Scripted/suggested discussion:

*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 of 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.

related word 1

related word 3

word #2

related word 2

related word 4

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.

TEACHER 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 that you put in maximum effort.

Challenge Week

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:

- 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 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 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 of 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.

related word 1   related word 3

word #1

related word 2   related word 4

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 of 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 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

TEACHER 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 that you put in maximum effort.

Overview:

This lesson introduces students to the Challenge Week forExpository 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 of 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.

Scripted/suggested 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 of 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.

related word 1

related word 3

word #2

related word 2

related word 4

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*

TEACHER 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 Activities

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: 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:

1. One clue: 3 points
2. Two clues: 2 points
3. 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 three 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

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-of

Plot Ideas/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?

Research and Rationale for 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 6 lessons introducing CCT with short fiction. In weeks 8 & 9, there are an additional 6 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 of 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. CTT 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 CTT 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	The Necklace	Introduce CCT Warm-Up Station	Comprehension Interact	
	Training 2	The Necklace	Review Warm Up Station Intro to Reading Core Station , Text Type, and Text Structure	Text Structure Problem/Conflict Resolution Plot	incessantly disconsolate aghast
	Training 3	The Necklace	Partner Discussion Guidelines Intro into Knowledge Flex Station		
2	Training 4	The Secret Life of Walter Mitty	Warm Up Station Reading Core Station		
	Training 5	The Secret Life of Walter Mitty	Reading Core Station Intro into "Fix It" exercise	Visualization	rakishly remote distraught
	Training 6	The Secret Life of Walter Mitty	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	Dogs vs. Terrorists	Warm Up Station Reading Core Station Text Type	Expository	subdue diligent
	Training 2	Dogs vs. Terrorists	Reading Core Station	Conclusion Inference	idiosyncrasy inherent
	Training 3	Dogs vs. Terrorists	Reading Core Station Knowledge Flex Station		
9	Training 4	The AIDS Epidemic	Warm Up Station Reading Core Station		epidemic eradicate dormant
	Training 5	The AIDS Epidemic	Reading Core		complacent indigent
	Training 6	The AIDS Epidemic	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					
10					
15					
20					
25					
30					
35					
40					
45					
50					

	Key	Warm-Up Station
		Reading Core Station
		Knowledge Flex Station
		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	Contact for questions about...
Deb Simmons	Principal Investigator	dsimmons@tamu.edu	Research grant
Melissa Fogarty	Intervention Director	melissafogarty@tamu.edu 512-299-0010	• Anything not listed below • Material needs • Implementation questions • Coaching needs
Leslie Simmons	Assessment Coordinator	lsimmons@tamu.edu	• 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	• Observation schedule • Coaching
John Davis	Research Associate	lockettdavis@tamu.edu	• Observation schedule • Coaching schedule • Implementation questions
Kim Williams	Project Specialist	kim.williams@tamu.edu	• Payment • Personnel paperwork