CALIFORNIA
INSIDE

LANGUAGE · LITERACY · CONTENT

California poppies, Big Sur coast, Monterey County, California

CALIFORNIA INSIDE

LANGUAGE • LITERACY • CONTENT

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TEACHING PLANS FOR READING, LANGUAGE, & WRITING

Reviewers

We gratefully acknowledge the many contributions of the following dedicated educators in creating a research-based program that is appealing to and motivating for middle school students. In addition to the contributors listed below, we also thank the many teachers, students, and administrators whose feedback over the last several years helped shape the original program and this updated program.

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CALIFORNIA
INSIDE

Discover the power of reading, writing, and language instruction working together to move students to grade-level performance.
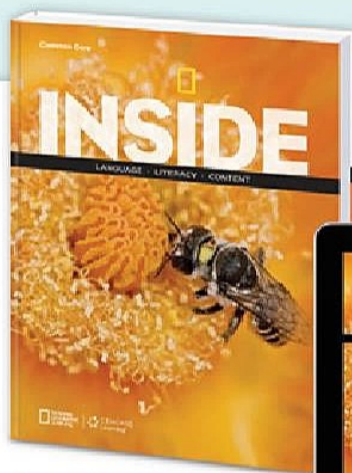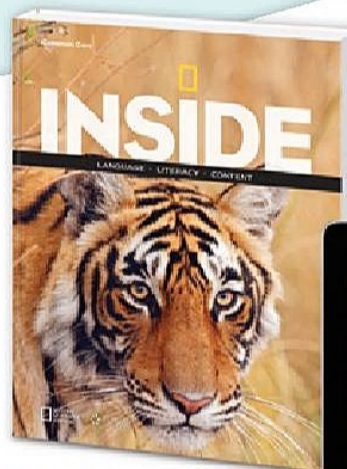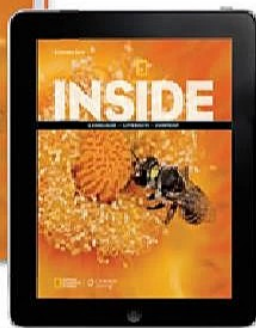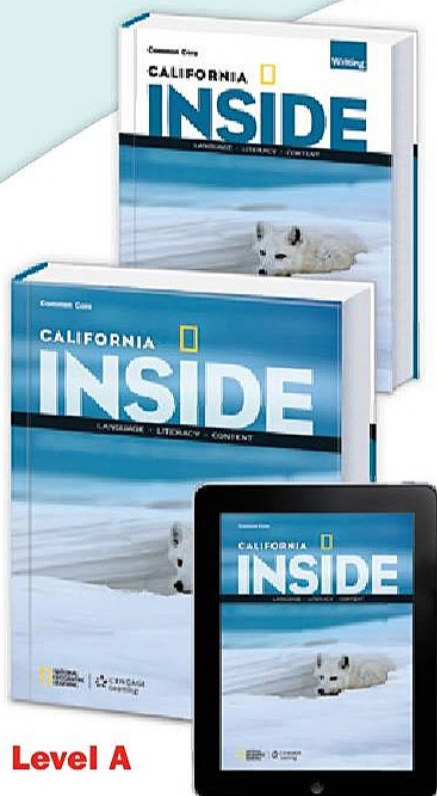
Level A

Reading Level
Instructional Texts: Grades 3–4
Complex Texts: Grades 5–7

CCSS Correlation
Grades 1–3
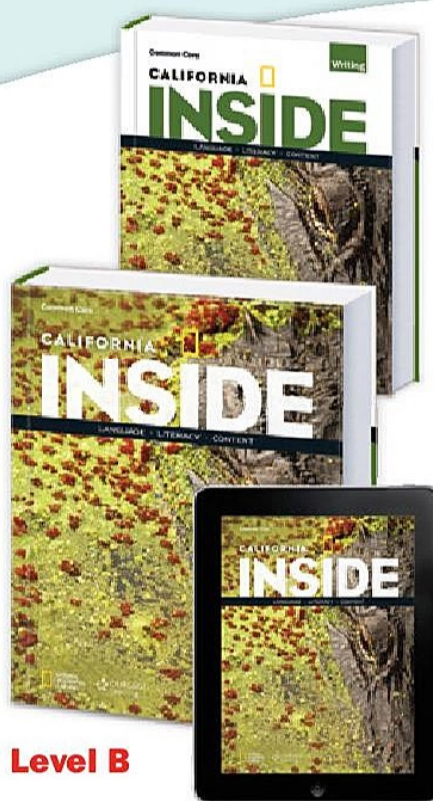
Level B

Reading Level
Instructional Texts: Grades 4–5
Complex Texts: Grades 6–8

CCSS Correlation
Grades 3–5
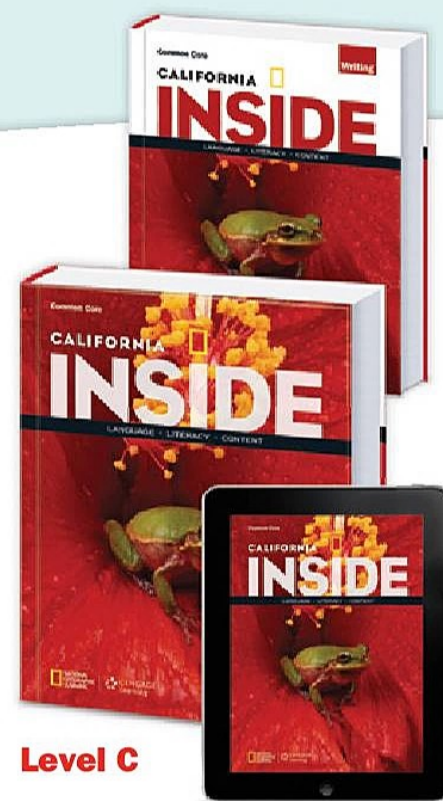
Level C

Reading Level
Instructional Texts: Grades 5–7
Complex Texts: Grades 6–9

CCSS Correlation
Grades 5–8

Inside Phonics
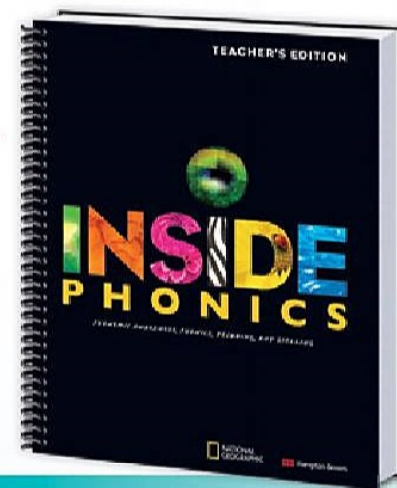
Build Reading and Writing Power

Meaning Making and Content Knowledge

Support striving readers with the rich text experiences they need to become college and career ready.

Robust Instruction with Accessible Selections

Artful layouts and dramatic images draw students in and spark discussion.

Labels, captions, graphics, and callouts support comprehension for all students.

Selections are divided into manageable chunks.

From the Sun to Earth

150 million kilometers (93 million miles)

Sun

Earth

It takes 8 minutes for light from the sun to reach Earth.

Interpret the Diagram What does 150 million kilometers or 93 million miles represent?

Measuring the Universe

Distances in space are so great that scientists use a special **unit** to measure them. This unit of measurement is based on how fast light travels.

Light is the fastest moving thing we know. It takes about 8 minutes for light to travel from the sun to Earth. That's a distance of 150 million kilometers (93 million miles). You might say that the sun is 8 light-minutes from Earth.

It takes years for the light from other stars to reach us. We use a unit called a light-year to measure the distance between Earth and those other stars. A light-year is the distance that light travels in a year.

We cannot travel to the stars. We cannot even send **space probes** that far away. To learn about other stars, scientists study the light and other energy that travels through space and reaches us on Earth.

Scoping the Sky

Long ago, people studied the stars just by eye. They noticed that stars seem to move across the sky and that groups of stars **formed patterns**. They gave names to the patterns. A group of stars that forms a pattern is a constellation. Knowing the constellations helped people travel at night.

In the 1600s scientists started using **telescopes** to look at the sky. Since then, telescopes have become more powerful. They allow us to see things that are very far away. Other tools let us study the light that telescopes **collect**.

Scientists use high-powered telescopes in special buildings called observatories. This observatory is in Mauna Kea, Hawaii.

Look Into the Text
1. **Explain** What **unit** do scientists use to measure **distances** in **space**? Explain what it means.
2. **Compare and Contrast** What is different about how people studied the stars long ago and the way they study them now? What is the same?

Key Vocabulary
unit n., a certain amount used in measuring

In Other Words
space probes spacecraft without people

Key Vocabulary
telescope n., a tool you can look through to make faraway things look bigger

In Other Words
formed patterns looked like shapes
collect bring together in one place

442 Unit 7 Star Power

A Universe of Stars 443

Cover

Student Book: Reading and Language eEdition

Key Vocabulary is highlighted for students to use as they speak and write about texts.

Restatements of difficult words and idioms make complex texts accessible.

Frequent comprehension checks with questions focused on text evidence give readers repeated opportunities to interact with the selections.

Selection recordings and fluency models are available on CDs and online in MP3 format for universal access.

Close Readings of Complex, Content–Rich Texts

Read-alouds of complex texts introduce each unit.

Grade-level texts meet CCSS quantitative, qualitative, and task guidelines for text complexity.

Paragraph numbers support students in citing text evidence as they make inferences and discuss the text.

Read-Aloud / Unit 7 Launch

A Million Stars Are Born

CLOSE READING

John F. Kennedy's Speech on Going to the Moon

BY JOHN F. KENNEDY

1 If we are to win the battle that is now going on around the world between freedom and tyranny, the dramatic achievements in **space** which occurred in recent weeks should have made clear to us all, as did the Sputnik in 1957, the impact of this adventure on the minds of men everywhere, who are attempting to make a determination of which road they should take. Since early in my term, our efforts in space have been under review. With the advice of the Vice President, who is Chairman of the National Space Council, we have examined where we are strong and where we are not, where we may succeed and where we may not. Now it is time to take longer strides—time for a great new American **enterprise**—time for this nation to take a clearly leading role in space achievement, which in many ways may hold the key to our future on earth.

2 I believe we possess all the resources and talents necessary. But the facts of the matter are that we have never made the national decisions or **marshaled** the national resources required for such leadership. We have never specified long-range goals on an urgent time schedule, or managed our resources and our time so as to insure their fulfillment.

3 Recognizing the head start obtained by the Soviets with their large rocket engines, which gives them many months of lead time, and recognizing the likelihood that they will exploit this lead for some time to come in still more impressive successes, we nevertheless are required to make new efforts on our own. For while we cannot guarantee that we shall one day be first, we can guarantee that any failure to make this effort will make us last. We take an additional risk by making it in full view of the world, but as shown by the **feat of astronaut Shepard**, this very risk enhances our stature when we are successful. But this is not merely a race. Space is open to us now; and our eagerness to share its meaning is not governed by the efforts of others. We go into space because whatever mankind must undertake, free men must fully share.

4 I therefore ask the Congress, above beyond the increases I have earlier r for space activities, to provide the fu which are needed to meet the follow national goal[s]:

5 First, I believe that this nation sh commit itself to achieving the goal, h this decade is out, of landing a man o moon and returning him safely to E No single space project in this period more impressive to mankind, or more important for the long-range exploration of space; and none will be so difficult or expensive to accomplish. We propose to accelerate the development of the appropriate lunar spacecraft. We propose to develop **alternate liquid and solid fuel boosters**, much larger than any now being developed, until certain, which is superior. We propose additional funds for other engine development and for **unmanned explorations**—explorations which are particularly important for one purpose which this nation will never overlook: the survival of the man who first makes this daring flight. But in a very real sense, it will not be one man going to the moon—if we make **this judgment** affirmatively, it will be an entire n

"I believe we should go to the moon."

as well as the Members of the Congress should consider the matter carefully in making their judgment, to which we have given attention over many weeks and months, because it is a **heavy burden**, and there is no sense in agreeing or desiring that the United States take an affirmative position in outer space, unless we are prepared to do the work and bear the burdens to make it successful. If we are not, we should decide today and this year.

6 New objectives and new money cannot solve these problems. They could in fact, **aggravate** them further—unless every scientist, every engineer, every serviceman, every technician, contractor, and civil servant gives his personal pledge that this nation will move forward, with the full speed of

Student Book: Reading and Language Print Edition

Short, high–quality, authentic texts merit reading, rereading, and discussing.

⑤ Connect with the **GUIDING QUESTION**

Begin a class discussion by asking: *According to John F. Kennedy, why is it important for the United States to participate in space exploration? What do you think John F. Kennedy thinks we can learn from space exploration?* Have students complete item H on **Practice Book** page 240.

Research Have students generate research questions around the Close Reading content. Then have them do a short search and share the answers with the class.

Level A Teacher's Edition

Each close reading connects with the unit's Guiding Question for additional meaning making.

Level-Appropriate Independent Reading

JERRY SPINELLI

the man who went the far side of the mo

The War of the Worlds

NATIONAL GEOGRAPHIC

MISSIONS IN SPACE

Leveled Library

Content Library

Effective Expression and Language Development

Promote academic conversation and engage students in the reading process with collaborative text-centered discussions.

Prompts from the teacher help students share their thinking as they read the selection.

Discussions focus on key language functions and provide multiple opportunities to increase proficiency and sophistication in language use.

Structured Cooperative Learning Routines ensure all students' participation.

Lesson 12, continued
READ

OBJECTIVES
Vocabulary
• Use Key Vocabulary
• Strategy: Use Context Clues for Multiple-Meaning Words
Reading Strategies
• Plan: Set a Purpose
• Make Inferences
Language Function
• Persuade

ACTIVE READING

❶ Set a Purpose
With students, read aloud the heading and preview the photo. Set the purpose for reading: Find out what causes light pollution. Have students read pp. 460–461 chorally.

❷ Reading MODEL GUIDE APPLY
Make Inferences

After reading, guide students to make an inference using details in the text and information that they already know.

GUIDE Pose these prompts:
• What are some facts you learned about light pollution? What do you already know about this topic?
• What inference can you make? How do the facts and examples in the text support your inference?

List students' inferences and check off which ones are supported on p. 460 and which ones require reading on to find out more details.

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❶ What Causes Light Pollution?

Light pollution is caused by excess light that is beamed into the sky. The extra light shines from houses, office buildings, streetlights, and sports fields. It reflects onto low clouds, causing a sky glow that blots out the stars.

Bad light fixtures cause much of the problem. Most of the murky glow in the night sky is **wasted** light, according to David Crawford. He is the director of the International Dark-Sky Association, an organization that is working to stop light pollution. Crawford says that lights should point at the ground, not at the sky.

About one-third of all lighting in the United States is wasted. Wasted light costs billions of dollars per year. It also harms the **environment**.

Electricity comes from power plants. Half of the country's power plants burn coal, which pollutes the air. The power plants **release** sulfur dioxide and carbon dioxide. Sulfur dioxide creates harmful acid rain. Carbon dioxide traps heat near the Earth's surface, causing global warming.

Key Vocabulary
wasted adj., not needed
environment n., the area where plants and animals live and grow
release n., to let out

In Other Words
beamed sent
blots out makes it hard to see
light fixtures streetlights, spotlights, and other sources of light
murky dull

460   Unit 7 Star Power

LANGUAGE DEVELOPMENT

Persuade

Use the Jigsaw strategy (PD58) to facilitate language development.

Brainstorm a Program Have students work in groups to create a schoolwide program to reduce, reuse, or recycle. Groups should assign one area of this program to each student. For example: 1. how the program will help the school; 2. how it will help the environment; 3. difficulties we might face.

Become an Expert Students discuss and research their aspect to become an "expert."

Remind them to use facts, examples, and persuasive words to make their arguments.

Report Have each "expert" persuade others on how this program will help their school and the environment.

Debrief the Cooperative Process Have students evaluate how persuasive each "expert" was.
• What did an "expert" say or do to convince you the idea was good?
• What questions do you still have?

Encourage students to keep this activity in mind as they read on.

COOPERATIVE LEARNING
Jigsaw

A B / C D — Expert Group 1	A's
A B / C D — Expert Group 2	B's
A B / C D — Expert Group 3	C's
A B / C D — Expert Group 4	D's

T460   Unit 7 Star Power

Level A Teacher's Edition

The more electricity people use, the more power plants have to produce. That means more air pollution.

Science Background
Sunlight heats Earth's surface. Some heat goes out into space, but most stays close to Earth. Gases, including carbon dioxide, soak up the heat. As more gases are released into the air, they keep more and more heat close to Earth. Earth becomes warmer than usual.

Look Into the Text
1. **Cause and Effect** How does **wasted** light cause light **pollution**?
2. **Evaluating Sources** Do you have the same viewpoint as Mr. Crawford? Why or why not? Support your answer with information from the text.

4

ACTIVE READING

3 **Vocabulary** MODEL GUIDE APPLY
Use Context Clues for Multiple-Meaning Words

Point out the word *traps* on p. 460, and have students use context clues to figure out the correct meaning.

GUIDE Say:
- *The word traps has more than one meaning. What does traps mean?* (devices used to catch animals, something used to trick someone, or to stop or hold something)
- *Use the words in the text around* traps *to figure out the correct meaning.*
- Allow "think time" and ask students to signal with their hands raised when they have their answer ready. Then call on a student to give the meaning. (to hold onto something) Restate the sentence: *Carbon dioxide holds onto heat near the Earth's surface, causing global warming.*

Encourage students to try this strategy when they encounter other words with more than one meaning.

CHECK UNDERSTANDING

4 **Look Into the Text**
1. **Cause and Effect** It causes light pollution because light beams into the sky instead of where it is needed.
   ▶ If students have trouble responding, have them reread the first paragraph on p. 460.

2. **Evaluating Sources** Answers will vary. Provide students with an Academic Language Frame: *I agree/disagree with Mr. Crawford because _____.*
   ▶ If students have difficulty forming an opinion, discuss how light is used at night for different purposes. Then review David Crawford's statement again.

Multiple opportunities to practice vocabulary strategies build students' general and domain-specific academic vocabulary.

Academic Language Frames provide scaffolded support for answering text-based questions.

Environmental Issues

MEDIA & TECHNOLOGY

Light pollution harms the environment. Have students discuss what they have learned about environmental problems from newspapers, TV shows, documentaries, podcasts, Web sites, community activists, or other sources.

Newspapers
- report on community recycling programs
- provide information about community carpooling programs

Local News
- reports on local environmental issues, such as not using water at certain times
- highlights which businesses are the most eco-friendly

Critical Viewing
Effect Have students study the photo on p. 461. Ask: *How does this power plant cause more light pollution?* (Possible response: *It reflects a lot of light into the sky.*)

Activities tap into learners' diverse perspectives and encourage effective expression, in and out of school.

Effective Expression and Language Development, continued

Develop writing fluency with systematic instruction and integrated writing activities.

Students Read to Write

Short writing activities connect texts to the Guiding Question and give students frequent opportunities to write about texts.

Level A Student Edition:
Reading and Language

Students draw evidence from literature and informational texts to support analysis, reflection, and research.

Level A Practice Book

Students Complete Writing Projects

Students read models to study the features of a writing form.

Level A Student Edition:
Writing

Students learn the traits of good writing and use rubrics to score samples and improve their own work.

Writing strategy lessons support striving writers with graphic organizers and language tips.

Students are guided through the development of a complete piece of persuasive, narrative, or informational/ expository writing.

Level A Student Edition:
Writing

Foundational Skills

Explicit, scaffolded instruction in *Inside Phonics* helps students master the reading and spelling skills that lead to independence.
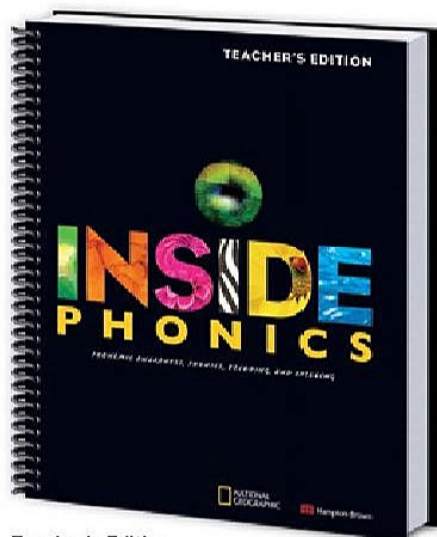
Teacher's Edition

A consistent routine introduces each sound/spelling. Students use the Sound/Spelling Cards to learn phonemic awareness, and then blend words by sound.

Inside Phonics Teacher's Edition

Online printable Sound/Spelling Cards with clear photographic images introduce sounds and their corresponding spellings.

Use the Transparency in the Word Builder online tool to model and practice blending and spelling whole words.

Words with R-Controlled Vowels

star   horn

Look for a pattern and learn new words.

They form a star.

three forms of art

The porch is part of the farmhouse.

Park the car.

The park is not far.

Carmen started to sketch.

a hard stone

a hard job

Carmen painted a storm.

Transparency 57 · © the Hampton-Brown Company, Inc.

◄ **Transparency 57:**
R-Controlled Vowels

Also available online and on CD

Language Support
Talk through each picture to develop meaning for the words in the yellow boxes. Present the two different meanings of the words in Items 1–3. For example, for Item 1, say:
• *Look. The people form, or make, a star (trace the star with a finger). Here* (point to the second picture) *is another meaning of form. The picture shows three forms, or kinds, of art.*

TEACH AND PRACTICE

❸ **Blend Whole Words**
Work through Step 1 of Script 57.

❹ **Spell Words**
Work through Step 2 of Script 57.

READ DECODABLE TEXT

❺ Use **Reading Routine 3** (p. ix) to guide students as they read Decodable Passage 26 for *r*-controlled vowels /är/*ar* and /ôr/*or*:
• *Out of Harm's Way* (**Practice Book**, p. 117)

Check Understanding Have students read the word lists at the end of the passage.

► If students have difficulty decoding the text in the passage, review the steps of **Reading Routine 1** (p. vi). Have them practice reading individual words in the passage, and then have them reread the entire text.

ON YOUR OWN

When a student's reading indicates understanding, assign the following independent practice.

🔵 **Practice Book, p. 55**

Students read decodable passages and Tear-Out/Fold-Up Books to apply what they have learned.

Decodable Passage 26

Out of Harm's Way

Words with *r*-controlled vowel spelled *ar*

Words with *r*-controlled vowel spelled *or*

High Frequency Words

Decodable Passages 117

Community Bulletin Board

Script 57 Procedure

1. Blend Whole Words

Model Use the top panel of the transparency to model whole-word blending and structure the practice for blending the key words.
• Point to the star and say: *The word star has three sounds. Listen while I blend the sounds.*
• Point to the s. Slide your hand below *star* as you say: *I can blend the three sounds: /s/ /t/ /är/. Now, I'm going to say the whole word: star.*
• Repeat, having students blend the word with you. Then have them say the word naturally.
• Use the word in a sentence. Ask students to suggest other sentences with the word.
• Repeat for *horn*, pointing out that the letters *or* stand for /ôr/.
• Write the words at the right on the board. Have students chorally read each one. Remind them to use whole-word blending.

Practice Guide students through items 1–5. Read the text, pausing before a word with *ar* or *or* so that students can blend the sounds as you point to each spelling. Then have students say the whole word as you sweep your hand under it. Read the phrase or sentence with the word.

2. Spell Words
• Say: *Star. I see the first star in the sky. Star.* Have students repeat the word.
• Have students say: /s/. Help them identify the matching Sound/Spelling Card and the spelling for the sound. Have students write the letter: *s*.
• Repeat for /t/ and /är/ so that students have spelled the entire word.
• Write the word, and have students compare it to their spelling. Have them circle it if they spelled it incorrectly and then write it correctly.
• Repeat the steps to spell the words at the right.

Words for Blending

far	fork
car	storm
dart	sports
smart	hornet
garden	horse

Words for Spelling

part	torn
start	thorn
yard	stork
march	north

Reading Practice

Name

Words with *R*-controlled Vowels

A. Name each picture. Write the name.

barn

star

B. Now read the story. Circle the words that go in the chart. Write them in the chart. Write each word one time.

Inside Phonics Practice Book

The Practice Book provides activities for targeted skills practice and reinforcement.

sto
r

Use the letter and word tiles in the Word Builder online tool to introduce high frequency words and model blending.

Universal Access

Set high expectations for all students with instructional materials and tools that provide equal access to learning.

Academic Vocabulary Frontloading

Students receive explicit instruction in the academic vocabulary associated with skill lessons, providing access to the terms essential for learning those skills.

Level A Teacher's Edition

Key Vocabulary Picture Support

Photographs help visual learners and students from all language backgrounds acquire the vocabulary necessary for reading comprehension.

Level A Student Edition:
Reading and Language

Common Core Sentence Stems

Oral language stems correlated to the Common Core Anchor Standards provide structure and focus to help students participate in learning and discussions.

Teacher's Edition

Language Transfer Resources

Point-of-use notes and transparencies help teachers support students from all language backgrounds, including American Sign Language and African American Vernacular English.

Level B Teacher's Edition

Language Structure and Phonics Transfer Charts explain grammar differences between English and seven of the most commonly spoken languages in California, as well as African American Vernacular English.

Teacher's Edition

Audio Support

Audio recordings support auditory learners and visually-impaired students.

Comprehension Coach

Reading Fluency Models and Selection Readings

Program Organization

Coordinated student materials put texts at the center of reading and writing instruction to help all students meet the California Common Core.

Student Reading Materials
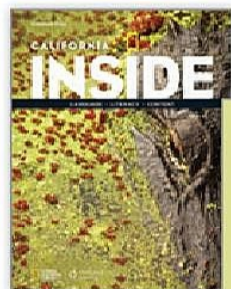
Level B
Student Book:
Reading and
Language
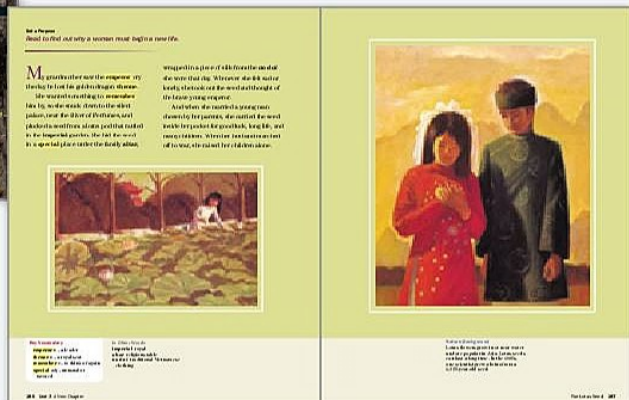
Level B
Practice Book
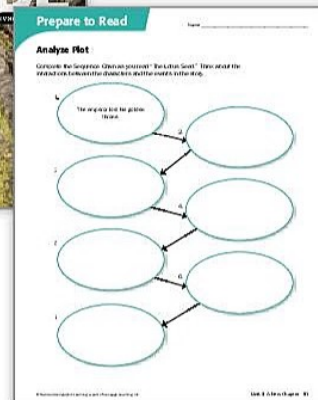
Award-winning titles with built-in support

Leveled Library

Content Library
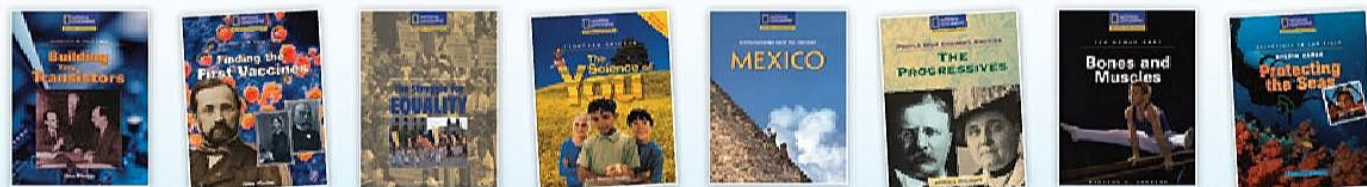
Student Writing Materials
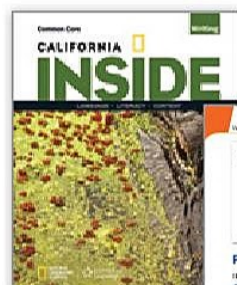
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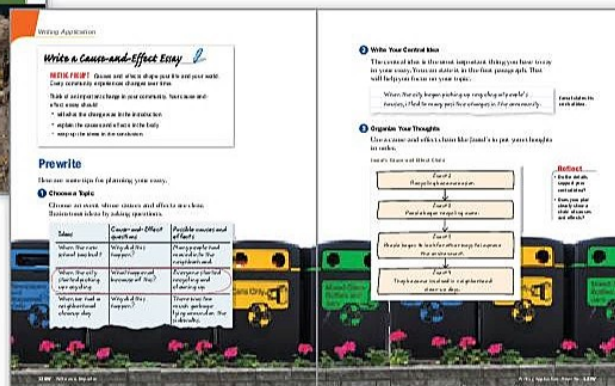
Level B
Writer's Workout

myNGconnect.com for Students

- Student eEdition
- Build Background videos
- Comprehension Coach
- My Assignments
- Selection Recordings, Fluency Models, and Close Readings
- Language CDs and MP3s
- Links to Online Resources

Access to exclusive National Geographic videos
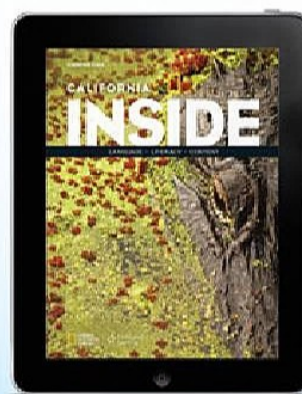
Also available:
eBooks for mobile devices

Program Organization, continued

Teacher materials provide the most comprehensive print and digital resources to implement reading and writing instruction and assessment.

Teacher's Edition

Print Edition

eEdition

- Reading and writing lessons and teacher support in one book
- Correlations to multiple Common Core grade-level standards
- CCSS-correlated sentence stems
- Teaching routines and strategies
- Fluency passages
- Language transfer charts

🔖 **Online Transparencies**
- Academic Language Frames
- Writing

myNGconnect.com for Teachers

- Teacher's eEdition
- Online Lesson Planner
- eAssessment and Progress Reports
- Online Transparencies
- Teaching and Learning Resources
- Online Extension Activities
- Family Newsletters in 9 Languages
- Online Professional Development
- Presentation Tool
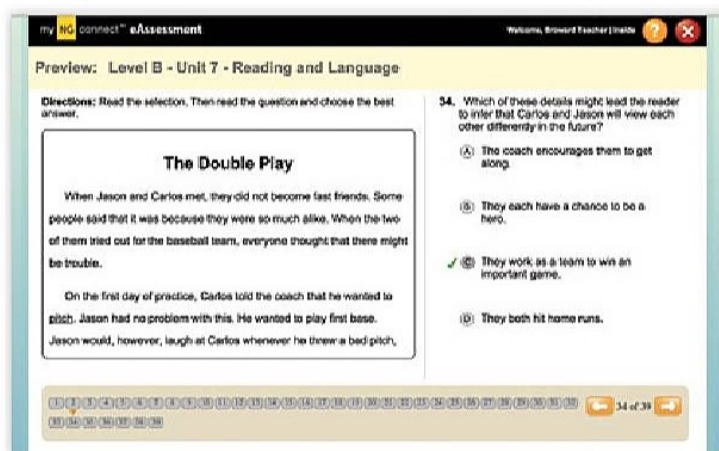
eAssessment

Progress Reports and Individualized
Reteaching Prescriptions
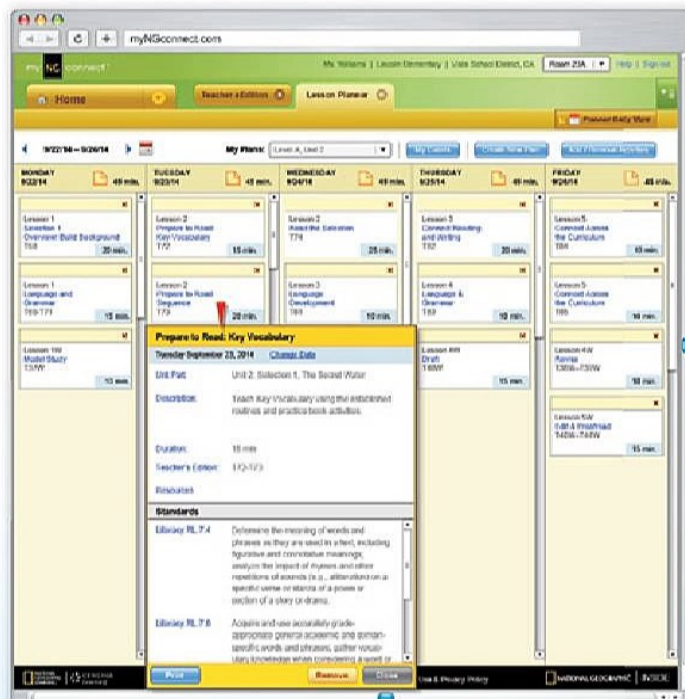
Online Lesson Planner
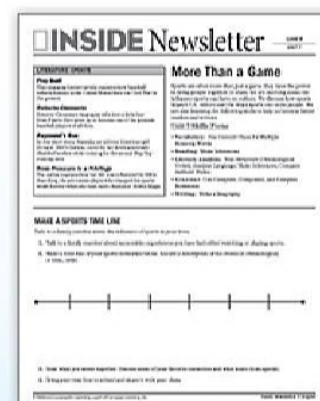
Family Newsletter

Assessments

Make informed decisions every step of the way to help students comfortably enter and exit an intervention setting.

1. Assess & Place

Placement Test

- Measure phonics and decoding ability
- Place into the appropriate level of Inside
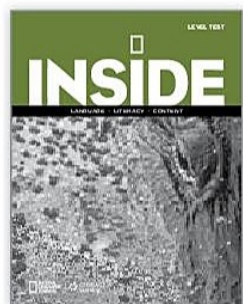
Level Tests

- Measure knowledge of Common Core skills

Reading Level Gains Tests

- Establish baseline Lexile® reading level

2. Assess & Monitor

CHECK UNDERSTANDING

Have students tell what they would use to **evaluate** an argument. (opinions, facts, and loaded words) Then have them explain what it means when a claim is valid. (It is supported by the author.)

CHECK UNDERSTANDING

3 Look Into the Text

1. **Inference** Raymond is developmentally delayed. Someone needs to be with him at all times to make sure he is OK. In their family, this is often Squeaky's job.

   ▶ If students have trouble answering, have them reread the first two paragraphs on p. 528.

Teacher's Edition

- Frequent checks help teachers monitor skill acquisition and reading comprehension.
- Quick reteaching suggestions provide informal opportunities to catch students before they fall behind.
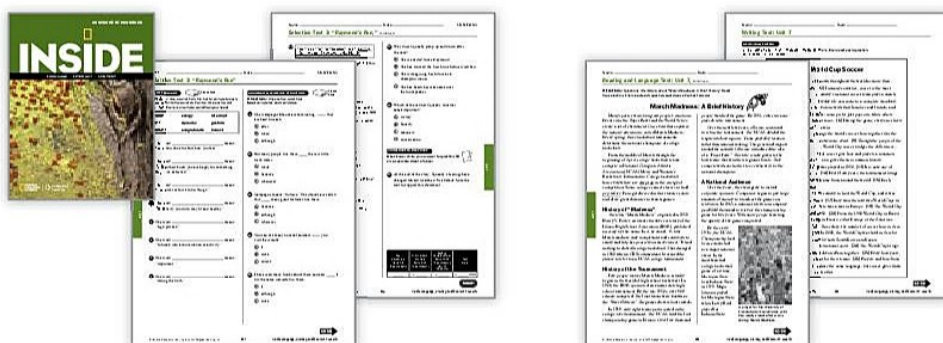
Assessment Handbook

- **Selection Tests** include constructed-response and multiple-choice items to assess vocabulary, reading comprehension, and grammar skills.
- **Unit Test** items measure mastery of specific reading, language, and writing standards taught in each unit.

Assessments include **Smarter Balanced** item formats.

ExamView®

- question bank
- customized test generator

eAssessment

- Online tests

Print and online versions of answer keys, rubrics, reports, and profiles help teachers gather data, inform reteaching, and share student progress in conferences.
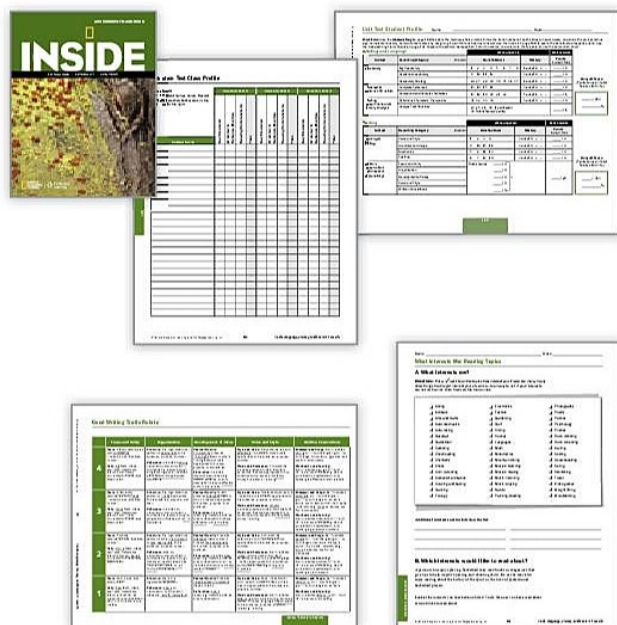
Assessment Handbook

- **Student and Class Profiles** provide an at-a-glance look at how well students have learned the skills taught in a unit.
- Student- and teacher-friendly **Writing Rubrics** provide tools for scoring and evaluating writing.
- **Personal Inventories and Surveys** provide metacognitive and affective measures.

Level Tests
- Measure improvement and show competency in Common Core skills

Reading Level Gains Tests
- Measure progress in Lexile® reading level

TESTED SKILLS	REVIEW AND RETEACHING
❶ **Key Vocabulary** congratulate honest energy interrupt exercise serious gesture squeaky	Use the Vocabulary Reteaching Routine (PD45) to help students who did not master the words. Practice Book, pp. 226–227
❶ **Academic Vocabulary**	Practice Book, pp. 231
❶ **Selection Comprehension**	Review the test items with the students. Point out the correct response for each item and discuss why the answer is correct. The last item on each Selection Test is a constructed response question that is scored using a rubric. Think aloud to model how to answer this question.
❶ **Grammar** • Complex Sentences	Use the Concept Box in the Reading, Language, & Grammar Practice Book to review the skill. Then have the students write to retell the plot of their favorite movie or book. Check for correct formation of complex sentences. Practice Book, pp. G147–G154

Teacher's Edition
- Reteaching prescriptions ensure tested skills are learned.

Smarter Balanced Test Preparation and Practice

eAssessment
- Reports

Comprehensive Instructional Planning

Pull it all together with the organizational tools to develop comprehensive yet flexible lesson plans that meet your program needs.

Promote academic discussion and literary analysis with unit Guiding Questions that keep students focused.

Unit 7 — Instructional Focus

GUIDING QUESTION: How do sports bring people together?

Unit Launch

Focus on Reading
- ⊤ Text Structure: Chronological Order

Focus on Vocabulary
- ⊤ Use Context Clues: Multiple Meaning Words
  - bond
  - situation
  - goal

Student Book: Reading and Language

Selection 1

Play Ball!
Learn how baseball reflects the history of the country.

LESSONS 1–5

Reading

Read, Respond, and Build Skills ▸
- ⊤ Text Structure: Chronological Order
- ◷ Video
  - See Baseball Today
- ⊤ Strategy: Use Context Clues
  - Use Context Clues to Interpret Multiple-Meaning Words

Build Background and Vocabulary ▸
- ⊤ Use Key Vocabulary
  - champion   league   professional
  - compete   pastime   segregate
  - fan   popular
- ⊤ Use Academic Vocabulary
  - reflect   situation
  - sequence

Build Fluency ▸
- ⊤ Reading Fluency
  - Comprehension Coach

Language

Language Functions ▸
- ⊤ Express Opinions

Grammar ▸
- ⊤ Sentences
  - Use Complete Sentences

Align reading and writing instruction.

Student Book: Writing

LESSONS 1W–5W Project 13

Writing ✎

Strategies and Applications ▸

Paragraphs in Chronological Order

Writing Application
- Write Paragraphs in Chronological Order

T471g   Unit 7 More Than a Game   myNGconnect.com   ⊤ – Tested on Selection Test and/or Unit Reading and Language Test

Level B Teacher's Edition

26

Systematically teach, revisit, and assess skills and strategies correlated to the California CCSS. for accelerated learning.

Online Lesson Planner

🧭 **myNGconnect.com**

Selection 2	Selection 3	
Roberto Clemente	**Raymond's Run**	**Pressure Is a Privilege**
Meet a man who was not only a sports legend but a hero to many.	Find out how sports can change the way we see others.	Consider the ways that athletes can affect the way young people think.

LESSONS 6–10	LESSONS 11–15	LESSON 16
Compare Media	🔴 **Determine Viewpoint**	🔴 **Text Structure: Chronological Order**

LESSONS 6–10

Compare Media

🔵 **Video**
• Meet Athletes Who Made History

🔴 **Strategy: Use Context Clues**
• Use Context Clues to Interpret Jargon

🔴 **Use Key Vocabulary**
celebrate   introduce   respect
credit   invitation   spirit
honor   mighty

🔴 **Use Academic Vocabulary**
• evidence   • interpret

🟢 **Reading Fluency**
🔵 Comprehension Coach
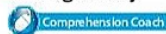
🔴 **Justify**

🔴 **Sentences**
• Use Compound Sentences

LESSONS 11–15

🔴 **Determine Viewpoint**

🔵 **Video**
• Meet Athletes with Drive

🔴 **Strategy: Use Context Clues**
• Use Context Clues to Interpret Multiple-Meaning Words

🔴 **Use Key Vocabulary**
congratulate   gesture   serious
energy   honest   squeaky
exercise   interrupt

🔴 **Use Academic Vocabulary**
• distinguish   • situation
• evaluate

🟢 **Reading Fluency**
🔵 Comprehension Coach
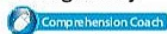
🔴 **Elaborate**

🔴 **Sentences**
• Use Complex Sentences

LESSON 16

🔴 **Text Structure: Chronological Order**

PRESSURE
Is a Privilege
BY CHRISTINE BRENNAN

🔴 **Use Academic Vocabulary**
• sequence

LESSONS 6W–15W
Project 14

Biography

🔴 **Writing Trait**
• Voice and Style

🔴 **Writing Application**
• Write a Biography

Compare Across Texts
• **Compare Authors' Styles**
  • goal

Unit Wrap-Up
• **Reflect on Your Reading**

• **Explore the Guiding Question**

• **Book Talk**

🔴 – Tested on Unit Writing Test   🔴 – Tested on Language Acquisition Assessment   🟢 – Assessed with Program Rubric

Instructional Focus   **T471h**

INSIDE
Program Components

	Print	Digital
Inside Fundamentals Volumes 1 and 2		
Student Book	●	●
Teacher's Edition	●	●
Practice Book	●	●
Practice Book Teacher's Annotated Edition	●	●
Folktale Collections (16 titles)	●	
Folktale Selection CDs		●
Theme Books (9 titles)	●	
Theme Books CDs		●
Selection and Fluency CDs		●
Assessment Handbook	●	●
Placement Test and Teacher's Manual	●	●
Unit Test Booklets and Teacher's Manual	●	
Level Test Masters and Teacher's Manual	●	●
Reading Level Gains Test and Manual	●	●
eAssessment		●
ExamView CD		●
myNGconnect		●
Inside Levels A–C		
Student Book: Reading and Language	●	●
Student Book: Writing	●	●
Teacher's Edition: Reading and Language/Writing with Language Models and Fluency CDs	●	●
Practice Book	●	●
Practice Book Teacher's Annotated Edition	●	●
Writer's Workout	●	●
Writer's Workout Teacher's Annotated Edition	●	●
Leveled Library (24 titles)	●	
Content Library Classroom Set (8 titles)	●	
Comprehension Coach		●
Selection and Close Reading CDs		●
Assessment Handbook	●	●
Placement Test and Teacher's Manual	●	●
Unit Test Booklets and Teacher's Manual	●	
Level Test Masters and Teacher's Manual	●	●
Reading Level Gains Test and Manual	●	
Test Preparation and Practice for Smarter Balanced Assessments	●	
eAssessment		●
ExamView CD		●
myNGconnect		●
Inside Phonics		
Teacher's Edition	●	
Reading Practice Book	●	
Reading Practice Book Teacher's Annotated Edition	●	
Teacher Scripts	●	
myNGconnect		●

Best Practices & Research Base

Inside Language, Literacy, and Content has been designed and updated by experts in the fields of reading, writing, and language learning. In this section, program authors present the best practices for teaching—practices that are grounded in current research and reflect the Common Core State Standards. These practices are built into the resources and instruction included in the program.

Additional monographs by the program authors are available on **myNGconnect.com**.

Bringing Students Inside:
Shaping Equitable Pathways
by Dr. Alfred W. Tatum

The adoption of the Common Core State Standards (CCSS) is shifting the instructional focus for middle school students in the United States. Literacy demands have increased for all students, including those who struggle with reading and writing. According to national assessment data, a mere 34 percent of U.S. eighth graders are proficient readers. Sorely, only thirty-eight percent of twelfth-graders performed at or above a proficient level in reading in 2009 (NCES, 2010). This indicates a clear performance trajectory between the proficiency levels of middle school readers and later reading achievement. Therefore, it is imperative that educators shape equitable pathways to protect the literacy rights of middle school students to prepare them for a wide range of post-secondary options.

> *"Instruction for middle school students must be conceptualized to align to the broader contexts that inform their lives."*

Broaden the Lens of Reading, Writing, and Language Instruction

Instruction for middle school students must be conceptualized to align to the broader contexts that inform their lives. Often, middle school students live on the outside of literacy instruction; and many will remain there unless instructional practices are planned and educational contexts are shaped to meet their specific language and literacy needs to bring them in from the margins. Literacy-related difficulties are often exacerbated for students who lack the English proficiency needed to handle the academic language, vocabulary and content found in the texts that they must read from middle school on. Narrow approaches to literacy instruction that have simply focused on skill and strategy development without regard to students' intellectual development have only yielded small upticks in reading achievement over the past four decades (NCES, 2010). A broader frame of literacy instruction as outlined by the CCSS brings attention to the intersection of reading, writing, language and knowledge development that should benefit middle school struggling readers who have been traditionally underserved by schools. Educators must safeguard this intersection to counter inequitable literacy pathways to ensure that a significant proportion of middle school students receive the instruction they need and deserve. Educators must balance a focus on complex texts as called for by the CCSS while honoring the complexity of middle school students' lives and their need for academic, cultural, emotional, and personal development.

Shaping Equitable Pathways

Advancing the literacy needs and shaping equitable pathways for middle school students will involve, at minimum, nurturing students' resilience and increasing their experiences with more cognitively demanding texts, including disciplinary texts (Shanahan & Shanahan, 2008). Middle school students are more likely to become resilient if they feel secure in the presence of adults who clearly communicate high expectations along with realistic goals, and who support the students' active participation in authentic tasks and "real-world" dialogue (Henderson & Milstein, 2003; Stanton-Salazar & Spina, 2000). During reading instruction, educators can help nurture student resilience by modeling specific reading and writing strategies that students can use independently, while simultaneously engaging students with a wide range of fiction and nonfiction texts. These actions are particularly effective for students who often feel disconnected from literacy instruction (Ivey, 1999; Miller, 2006). Building these contexts and relationships helps to construct students' literacy identities (Triplett, 2004).

Literacy classrooms and instructional practices that invite students in from the margins and shape equitable pathways are characteristically non-threatening. Students engage in conversations with teachers and classmates about the multiple literacies in their lives and feel supported and valued. Educators who structure such classroom environments and instructional practices have the potential to promote more active student participation in literacy-related tasks and to increase student motivation, leading to improved academic outcomes (Guthrie & McRae, 2011). For too long, policies and practices have inadvertently authorized failure in middle school (Tatum & Muhammad, 2012).

Education should keep in mind the following as they move to authorize a different set of instructional practices to shape equitable pathways for middle school students:

1. Conceptualize reading, writing, and language as tools of protection for middle school students. Instruction in middle school can shape the trajectory for post-secondary options.

2. Focus on the intersection of reading, writing, and intellectual development. Require students to demonstrate their comprehension through reading, writing, and discussion.

   Develop a writing routine that requires students to demonstrate their new understandings that emerge from the texts.

3. Increase students' exposure to academic words and language in the middle school. Use rich language while speaking. Share examples of your own writing that models how you use rich language.

4. Move beyond texts during instruction that are "cultural and linguistic feel-goods" in favor of texts that advance students' cognitive and social development.

5. Become better arbiters of the texts you use with students or change how you plan to use the texts. Establish a litmus test for your text selections that moves beyond mandated materials.

6. Provide direct and explicit strategy instruction.

7. Recognize that young adolescents are developing a sense of self, and that they draw on cultural, linguistic, gender, and personal identities to define that self.

8. Honor cultural and linguistic diversity during instruction while holding all students to standards of excellence.

9. Provide adequate language supports before, during, and after instruction.

10. Select and discuss texts in ways that engage students.

11. Use appropriate pacing during instruction.

12. Involve students in the assessment process and develop an assessment plan that pays attention to students' cognitive and affective needs.

13. Do not reject complex texts for struggling readers and writers based on perceived notions of ability or capacity to handle complex text across a wide range of subjects. Be patient and steadfast.

As this list indicates, there are multiple ways to shape equitable pathways for middle school students. It is important for teachers to be flexible in finding the ways that work best with their students, and to avoid approaching literacy instruction with a single technique or method.

Engaging literature selections bridge the gap between students' in-school and out-of-school literacy experiences.
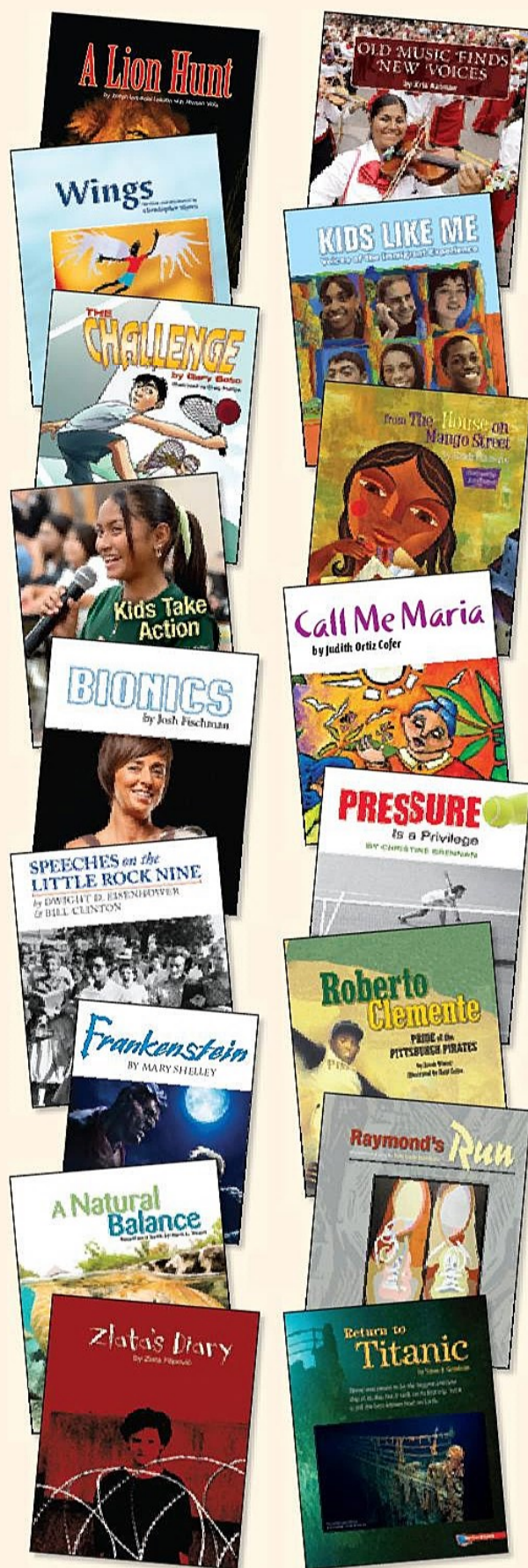
Applying the Research

Inside Language, Literacy, and Content is designed to shape equitable pathways of striving middle school students and to support them in achieving academic success. Engaging literature selections bridge the gap between students' in-school and out-of-school lives, honor the diversity of their cultural and linguistic backgrounds, and encourage them in the development of positive personal identities.

Teacher's Editions support teachers in providing a nurturing classroom environment and in delivering direct and explicit instruction, with appropriate pacing and systematic guidance to keep students on track in learning skills, strategies, and content. The program features highly structured and guided practice, using repetitive routines that move striving readers toward reading independence. By involving students in the assessment process, *Inside Language, Literacy, and Content* helps students visualize their own progress and embrace the goal of becoming proficient readers.

These approaches to instruction and assessment offer the best potential to shape positive literacy and life outcomes for students who struggle to read. With such help, students become insiders during their school years and carry multiple efficiencies with them when they graduate and move into a promising future in the outside world.

Complex texts incorporate rich language and advance students' cognitive and social development. Instructional routines integrate reading, writing, and intellectual development and require students to demonstrate their comprehension through reading, writing, listening and speaking.

Meeting the California Common Core State Standards

by Dr. Michael W. Smith

The California Common Core State Standards (CCSS) are designed to "ensure that all students are college and career ready in literacy no later than the end of high school" (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). A recent analysis (Porter, McMaken, Hwang, Yang, 2011) of the standards establishes that the CCSS will "shift content . . . toward higher levels of cognitive demand" (p. 106). But the CCSS are about more than rigor. They also pose new challenges for what and how we teach. Let's explore how *Inside Language, Literacy, and Content* meets those challenges.

Challenge 1: An Increase Emphasis on Informational Texts

The CCSS push for an increased emphasis on informational texts is absolutely clear:

> Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas (p. 4).

Indeed, the Standards call for 70 percent of the reading that secondary students do to be informational, although they stress that "teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade [i.e. across all of their subjects] should be informational" (p. 5). Despite this caveat, there's sufficient concern about this changing emphasis that *Washington Post* columnist Jay Matthews published an article entitled "Fiction vs. Nonfiction Smackdown."

Rather than seeing fiction and nonfiction as being in competition, *Inside* sees them as complementary. All of our units are built around Guiding Questions. These questions are so interestingly complex that they have been taken up by a variety of disciplines. If we want our students to think about them, they have to read literature, to be sure, but they also have to read a wide range of informational texts as well. Reading fiction and nonfiction together in service of thinking about those questions invigorates both. And perhaps more importantly, it

"Rather than seeing fiction and nonfiction as being in competition, Inside sees them as complementary."

makes it clear to kids that what they read matters in the here and now (cf., Smith & Wilhelm, 2002).

Challenge 2: An Increased Emphasis on Text Complexity

The CCSS "emphasize increasing the complexity of texts students read as a key element in improving reading comprehension." In fact, Cunningham (in press) argues that "the most widely discussed reading instructional change called for by the CCSS is a significant increase in text complexity." Indeed, he continues, "those who have not read the standards and only listened to the chatter about them may well have concluded that this is the only major change in reading instruction the CCSS entails."

Text complexity is itself a complex matter. As the Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy indicates assessing text complexity involves the consideration of three dimensions—qualitative, quantitative, and reading and task.

Given that our program is designed for striving readers and that one of their primary features is ability-appropriate texts, the CCSS's emphasis on the reading of complex text provided a significant challenge. We met that challenge by including instructional-level texts at accessible reading levels and by closing each of our units with a text designed to stretch students' ability. In selecting those texts we drew on both the quantitative dimension of complexity (Lexile ratings) and the qualitative dimension of complexity (our analyses of the complexity of the text's structure, language, knowledge demands, and levels of meaning).

Although the CCSS require all students to read complex texts, they explicitly state they do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. Therefore, once we selected the
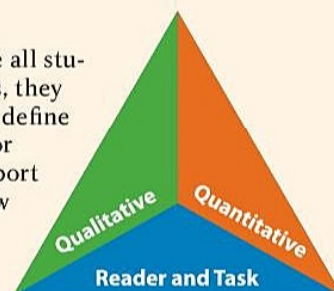
texts, we had to draw on our understanding of reader and task considerations to help students grapple with those texts. The very structure of our books is designed to help students do the stretching we ask them to do. In the first place, we provide instruction designed to help them have meaningful transactions with the texts we ask them to read. (More on that in the next section.) In addition, because our units are built around Guiding Questions, they involve extended reading, writing, and discussion about texts that address a similar issue. As a consequence, all of the reading, writing, and talking that students do acts as a kind of frontloading (Wilhelm, Baker, & Dube-Hackett, 2001) for Close Readings, the "stretch" texts that close each unit. Moreover, because our units are built around questions that address issues that are important in kids' lives, students can draw on their prior knowledge and experiences outside school as a source of implication. This background knowledge will help students understand the content of the texts, freeing up mental resources to cope with more sophisticated syntax. Moreover, the feelings of competence that our instruction and unit organization develop coupled with the meaningful social work we ask students to do will increase their motivation (cf. Smith & Wilhelm, 2002). And as the Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy explains, "Students who have a great deal of interest or motivation in the content are … likely to handle more complex texts" (p. 6).

Challenge 3: A Focus on Close Reading of Particular Texts

Without question, the CCSS emphasize developing deep understanding of particular texts. Here are the first three anchor reading standards:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

However, although these standards focus on learning from individual texts they do so in a way very much in line with the strategy instruction we provide. We focus on making inferences (Standard 1). We focus on determining importance (Standard 2). We focus on synthesizing (Standard 3).

In fact, in a guide for publishers seeking to develop materials consistent with the CCSS, two of the lead authors of the standards (Coleman and Pimentel, 2012) suggest that strategy instruction can support the learning from text goal the CCSS articulate:

Close Reading passages provide opportunities for reading and rereading short, more complex texts.

Close reading and gathering knowledge from specific texts should be at the heart of classroom activities … Reading strategies should work in the service of reading comprehension (rather than an end unto themselves) and assist students in building knowledge and insight from specific texts. (p. 9)

That's just what **Inside** does. It teaches students strategies so that they can independently apply them to understand the specific reading we ask them to do. We avoid the "cookie-cutter" strategy-based questions that Coleman and Pimental critique. The Look Into the Text feature is a salient example of embedding strategy instruction in rich, textual context.

In short, we connect text-dependent questions and strategic instruction. As a consequence, we support students' "gathering evidence, knowledge, and insight from [the specific text] they read" even as we are teaching strategies that they can apply in new textual contexts.

In his comprehensive review of research on transfer Haskell (2000) points out that "Despite the importance of transfer of learning, research findings over the past nine decades clearly show that as individuals, and as educational institutions, we have failed to achieve transfer of learning on any significant level (p. xiii)." Despite this finding, Perkins and Salomon (1988) argue that teachers are too sanguine about the likelihood of transfer, relying on what Perkins and Salomon call the Little Bo Peep view of transfer; that is, if we "leave them alone" they come to a new task and naturally transfer relevant knowledge and skills. But that transfer doesn't happen. Perkins and Salomon note that "a great deal of the knowledge students acquire is 'inert'" (p. 23), meaning that students don't apply it in new problem-solving situations. As a consequence, Perkins and Salomon (1988) argue that teachers must work hard and quite consciously to cultivate transfer. They explain cultivating a "mindful abstraction" of a strategy allows it to be moved from "one context to another" (p. 25). That's why we provide explicit strategy instruction and provide multiple opportunities for students to apply their understanding.

We want students to grapple with the texts that they read so they can learn from them and use them to think about the Guiding Questions that organize our units. Strategy instruction coupled with repeated opportunities to apply those strategies in meaningful ways in a range of textual contexts is the way to do just that.

Challenge 4: An Increased Emphasis on Argumentation

The prominence of argumentation in the CCSS is undeniable: "[T]he Standards put particular emphasis on students' ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness." We respond to that increased emphasis in two ways.

The first is by working to create a culture of argumentation in the classroom through the use of Guiding Questions, questions that have no definite answers. Structuring units around such questions signals to students that they'll need to make the kind of sound arguments that the CCSS are calling for if their ideas about the Guiding Questions are to carry the day.

This emphasis on argumentation stands in stark contrast to the patterns of discourse that prevail in schools. Indeed Applebee, Langer, Nystrand, and Gamoran's (2003) analysis of twenty 7-12 grade classrooms reveals that what they call open-discussion, defined as "more than 30 seconds of free exchange of ideas among students or between at least three participants" which "usually begins in response to an open-ended question about which students can legitimately disagree" (p. 707) averaged 1.7 minutes per 60 minutes of class time. This is a pretty depressing finding, but one that we work to overcome by the very structure of our program.

The second response to argument is to provide explicit instruction on how to read and write arguments. We teach students how to understand and employ Toulmin's (1958) model of argumentation, a model of argumentation that allows students to draw on their ability to make effective oral arguments in their efforts to craft effective written ones (cf., Smith, Wilhelm, & Fredrickson). Just as providing explicit strategy instruction with plenty of opportunities for applying that instruction in specific textual situations fosters transfer of learning in reading, so too does providing explicit instruction in the elements of argumentation along with plenty of opportunities to practice applying those elements foster transfer of learning in writing.

We want the struggling readers that our books are designed to serve to be college and career ready by the time they graduate from high school. That's why we have embraced the challenges that the Common Core State Standards pose.

Frequent opportunities for academic discussion are fostered through Guiding Questions.
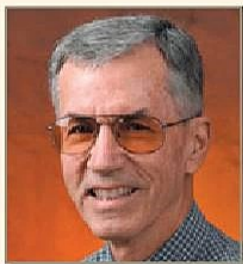
Robust Vocabulary Instruction

by Dr. David W. Moore

Instruction that helps middle grades students develop broad and deep vocabulary knowledge is crucial for their literate, academic, and occupational success. For striving readers and students who are learning English, such instruction is imperative (Cummins, 2003; Nation, 2001; Torgeson et al., 2007). According to the Common Core State Standards (CCSS) (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010):

> To be college and career ready in language, students must have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. (p. 51)

Research in promoting middle grades English learners' and striving readers' vocabularies (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Graves, August, & Mancilla-Martinez, 2013; Harmon, Wood, & Medina, 2009; Kame'enui & Baumann, 2012; Lesaux, Kieffer, Fuller, & Kelley, 2010) indicates that effective instruction includes four components.

> *"Complementing rich and varied language experiences with the direct teaching of specific words is important."*

range of print materials—trade books, textbooks, reference sources, periodicals, web sites, and multimedia presentations—they gain access to the meanings of unfamiliar words along with information about how familiar words are used in different ways in different contexts.

To make new words their own, students benefit from frequent and varied activities that allow them to use the words as they read, write, speak, and listen (Marzano, 2004). Engaging students in collaborative content-rich tasks, regularly prompting them to elaborate their ideas, and supporting their efforts are all rich language experiences associated with vocabulary growth.

Inside Language, Literacy, and Content provides informative nonfiction and fiction selections that present new words through a range of oral and written language experiences. The selections shed light on many fascinating topics and are grouped in topical units so that students encounter ideas and information that relate to and build on each other. The selections also grow in difficulty, which allows students to encounter words in a logical sequence. Instructive videos introduce the selections, embedding the new words and concepts in stunning displays. Instruction related to the selections and videos leads students to interact with the materials meaningfully throughout each unit.

Rich and Varied Language Experiences

Most word learning occurs through meaningful oral language and wide reading of diverse materials (National Reading Panel, 2000). The oral language that young children hear and participate in at home is their major source of word learning. Once children begin school, the ways in which they use language to interact with teachers and classmates become especially important contributors to vocabulary growth. Teachers increase this growth when they support students' oral language centered on academic purposes, structures, and terminology.

Rich oral language experiences are essential to students' vocabulary growth; however, as students move through school, reading becomes a principal source of new words (Cunningham & Stanovich, 1998). Indeed, some researchers consider the amount of reading that students do to be the most powerful influence on their vocabulary development (Anderson & Nagy, 1992). When students read a

Direct Teaching of Specific Words

Complementing rich and varied language experiences with the direct teaching of specific words is important. Direct teaching of specific words helps students develop in-depth knowledge (Beck, McKeown, & Kucan, 2008; Graves, 2009). Such instruction is especially valuable for students who do not read or understand English well enough to acquire vocabulary through reading and listening alone.

Directly teaching specific words well requires choosing particular words for instruction, then bringing them to life in ways that allow students to gain permanent ownership of them. It means explaining word meanings so that students form connections with what they already know, detecting relationships as well as distinctions among known words. It means modeling correct usage of the words and providing numerous opportunities for students to see and use the words in active meaningful contexts.

Key Vocabulary The program directly teaches specific words before each major reading selection. Key Vocabulary are words that are essential to understanding a unit concept, central to comprehension of a selection, valuable for students in classroom discussions, and highly useful for future academic studies. Directly teaching these words helps students unlock meanings of both the words and of related words they will encounter in the future.

Introductions to each word follow a consistent pattern that calls for students to assess their knowledge of the word, pronounce and spell it, study its meaning, and connect it to known words. Student friendly definitions, striking photographs, and explanatory links between each definition and photograph accompany every key word.

Academic Vocabulary Along with Key Vocabulary, *Inside Language, Literacy, and Content* focuses on academic vocabulary, words such as *function* and *transform* that make up the distinctive language of school (Coxhead, 2000; Nagy & Townsend, 2012). Academic terminology typically is bundled together more densely in the materials students read inside school than outside of school, and it typically is more abstract. Despite differences between academic and general vocabulary, shared principles of instruction apply to both. For instance, students benefit from rich and varied language experiences along with direct and meaningful teaching of academic as well as general vocabulary.

Vocabulary Routines Throughout the *Inside* units, instructional routines offer extended opportunities to engage students in word study. Routines lead students to gain control of specific words through actions such as graphically organizing them, comparing them with synonyms and antonyms, and using them orally and in writing. Students connect the words to their lives and to the selections' and

units' topics. Twelve vocabulary routines are featured in the Teacher Editions and used throughout the levels. Regular use of these routines helps students internalize the habits of thinking about, exploring, and connecting words. Additionally, students' knowledge of the words directly taught is assessed regularly throughout the program to inform instructional decisions.

Instruction in Word-Learning Strategies

Proficient readers apply independent strategies to figure out the meanings of unfamiliar words (Anderson & Nagy, 1992). As the CCSS make clear, college and career ready students independently determine the meanings of unfamiliar words through contextual analysis, morphemic analysis, and the use of specialized reference materials.

Contextual Analysis Analyzing the context of an unfamiliar word to clarify its meaning involves actively using the text and illustrations that surround the word (Baumann, Edwards, Boland, & Font, 2012; Stahl & Nagy, 2006). Proficient readers use contextual analysis when they determine that they do not know a word (e.g., "I don't understand *hitched* in 'They got hitched.'"). They then look back in the selection, rereading for clues to the word's meaning they might have missed, and they look forward, reading on for new information that might help. They search the surrounding words for particular types of clues, such as definitions, examples, and restatements that clarify word meanings. They adjust their rates of reading, slowing down or speeding up, to find clarifying information.

Morphemic Analysis Analyzing an unfamiliar word's morphemes, its meaningful parts such as prefixes, bases, roots, and suffixes, plays a valuable role in word learning (Bowers, Kirby, Deacon, 2010; Carlisle, 2010). Proficient readers use morphemic analysis by first noting an unfamiliar word's use in context ("Distances among the stars are just *incredible!*"). They break the word into parts (*in + cred + ible*) and assign meaning to each part (*in* = not, *cred* = believe, *ible* = can be done). Then they combine the word-part meanings ("cannot be believed") and see if this combination makes sense in the selection.

Proficient readers also use morphemic analysis to identify words that are derived from a common base word (e.g., *night* as in midnight, nightly, nightshirt) or root (e.g., *cred* as in credit, credible, credence) to determine word meanings. Second-language learners who are proficient readers in their first language use morphemic analysis to identify morphemes in words that have first-language cognates in English (e.g., English-Spanish pairs: continent/continente, history/historia) (August & Shanahan, 2006).

Key Words

cell (sel) *noun*
▶ page 273

A **cell** is the smallest working part of a living thing. People are made up of millions of **cells**.
Related Word: cellular

circulate (sur-kū-lāt) *verb*
▶ page 279

When something **circulates**, it moves along a path that returns to the place it started. Blood **circulates** throughout your body.
Related Words: circle, circuit

examine (ig-zam-un) *verb*
▶ page 273

When you **examine** something, you look at it very closely. A doctor **examines** you to make sure you are healthy.
Related Words: examination, exam

involve (in-vahlv) *verb*
▶ page 276

To be **involved** means to be part of something. A team **involves** people working together.

organ (or-gun) *noun*
▶ page 273

An **organ** is a body part that has a certain job to do. Your heart and lungs are important **organs**.

oxygen (ahk-si-jun) *noun*
▶ page 276

Oxygen is the air we breathe. We use extra **oxygen** to exercise.

Striking photographs, student friendly definitions, and links between each photograph and the definition accompany every word.

Specialized Reference Materials Information about words and their meanings is available in numerous references. Students can consult print and digital dictionaries, glossaries, and thesauruses; personal productivity software and knowledgeable people are other possible references. Students who meet an unfamiliar word that is difficult to figure out through its context or morphemes do well to look it up in a word meaning reference and confirm its proper meaning.

Inside Language, Literacy, and Content teaches multiple aspects of independent word-learning strategies. Each unit begins with a Focus on Vocabulary section that explicitly teaches a word-learning strategy and how to use it. The strategy is then carried through the unit in a scaffolded instructional plan. In each selection teachers first model the strategy explicitly, guide students in using it, then provide opportunities for students to apply the strategy on their own.

Fostering Word Consciousness

Students who are conscious of words habitually examine their meanings and uses (Graves & Watts-Taffe, 2002; Scott & Nagy, 2004). In line with the CCSS, these students interpret figurative language, analyze word choice, and note word relationships.

Figurative Language Students who interpret figurative language make sense of word meanings that go beyond literal definitions. They understand figures of speech such as allusions (*self evident truths*), idioms (*make ends meet*), metaphors (*Life is a rollercoaster.*), and personification (*The wind screamed.*). Students interpret such figurative language in context, and they grasp its role in shaping the meanings of texts.

Word Choice Analyzing word choice involves nuances in words' literal meanings. For example, students notice how particular words' connotations (*steady, monotonous*) affect texts' messages. They appreciate particularly striking word usage (*Parting is such sweet sorrow*). They realize that technical words in different disciplines often convey different meanings (*positive electrical charge, positive emotional appeal*). In general, they follow the impact of a text's specific wording on its cumulative meaning and tone.

Word Relationships Word relationships are meaningful connections among words that students can use to understand and remember each word. To

cement their word knowledge, students draw on relationships such as antonyms (*remember, forget*), examples (*empire, Roman*), semantic family members (*nature, natural*), and synonyms (*shy, bashful*). They also make use of terminology that signals such relationships in texts (*including, similarly*).

Students are encouraged throughout *Inside Language, Literacy, and Content* to explore and become excited about words, to notice their shades of meaning, and to use them with increasing skill. Structured discussions of authors' word choices regularly draw attention to figurative and connotative word meanings and guide students' judgments about how well certain words fit particular contexts. Inquiries guided by Guiding Questions (*How do decisions affect your identity? How can one individual make a difference?*) focus students on the ways different authors refine the meanings of significant terms. Vocabulary routines involving notebooks, study cards, word maps, and word sorts highlight word relationships.

Students also are encouraged to respect and value the word knowledge they bring with them from outside school. They are led to connect new word meanings with what they already know. Literature selections include many examples of young people valuing their linguistic heritages. All of these instructional supports help striving readers and English learners develop their awareness of and interest in words.

Conclusion

Inside Language, Literacy, and Content's vocabulary instruction consists of interactive components that support one another. Engaging middle school English learners and striving readers in rich and varied language experiences, direct teaching of specific words, instruction in independent word learning strategies, and word consciousness encouragement lead to them becoming college and career ready.

Each unit begins with a Focus on Vocabulary lesson that explicitly teaches how to use a word-learning strategy.
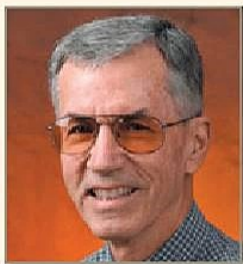
Developing Comprehension To Support Meaning Making

by Dr. David W. Moore

The Common Core State Standards (CCSS) portray readers who are prepared to successfully enter college and careers as independent builders of strong content knowledge (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). These readers understand and critique complex texts from different genres and disciplines. They value evidence when interpreting authors' messages. As participants in the twenty-first century's global society and economy, they engage with diverse media, ideas, and perspectives.

Inside Language, Literacy, and Content is designed to help middle-grade striving readers meet and exceed the rigorous CCSS expectations for reading. The program promotes the knowledge, skills, and mindsets required by the standards, and it is informed by major reviews of reading comprehension research (Duke, Pearson, Strachan, & Billman, 2011; Edmonds, Vaughn, Wexler, Reutebuch, Cable, Tackett, et al., 2009; RAND Reading Study Group, 2002; Short & Fitzsimmons, 2007; Torgesen et al., 2007). Central elements of the program include its texts, activities, and instruction.

> *"Texts that are content-rich contain plentiful ideas and information that contribute to students' stores of knowledge."*

Content-Rich Texts

The CCSS are all about students making meaning and acquiring knowledge. Texts that are content-rich contain plentiful ideas and information that contribute to students' stores of knowledge. They help students develop both general and subject-specific understandings. Such texts often highlight diverse cultural and linguistic groups, fueling students' insights into the heritages of others and affirming their own. Drawn from print and digital settings as well as an array of genres, content-rich texts help make reading meaningful and relevant (McKenna, Conradi, Lawrence, Jang, & Meyer, 2012).

As CCSS expectations to read informational texts increase across the grades, middle grades students benefit from a range of materials such as essays, histories, memoirs, news features, proclamations, scientific expositions, and speeches that are well crafted and memorable. Engaging students with such content-rich literary nonfiction goes far in building content knowledge (Pearson, in press).

Viewing fiction and nonfiction as complementary, each unit of *Inside Language, Literacy, and Content* includes a wealth of content-rich selections from both genres. Informational texts make up a significant portion of the reading materials. Reflecting the unit focus, these selections explore science and social studies topics, and they examine personal identity, loyalty, and other life issues. In addition, selections by authors such as Sandra Cisneros, Christopher Myers, Lensey Namioka, and Gary Soto permit students both to learn about other people and cultures and to identify with recognizable characters and settings.

Complex Texts

The CCSS expect all students to comprehend complex texts independently and proficiently. Raising the text complexity bar for striving readers is meant to enable them to gain mature insights into the human condition, develop advanced knowledge, and increase capacity with similar challenges.

At the end of each unit, *Inside Language, Literacy, and Content* provides a complex reading passage that extends the materials students just read. These texts are designed to stretch students' abilities. They meet CCSS quantitative guidelines for complexity based on Lexile ratings as well as qualitative guidelines based on levels of meaning, structure, language, and knowledge demands.

Engaging vulnerable readers with complex texts involves more than just making them available. It means helping students bridge the gap between their current abilities and the challenges posed by the texts. It means supporting students' efforts to navigate sophisticated linguistic and conceptual structures as well as accomplish high level academic work. Consistent with research (Moje, 2007), the CCSS call for scaffolding learners' comprehension as needed.

Inside Language, Literacy, and Content includes a wealth of instructional-level texts and texts for independent reading in addition to complex texts. The program includes appropriate scaffolds for striving readers to succeed with instructional, independent, and complex texts. Read alouds expose students to grade-level difficulty texts at the start of each unit. The accessible, content-rich selections provided

in each unit give students a running start that prepares them for the complex texts that end each unit. Students are prepared for the especially challenging selections through the opportunities they have early on to develop needed background knowledge, language, motivation, effective expression, and confidence.

Other comprehension scaffolds include leveled library books that offer challenging but not defeating levels of text complexity. A digital library of videos and images helps build background and interest prior to reading. Preparation to read includes quickwrites, graphic organizers, and read-alouds. Glosses of unfamiliar words, text-dependent questions, prompts for students to think through what they have read before moving on, and post-reading discussion prompts support comprehension. Leveled Library and Content Library books are supported by complete online lesson plans and blackline masters for Student Journals.

Purposeful Activities

According to the CCSS, college and career ready students read purposefully. Purposeful activities, academic engagements that are relevant and interesting, encourage youth to seek meaning vigorously. Purposeful activities emphasize attention to conceptual networks. They promote students' views of facts and ideas as facts-in-action and ideas-in-action. When purposes for reading are unclear to students, or when they cannot see the relevance of the reading, their ability to make meaning suffers (Guthrie, 2007). This can also be the case when reading purposes do not take into consideration—or are insensitive to—students' social and cultural backgrounds.

Purposeful activities permeate *Inside*. Each unit contains selections unified by a common theme such as "Decision Point" or "Making a Difference" to promote coherent inquiries. Each unit begins with a Guiding Question like "What makes an idea powerful?" or "How far will people go for the sake of freedom?" Such questions have no single, simple, or predetermined answers; they allow verbal, artistic, and dramatic responses (Langer, 2002). The program's emphasis on inquiry helps students see authentic purposes for reading and provokes active thinking.

Inside also consistently sets up discussions to encourage purposeful reading. Combining individual reading with student-led small-group discussion contributes substantially to learning to understand the texts they read and think critically about the texts' contents (Nystrand, 2006; Soter, Wilkinson, Murphy, Rudge, Reninger, & Edwards, 2008). The program offers students opportunities to talk with partners, in groups, and as a whole class. Knowing they soon will talk with their peers about what they have read provides middle grades students an audience and a meaningful reason to read. During these exchanges, students explain and justify their interpretations while noting features of others' interpretations that they might take up for themselves. Such talk helps students clarify and organize their thinking about selections, promotes metacognition, and develops effective expression and argumentation skills.

Close Reading

The CCSS place close reading "at the heart of understanding and enjoying complex works of literature" (p. 3). Because good books don't give up all their secrets at once (King, n.d.), close reading is a sensible part of readers' repertoires. Readers benefit from strategically reading and rereading selected passages closely and attentively. The practice of close reading includes four fundamental characteristics (Adler & Van Doren, 1972; Beers & Probst, 2012; Hinchman & Moore, in press):

• rigor,

• multiple readings of the target text,

• academic discussion, and

• focus on text evidence.

When applied to close reading, rigor is a term that links features of the passage with readers' actions with the passage (Beers & Probst, 2012). Close reading rigor is determined by the complexity of texts as well as by the levels of engagement and commitment readers put into making sense of them. To read rigorously is to examine complex texts in a disciplined, dedicated, and thorough manner.

At the end of each unit, *Inside Language, Literacy, and Content* provides texts and tasks for close reading that meet CCSS guidelines for grade-level complexity. These content-rich texts and purposeful tasks speak to middle grades youth. They draw students into deep and thoughtful readings and rereadings. They are interesting and meaningful, contributing to rigorous study.

The program leads students through multiple readings of the target text by means of a Close Reading Routine. This routine involves a four-part spiraling analysis that is based on the CCSS for Reading strands, Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. Readers are led to read and reread successively in order to:

• form initial understandings of the text,

• summarize the text,

• deepen their understandings while examining the author's use of text elements to shape understandings, and

• build content knowledge.

Academic discussion marks the program's Close Reading Routine. In preparation for summarizing selections, students compare the topic statements they compose and the important words they select. When time permits, they share and compare their summaries. As a class they synthesize the ways particular text elements shape the meaning of selections. Finally, they discuss the new ideas they generated while reading, and apply those ideas to the units' Guiding Questions. Student generate their own questions through discussion and these texts provide an excellent opportunity for students to engage in short research projects relating to questions they generate.

Focusing on text evidence is a key aspect of *Inside Language, Literacy, and Content*. Of necessity readers use their knowledge and experience to make sense of authors' meanings (Pearson, 2012), but misunderstandings can arise when readers rely too much on what they bring to the text and substitute it for what authors actually presented. Consequently, the program consistently prompts students to ground their interpretations with wording from the text. All the reading selections in the program, including the ones for close reading, are accompanied by text-dependent questions that prompt students to directly engage authors' ideas and cite the evidence that supports their responses to the ideas.

Strategy Instruction

As the CCSS put it, a full range of strategies may be needed for students to monitor and direct their comprehension. Whether they are reading to acquire new knowledge, to perform a task, or for pleasure, independent readers are strategic (McNamara, 2007). They take charge of what they read, adopting strategies that fit their selections and their reasons for reading. If something in a text is puzzling or confusing, independent readers realize this immediately, shift mental gears, and apply strategies to repair their understanding. Convincing research of effective secondary-school literacy programs confirms the need to teach students comprehension strategies (Langer, 2002).

Inside Language, Literacy, and Content presents the following eight strategies known to promote students' reading comprehension:

- Plan: Preview, set a purpose, and predict what you will meet in the text before reading it more carefully.
- Monitor: Notice confusing parts in the text then reread and make them clear.
- Determine Importance: Focus attention on the author's most significant ideas and information.
- Ask Questions: Think actively by asking and answering question about the text.
- Visualize: Imagine the sight, sound, smell, taste, and touch of what the author is telling.
- Make Connections: Combine your knowledge and experiences with the author's ideas and information.
- Make Inferences: Use what you know to figure out what the author means but doesn't say directly.
- Synthesize: Bring together ideas gained from texts and blend them into a new understanding.

Following the National Reading Panel's (2000) findings, the program's introductory lessons teach students to flexibly apply this set of eight strategies. The lessons focus students on orchestrating this repertoire, deliberately using multiple strategies to foster their understandings of texts. Each unit in the program then supplements this introduction by concentrating attention on a single strategy, an intervention that develops expertise and improves transfer across genres (Nokes & Dole, 2004).

Along with the eight comprehension strategies that fit all selections, *Inside Language, Literacy, and Content* includes instruction in analyzing literary devices, analyzing specific text structures, and learning with and about a variety of genres. These strategies enable readers to analyze authors' organization of ideas (e.g., sequence, topic-detail, compare-contrast), purpose for writing (e.g., to tell a story, to explain, to convince), and genre-specific features (e.g., foreshadowing, symbolism, visual representations, testimonials). Text structure and genre strategies are especially important to teach because the ability to navigate textual arrangements as an aid to understanding and remembering is a robust characteristic of independent readers (Meyer, Wijekumar, Middlemiss, Higley, Lei, Meier, & Spielvogel, 2010; Kamil, 2012).

The program's reading comprehension instruction also makes frequent use of Academic Language Frames and other structured supports (Dutro & Kinsella, 2010) to help striving readers internalize the reading comprehension processes that independent readers use habitually. Finally, it is important to note that the program presents strategies and scaffolds as helpful tools to be applied in the service of meaning making and knowledge building; strategies and scaffolds are no more than a means to the end goal of students getting the most of texts (Learned, Stockdill, & Moje, 2011).

Conclusion

Inside Language, Literacy, and Content's reading comprehension instruction is best seen as a set of interactive elements that support one another. Engaging middle school striving readers with content-rich, complex texts along with purposeful, close reading activities and teaching them how to comprehend, enhance their college and career futures.

Reading Strategies

- Plan and Monitor
- Visualize
- Determine Importance
- Ask Questions
- Make Connections
- **Make Inferences**
  When the author does not say something directly, use what you know to figure out what the author means.
- Synthesize

Teaching the Fundamentals:
Phonemic Awareness, Phonics, Decoding, Spelling, and Fluency

by Dr. Alfred W. Tatum and Dr. Josefina Villamil Tinajero

Effective reading instruction should incorporate the most current, scientifically based reading research, such as that reviewed in the National Reading Panel report (2000), as well as other highly regarded reports and research analyses (e.g., Gambrell, Morrow, & Pressley, 2007; Moats, 2000: Snow, Burns, & Griffin, 1998). These findings show clearly that for striving readers, the content of instruction must be rigorous and the presentation of that content must be explicit and systematic. These findings are reinforced by studies of effective reading teachers, which reveal that the classrooms of these teachers are "characterized by high academic engagement, excellent and positive classroom management, explicit teaching of skills, large amounts of reading and writing, and integration across the curriculum" (Cunningham, 2007, p. 176). So it is clear that instruction must be complete, systematic, integrated, and explicit, but what does that tell us about foundational skills? How much instructional time should teachers invest in building the basics? The answer depends on the particular skills and challenges each student faces. When it comes to the foundational skills of reading, it is especially important to assess and respond to student needs and consider the range of skills required for accurate, fluent reading.

> *"When it comes to the foundational skills of reading, it is especially important to assess and respond to student needs..."*

a moderately fluent reader. However, these students may still be unfamiliar with the words impoverishment, initiatives, and empirical, and with concepts such as New Deal or inner city. Therefore, even though they read with speed and accuracy, these students do not read with comprehension. For comprehension to take place, readers must have sufficient vocabulary and background knowledge to access the information in the text.

Effective fluency instruction recognizes that limited vocabulary and background knowledge are major barriers to comprehension, particularly for striving readers and English learners, and takes care to address both vocabulary and cognitive development (Pressley, Gaskins, & Fingeret, 2006).

For English learners (ELs), the English vocabulary and language structures in their content area reading materials pose a special challenge to fluency. As Palumbo and Willicutt (2006, p. 161) explain, even when these students determine the meaning of a new word in a text, they must "have a place to fit the meaning within a mental framework, or schema for representing that meaning with associated concepts . . . English words they decode may not yield meaning for them."

Developing Reading Fluency

Oral reading with speed, accuracy, and expression are indicators of the ability to decode. For students to comprehend what they read, however, they must possess more than well-developed decoding skills. Suppose, for example, that students are given the following paragraph to read:

> The national debate over the impoverishment of inner-city populations and the presumed failure of New Deal initiatives such as Aid to Families with Dependent Children and public housing have, for the most part, been structured by a group of theoretical perspectives and empirical assumptions emphasizing individual responsibility for a variety of social ills such as economic dependency, family disorder, and crime (Bennett, Smith, & Wright, 2006, p. 9).

Some students may be able to accurately decode each word of the paragraph, and with a speed that is characteristic of

Palumbo and Willicutt conclude that if instruction is to help ELs to decode and comprehend at a productive pace, it must increase both their store of English words and their familiarity with English story grammars, text structure, and, perhaps, new concepts. Research shows that ELs benefit when vocabulary support is incorporated into texts; when students are afforded opportunities to read multiple texts on the same subject; and when they receive explicit instruction about how to apply their own, culturally familiar experiences to achieve understanding. In addition to improving vocabulary and comprehension strategies, many striving readers also need practice routines to develop their reading fluency. They may need practice with intonation, phrasing, and expression. Striving readers often benefit from repeated readings of familiar text in which they gradually improve phrasing and intonation and also record improvements in reading rate measured in words correct per minute (WCPM).

Effective Fluency Instruction

Scientifically based research findings converge on several practices that are essential for effective fluency instruction. These practices include the following:

- Selecting appropriate texts and providing students with opportunities to read from texts that are engaging and age-appropriate

- Building vocabulary and background knowledge so students can access new and unfamiliar texts

- Helping students become familiar with the syntax or language structures of different text genres

- Teaching students specific comprehension strategies that allow them to read successfully and independently

- Allowing students to sometimes choose materials to read that they find interesting

- Teaching routines that combine teacher modeling with guided and independent student practice, along with constant encouragement and feedback

- Practice routines to develop automaticity and fluency at the word level and in reading connected text

- Encouraging students to monitor and improve their fluent reading rates

Inside Language, Literacy, and Content provides robust support for fluency development, including all of the research-based practices cited above. The program also provides daily practice routines for developing reading accuracy, intonation, phrasing, expression, and rate. Fluency practice passages are included for each week of instruction, with teaching support that includes modeling of the target skill (for example, phrasing), and a five-day plan for improving the skill through choral reading, collaborative reading, recorded reading, reading and marking the text, and reading to assess. Assessment includes a timed reading of the passage and reading rate in words correct per minute (WCPM). Students are encouraged to graph their reading rate over time so they can monitor their improvement.

In Levels A–C, the Comprehension Coach interactive software provides a risk-free and private environment where striving readers and ELs can develop their reading power and fluency. Student literature selections are included with comprehension and vocabulary supports. Students can read silently or listen to a model of the selection being read fluently. They can also record and listen to their own reading of the selection. After a recording, the software automatically calculates and graphs their reading rate in WCPM.

Teaching Foundational Skills in Middle School

The National Reading Panel report and other research summaries emphasized the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension. At the middle school grades, teachers often encounter students who have not acquired the fundamental skills of phonemic awareness, phonics,

The Comprehension Coach gives students a risk-free environment for developing fluency through coached silent reading, listening to proficient models, and recording their own reading.

decoding, and spelling in the primary grades. It is well-documented that some striving readers in middle school need support in the fundamental skill areas to improve their ability to decode words.

Still, some teachers are surprised to realize this—as indicated by these recent comments from experienced teachers in Texas:

> "I always thought that teaching phonemic awareness and phonics was something that teachers in the early grades worried about—maybe K through 2nd grade—not 7th grade teachers like me! As I learned more about the kinds of things I could do to help my striving readers, my students began to respond in positive ways. For the first time, I felt that they were making progress—and that I was making a difference."

> "By combining best practices for teaching phonemic awareness and phonics with those of second-language acquisition, for the first time in my 12-year career as a teacher, I began to see my striving readers thrive."

Who are the students who need to begin at the beginning? Some students are new arrivals to our schools from countries that may have no written language or a non-Roman alphabet. Some have never been enrolled in school, and others have had interrupted schooling. Still others may have been in the U.S. school system, but have not yet learned basic blending and decoding skills or how to recognize words automatically.

If students are English learners, they need a complete language and literacy program that develops oral language, vocabulary, and the patterns and structures of English for use in oral and written communication as well as phonemic awareness, phonics, and decoding. Research shows that oral language is the foundation of reading proficiency (e.g., Fitzgerald, 1995; Hiebert, Pearson, Taylor, Richardson, & Paris, 1998). Oral language is critical in the development

of phonemic awareness because students who are able to recognize large numbers of spoken words can focus more easily on recognizing the individual sounds in those words (e.g., Goswami, 2003). In addition it provides support for students' acquisition of the alphabetic principle: When readers have a large store of words in their oral vocabularies, they are better able to sound out, read, and understand these words when they see them in print (National Reading Panel, 2000).

Not all middle school striving readers and language learners need intensive instruction in all of the foundational skills. Many students in the middle grades have acquired basic decoding skills but read with difficulty because they struggle with word analysis skills (especially with multisyllabic words) and fluency. All students, regardless of their foundational skills knowledge and proficiency, need access to age-appropriate rich texts and literature that builds the complex metacognitive strategies and skills essential for extracting meaning.

Therefore, teachers of striving readers and language learners at these grades should carefully assess student needs and provide direct, explicit, and systematic instruction that fills the gaps students have in phonemic awareness, phonics, decoding, and spelling, if necessary. Additionally, students at all proficiency levels should be given opportunities to develop reading automaticity and fluency.

Inside Language, Literacy, and Content includes resources to measure students' foundational skills and guide placement and appropriate supports. For students who may have experienced years of frustration and disengagement, identifying the appropriate instructional and independent level for text is important for building confidence and reading abilities. The program's Placement Test includes a Phonics Test and a Reading Level Lexile® test. As noted in other monographs, text complexity can be measured in a variety of ways—quantatively (as with Lexile), qualitatively, and by evaluating the reader and task. The quantitative measures gained from the Placement Test are useful measures and must be considered in the broader context of complexity when considering matching readers with curriculum levels.

If students do not show mastery of phonics and decoding skills, they are placed in the Fundamentals levels of the program. In Fundamentals levels, students receive explicit, systematic instruction in phonemic awareness, phonics and decoding, spelling, and high frequency words throughout the instructional plan. Vocabulary, comprehension, writing, and language development skills are thematically connected to foundational skill instruction to create a comprehensive literacy learning experience. Because it is essential that students at lower levels of proficiency have the most rapid and effective intervention, the Fundamentals level is broken into two separate volumes—volume 1 and volume 2. With two volumes, students can be placed more precisely according to their level of reading foundational skill development.

Inside Language, Literacy, and Content address phonemic awareness and phonics skills in a carefully ordered scope and sequence that reflects scientific research findings. This sequence features a strong emphasis at the beginning on blending CVC words with short vowels, and then moves gradually to more difficult skills, including digraphs, long vowels, inflected endings, r-controlled vowels, and multisyllabic words. All essential phonics skills are covered.

If students answer 80 percent or more of the items on the Phonics Test correctly, they will take the Reading Level Lexile® test to place them into Level A, B, or C of the program according to reading level. Studying the item analysis for the student's performance on the Phonics Test, however, is still helpful in identifying gaps in decoding, which teachers can fill by selecting appropriate lessons from the *Inside Phonics* kit. The instructional plans and decodable texts included in *Inside Phonics* target specific skills and help all students develop reading accuracy and rate.

Inside Phonics Kit

What are the Foundational Skills?

Phonemic Awareness and Phonics The ability to hear, identify, and manipulate the individual sounds, or phonemes, in spoken words is known as phonemic awareness. Phonics refers to the understanding that a predictable relationship exists between phonemes and the spellings that represent those sounds in written language, or the alphabetic principle (National Reading Panel, 2000). Students' levels of phonemic awareness and phonics skills both predict initial reading success and relate strongly to their reading success throughout the school years (e.g., Calfee, Lindamood, & Lindamood,1973; Ehri & Nunes, 2002; Snow et al., 1998).

The research reviewed by the National Reading Panel (2000) indicates that the best method to ensure that readers develop both phonemic awareness and phonics knowledge is to provide them with direct, explicit, and systematic instruction. The basis for effective direct, explicit, systematic instruction is a carefully articulated and sequential progression of skills that begins with the most basic tasks and moves with appropriate pacing to more difficult tasks. This curriculum is best presented through consistent teaching routines that let students know up front what they are expected to do and learn in specific activities. The teacher clearly models the skills and provides ample structured and guided practice with immediate corrective feedback when needed.

Decoding and Spelling An essential part of phonics and decoding instruction is blending, in which students are explicitly taught how to blend sounds to decode words. Decoding should begin with simple 2- or 3-letter words and then move gradually to more complex words.

As students learn to decode sound/spellings to blend words, they must also learn and practice spelling, or encoding—the process of hearing sounds in words, relating the sounds to their spellings, and writing those spellings to form written words. This encoding process is an essential part of learning the alphabetic system and becoming proficient in its use.

High Frequency Words These are words that occur frequently in running text and have at least one spelling that is not phonetically regular. Students need to recognize these words automatically for fluent reading.

These foundational skills work together as readers decode words. In addition to learning these skills, students need an array of practice opportunities to develop automaticity. Foundational skills are not sufficient for developing strong readers. As the term suggests, they are just the foundation of a more complex array of variables that include vocabulary and background knowledge and comprehension and literary analysis skills. Together, the array of reading skills and knowledge supports the development of engaged and fluent readers.

How Are Foundational Skills Taught?

Inside Language, Literacy, and Content uses research-based reading routines to teach sound/spellings, blending, spelling, high frequency words, and the reading of decodable texts. These routines allow teachers to scaffold instruction, first making sure that students grasp the skill, and then gradually shifting and releasing responsibility for completing a task from themselves to students (e.g., Vygotsky, 1978).

Phonics and decoding phonics lessons follow consistent instructional routines based on principles of explicit instruction. This instructional routine includes the essentials of exemplary phonics instruction: direct, explicit teaching of sound-spellings and the application of this phonics knowledge to blend the sounds together (Shanahan, 2002).

In addition to routines that build knowledge and skills, there must be frequent opportunities for students to apply skills in authentic contexts. In the case of foundational reading skills, application is best supported through the use of decodable texts. Decodable texts are passages in which a high percentage of words can be blended by applying the sound/spellings students have been taught. In addition, up to 10 percent to 15 percent of the words in these texts may be previously taught high frequency words. As students learn each new sound/spelling, they need ample opportunities to decode words with the new spelling in decodable text. Using a research-based instructional routine for teaching the decodable text gives students multiple experiences reading the text to build fluency and allows teachers to provide immediate corrective feedback.

Developing Automaticity

Improving reading fluency is one way to help striving middle school readers move through text the way that proficient readers do and so reduce the frustration that often leads them to give up on reading altogether. Indeed, research analyses identify reading fluency as one of the five key components of effective reading instruction (National Reading Panel, 2000). More specifically, the research shows that increased reading fluency is related strongly and positively to increased reading comprehension (Samuels & Farstrup, 2006).

In addition to the rich, authentic trade literature, the Fundamentals levels include decodable text selections that are designed to apply phonics, decoding, and high frequency word skills immediately after instruction. These texts are engaging and age appropriate for middle school readers. They are taught using a consistent routine in which students read the text four times, first using whisper reading, then partner reading, then group reading, and finally choral reading with the whole group. Teachers monitor during each reading and provide corrective feedback and other support, including discussion of hard words, teaching text features and genre, summarizing, and practice with phrasing. After several practice sessions, students do a timed reading of the text. The teacher notes misreads and calculates words correct per minute. Students graph their performance and set a personal goal for improvement in subsequent timed readings. These repeated readings provide essential practice for students in applying phonics and high frequency word skills and in developing automaticity and fluency—a key step on the path to becoming proficient readers.

Conclusion

Inside Language, Literacy, and Content provides the full range of research-based support that striving readers and English learners need to become fluent, proficient, and confident readers. Some middle school students need intensive intervention in the complete sequence of decoding skills, and others have gaps in their knowledge that need to be filled. Inside provides, through careful placement, appropriate instruction for this full range of students to support acceleration and progress toward grade-level reading achievement.

Talking the Talk:
Meeting the Standards for Speaking and Listening

by Dr. Deborah J. Short and Dr. Michael W. Smith

Among the less noticed aspects of the Common Core State Standards is their emphasis on the importance of speaking and listening. As the standards document states "To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner." (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010)

The Problem

Unfortunately, a wealth of research demonstrates that students seldom have opportunities to take part in rich conversations. Goodlad's (1984) classic study of over a thousand classrooms led him to this conclusion:

> The data from our observation in more than a thousand classrooms support the popular image of a teacher standing or sitting in front of a class imparting knowledge to a group of students. Explaining and lecturing constituted the most frequent teaching activities, according to teachers, students, and our observations. Teachers also spent a substantial amount of time observing students at work or monitoring their seatwork. (p. 105).

More recently, Applebee, Langer, Nystrand, and Gamoran's (2003) analysis of twenty seventh- to twelfth-grade classrooms found that what they call open-discussion, defined as "more than 30 seconds of free exchange of ideas among students or between at least three participants" which "usually begins in response to an open-ended question about which students can legitimately disagree" (p. 707) averaged 1.7 minutes per 60 minutes of class time. As depressing as that finding is, it is even more depressing when you consider that Applebee and his colleagues found that lower-track students, the students we are targeting in *Inside* are much less likely to have the opportunity to participate in such discussions.

The dearth of discussion is especially troubling because when it does occur it has dynamic effects. In Langer's (2001) study of schools that beat the odds, those "whose

"…research demonstrates that students seldom have opportunities to take part in rich conversations."

students perform higher [on high-stakes tests] than demographically comparable schools" (p. 837), she found that "in the most successful schools, there was always a belief in students' abilities to be able and enthusiastic learners; they believed all students can learn and that they, as teachers, could make a difference. They therefore took on the hard job of providing rich and challenging instructional contexts in which important discussions about English, language, literature, and writing in all its forms could take place." (p. 876). Moreover, Applebee and his colleagues (2003) found that these benefits accrue to all students, regardless of track.

Little wonder. In their study of the literate lives of young men both in and out of school, Smith and Wilhelm (2006) found that their participants "wanted to solve problems, debate, and argue in ways through which they could stake their identity and develop both ideas and functional tools that they could share and use with others in very immediate ways" (p. 57). This finding resonates with research that looked more specifically at struggling readers. Roberts and his colleagues (2008) found that struggling readers' motivation increases when they have the opportunity for interaction, and Faggella-Luby and Deshler (2008) found that collaborative learning tasks increase student ownership of their literacy learning, generate rich thinking, and can be expected to improve reading achievement. These findings apply to English language learners as well, but in their case besides being relevant and meaningful, the interactions must be carefully planned to yield gains in oral language development (Saunders & Goldenberg, 2010; Torgesen et al., 2007).

So What Do We Do?

Why do classroom discussions remain closed in light of such findings? Why is it so hard to break the pattern of discourse that typifies discussions of texts, even for teachers who strive to do so (cf. Marshall, Smagorinsky, & Smith, 1995)? Rabinowitz (Rabinowitz & Smith, 1998) provides one possible explanation when he notes that teachers typically teach texts that they have read many times to kids who are reading them for the first time. As a consequence,

they've settled in their own minds at least many of the potential questions they could ask. And when they have, they understandably want to share their thinking with our students.

In our program, therefore, we do something that necessitates breaking the mold: We embed our reading and instruction in units that focus on Guiding Questions. Our Guiding Questions are designed to foster substantial talk about important issues that really matter. Take a look at the question on which unit 1 of our first book is centered: "What defines home?" The question is deceptively simple, but has a wide range of possible answers: Is home a particular physical place? Or is it the presence of the people around us? Is its most important characteristic familiarity? Or safety? Or history? The point is that the multiple possibilities for responses leads to multiple opportunities for rigorous discussion. Students must take a position and make a claim. They then must use relevant text information as evidence to support their claim. Our units make it clear right from the start that they are designed to foster rich collaborative exchanges.

Posing compelling questions isn't enough, however. It's also important that the academic talk those questions foster takes a variety of forms to meet the expectations of the new standards. Our books offer whole-class discussions, small-group discussions, and paired discussions. Some are spontaneous and others are more formal. But all of them occur only after we have prepared students to engage in them in a meaningful way. For English language learners this is particularly important. First, we help negotiate the dynamics of a class discussion (how to get a turn, how to build on a peer's idea) and second, we provide them with language frames to help them organize and state their ideas or opinions clearly.

Another benefit of building units around Guiding Questions is that students have the opportunity to tap into and develop their background knowledge, something that is important for all students but is especially crucial for English language learners (Short & Fitzsimmons, 2007). No one perspective is privileged with Guiding Questions; rather, different cultural and personal viewpoints are welcome to inform the dialogue among the students. In short, we offer students important issues to talk about and provide the texts and the contexts they need to make that talk as rewarding as possible.

Graphic organizers help students organize ideas to guide academic discussions about the Guiding Questions.

Motivating Adolescent Readers

by Dr. Michael W. Smith

The first recommendation made in the *Reading Next* report on adolescent literacy is that teachers provide "direct, explicit comprehension instruction" (Biancarosa & Snow, 2006, p. 4). It sounds simple and obvious, but it's not. Classic research by Durkin (1978) establishes that even at the early grades teachers tended to provide comprehension *assessment* rather than comprehension *instruction*. That is, teachers tend to assign work and then assess students on the basis of how well they do it.

In our study, Jeff Wilhelm and I found that the assign-and-assess approach is indeed prevalent. Only one student talked about a teacher who provided the kind of explicit instruction *Reading Next* calls for. His comments were inspiring:

> I haven't started reading until this year pretty much…. I have been starting novels this year because Mrs. X kinda like assigns the homework and this is the only time it's really been due so I've been reading pretty good novels now and I like John Steinbeck and stuff. A lot of novels like that get to me and Mrs. X's been kinda showing me the road and the path. I kinda thought reading was dumb, but now I'm kinda getting more into it.

One of the fundamental principles of *Inside Language, Literacy, and Content* is that it provides the kind of instruction that *Reading Next* calls for and that the students in our study were looking for. It provides that instruction in two ways: through extended work with seven key strategies and particular work with specific genres.

Share the Secrets of Reading

Margaret Meek (1983) does a wonderful job summarizing what we see as the central job of a teacher of reading or literature. She argues that as teachers we need to share the "list of secret things that all accomplished readers know, yet never talk about" (cited in Thomson 1987, p. 109). Literary theorist Peter Rabinowitz (Rabinowitz & Smith, 1998) explains that some of these secret things are true across texts. But he offers a powerful caution:

> Let me stress again that . . . no particular rules of reading are universal: Different texts call upon different sets of procedures, just as putting together a bicycle

Let's show students the road and the path to reading.

and installing an internal modem require different tools and different skills. (p. 59).

Our point is this: The different demands of different kinds of texts mean that the readers must apply general reading strategies in different ways. That means both that readers need a chance to apply general strategies to a wide variety of texts and that they need to learn strategies that are specific to particular kinds of texts.

Give Students the Strategic Edge

In *Inside Language, Literacy, and Content*, students have repeated opportunities to work with seven robust reading strategies in stories, poetry, expository nonfiction, and many other kinds of texts. They also get a chance to explore how particular texts work through each unit's lessons on literary elements and text structures.

A quick illustration: Readers have to make inferences in virtually every text that they read. When they read stories, one particular kind of inference they have to make is about characters. That's why we work with students to recognize the kind of clues authors of stories provide to reveal their characters—for example, the characters' actions, their words, their physical appearance, how others respond to them, and so on. Readers have to make similar inferences when they read dramas, but making inferences about characters in plays depends more on dialogue. Understanding dialogue requires that readers attend to stage directions.

Analyze Elements of Drama

How Is a Play Structured? A play is a story that is written to be acted, or spoken aloud. Special elements help readers understand the story:

- **scenes** how a play is divided; usually a new scene starts when the time or place changes
- **stage directions** descriptions or instructions for the actors
- **dialogue** the lines, or words, the characters speak
- **narrator or chorus** characters who explain or interpret the action

As you read, notice how each of these dramatic elements helps you understand the meaning of the play.

- Visualize
- Determine Importance
- Ask Questions
- Make Connections
- Make Inferences
- Synthesize

Look Into the Text

SCENE 1. *Morning. The private quarters of the KING and QUEEN. They are in the garden talking about their daughter. The PRINCESS approaches them.*

PRINCESS. You sent for me Father? Mother?

QUEEN. Yes, dear. We need to talk to you about your future. It is time for us to choose a husband for you.

PRINCESS. Why do you get to choose the man I will marry?

KING. [*laughs kindly*] That is the way we do things in our kingdom.

"This stage direction helps me understand how the king acts during his line."

The uniqueness of drama provides a significant challenge to readers, as the boys in our study told us: "I don't like reading plays because it's hard, it's just everything is talking." That's why we work with students to use the text features unique to drama to construct meaning (cf. Esslin, 1987).

If we want our students to be life-long readers, let's show them the "road and the path" to reading. We can't expect them to find it on their own. *Inside Language, Literacy, and Content* is designed to do just that.

A Reason for Reading

But strategy instruction alone is not enough to engage kids, according to expectancy value theory, one of the most powerfully explanatory theories I've encountered. In brief, the theory (cf. Wigfield and Eccles, 1992) holds that one's motivation is a function of both one's expectation for success and the value one places on a task. Even if the strategy instruction we provide increases students' expectation of success, they won't be motivated unless they *also* value what we are asking them to do.

One of the students who participated in our study said something in an interview that haunts us to this day:

> English is about NOTHING! It doesn't help you DO anything. English is about reading poems and telling about rhythm. It's about commas and [stuff] like that.... What does that have to DO with DOING anything? It's about NOTHING!

His contention was echoed in one way or another by many of the other boys. This is likely a main reason that many of them rejected the reading they were given to do in school.

But they didn't reject reading outside school. Every one of the young men in our study had an active literate life. Mark read golf magazines to straighten out his slice. Mick read model car magazines to make his model run faster. Maurice

read and reread his driver's manual. Barnabas was always on the Internet looking for cheat codes for video games. Wolf was reading an investigation of the nature of evil because he wanted to have a better understanding of what might account for some of the historical events he was so fascinated by.

Guiding Questions Make Reading Matter

Inside Language, Literacy, and Content was designed to help students see that English is about something important. That's why we built our units around Guiding Questions. Guiding Questions are the deep and abiding questions we all face as we think about our lives: What should we do when life is unfair? How should we deal with the forces of nature? How far should we go for the sake of freedom? How should we overcome conflict? Reading matters when it gives readers insight into questions like these. Robert Coles (1989) in *The Call of Stories* quotes a student:

> When I have some big moral issue, some question to tackle, I think I try to remember what my folks have said, or I imagine them in my situation—or even more these days I think of [characters about whom I've read]. Those folks, they're people for me… they really speak to me—there's a lot of me in them, or vice versa. I don't know how to put it, but they're voices, and they help me make choices. I hope when I decide "the big ones" they'll be in there pitching. (p. 203)

Inside Language, Literacy, and Content is built around Guiding Questions and texts that matter, so that when students face a similar question in their lives, the characters will be in there pitching.

Rich discussions result in notable improvements in comprehension

Guiding Questions Foster Active Participation

Considering Guiding Questions requires students to be active participants in their own learning. Study after study of secondary education has noted how students are cast in the role of passive recipients of knowledge. Instead of being asked to think deeply, students are often asked to fill in the blanks and to guess the answer that teachers are looking for.

Nystrand and his colleagues (1997) document how important rich discussions are. Discussions generated from what he calls authentic questions occur on average only "50 seconds per class in eighth grade and less than 15 seconds in grade 9" (p. 42). But such rich discussions resulted in significant improvements in comprehension.

One of the reasons that Nystrand and his colleagues found so few authentic discussions is the pressure teachers felt to "go somewhere" (p. 22) in their classroom discussions (Marshall, Smagorinsky, & Smith, 1995). That somewhere was usually to a shared interpretation of a text. Marshall, Smagorinsky, and Smith's study demonstrated that teachers

often took on the role of classroom discussion leader and that students recognized and accepted their role as passive followers.

Because Guiding Questions clearly have no right answer, they provide a situation that requires students and teachers to take on new roles. Students become active agents in their learning, and teachers become part of the inquiry, too.

Guiding Questions Promote Wide Reading

Another way that Guiding Questions foster students' valuing what we do is that they allow a wide variety of works to be brought into conversation with each other: for example, stories and poems and Web sites and magazine articles. Every single boy in our study was actively engaged in literacy, though most often they were not engaged with texts in school. Other researchers have come to similar conclusions (cf., Mahiri, 2004; Moje, 2000). *Inside Language, Literacy, and Content* provides students an opportunity to use text types that they value to shed light on the issues raised in literary texts. ❖

Build Writing Power

by Gretchen Bernabei

The main goal of the Common Core State Standards is to ensure that American students are "college and career ready in literacy no later than the end of high school" (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Whether writing an analysis based on a text or writing argument, informative/explanatory or narrative texts about their experiences, students will need to draw from a deep well of understanding about forms and content. *Inside Language, Literacy and Content* is designed to build the literacy competencies required in order for a student to read like a writer and write for a range of purposes and audiences.

Recent scholarly reports highlight the importance of writing proficiency and provide an important research base for improving writing instruction for middle school students, especially striving readers and English learners (Graham and Perin, 2007; National Commission on Writing, 2003, 2004, 2005). These reports make clear that if students are to improve in writing, they must spend significant classroom time writing, and they must learn about writing through explicit instruction, feedback, and reflection.

Assignments that involve extensive writing can be spread out over several class periods. This allows time for teachers to present models for writing and for students to practice using the models as they generate ideas for writing topics, collect information about the topic, prepare and revise drafts, and solicit feedback from teachers and classmates.

Writing instruction is most successful when it encourages generative thinking — thinking that explores questions deeply, rather than simply producing an expected answer. Teachers prompt generative thinking by creating meaningful activities and helping students form questions that lead to deep understanding of a topic. Classrooms that foster generative thinking are more effective in increasing student learning (Strong, 2001).

> *"If students are to improve in writing, they must spend significant classroom time writing, and they must learn about writing through explicit instruction, feedback, and reflection."*

Effective Elements of Writing Instruction

These and other aspects of writing are summarized in *Writing Next*, the important research summary by Graham and Perin. *Inside Language, Literacy and Content* incorporates these effective elements of writing instruction:

1. **Study of writing models: analysis of examples of good writing and the elements of the type of writing represented**

Each project begins with a student writing model which is analyzed for the elements of the writing represented. In addition, an extensive collection of professional writing models is provided for extension. Writing models extend beyond the introduction. As students explore writing traits, strategies, and use the writing process, models provide concrete samples that make abstract concepts clear and provide a source for evaluation and inspiration.

2. **Specific goals for writing products: identifying the target forms and purposes of writing (such as argument) and its characteristics, and setting specific goals for how to develop or improve the end result**

Characteristics of the target writing form are explicitly examined and goals established for students to incorporate these characteristics in their work. Students learn and consistently utilize planning resources that focus attention on the form, topic, audience, purpose, and writing process. Through the use of this clear and consistent organizer, striving writers learn how to focus and structure their work and stay on track as they compose.

Writing Plan	Form	
	Audience	
	Topic	
	Purpose	
Date	**Tasks**	
	Prewrite	
	1. Identify Audience, Purpose, and Form	
	2. Set a Schedule	
	3. Choose a Topic.	
	4. Narrow Your Topic	
	5. Gather Details	
	6. Organize Ideas	
	7. Complete Your Writing Plan	
	Draft	
	Write a draft using your Writing Plan	
	Revise	
	1. Evaluate Your Draft	
	2. Make Revisions	
	Edit & Proofread	
	Review your draft for mistakes; check for grammar, spelling, and mechanics.	
	Publish, Share, and Reflect	
	Publish, Share, and Reflect on your Project	
Total Time: _____	Due Date: _____	

3. **Explicit writing strategy instruction: systematically teaching the steps for planning, revising, and editing text**

Each writing project includes explicit, intensive instruction in strategies for improving student writing, such as using transitions, establishing a central idea, choosing and using precise words and sentences, writing strong introductions and conclusions, and more. By engaging students in extensive strategy instruction with shorter writing assignments, *Inside Language, Literacy, and Content* builds skills and confidence in the craft of writing and then provides an authentic opportunity to apply learning in engaging projects. This also enables young writers to develop their writing fluency and improve their writing quality.

4. **Instruction in summarizing: teaching students how to summarize texts**

Summarizing is a key strategy taught throughout the levels of *Inside Language, Literacy, and Content*. In addition to writing summaries as part of reading instruction, a writing project at each level focuses on writing a summary. As noted above, clear and explicit instruction in strategies and extensive use of student models support instruction in this critical element of literacy.

5. **Instruction in sentence-combining: learning to combine two or more basic sentences to create more complex sentences**

As students extend their writing from simple sentences to more complex linguistic structures, sentence combining is used as a vehicle for building and revising phrases and paragraphs.

6. **Opportunities for collaborative writing: students work together to plan, draft, revise, and edit their writing**

Partner and group writing activities are incorporated in teaching routines that clarify their purposes and show students how to build their collaboration skills. A range of cooperative learning structures provide support for collaboration and clear management and grouping strategies. There's a craft to weaving in this collaboration during the writing process. One way not to do it is to say, "Get a partner and give each other feedback," without teaching students how. The importance of explicit instruction mentioned above is not just about the writing part of the process, but for all of the steps throughout. There are partner and group writing activities and peer response activities throughout the *Inside Writing* Student Books, broken down into short, concrete tasks so that students can build their collaboration skills. In addition to building writing abilities, collaboration plays a far greater role in developing all aspects of literacy. Such collaboration also enables students to generate questions as they read and write and conduct short research projects to pursue those questions. Peer collaboration is called out in the writing standards and a substantive portion of the Speaking and Listening Common Core State Standards addresses collaboration skills and abilities.

7. **Support for idea generation and prewriting: activities to help students gather information, develop and organize ideas, and plan their writing**

Early in the program, students receive extensive instruction in the techniques and benefits of prewriting. These concepts are reinforced and extended through every project that follows. *Inside Language, Literacy, and Content* includes a rich array of graphic organizers and student models of idea generation and prewriting to bring these concepts to life.

8. **Process writing approach: extended writing opportunities for real purposes, involving planning, development, and revision, and lessons to address students' writing needs**

The writing process is taught in explicit detail at the beginning of each level. The stages of the writing process are reinforced and extended through all writing projects in the program. As they learn and apply the writing process, students study models that show works in progress and are provided with clear and extensive opportunities to follow the steps in the Writer's Workout activities. At the end of each step in the writing process, students are prompted to reflect on their work, focusing on the goals of the project and the particular stage of the writing process. This ongoing self-analysis builds habits of reflective writing and promotes metacognition. In addition, regular Check Progress features help teachers monitor student progress so students are well prepared before moving to a new stage of the writing process.

9. **Writing for content learning: using writing as a tool to enhance students' learning of content material**

Inside Language, Literacy, and Content includes many opportunities for students to write about content topics they are exploring in the unit literature. Students engage in frequent activities where they must write to sources. In addition, the program provides explicit instruction in the research process and how to use a variety of information resources.

The Traits of Good Writing

In addition to the elements of effective teaching, writing power depends on an understanding of the traits of good writing:

- Focus and Unity: how well the parts of the writing go together and how clearly the writing presents a central idea

- Organization: how well the paper presents ideas in a structure that is appropriate to the writer's purpose and how smoothly the ideas flow together

- Development of Ideas: how well the ideas are explained and supported with details and examples and how thoughtful and interesting the writing is

- Voice and Style: how real the writing sounds and how it reflects the writer's unique style with powerful, engaging word choice and fluent, varied sentences

- Written Conventions: how understandable the paper is because it is free of errors in sentence structure, punctuation, capitalization, and spelling

Beginning at Level A, writing projects in *Inside Language, Literacy, and Content* include robust instruction in writing traits. Each project targets one trait, such as Organization. Students use the writing trait rubric to discuss and analyze the treatment of the trait in writing samples. They then critique the application of the trait in four differentiated student essays on the same topic, analyzing how to raise the score of each essay from a 1 to a 2, or a 2 to a 3, etc.

Students need ample opportunities to compare and evaluate papers that exhibit and do not exhibit these traits of good writing. They benefit from improving writing samples created by others and then applying these solutions in their own writing.

Inside Language, Literacy, and Content features explicit, intensive writing instruction that aligns with the findings of recent scientific research, including the points listed above. The program features opportunities to write in response to literature as part of the instructional plan. At Levels A–C students also write in response to the Guiding Question in each unit.

In the Fundamentals level, writing projects that teach and use the writing process offer extended writing assignments. In Levels A–C, this elaborated writing instruction occurs in the *Inside Writing* Student Book with projects carefully coordinated to each week's instruction in the Reading & Language Student Book.

Across the levels, these projects address the writing forms required by the Common Core State Standards, including argument, informative/explanatory, and narrative writing.

Differentiated Instruction

Lessons are designed to help teachers deal with the diversity of language levels and writing proficiency that may exist in the classroom. For example, each writing application follows a gradual release model in which more and more responsibility is turned over to students. For each stage of the writing process, teachers model the step, and students then carry out the step in the Writer's Workout while the teacher provides guidance and support.

Each application also advises teachers on how to differentiate instruction further. For example:

- If students need more support, the lesson directs teachers to move from the modeling to carrying out the writing step as he or she thinks aloud to create the work, inviting participation from students. This structured practice provides the bridge to the guided practice that students do next in the Writer's Workout.

- If students need less support, they can work more independently in the Writer's Workout using the checklist and rubric that tie to the writing project.

These approaches help students build toward independence, moving from an "almost" stage to an "I got it" stage.

For further differentiation, lessons include:

- Strategies to help students build banks of personal topics

- Multi-Level Strategies to help teachers adjust the writing lesson so that students at all language levels can participate

- Academic Language Frames that support students in learning academic language and expressing their ideas about writing concepts

- Specific guidance to the teacher in providing immediate corrective feedback

Conclusion

Inside Language, Literacy, and Content approaches writing with all the elements of effective teaching. It involves students in studying and trying out the traits of good writing, learning writing strategies, and engaging in writing applications that will grow their writing proficiency. Lessons are set up for collaboration and differentiation so that teachers can meet the needs of their students regardless of their language levels and writing proficiencies.
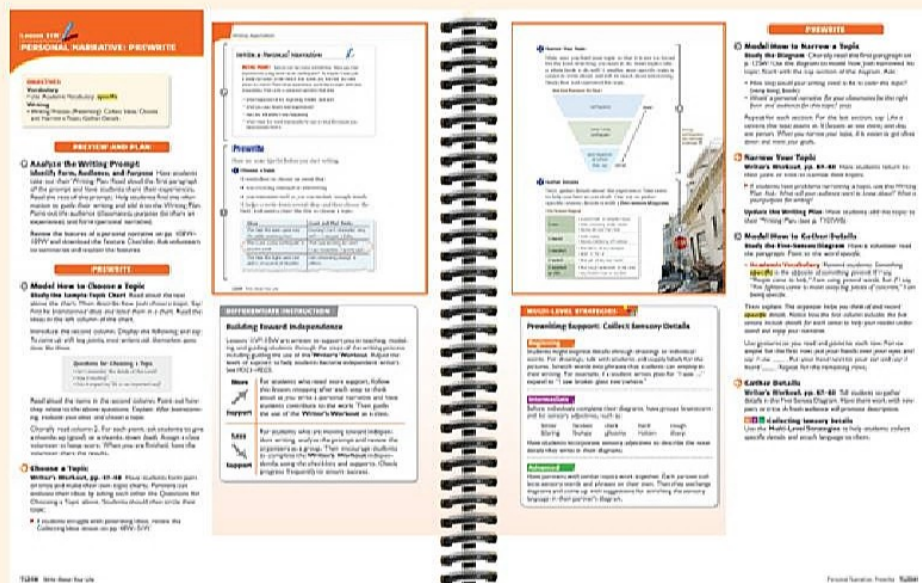
Lessons allow teachers to adjust levels of support to meet their students' varied writing abilities.

Comprehensive and Responsive Assessment

by Dr. Deborah J. Short and Dr. Alfred W. Tatum

The growing concern about students' readiness for college and careers among governors, chief state school officers, business leaders, college faculty, and teachers has led to a demand for more rigorous instruction for the nation's children (Grossman, Reyna, & Shipton, 2011). The concerns have engendered two major shifts in K-12 education:

1. the implementation of the Common Core State Standards, and

2. the development of assessments that align with these new state standards.

Descriptive data of student performance indicate our students are not performing as well as we would like. For instance, 15-year-olds in the United States ranked 17th in reading on the international Programme for International Student Assessment (PISA), only 38 percent of U.S. 12th graders performed at or above proficiency in reading according to 2009 NAEP data, and only 25 percent of high school graduates in 2011 scored at a level on the ACT that indicates readiness for entry-level, credit-bearing college coursework. The data stem from a lack of reading proficiency in the middle grades. We can reverse this long-standing trend of underperformance on reading assessments by a large number of U.S. students with responsive instruction to improve middle school students' reading abilities. Assessments are critical in planning responsive instruction for students who struggle with reading and writing.

Reading and writing assessments help teachers construct an understanding of how students are developing, and thus provide critical information that allows teachers to make important instructional decisions (Afflerbach, 2007). Afflerbach (2007) notes that responsive teachers need to examine the consequences, usefulness, roles, and responsibilities related to assessments, as well as the reliability and validity of the assessments.

This point is particularly important for the assessment of students who are reading two or more years below grade level.

> *"Assessments are critical in planning responsive instruction for students who struggle with reading and writing."*

Standardized tests that aim to measure knowledge of academic content (e.g., science, math) generally are not sensitive to reading and language proficiency. As a consequence, some educators may incorrectly interpret data from these measures as evidence that students lack content mastery. Tests results also are confounded by aspects of students' cultural and linguistic diversity. Further, the tests may require knowledge of life experiences that students have not had. The outcome of all this is that for striving readers, many tests do not measure what they are intended to measure. It will be important to remember this when interpreting results on the new assessments linked to the Common Core State Standards.

Using Assessments to Plan Instruction

To plan responsive instruction, assessment must be ongoing. The assessment plan must include formative, interim, and summative measures to gauge student progress, determine the effectiveness of instruction, and help teachers know when students are ready to move from an intervention program to on-grade-level instruction. All students can benefit from a diagnostic assessment at the start of the school year. Instruction in reading, writing, language, listening and speaking can be more carefully tailored to the students' needs when teachers know, for example, that students have strong decoding skills but lack understanding of specific comprehension strategies, such as determining importance or inferencing.

English learners (ELs) in particular also benefit when teachers know the extent of their native-language literacy skills, because many of these skills transfer to English literacy acquisition (Genesee, Lindholm-Leary, Saunders, & Christian, 2006). In addition, EL students who have strong home-literacy experiences and opportunities generally achieve better English literacy outcomes than do those without such experiences (Goldenberg, Rueda, & August, 2006). Therefore, effective assessment practices include the initial testing of students' native-language literacy as well as their English literacy.

To capture students' varied reading, writing, and linguistic abilities and interests, assessment plans must endeavor to

create comprehensive student profiles that measure the full range of student performance. This may include:

1. Ascertaining students' concept of reading and writing

2. Identifying students' strengths and weaknesses at both the word level and text level

3. Assessing students' acumen for reading increasingly complex narrative and expository texts over time

4. Assessing students' acumen for applying the knowledge of language and conventions when writing.

5. Gauging students' affective responses to reading and writing activities

6. Involving students in the assessment process and using their voices to adjust instructional practice and assessment practices, if necessary.

7. Having students cite evidence for arguments and inferences based on close readings of text

Using these seven dimensions to develop comprehensive profiles increases the likelihood that assessment practices will be of maximum benefit to students. Comprehensive and timely profiles allow teachers to focus attention on whether students view reading as a word-calling task, or on whether they strive actively to construct meaning as they read. The profiles give teachers ways to become aware of students' reading fluency, observe their reading for meaning-changing and non-meaning changing miscues, and assess their comprehension-monitoring strategies. Additionally, the profiles guide teachers in examining the texts students read determining whether the content engages their interest. Regular use of eAssessments or online assessments can help facilitate timely snapshots of students' skills to inform instruction and improve accommodations for students who struggle with reading and writing. Additionally, using constructed responses gives a more comprehensive view of students' strengths and weakness in writing and in citing text evidence.

Applying the Research:

Inside Language, Literacy, and Content provides a robust array of tools for both formal and informal assessments to support teachers in understanding their students' needs and monitoring their progress.

Diagnostic and Placement Assessments Students entering the program can take a Phonics Test and a Placement Test. If the Phonics Test indicates that a student needs support with basic reading skills and decoding, placement is in the Fundamentals level. Fundamentals is divided into two volumes so students can be placed strategically to most effectively accelerate their achievement. Students who have acquired basic decoding skills will proceed to the Placement Test. This assessment provides a recommended placement in *Inside* Level A, B, or C. For students in Levels A-C, formative and interim assessments monitor progress and may identify needs for further instruction in basic or advanced phonics, phonological awareness, decoding, and spellng instruction. This intervention instruction is provided in the *Inside* Phonics Kit.

In addition to these placement tools, the program includes recommendations for further diagnostic assessment with standardized instruments from a number of test publishers. Such measures can give additional information on students' strengths and instructional needs in phonics, decoding, vocabulary, comprehension, fluency, grammar, and writing. The instructional plan also provides consistent support for informal diagnosis of student needs. Lessons include frequent checks for understanding and many opportunities for students to demonstrate their skills through a variety of oral and written responses. As they observe and evaluate these steps of the plan, teachers engage in continuing diagnosis of students' needs and progress.

Interim Progress Monitoring The main formal assessment of student progress in *Inside Language, Literacy and Content* is tailored to the language and reading proficiency level of the student. In Levels A-C, Unit Tests include unique reading passages, and context-rich opportunities to assess language and grammar, and prompts for writing composition. A balance of selected response and constructed response items help students gain comfort with the question types they will encounter on high-stakes tests. The Fundamentals level includes Unit Quick Checks after every unit of instruction to evaluate progress on phonics and decoding, spelling, word recognition, vocabulary, and grammar. In order to balance pacing and skill development at the lower reading levels, more extensive Unit Tests are also provided after every third unit, covering phonemic awareness, phonics and decoding, word recognition vocabulary and morphology, comprehension, grammar, and writing.

Formative Progress Monitoring The program provides a wealth of resources and daily support to help teachers monitor student progress informally. Lessons include a Check Understanding step to assist teachers in quickly determining if students understand the skill. In addition, lessons are constructed so that at each step of the learning process, all students respond in ways that demonstrate how successfully they are learning the strategy or content objectives. Students respond in a variety of ways, through graphic organizers, Academic Language Frames and sentence stems, choral responses, written responses, gestures, and more. This interactive lesson structure gives teachers continual opportunities to note students' successes and areas of need. When students have difficulty with a strategy or concept, lessons provide specific suggestions for corrective feedback, addressing student needs immediately.

Affective and Metacognitive Measures Responsive assessment examines students' attitudes toward reading and writing and their self-assessments of achievement. *Inside Language, Literacy, and Content* includes interest surveys, inventories related to the behaviors of reading and writing, metacognitive measures in which students can share the strategies they are using to determine the meaning of words and comprehend selections, and student self-assessments that lead to goal-setting.

Summative Assessments The program also includes two Level Tests that measure achievement on the standards taught in the program that are typically assessed on high-stakes tests. To determine how well students have met the annual goals of the program, a Level Test is provided in two forms. The first form may be used mid-year; the second at the end. The test measures student achievement on the standards taught in this program that are typically assessed on high-stakes tests, such as the Common Core.

Reteaching and Review The program includes reteaching prescriptions for the informal and formal progress-monitoring tests and for the Level Tests so that teachers can take corrective action.
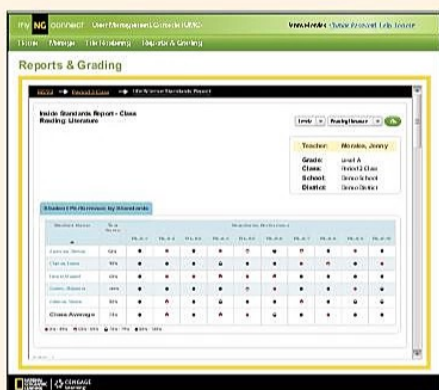
Reports help gauge student progress on Common Core State Standards and identify opportunities for intervention and reteaching.

Fluency Assessment Each week students can practice fluency with a passage, excerpted from the reading selection. This same passage can be used for a timed reading in which the words-correct-per-minute (WCPM) fluency rate is calculated. Students are encouraged to graph their fluency rates over time so they can see the evidence of their

improvement. Fluency development in the core materials is supported by daily fluency activities including listening, choral reading, partner reading, and recording, with emphasis on intonation, phrasing, and expression. Additional technology support for fluency practice and assessment of WCPM rates is provided in the Comprehension Coach at levels A-C.

Preparation for Common Core Aligned Assessments

To provide our learners with the best opportunities to demonstrate their knowledge on the new Common Core aligned assessments, we have incorporated the best instructional practices for striving readers and writers and English learners in our program. In addition, we have a range of measures to help teachers monitor student progress and prepare for these high-stakes tests, including interim measures. Our writing and language rubrics and our Unit Tests can help teachers determine where gaps in understanding occur as well as where language acquisition may interfere with demonstrating content knowledge. The passages and content in the Level Tests are calibrated so students have a chance to demonstrate their knowledge with texts written at accessible reading levels, and the Reading Level Gains Test helps teachers determine reading growth.

To help students practice for these new, computer-based standardized assessments, *Inside Language, Literacy, and Content* includes online testing to help students become familiar with the particular skills and logistics required for computer-based testing. In addition to the frequent opportunities for students to practice taking tests online, eAssessment provides reports that identify target skills for reteaching and align performance to standards.
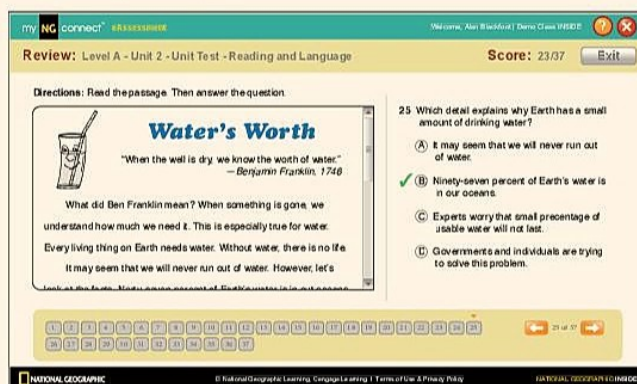
eAssessment provides opportunities to practice for high-stakes computer-based testing.

Conclusion

Inside Language, Literacy, and Content provides a full range of tools for formal and informal assessment that support teachers in diagnosing their students' interest and needs and using assessment to continually monitor students' progress. By using these tools, teachers can provide striving readers and English learners with responsive instruction that optimizes growth and fosters success aligned to the goals of college and career readiness.

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Teaching Routines & Strategies
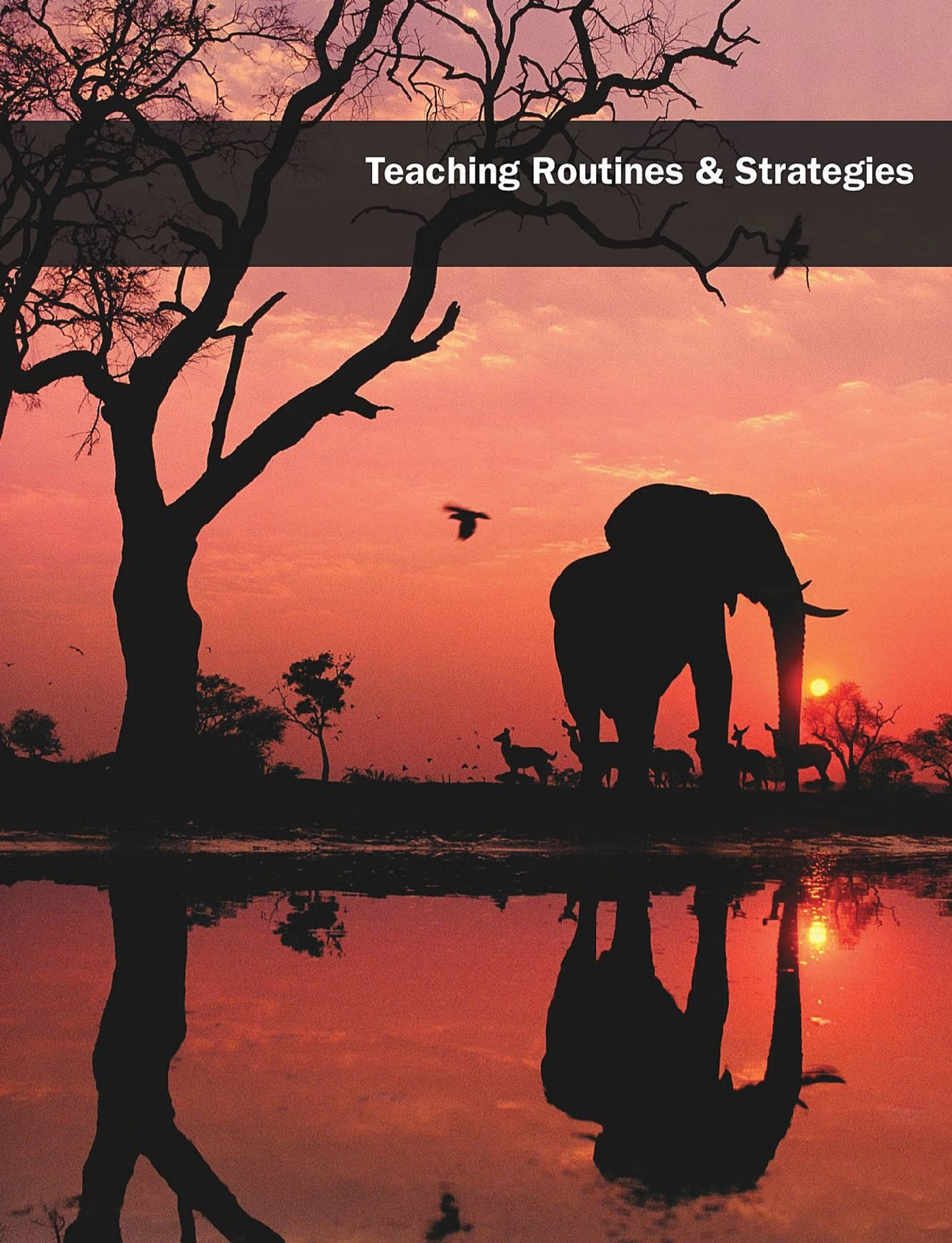
Teaching Routines & Strategies

To bring best practices into your classroom, use the following routines and instructional strategies.

Make Words Your Own

Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in students' overall academic success (Hiebert & Kamil, 2005). Immersing students in rich and varied language experiences permits them to learn words through listening, speaking, reading, and writing. In this new view of robust, explicit instruction, vocabulary is introduced using a consistent, predictable routine (Beck et al., 2002). Follow these steps to help students make words fully their own, so that vocabulary can be accessed at will in a variety of situations.

1. **Pronounce** Guide students in correctly pronouncing the word (by syllables and as a whole). Have students repeat the word after you multiple times; you may want to have ELLs repeat syllable-by-syllable before building up to the whole word. Point out appropriate spelling patterns. For higher-level students, point out if the word is a compound word, includes prefixes or suffixes, or has Latin or Greek roots. For example: *The word* structure *includes the Latin root* struct- *which means "to build." Knowing that, what do you think the word* destruction *means?*

2. **Rate Word Knowledge** Have students use the rating scale provided on the student page to show how well they know the word. Students can hold up one, two, or three fingers to indicate word knowledge or use the Vocabulary Rating Scale provided online.

3. **Explain** Refer to the examples in **Prepare to Read** to provide a clear, student-friendly explanation of the word's meaning. Provide any synonyms and/or antonyms that students may be familiar with. For example: *The word* opponent *means the person or team who is against you. A synonym is* rival, *and an antonym is* teammate. *Our opponents in next week's basketball game are the Cougars from Lake Middle School.*

4. **Study Examples** Encourage students to think about how and why words are being used in example sentences. Systematic use of tools such as word squares, definition maps, and vocabulary study cards provides students with the opportunity to study words in various contexts.

5. **Encourage Elaboration** Students elaborate word meanings by generating their own examples and through practice. Choose from these techniques:

   - Role-play, drama, or pantomime

   - Create a drawing or visual representation

   - Generate more examples. Build a schema by creating a list of examples within a specific category. For example: *A mammal is a warm-blooded animal that feeds its young with milk. Human beings are mammals. What other animals are mammals?* (cat, dog, whale, elephant, cow, etc.)

   - Prompt a discussion by asking open-ended questions. For example, to elaborate on the word *standards,* say: *Talk about* standards *that you have chosen for yourself and your own life.*

6. **Assess** Check student understanding through both informal, ongoing assessment and summative evaluations. In all cases, assessments should go beyond simple memorization or matching, requiring students to demonstrate a deeper level of thinking and understanding. The following are examples of assessment types that require deep thinking:

   - Students complete a sentence that requires giving an example or explaining the word. For example: *The workers struggled to* _____. (lift the heavy boxes, move the large sofa, etc.)

   - Students complete a sentence with the target word. For example: *Because I didn't want to be late to class, I took the* _____ *of setting my clock ten minutes ahead.* (precaution)

   - Ask students to identify appropriate use in a sentence. For example: *Which sentence makes sense? It is an American tradition to celebrate July 4th with fireworks. OR It is an American tradition to play soccer on Labor Day.*

California Common Core Connection

SPEAKING AND LISTENING
Comprehension and Collaboration:
CA CC.SL.CCR.1

LANGUAGE
Vocabulary Acquisition and Use:
CA CC.L.CCR.4; CA CC.L.CCR.5;
CA CC.L.CCR.6

Vocabulary Notebook

Materials Dedicated section of three-ring binder or spiral-bound notebook; print or online student dictionary

1. Before explicitly teaching key words, have students conduct a self-assessment by completing a **Word Awareness Scale** for each word. (After students work with the word in multiple vocabulary routines, ask them to re-rate their word knowledge.)

2. Model how to record information for each key word, including **a student-generated example and a definition**. Students can develop the information individually or with a partner. Although students can consult a dictionary for help, discourage them from directly copying definitions as this requires little thought or understanding.

3. In addition to the example and definition, encourage students to include other helpful information. For example, a **phonetic respelling** may help them remember how to pronounce the word. Sometimes, a **synonym and antonym** or a **common prefix, root, or suffix** will help jog the students' memory of the word's meaning. For some words, students may draw a picture, diagram, or cartoon.

4. As extra support for English language learners, suggest they include **a translation of each key word** and examples in English of multiple meanings for the word.

5. To foster word consciousness, encourage students to **add to the notebook** interesting words that they come across in other sources: outside reading, conversations, the Internet, music CDs, etc.

Word Awareness Scale

word	I recognize it in context. I think it has something to do with	I have never seen the word before, so to learn about it I will	I have heard of the word, but I don't know what it means. To understand it, I am going to	I know the word. It means
advanced	doing well		look for examples	
potential				disagreement
conflict				
inevitable		look up synonyms		

advanced *verb;* to move forward

I passed the test so I **advanced** to the next level.

synonym: progressed

antonym: withdrew

Source: Beck, McKeown, Kucan, 2002

Materials 3″ x 5″ index cards; thesaurus and pronunciation guide (optional)

Have students create a **study card** for each key word they wish to learn.

1. Demonstrate how to use the **Frayer Model** graphic organizer. Show students how to add the information to the model by writing the word in the center, a student-generated definition and characteristics of the word at the top, and an example and non-example in the two bottom cells. Encourage students to draw on prior knowledge to come up with examples and non-examples from their own life.

2. Turn the card over and model how to note additional information about the word's pronunciation, synonyms and antonyms, connotation, word relationships, and a sample sentence.

3. Introduce **4-Corner Vocabulary** as another option for a study card. Demonstrate how to use this method with a common word.

4. Suggest that students use these study cards as word sorts for periodic cumulative review and to prepare for vocabulary tests by self testing and partner testing. As words are learned, cards could be discarded or given to a partner or class set. Study cards could also be used as flip books.

California Common Core Connection

LANGUAGE
Vocabulary Acquisition and Use:
CA CC.L.CCR.4; CA CC.L.CCR.5;
CA CC.L.CCR.6

Frayer Model

Definition	Characteristics
never changing, boring	never changing, boring

monotonous

A boring movie where nothing ever happens	An exciting movie with a lot of action
Example	Non-Example

Pronunciation	mu•no•tu•nus
Synonyms	unchanging, boring
Antonyms	changing, exciting
Connotation	negative
Word Family	monotony, monotone
Sentence	The movie was so monotonous, I almost fell asleep.

4-Corner Vocabulary

Word	Picture
property	

Word in Context	Definition
My parents have owned property for many years.	a piece of land or real estate

Wordbench

Use a **Wordbench** to provide explicit instruction in spelling, morphemic analysis, word families, and cognates.

1. Display these two questions in a prominent place in the classroom:
   Do I know any other words that look like this word? Are the meanings of the look-alike words related?

2. Use these questions to examine new vocabulary with students. **Display a word** and explain that this is like a carpenter's workbench, where you can take a word apart and put it back together.

3. Have students **pronounce the word** and **divide it into syllables**. Then ask them to name other words that look like it. List the words and invite students to underline and "spell out" the letters that make up the common parts.

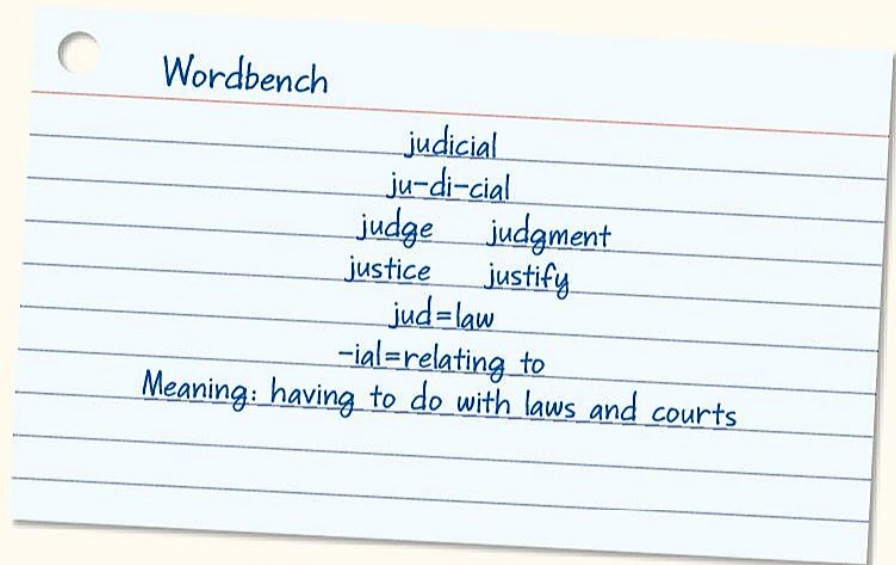4. Next, **focus on meaning** by asking students what each familiar word means. Refer students back to the passage where the new word appears. The more examples of its use that you can provide, the better. Then ask: *Does the meaning of the word you know relate in some way to this new word? If so, how?*

5. If the two words are related in meaning, lead students in exploring the word relationships. Discuss their common roots, affixes, and word origins. Then point out the differences between the words—spelling, pronunciation, affixes, etc.

6. Encourage students to add insights from the **Wordbench** to their **Vocabulary Notebooks** and **Vocabulary Study Cards**. Remind them that they can draw on their knowledge of word relationships and cognates to figure out the meanings of new words during reading.

Wordbench

judicial
ju–di–cial
judge   judgment
justice   justify
jud=law
–ial=relating to
Meaning: having to do with laws and courts

Text Talk Read-Aloud Method

The **Text-Talk** method (Beck, et al., 2002) teaches text-specific vocabulary after a story or passage has been read aloud to students.

1. **Read Aloud** Write the target words on the board or a transparency. Read aloud the text or excerpt; as you are reading, pause to provide a short explanation of each target word as you reach it in the text, as well as any other words that may affect comprehension. Don't let your explanations break the flow of your reading; you will be explaining the target words more fully after reading the story or passage. If your target words were *tradition, celebrate, purpose,* and *freedom,* you would do the following:

   • For the target word *tradition,* pause and say: *A tradition is a belief or way of doing things.*

   • For the target word *celebrate,* pause and say: *To celebrate is to have a party or other special activities to show that an event is important.*

   • For the target word *purpose,* pause and say: *A purpose is a reason for something.*

   • For the target word *freedom,* pause and say: *Freedom is the power to do, say, or be whatever you want.*

2. **After Reading** After reading the story or passage, explain the meanings of the target words more fully. Use the **Make Words Your Own** routine (PD33), which includes these steps: Pronounce, Explain, Study Examples, Encourage Elaboration, and Assess.

3. **Bring the Target Words Together** After you introduce the target words one at a time, give students opportunities to use the words together.

   • **One Question** Using all the target words, create one thoughtful question and ask students to answer it. For example, if your target words were *tradition, celebrate, purpose,* and *freedom,* you could ask: *Which U.S. tradition has the purpose of celebrating people's freedom?*

   • **Questions: Two Choices** Form a question that requires that students choose the best target word between two options. For example, ask: *If a group of people always wears the color red to celebrate a holiday, is it a tradition or a purpose?* (tradition)

   • **Questions: One Context** Form a question for each of the target words, keeping all questions within a single context. Ask students to answer the question set. For example, if the single context is learning about Thai culture, you could ask: *What tradition do Thai farmers have after the January rice harvest? How do Thai families celebrate the New Year? What is the purpose of the wai gesture? Why is freedom important to Thai people?*

   • **Questions: Same Format** Use a consistent format to form a question for each target word. Encourage students to explain their answers. For example, ask: *When you follow a tradition, are you doing something original or something many people do? When you have a celebration, are you excited or bored?*

   • **Prompts** Create a discussion prompt for each of the words. Be sure your prompts are open-ended, and encourage students to answer creatively. For example, ask: *How could you and your classmates create new traditions? If you wanted to celebrate your friend's birthday, what would you do?*

4. **Extend Word Use Beyond the Classroom** In order to develop a rich, deep, and lasting understanding of new vocabulary, students require multiple exposures to target words in more than one context. Encourage students to think about and use target words beyond the classroom as often as they can.

California Common Core Connection

READING
Craft and Structure:
CA CC.R.CCR.4

SPEAKING AND LISTENING
Comprehension and Collaboration:
CA CC.SL.CCR.2

LANGUAGE
Knowledge of Language:
CA CC.L.CCR.3

Vocabulary Acquisition and Use:
CA CC.L.CCR.6

Materials 3″ x 5″ index cards or narrow paper strips

Students explore word relationships by sorting, or categorizing, words into groups.

1. Have students write a word on each card or paper strip. You can have students do a **closed sort** by providing the categories of how the cards should be sorted. Choose closed sorts when progress monitoring indicates that students need additional review, reinforcement, or practice with particular skills.

   When students need to apply spelling and structural analysis for more advanced vocabulary development, use sorts for **spelling patterns:**

   • number of syllables

   • common affixes

   • derived vs. non-derived forms

   When students struggle with grammar and syntax, use the following sorts:

   • **Part of speech**

   • **Formal and informal language**

   • **Words with cognates (for English learners)**

   When students are learning to synthesize ideas or analyze word choice, use the following sorts:

   • **Related meanings or concepts**

   • **Multiple meanings**

   • **Positive or negative connotations**

   When students grapple with science or social studies concepts, use the following word sort:

   • **Subject areas**

   Another option is an **open sort** where you provide students with a list of words only. Then students work together to identify the common patterns and attributes of the words on their own. Open word sorts foster creativity, support student independence, motivate students, and foster word consciousness.

2. When students have sorted the cards, ask students to **explain their sorts.** Then have them create a chart or web to record the word relationships they discovered.

3. Finally, encourage students to **sort the words again using different categories** and to once again record the information in a graphic organizer.

4. **List-Group-Label** is a more sophisticated version of a word sort.

   • Students brainstorm words associated with a topic.

   • Students look at the word list and group words into different categories.

   • Then students label the categories.

   When students are sorting words, supply a "parking lot" category for words that might not fit existing groups. Additionally, allow students to assign one word to more than category when appropriate.

Part of Speech Sort

Nouns	Verbs	Adverbs
abstract (n.)	adhere (v.)	ethically (adv.)
dilemma (n.)	advocate (v.)	desolately (adv.)
	reinforce (v.)	deliberately (adv.)

Number of Syllables Sort

2	3	4	5
ab-stract	ad-vo-cate	des-o-late-ly	de-lib-er-ate-ly
ad-here	di-lem-ma		
	e-thi-cal		
	re-in-force		

List-Group-Label Sort

Topic: War

general	planes	courage
soldier	weapons	uniform
plan	fear	spy

People	Tools	Feelings	Actions
general	planes	fear	plan
soldier	weapons	courage	spy
	uniforms		

Materials Overhead projector; models of completed graphic organizers (optional)

Students can use graphic organizers to visually represent dimensions of word meanings and build connections between groups of semantically connected words.

1. **Word Web** A **Word Web** shows the meaning(s) and examples of a key word. The key word is written in a central oval, with spokes connecting it to its various meanings and examples. A word web is ideal for the study of polysemous (multiple-meaning) words and their synonyms.

2. **Semantic Map** In a **Semantic Map**, students group words related to a predetermined concept. Semantic maps are adaptable to a number of different topics and contexts. You may want to develop an initial semantic map based on a preview of a reading selection and then revise and expand it after students have finished reading the text.

3. **Five Senses Web** A **Five Senses Web** is a good way to make a word memorable. Students write a word in the center oval. Then they imagine the different sensory images the word conjures up in their minds.

4. **Matrix Grid** A **Matrix Grid** is a good way to quickly compare things in a category. Students write the category at the top of the first column. Below it, they list examples of items in the category. Across the top they list the attributes or key features of things in the category. Then they go through each example, deciding whether or not it has each feature they listed. A plus sign (+) indicates that it does; a minus sign (-) means that it does not. When the grid is complete, students can see at a glance how the items are similar and what makes each one unique.

5. **Denotation and Connotation Chart** In a **Denotation and Connotation Chart**, students determine the feeling that the word suggests. This can help students choose the best word when they are trying to describe something.
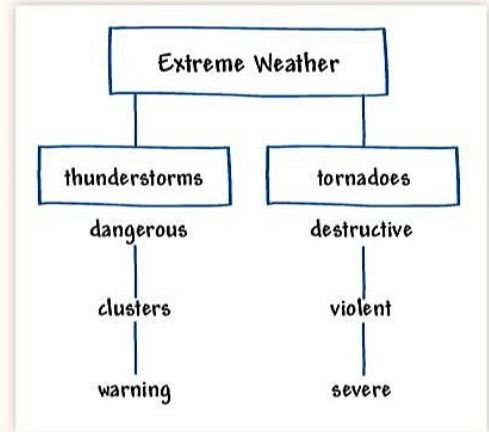
California Common Core Connection

LANGUAGE
Vocabulary Acquisition and Use:
CA CC.L.CCR.5

Word Web
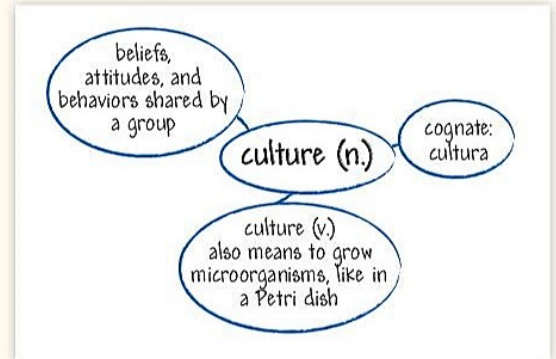
Semantic Map

Matrix Grid

Instruments	Wood Body	Metal Body	Strings	Pedals
piano	+	–	+	+
guitar	+	–	+	–
saxophone	–	+	–	–

Denotation and Connotation Chart

Word	Denotation	Example from My Life	Connotation
steady	"not changing, constant"	when the beat in a song stays the same	◇ positive ☑ neutral ◇ negative
monotonous	"not changing; repetitious and dull"	when the beat in a song is boring	◇ positive ◇ neutral ☑ negative

Five Senses Web
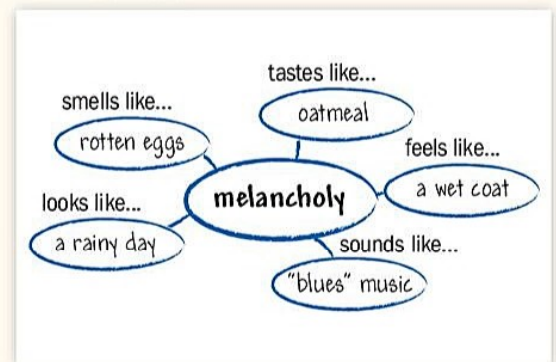
Discuss Author's Word Choice

Structured discussions about authors' word choices provide students opportunities to extend their knowledge of known words, learn new words, and realize how specific words shape the meanings of texts.

1. To introduce word choice discussions to your students, first select 2 or 3 words or phrases from a passage that are especially effective in shaping meaning and tone, engaging feelings, or triggering sensory images. These terms often have strong connotative or figurative meanings.

2. After students read the passage, use the **eEdition** to display a page containing the words or phrases that you selected. Briefly describe word choice by saying: *Authors choose words to grab your attention and influence your thinking. These words suggest important ideas, positive or negative feelings, and sensory images. Identifying these words and talking about them adds to your understanding of the word and of the text that you're reading.*

3. Then model how to analyze an author's choice of words. For instance, for "The House on Mango Street," say:

   Sandra Cisneros writes: "She trudged up the wooden stairs." The word trudged grabbed my attention. This word tells me the character, Esperanza, feels tired or unhappy about where she is going. I imagine her walking slowly and with heavy steps. If the author used the words raced or skipped up the stairs to describe the scene, I would think Esparanza feels excited or happy, and I would think about her differently.

   For the selection, "Outliers," you could say:

   Malcolm Gladwell writes: "The people at the very top don't work just harder or even much harder than everyone else. They work much, much harder." I notice that Gladwell uses the word much two times in the second sentence. This repetition tells me that it is important to realize that top performers put in far more work than lower performers.

4. Display the page containing other words you identified, and have students chorally read the sentences in which they appear. Then collaboratively discuss with your students the author's choices of the particular words or phrases. Use the following questions to generate discussions about word choice:

   • *Why do you think the word(s) _____ is/are important?*

   • *How does/do the word(s) _____ make you feel?*

   • *What images does/do the word(s) _____ create for you as a reader?*

5. Have pairs or small groups of students identify 2 or 3 additional noteworthy words or phrases. Then invite the pairs or groups to compare the words they identified. Display language frames like those shown to support academic discussion.

6. Have students add the new words to their Vocabulary Notebooks using Step 5 in **Vocabulary Routine 2** (PD 34). Encourage students to record the following details in their notebook entries:

   • The context for the word and citation of the passage

   • Why the word is important

   • The feeling or image the word creates

7. Gradually release to your students the responsibility for discussing authors' word choices. Before reading a new passage, remind students to be prepared to talk about its noteworthy words. After reading, have students discuss the author's use of noteworthy terms and add them to their Vocabulary Notebooks. Use additional language frames like the ones shown at right to promote academic discussions. Fade out the use of prompts and language frames gradually so your students independently discuss the words that authors choose.

California Common Core Connection

READING
Craft and Structure:
CA CC.R.CCR.5

SPEAKING AND LISTENING
Collaboration and Comprehension:
CA CC.SL.CCR.1

LANGUAGE
Knowledge of Language:
CA CC.L.CCR.3

Language Frames

Identify Words or Phrases

• I think the word(s) _____ is/are important because _____ .

• The word(s) _____ makes/make me feel _____ .

• The words _____ create images of _____ .

Language Frames

Discuss Word Choice

• The author probably chose the words _____ to make me think _____ .

• The words _____ tell me that _____ .

• The author used the words _____ because _____ .

• The words _____ made me feel positive/negative about _____ because _____ .

• The words _____ made me use my senses to _____ .

• If the author had used the word _____ instead of _____ , I would think _____ .

• The word _____ seemed like it didn't belong in the text, but it does belong because _____ .

Games and Drama

Games motivate students to be word conscious while actively manipulating and using language. Drama activities allow students to explore word meanings through a total physical response. Games also create an authentic context for social interaction and build listening and speaking skills; pantomime and charades are ideal for students who have limited oral vocabularies. In addition to the time-honored **20 questions**, **classroom baseball**, and **Pictionary**®, make the following games and drama activities part of your daily vocabulary routines:

1. **Stump the Expert** Designate an expert. A stumper presents a definition and the expert has 10 seconds to produce the term. If the expert responds accurately, the next stumper offers a challenge. This continues until the expert is stumped, or until the expert answers a set number of challenges and earns applause or a prize. The person who stumps the expert becomes the next expert.

2. **Around the World** A student designated as the traveler moves from his or her seat and stands by a student in the next seat. Give the traveler and the challenger a definition; whoever correctly identifies the word first is the traveler and stands by the student in the next seat. A traveler who continues responding first and returns to his or her seat has successfully gone "Around the World."

3. **Whatta' Ya' Know** Pose *yes/no* questions using two key vocabulary words. You or your students can make up the questions. The responses can be written or stated orally, and one hand can be raised for *yes* and two hands for *no*. For instance, the following questions might be asked about words associated with volcanoes: *Are* volcanoes *made of* lava? *Do* igneous *rocks come from* magma?

4. **Rivet** For this variation of the game Hangman, choose a key vocabulary word (such as *ecology*). On the board, make a blank for each letter in the word: _ _ _ _ _ _ _. Fill in the blanks by writing one letter at a time: **e c o** _ _ _ _. Pause briefly after you write each letter and encourage the class to guess the word. When someone identifies the correct word, have that student come to the board and fill in the blanks with the remaining letters.

5. **Vocabulary Concentration** Write one key vocabulary word per index card. Write the definition of each word on a separate card. Tape the cards, blank side showing, to the board, placing word cards on one side and definition cards on the other. Call on a student to choose one card from each side of the board, read the two cards aloud, and say whether the word and definition match. If the definition matches the word, the student keeps the cards and tries to make another match. If the word and definition do not match, the student replaces the cards on the board and another student has a turn. Continue playing until all cards have been matched.

California Common Core Connection

SPEAKING AND LISTENING
Collaboration and Comprehension:
CA CC.SL.CCR.1

LANGUAGE
Knowledge of Language:
CA CC.L.CCR.3

Vocabulary Acquisition and Use:
CA CC.L.CCR.5

6. You Made That Up! Each student uses a dictionary to find an unfamiliar word and writes the word on an index card. On the card, the student also writes the real definition of the word. He or she then makes up and writes two phony definitions. One student says her or his word and reads all three definitions, in no particular order, and calls on another student to tell which definition is correct. If that student makes the right choice, he or she takes over. If the choice is wrong, any other student can raise a hand and volunteer the correct answer.

7. Multiple Key Word Skit Groups can work together to create and act out a skit with dialogue that includes at least five of the key words. Allow groups a few minutes of preparation time to brainstorm ways that the words relate to each other. You may wish to award points for the most original skit, the most humorous, or the most accurate use of the words' meanings.

8. Charades Students can play Charades to pantomime an action or emotion associated with a key word or phrase.

• Write out words or phrases on index cards and place them in a stack.

• Arrange students in teams; one member of a team takes a card and acts out each word or syllable of a word using only physical signals. His or her teammates must guess the word or phrase being acted out.

• A time-keeper from the other team monitors the time, and the team with the lowest time score after a full round wins.

9. Synonym Strings Have teams compete to form synonym strings. Arrange the class in two teams and assign a starter word, such as *talk*, to each team. Teams then work to come up with as many synonyms as they can, and act out the meaning of each one. For example, for the starter word *talk*, students might come up with *babble, blab, chat, drawl, intone, squeal, yell*, etc. Synonyms can be checked in a thesaurus or against a teacher-generated list. Building synonym strings leads to distinguishing denotations/connotations and shades of meaning.

10. Picture It On the board, write several key vocabulary words. Arrange students in small groups. Assign each group a place to work in the classroom, along with a sheet of chart paper and a marker. Explain that group members are to work together to choose one vocabulary word without announcing what that word is. Then they must decide how they can show the word's meaning in a drawing. They must also choose only one member to make the drawing. Call on a group and allow the drawer 15 to 30 seconds to complete the picture. Have the other groups talk quietly about the picture. When group members agree on the word, they designate someone to raise a hand and give the answer. The group that guesses the word correctly gets 1 point. The drawer for that group goes next, and so on. Continue until one group has collected 3 points.

Word Generation

Materials Board, chart paper, or transparency; dictionary (optional)

Students explore how words are related, expand vocabulary, and learn or apply spelling patterns and rules by looking at word parts.

1. Write a **root**, **prefix**, **or suffix** in the center of the board or paper and circle it. For example: *im-*.

2. Ask students to **generate other words with that word part**.

3. Draw lines from the center circle out and write the generated words at the end of the lines forming a sun. For example: *imperfect, impossible, imbalance, immature*. Students can use dictionaries to help them generate additional words that suit the word part.

4. Look at the generated words and see if students can get the meaning of the word part. Ask them: What do *possible* and *perfect* mean? How does the prefix *im-* change the meaning of the words? Define *im-*.

Note: Sometimes students say words that don't fit the root or affix meaning. Example: *imitate*. That's okay. It's a teachable moment. Remind students: English words come from many different places. Certain letter combinations can give you clues about prefixes, suffixes, or roots. Some words do not follow those rules.

Word Generation Diagram

immature

immaterial

immeasurable

im-

imbalance

impossible

imperfect
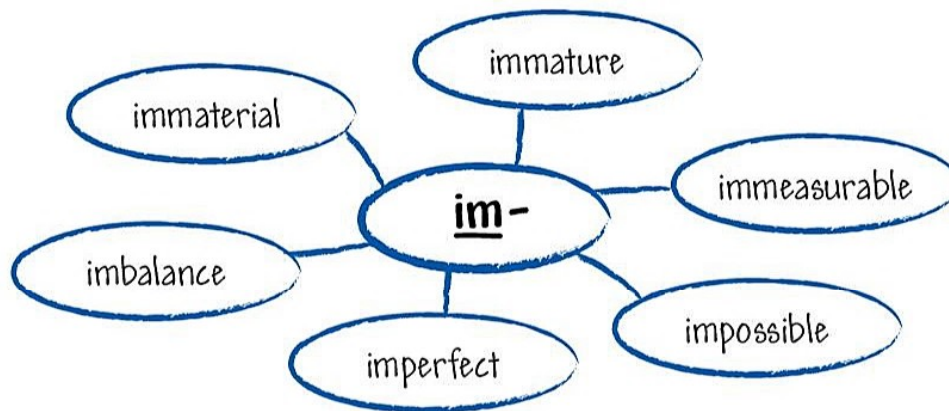
Materials Board, chart paper or transparency

Using key vocabulary or other words from a selection in a less structured way provides opportunities for students to expand their vocabulary skills. Poetry is a great way to accomplish this.

1. Concrete poems Students draw a meaningful shape or object and write words along the outline of the shape, so words look like the physical shape. Example: Student draws a volcano and along the outline writes: *lava, magma, cone, flow,* and *ash.*

2. Diamante poems Diamante poems are 7 lines long.

Line 1: Students select or are assigned a key word.

Line 2: Two adjectives that describe line 1

Line 3: Three action verbs that relate to line 1

Line 4: Two nouns that relate to line 1, and 2 nouns that relate to line 7

Line 5: Three action verbs that relate to line 7

Line 6: Two adjectives that describe line 7

Line 7: One noun that is the opposite of or contrasts with line 1

3. Cinquain poems Cinquain poems have different patterns. Have students work together to complete the pattern below with a vocabulary word.

Line 1: A noun

Line 2: Two adjectives

Line 3: Three *-ing* words

Line 4: A phrase

Line 5: Another word for the noun
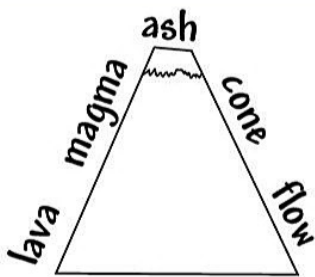
> **California Common Core Connection**
>
> **WRITING**
> Range of Writing:
> CA CC.W.CCR.10
>
> **LANGUAGE**
> Vocabulary Acquisition and Use:
> CA CC.L.CCR.5

Concrete Poem

ash
lava magma cone flow

Diamante Poem

Winter
Rainy, cold
Skiing, skating, sledding
Mountains, wind, breeze, ocean
Swimming, surfing, scuba diving
Sunny, hot
Summer

Cinquain Poem

Spaghetti
Messy, spicy
Slurping, sliding, falling
Between my plate and mouth
Delicious

Reteaching Routine

Group students who did not master the Key Vocabulary or Academic Vocabulary. Use the following routine to reteach each word.
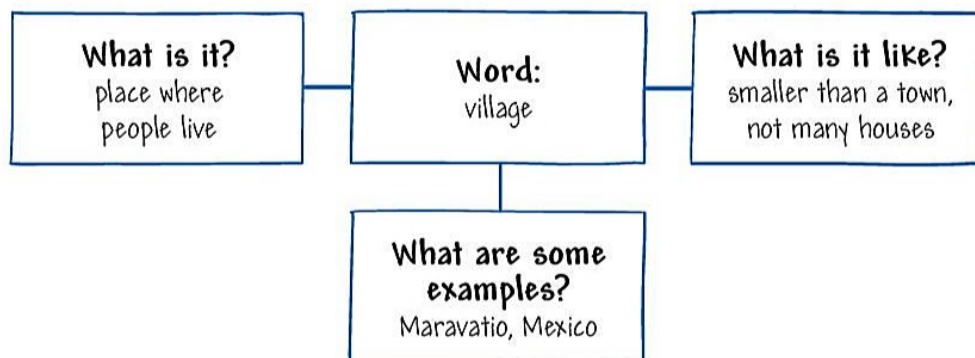
1. **Find and Say the Word** Point out the word in the **Prepare to Read** section in the Student Book. Say the word and have students repeat it after you. Then have the students locate the word in the selection, repeat the word after you, and read aloud the sentence in which the word appears. For Academic Vocabulary, point out the definition in context.

2. **Learn the Meaning** Read aloud the definition of the word. Then elaborate by restating the meaning using different words and giving additional examples.

   For example, to reteach the word *village* you might say: *A village is a place where people live. It is smaller than a town. A village might be made up of just a few houses.* Then you might show a drawing of a village in a work of fiction and a photograph of a village in a modern rural setting. You can also help students look up the word in a dictionary to confirm its meaning.

3. **Make Connections** Discuss with students when they might use the word. For example, they might hear the word *village* in a social studies class or read it in a story.

4. **Write and Remember** Have students record each word at the top of a separate page in a notebook in order to create a personal dictionary. Ask them what they notice about its sounds and spelling. Then have them make a **Word Map** to help them remember the word. If they have already created a **Word Map**, you can suggest other ways to help them remember, such as:

   - making a drawing to illustrate its meaning

   - copying the word, with its phrase or sentence context, when they see it in print

   - writing a sentence with the word, or

   - writing the translation of the word in their home language.

Word Map

| What is it? place where people live	Word: village	What is it like? smaller than a town, not many houses

What are some examples?
Maravatio, Mexico

Reading Routines

Research has demonstrated the importance of explicit, systematic instruction in phonological awareness, basic and advanced phonics, spelling, and decoding. *Inside Language, Literacy, and Content* features several instructional routines for presenting this instruction. In the Fundamentals level, these foundational skills are built into core lessons. For students who have demonstrated knowledge of basic and advanced phonics and have placed into levels A–C, phonics reteaching and intervention resources are provided in the *Inside Phonics* kit.
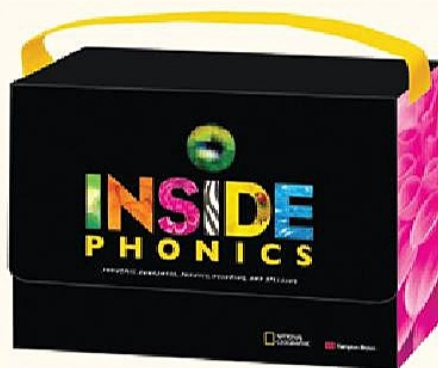
Reading Routine 1: Introduce Sound/Spellings

Step 1 Develop Phonemic Awareness

Purpose To orient students to the sounds of English

Procedure

1. Provide examples of words with the target sound in the initial, final, and medial positions. (Note that some positions may not be applicable with all elements.)

2. Say a series of words, some with the target sound and some without. Have students respond to indicate when they hear the target sound and in which position it appears.

Step 2: Introduce the Sound/Spelling

Purpose To help students connect sounds of English with their spellings

Procedure

1. Display the picture-only side of the **Sound/Spelling Card**. Say the name of the picture and have students repeat it.

2. Say the target sound and have students repeat it.

3. Turn the **Sound/Spelling Card** over. Point to and name the spelling for the sound. Have students repeat.

4. Give examples of words with the sound/spelling in various positions.

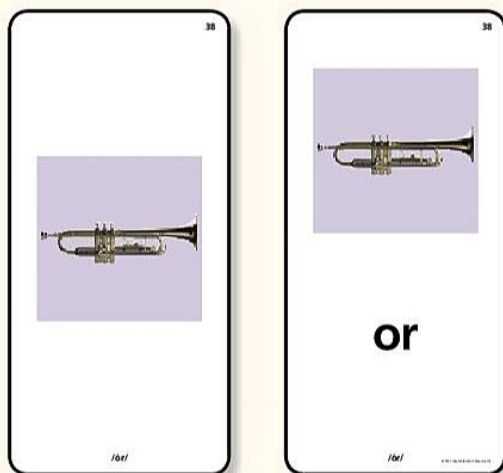5. Have students say the sound as they write the spelling in the air.
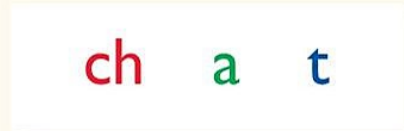

Sound/Spelling Card

Step 3 Blend Sound-by-Sound

Purpose To practice blending words with the target phonetic element; to develop a strategy for decoding unfamiliar words

Procedure

1. Select a word made up of the target sound/spelling and other sound/spellings with which students are familiar. Write the spelling of the first sound in the word. Point to the spelling and say the sound. Point to the spelling again and have students say the sound.

2. Write the spelling of the second sound and repeat the procedure. If the second sound is a vowel, blend the first sound with the vowel sound as you sweep your hand beneath the two spellings.

3. Write the spelling of the next sound, and continue the procedure until the word is complete.

4. When you have written the complete word, sweep your hand beneath the word and have students blend the sounds and read the word.

5. Repeat the procedure for other words.

ch a t

Step 4 Sound-by-Sound Spelling

Purpose To practice spelling words with the target phonetic element; to develop a strategy for spelling unfamiliar words

Procedure

1. Select and say a word made up of the target sound/spelling and other sound/spellings with which students are familiar. Use the word in a sentence. Have students repeat it.

2. Have students say the first sound of the word. Encourage them to match the sound to a **Sound/Spelling Card** and identify the spelling. Say: *Check the card. What's the spelling?* Students say the spelling and then write it. Repeat for the remaining sound/spellings in the word.

3. Write the word on the board. Ask students to check their spelling of the word.

4. Have students who misspell the word circle it and write it correctly.

5. Repeat the procedure for other words again.

north

ABCDEFGHIJKLMNOPQRSTUVWXYZ   . ? , ! " "
abcdefghijklmnopqrstuvwxyz   1 2 3 4 5 6 7 8 9 10
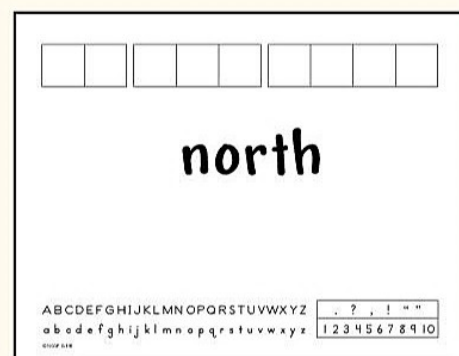
Write-on/Wipe-off Board

Reading Routine 2:
Vowel-First Blending

Purpose To provide support for students who have difficulty blending and reading words by focusing on a word's vowel sound

Procedure

1. Select a word that includes the target sound/spelling. Write the spelling for the word's vowel sound.

2. Point to the vowel spelling and say the sound. Have students repeat the sound. If students need additional support, have them say the sound with you. If not, have them say it independently.

3. Tell students that you will write the letters that come before the vowel sound. Explain that you will remember to say the vowel sound as you blend the word.

4. Write the spellings for the sounds in the word that precede the vowel sound. Point to each spelling and say the sound. Have students repeat each sound after you.

5. Blend the partial word (first sound/spelling through the vowel) as you sweep your hand slowly under the letters. Have students repeat after you.

6. Write any remaining spellings that follow the vowel. Point to each spelling and say the sound. Have students repeat each sound after you.

7. Blend the whole word as you sweep your hand slowly under the letters. Have students repeat after you.

8. Have students say the word again, naturally.

California Common Core Connection

READING FOUNDATIONAL SKILLS
Phonological Awareness
CA CC.RF.1.2

Phonics and Word Recognition:
CA CC.RF.1.3; CA CC.RF.2.3;
CA CC.RF.3.3; CA CC.RF.4.3;
CA CC.RF.5.3

ea
b ea
b ea ch

Reading Routine 3:
Reading Decodable Text

Purpose To practice reading words with the sound/spelling patterns taught in phonics and decoding lessons

Preparation Have students who need extra support sit closer to you so you can provide immediate corrective feedback. Display the **Sound/Spelling Cards** for the target sound/spellings that appear in the text. Have students name the sound and the spelling. Then point out that those sound/spellings will appear frequently in the text they are about to read.

Procedure Students should read the text four times, each time for a different purpose. Prior to the first read, have students chorally read the title of the passage, and give them a brief overview of the passage. Then remind them to use the blending routines and refer to the **Sound/Spelling Cards** as they read.

California Common Core Connection

READING FOUNDATIONAL SKILLS
Phonics and Word Recognition:
CA CC.RF.1.3; CA CC.RF.2.3;
CA CC.RF.3.3; CA CC.RF.4.3;
CA CC.RF.5.3

Fluency:
CA CC.RF.1.4; CA CC.RF.2.4;
CA CC.RF.3.4; CA CC.RF.4.4;
CA CC.RF.5.4

SPEAKING AND LISTENING
Comprehension and Collaboration:
CA CC.SL.CCR.1

First Read **Whisper Read**

1. Have students read the first page or section of text aloud quietly. Monitor students as they read, and listen for misread words. Provide immediate feedback to correct the misread words, and ask students to reread the sentences. If necessary, pronounce non-decodable selection words for students.

2. After students read, summarize the common errors you identified. Reteach the related **Sound/Spelling Cards**.

3. Have students repeat the process for the remaining pages or sections of the text.

4. Have students show you the hard words they found in the selection and tell how they figured out those words.

Reading Routines, continued

Second Read Partner Reading

1. If students struggled in the first read, have those students who need extra help read aloud with you.

2. Discuss hard words students found as they read. Have partners tell how they figured out the words.

3. Have students summarize the selection by responding to prompts and questions about it. Prompts for the Decodable Passages in the Student Book are provided for each passage.

Third Read Group Reading

1. Review the genre of the selection. Remind students about the defining characteristics of the genre and how those are present in the text.

2. If a selection contains text features such as captions, headings, or diagrams, point out those features. Read each one and discuss with the students how they help them better understand the selection.

3. Call on a student at random to read the first four sentences of the selection. Then call on other students to read the next portions of the selection. As you listen to students read, focus on whether they have corrected the common errors you noticed during the first read. If they have not, repeat the corrective feedback.

Fourth Read Choral Reading

1. Listen while students read the selection chorally.

2. Read the last two sentences in the selection, modeling appropriate phrasing. Have students chorally read the sentences, and listen to assess their phrasing.

3. Have students demonstrate comprehension of the selection by responding to prompts and questions about it. Prompts for the Decodable Passages in the Student Book are provided for each passage.

Decodable Passages
(in *Student Edition*, Fundamentals Level Volumes 1 and 2.)
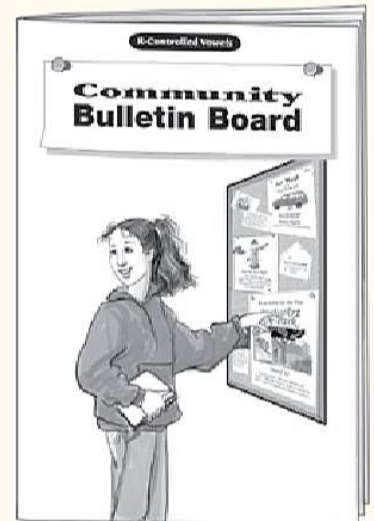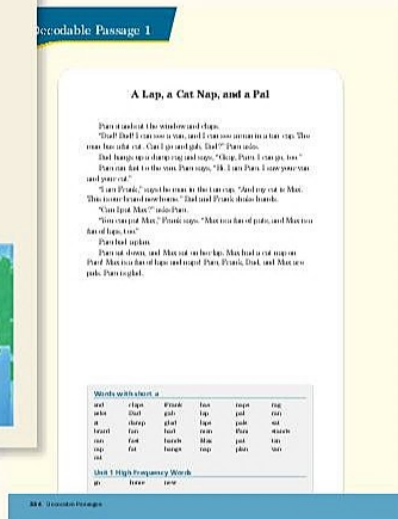
Tear-Out/Fold-Up Books
(in *Practice Book*, Fundamentals Level Volumes 1 and 2 and *Inside Phonics*.)

Other Reading Routines

Throughout the program, additional instructional routines provide explicit, systematic practice with key reading skills and strategies.

Whole-Word Blending

Purpose To develop a strategy for decoding unfamiliar words which contain familiar sound/spellings

Procedure

1. Display a word that includes the target sound/spelling.

2. Point to each sound/spelling. Have students blend the sounds as you point.

3. Sweep your hand under the whole word and have students blend and read it.

4. Have students say the word naturally.

Whole-Word Spelling

Purpose To develop a strategy for spelling unfamiliar words which contain familiar sound/spellings

Procedure

1. Say a word that includes the target sound/spelling. Use the word in a sentence, then say the word again.

2. Have students say the word.

3. Have students write the word. Invite them to refer to **Sound/Spelling Cards** if they need help associating spellings with sounds.

4. Write the word correctly, and have students check their work.

5. Have students circle the word if they spelled it incorrectly and then write it correctly.
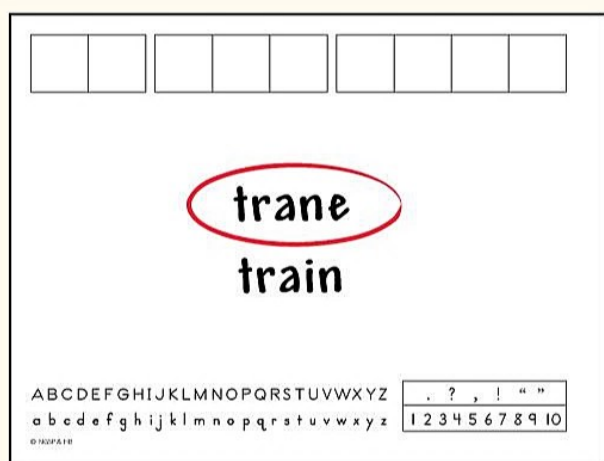
Write-on/Wipe-off Board

High Frequency Word Practice

The Fundamentals level of *Inside*, as well as the *Inside Phonics* kit, include lessons to teach high frequency words that students need to recognize in their reading and use effectively in their writing. Use the instructional routine in the lessons to present each word. Practice the words daily selecting from the following activities.

Activities for Daily Practice

Word Chart Have students use index cards to make a word card for each new word. Add the cards to a classroom word chart, organizing them by the sound of the first letter. Use the chart to play the following practice games:

- Group members take turns saying a sound, and other group members name the words on the chart that start with that sound.

- Point to words at random, and have students read them aloud. Increase the pace of the game as students gain familiarity with the words.

- State the meaning of a word and have students say the word aloud.

- Have students take a card from the chart and use the word in a sentence.

Repeat one or more of these quick activities at the beginning of each day's practice session.

Word Hunt Partners or small groups challenge one another to find words from the list in the unit's reading selections or in print around the school or classroom.

Interactive Whiteboard Games Display the **Word Builder** located on **myNGconnect.com**. Use the digital letter tiles to spell words from the word chart one letter at a time. Pause after placing each letter to see if students can guess the word you are spelling. Alternatively, set several tiles on the projector, give clues about a word, and have volunteers come to the projector and spell the word with the tiles. (For example, say: *It starts with* n *and rhymes with* blue. *What is the word?* or *What is the opposite of old?*)

Open Word Sorts Have partners write the set of words on cards and then put them in as many categories as they can. These categories can be print based (e.g., start with the same letter; have the same number of letters; share a common word part) or semantic (related to a category, such as family or animals). Students come up with their own categories and explain them.

Spelling Practice Say a sentence omitting one of the words. Have students write the word on a **Write-on/Wipe-off Board**. Write the word for students to see, and have them check their work. If they wrote the word incorrectly, have them circle the word and write it again. Invite students that need extra support to refer to the word chart as they write. You may even wish to isolate the few words students will be practicing and review them together.

Routine for Reteaching the High Frequency Words

Group students who did not master the high frequency words. Reteach about five words at a time. Work at the overhead using letter and word tiles to carry out the following reteaching routine:

1. Write the word or set out the word tile on the overhead. Say: *Look at the word.*

2. Tell students: *Listen to the word.* Then point to the word as you say it. Have students repeat the word.

3. Next use the word in a sentence and discuss its meaning.

4. Tell students: *Say the word.*

5. Have students spell the word as you place letter tiles on the overhead. Point to each letter again and have students spell the word.

6. Then ask students to say the word on their own and write it.

Choose from the practice options above to practice the words you are reteaching.

Word Builder App
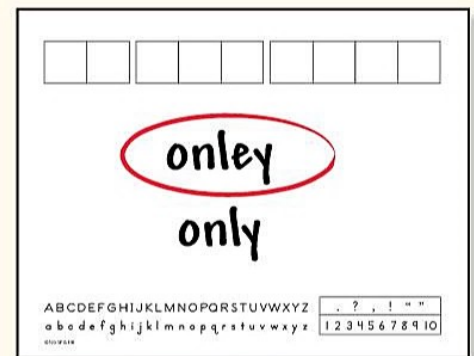
Write-on/Wipe-off Board

Close Reading Routine

The program provides extensive opportunities for students to engage with complex texts as Read Alouds (R2), Close Readings, and in libraries. One of the Common Core State Standards' main goals is to enable students to "undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature" (CCSS, 2010, p. 3). The practice of close reading includes four fundamental characteristics (Beers & Probst, 2012; Coleman, 2011; Frey et al., 2012; Hinchman & Moore, in press; Lapp et al., 2012)— short, rigorous texts, multiple readings of target texts, academic discussion, and a focus on text evidence.

This routine combines the three overarching strands of the CCSS—Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas. The **Close Readings** are available in the **Student Book** and **Practice Book**. To begin, display the **Student eEdition** for the class. Have students use the **Practice Book** to annotate the text as you conduct the routine.

1. Read for Understanding
The purpose of the first reading is to help students form initial understandings of the text. Students begin by determining the text's genre and topic.

- Read the entire selection aloud and help students examine its purpose, structural patterns, and features to determine its genre. Have students respond to two basic questions: *What kind of text is this?* and *How do you know?* Have partners enrich their responses by identifying relevant elements of the text, reading illustrative sections aloud, and comparing the text to others in the **Student Book**.

- Help students compose a topic statement by leading them through two steps:

  1. Identify the topic: *This text mostly tells about . . .*

  2. Compose a topic-plus-comment: *This text mostly tells about . . .* (insert the key word) *. . . and . . .* (supply a phrase stating what the text mostly tells about the key word) *. . .*

2. Reread and Summarize
The purpose of the second reading is to help students deepen understandings of the author's key ideas and details.

- Direct students to reread the text in order to summarize it. For students who need extra support, reread chorally, have students take turns reading aloud with a partner, or have students read along with the audio recordings provided in CD and MP3 formats.

- Using the **Practice Book** version of the text, have students identify the 3–5 most important words in each section of the text. These words best express the big ideas.

- Have partners compare their topic statements and important words in preparation for summarizing the selection. Then have students individually compose their summaries. When time permits, lead them to share, compare, and possibly revise their summaries.

3. Reread and Analyze
The dual purposes of the third reading is to help students deepen understandings of (a) the author's meaning, and (b) the author's use of craft and structure to communicate meaning. Model using the examples provided in the lessons. Dedicate sufficient time for students to work as partners or in small groups to ensure active participation.

Draw attention to a text element such as word choice, descriptive language, text structure, or point of view. Point out an example in the text. Then have students explain how it helps shape the meaning of the selection. Invite students to examine how the element affects meaning in other segments of the text. Have students use the **Practice Book** to mark and explain the evidence that supports their analysis.

4. Discuss
The purpose of this step is to help students integrate their knowledge and ideas and to build new understandings that they can apply to other readings. Begin a whole-class discussion that leads students to develop the ideas and questions they generated and form general statements about how authors craft their texts. Ask questions that involve relating, applying, and evaluating ideas and information. Have students record responses in the **Practice Book**.

5. Connect to the Guiding Question
The purpose of this final step is to help students connect the text to the unit topic and build new understandings of the world. Support students as they apply the ideas in the text to the unit's **Guiding Question** and to the unit topic. Conduct a discussion and have students record their answers in the **Practice Book**. Invite students to generate additional questions and conduct short research projects to pursue those questions.

Student Book: Reading and Language

Practice Book

Academic Discussion Strategies
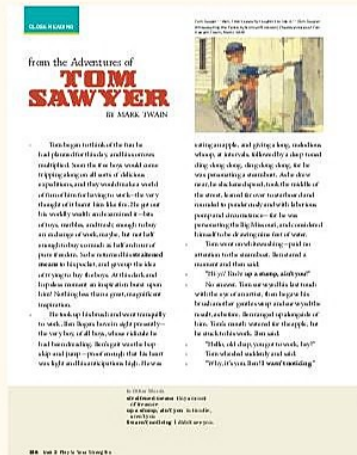
Discuss Guiding Questions

Units are built around **Guiding Questions**, content-rich questions that do not have a single definitive answer. Analyzing these questions is like conducting a scientific inquiry. Not only do these questions provide an organizing principle for the units, they also provide the occasion for the substantive and interactive classroom conversations that both motivate students to read and increase their comprehension. To take full advantage of the **Guiding Questions**, keep the following principles in mind:

1. **Highlight the question's authenticity.** The essential characteristic of **Guiding Questions** is that they are debatable. When introducing a question, note that people have taken different positions on them over the years. Most school discussions revolve around things that are already known and figured out, so it's important to make it clear to students that they will have to formulate their own hypotheses and then take and defend a position.

2. **Let student responses dictate the direction of the discussion.** Sometimes teachers preempt student thinking by asking yes/no or fill-in-the blank questions. This slots students' responses in the teacher's interpretation. Promote creativity and originality. Do your best to make sure that students are the ones who are doing the higher-order thinking.

   Discussions can be unpredictable. If a student's response takes the discussion in a new direction, go with it. Recognizing student-generated ideas propels discussion. Identify and credit the idea by writing responses on a board or display device. Follow up with the student to invest them with authorship and reinforce authenticity. For example, say: *Does what I wrote down reflect what you were saying?*

3. **Establish routines for argumentation.** Build habits in active argumentation using consistent series of questions that prompt argumentation. Model and provide practice in turning a question upside down or inside out.

   - After students make a claim, ask: *What makes you say so?* This cues them to produce evidence. Remind students to mine the text for evidence.

   - After they cite evidence, ask: *So what?* This cues students to connect the evidence and the claim and help students discriminate between relevant and irrelevant evidence.

   - Ask: *What would someone who disagrees say?* and *How would you respond?* This cues students to anticipate and respond to counter-arguments.

   Extend discussion with follow-up prompts. In addition to the phrases supporting the argumentation routine, encourage elaboration in more general ways.

   - To help students complete ideas or provide additional detail, say: *That's very interesting. Can you tell me more about that?*

   - To help students connect to ideas expressed by others, ask: *How does what you just said connect to what _____ said?*

4. **Create student-to-student interactions.** In addition to the **Cooperative Learning Structures** (PD58-PD59), make frequent use of small-group and partner discussions to engage more individuals in active participation and support the development of multiple perspectives. Small group discussion also gives students a deeper understanding of their peers' perspectives because there can be more frequent exchange of ideas and opportunities for clarification and elaboration. In whole-class discussions encourage students to summarize the previous speaker's points before making their own.

5. **Provide time to think.** Silence can be daunting but it is important to create an environment where time for reviewing the text and silent thinking time are allowed and supported in whole-class and small group discussions. Use the following strategies to support the class in gaining comfort with wait time.

   - For whole class discussions, choose a series of respondents (*you, then you, then you*) including both volunteers and more reluctant students to allow students time to frame responses before speaking.

   - Acknowledge silence as a part of the thinking and learning process. Say, for example: *I'm glad you're taking time to think that through, let's come back to that topic in a minute or two.* Or stop the discussion and say: *Let's take a minute to collect our thoughts. Everyone take a minute to review the text. Then write what you're thinking about.*

Grammar Instruction and Practice

The 5-Day Plan

Grammar instruction for *Inside Language, Literacy, and Content* is carefully sequenced across each level and spiraled from level to level to ensure comprehensive instruction in foundational and grade-level grammar skills. For each selection in the **Reading and Language Book**, a series of five lessons targets one grammar topic. This focus and repetition helps students integrate correct language structures into their oral and written communication. In addition, cumulative review resources are provided to help students integrate skills and retain what they have learned. Grammar instruction is also reinforced in the **Writing Book**.

Day 1

Introduce the grammar topic in the **Reading and Language Book**.

Student Book: Reading and Language
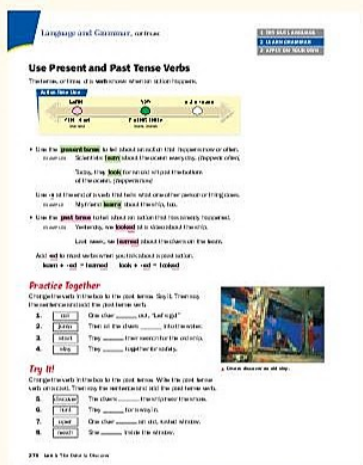
Grammar Transparencies
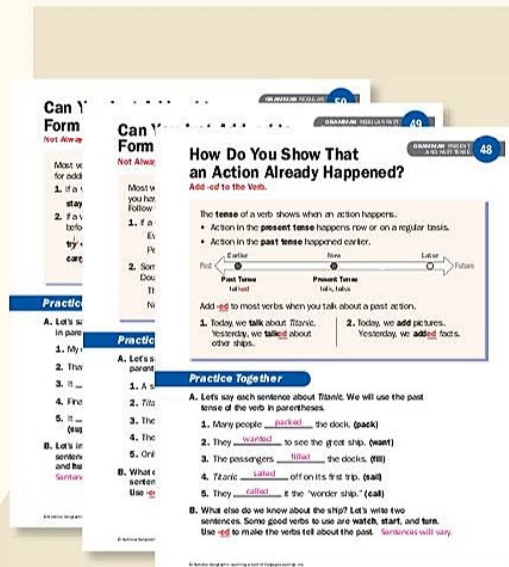
Days 2, 3, 4

Build on the grammar topic through three **Grammar Transparencies**. All transparencies are available online at **myNGconnect**. Use the Grammar Instruction Routine to conduct the instruction with the Transparencies.
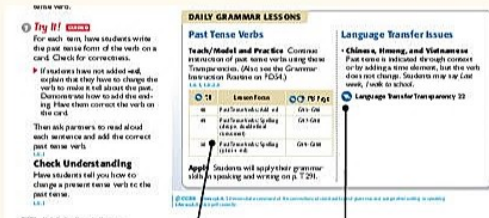
The chart shows the **Transparencies** and **Practice Book** pages you can use to conduct daily lessons.

Language Transfer notes and **Language Transparencies** can help you address errors students may make.

After following the Grammar Routine for each transparency lesson, assign the two corresponding **Practice Book** pages for independent practice.

Day 5

Students apply the grammar in oral and written activities in the **Reading and Language Student Book**.
Assess oral grammar and language with the **Language Acquisition Rubrics** available in the **Teacher's Edition** and in the **Assessment Handbook**.
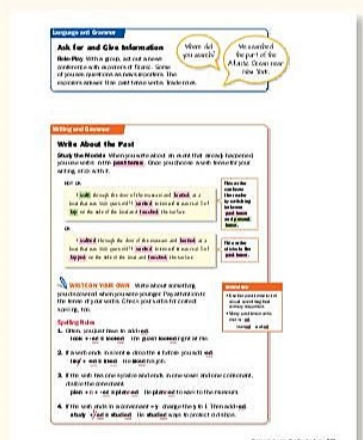
Student Book: Reading and Language
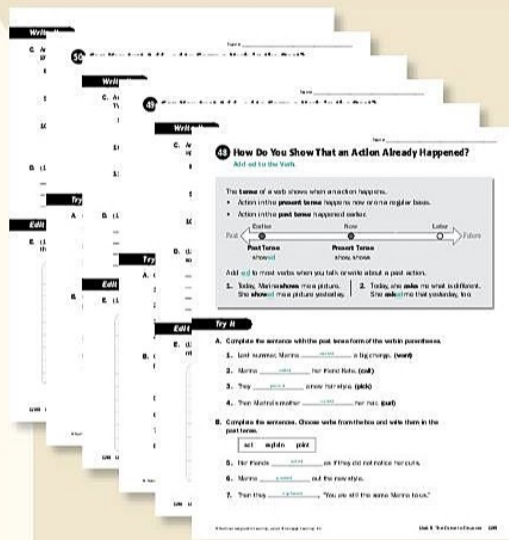
Practice Book

Grammar Instruction Routine

On Days 2–4, use transparencies to carry out direct instruction in which you teach and model the skill and then use the items in **Practice Together** to provide structured practice. In the **Practice Book**, use the items in **Try It** to provide guided practice. Then assign from the rest of the **Practice Book** for independent practice.

Sample Lesson

Begin each lesson by connecting to what students already know. For example, you might hold a brief discussion about what the class did yesterday and write down a few of the regular verbs. Then you can point out that these verbs tell about the past.

1 Teach / Model

Read aloud or choral read the information in the box at the top of each transparency. Use the rules and examples to explain the grammar concept. Use the visuals, charts, lists, etc., to support your explanation.

For example, for **Transparency 48**, read aloud the first three sentences. Then use the visual:

- Circle the word **Now**. Have students read the tense that goes with **Now** and use the verb **talk** or **talks** in a sentence that tells what's happening now.

- Circle the word **Earlier** and repeat the process. Use the verb **talked** in a sentence that tells about the past. Then have students compare the present and past tense verbs and tell how they are different.

Sum up by reading the rule below the time line as a group. Then work through the examples and compare more present and past tense verbs. Say: *The verb* **talked** *ends in* **–ed** *because it tells about something that happened yesterday.*

2 Practice Together STRUCTURED

Think aloud as you work through each item in Part A. For example, for number 1, say:

Many people <u>pack</u> *the dock. The verb is* **pack**. *To make* **pack** *tell about the past, I add* **-ed: Packed**. *Many people packed the dock. Now I know that this is something that happened in the past.*

Have students chorally repeat the present tense verb, the past tense verb, and then the whole sentence. Supply the correct answers so that students hear and see the correct structures.

For Part B, think aloud as you write two sentences with past tense verbs. For example, say: *I want to write this sentence: The people on the shore* **watched** *the big ship. When you get to the word* watched, *say: I write the verb* **watch**; *Then I add the ending* **-ed** *to show that this happened in the past.*

3 Try It GUIDED

Distribute the **Practice Books**. In the **Try It** section, students supply the answers on their own. Ensure that every student has a chance to respond to each item. Read aloud each item and give students "think time" to write the answer on a card. Ask all students to hold up the cards. Scan the room quickly to identify students with incorrect responses. Then confirm the correct response and have all students repeat it chorally and write it in the **Practice Book**.

For those students who did not respond correctly initially, give immediate corrective feedback. For example, say: *You have to add* **-ed** *to the verb to make it tell about the past. The verb is* **want**. *If I add* **-ed**, *it is* **wanted**. When the items are complete, ask a student to chorally read the correct sentence aloud.

4 On Your Own INDEPENDENT

Check for understanding. For example, say: *Tell me how to change a regular present tense verb to the past tense.* When students indicate understanding by telling you to add **-ed**, assign the rest of the **Practice Book** exercises as independent work.

Grammar Transparency

Practice Book

Practice Book

Structured Response

Strategies for Structured Responses

Structured response formats are instructional practices that can be incorporated into daily lessons to allow all students to participate more actively and productively (e.g., Heward, 2006). Carefully planned structured response routines can ensure that every student participates in a lesson, and that participation remains focused and on task. They also allow for immediate feedback to support correct answers and to address incorrect ones. Lessons in *Inside Language, Literacy, and Content* use the following structured response formats.

Choral Responses

The goal of choral responses is to allow students to join in on important academic words, expressions, or ideas, and/or to determine immediately whether (and which) students understand a presentation.

1. Use an established spoken cue (e.g., *Everybody; Look at me; Eyes up*) to focus students' attention.

2. Give a prompt or ask a question that can be answered with one or two words or an academic phrase. Use a visual cue (e.g., holding up a hand as a "stop sign," then dropping it quickly) to provide wait time for students to think before they answer (and to keep some students from blurting out the answer). This use of wait time allows students to think about and form their answers and increases their confidence to join in class interactions.

3. Provide feedback to recognize correct responses (e.g. *That's right. Good work, everyone!*). If some students give the wrong answer (or say nothing), say: *The correct answer is _____ . Let's all say that together.*

Response Cards

The goal of using response cards is to ensure participation by every student. Response cards work best when the answer is short; for example, students are asked to change a verb in a sentence from present to past tense. Response cards can take many forms from a set of index cards to a write-on/wipe-off board to a torn sheet of paper.

1. Give students a prompt or ask them a question that can be answered with one or two words, yes/no, or *true/false*.

2. Tell students to think about their answers. Silently count to 5, then say: *Write.*

3. After a few moments, say: *Hold up your cards.*

4. Quickly check all of the cards and provide feedback, such as: *Excellent work! You all wrote true, which is the correct answer. I see some of you wrote Sammy, which is the name of the main character in the passage.*

TRUE	SAMMY

5. Continue with other prompts and questions.